

TGT Learning Application (Teams Games Tournament) on Student Learning Outcomes of History Gadingrejo State 1 High School

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I. INTRODUCTION

Senior High School 1 Gadingrejo, Gadingrejo District, Pringsewu Regency, Lampung Province has implemented the 2013 Curriculum to date, is one of the formal educational institutions that aims to form productive people, able to work independently, able to choose careers, resilient and persistent in competence, adaptability, in the work environment, and develop a professional attitude and self-knowledge, in the future either independently or through higher education. However, improving the quality of education in schools encounters several obstacles in achieving student learning outcomes.

Teachers as managers of learning activities must be able to apply varied learning models to students so as to encourage students to be active in the learning process. This is where the task of a teacher as an implementer of education in schools plays a role, namely to formulate strategies by arranging the functions of each teaching component into an effective and efficient teaching system so that maximum educational goals are achieved.

Social studies subjects are one of the integration subjects of History, Geography and Economics as well as other social science subjects. Then referring to history lessons, according to the general Indonesian dictionary, history can be defined as lineage, origin (descent), or events that occurred in the past, whereas according to Sartono Kartodirdjo history is a description of the human past and its surroundings as social beings arranged scientifically and completely. Covers the sequence of facts of the period with interpretations and explanations that provide an understanding of what has passed (Sartono Kartodirdjo, 1982: 12).

From the understanding of history above, it can be concluded that history is the study of events or events in the human past and reconstructs what happened in the past. With the existence of learning history in students, it can help students understand human behavior in the past, present and future.

Based on observations of the learning process History of specialization in class XI IPS Senior High School 1 Gadingrejo, it seems that there are still some weaknesses because the learning model is still teacher-centered (teacher oriented), the teacher acts as the only source of learning so

that students are not given the opportunity to develop creativity and have not involved in the learning process. Most of the learning models used are expository learning models through the lecture method, question and answer as needed, and practice questions, so that they feel bored and lack enthusiasm in learning.

Furthermore, students' attitudes and responses to the applied learning models vary, but all of them illustrate that learning activity is not optimal. This can be seen in the learning process which is only dominated by smart students, while students with low abilities participate less in asking or answering questions given by the teacher.

This is coupled with the task load or practice questions given by the teacher which is monotonous, which makes students less interested in completing their task responsibilities, as a result many students are looking for shortcuts by cheating on the results of their friends' answers, so that students' abilities in subjects are less honed and well trained.

After knowing this, the teacher must try how to revive an active, creative, innovative and fun learning atmosphere. The role of the teacher in the learning process is not dominating but facilitating and directing students to be active in gaining understanding of the material provided. Not only that, the teacher also provides guidance to students so that they are able to analyze any problems faced and find solutions to these problems. Efforts to overcome this problem, a teacher should be able to choose the right type of learning in an effort to increase student activity in learning tailored to the situation, conditions and goals to be achieved so that the material presented can be well received by students.

Cooperative learning is a learning strategy with students as members of small groups with different levels of ability. Each student in completing group assignments must work together and help each other to understand the learning material.

By using the cooperative learning type, it is hoped that students will be more courageous to ask questions because students work with peers. The teacher's function in learning is not as a transfer of knowledge, but as a facilitator and guide for students. Cooperative learning includes the TGT (Teams Games Tournament) type, the application of this cooperative model is expected to actively involve students in the learning

process so that students can more easily understand the material taught by the teacher and can achieve indicators of basic competencies and improved student learning outcomes, especially in levels of analytical thinking. This is in accordance with Johnson & Johnson in Trianto (2009):

Agreeing with the theory above, according to Ibrahim et al in Trianto (2009: 59) "the cooperative learning model is developed to achieve the objectives of learning objectives which consist of the following: 1) Academic learning outcomes, 2) Acceptance of diversity, 3) Skills development social". Cooperative learning models in schools can help teachers achieve successful learning in several aspects. However, success also depends on the efforts of each group. Each member must carry out their respective responsibilities, so that the tasks carried out by the group can run well.

Based on the background of the problem, the authors are interested in conducting research with the title "The Application of Cooperative Learning Type TGT Against Student Learning Outcomes in History of Senior High School 1 Gadingrejo"

II. RESEARCH METHODS

The research design used in this study is a comparative study with an experimental approach. Comparative research is a study that compares the existence of one or more variables in two or different samples, or at different times (Sugiyono, 2013: 57). Testing the comparative hypothesis means testing the population parameters in the form of comparisons. This method is used to determine the difference between one variable, namely life skills with different treatments.

The approach used in this research is an experimental approach, which is a study that seeks to find the effect of certain variables on other variables under tightly controlled conditions. According to Arikunto (2013: 207) experimental research is research that is intended to determine whether or not there is a result of "a" imposed on the subject investigating. In other words, experimental research tries to investigate whether there is a causal relationship.

Several data collection techniques used by researchers to obtain data in this study are described below:

Peer assessment (peer assessment)

Peer assessment is used to measure students' self-awareness skills. Peer assessments are carried out at the end of each lesson.

Observation

Observation is a method or ways of analyzing and taking notes systematically on behavior by seeing or observing individuals or groups directly. Observation is used to measure social life skills and thinking skills through assignments given by the teacher. Observations were made during the learning process and were carried out by fellow researchers.

Documentation

This method is used to obtain data relating to the number of students, a list of the names of students who were the samples of the study, existing facilities and an overview of the history of the establishment of SMA N 1 Gadingrejo, Pringsewu Regency.

III. RESULTS AND DISCUSSION

This research was conducted at SMA N 1 Gadingrejo, Kab. Pringsewu, Prov. Lampung. The population in this study were all students of class XI IPS SMA N 1 Gadingrejo in the 2019/2020 school year which consisted of two classes with a total of 64 students. The class chosen as the sample was class XI IPS 1 as the experimental class, totaling 32 people and class XI IPS 2 as the control class which also consisted of 32 people.

Retrieval of data obtained from tests given to the selected class as the sample. This research is a quasi-experimental research because this study aims to determine how much influence the experimental class was given special treatment while the control class was not given special treatment.

Research in the experimental and control class at SMA N 1 Gadingrejo was conducted on March 13 to April 3 2020 with two meetings. With details of one meeting in the experimental class and one meeting in the control class. The time allocation for one meeting is 4 x 45 minutes (4 hours of lessons). The material taught in this research similarities and differences in strategies for national movements. Before the research was conducted, a validation test of test questions was carried out to the students of class XI IPS 1 to find out which questions were suitable as instruments in the study.

The research, which was conducted at SMA N 1 Gadingrejo, involved two classes, namely the experimental class and the control class. Before being given the treatment, both classes were given a pre-test to determine the students' initial abilities. The mean value for the experimental class was 51 and for the control class it was 41. Based on the homogeneity test, it was found that the two classes had the same or homogeneous variance.

After knowing the initial abilities of the two classes, students are then given different lessons on the similarities and differences in the strategy of the national movement. Students in the experimental class were taught using the TGT learning model and students in the control class were taught using the STAD learning model. After being given different treatments in the experimental class and the control class, at the end of the meeting after the material was taught, students were given a post-test to determine student learning outcomes. The post-test mean score in the experimental class was 78 while in the control class it was 73. From the tests carried out through the given post-test, it was found that the two classes had the same or homogeneous variance.

Based on the previous hypothesis testing, it was found that H_0 was rejected. At the significant level $\alpha = 0.05$ and $dk = n_1 + n_2 - 2 = 62$, based on the t distribution table it can be seen that $t_{table} = 0.246$. Furthermore, by comparing the calculated price with the table price, it is found that $t_{count} > t_{table}$ is $1.473 > 0.246$. This means that H_a is accepted or rejected H_0 , which means that the average learning outcomes taught by the TGT learning model are higher than the average learning outcomes taught with the STAD learning model at SMA N 1 Gadingrejo.

Thus, the alternative hypothesis (H_a) which states that the history of learning outcomes of students taught using the TGT learning model is higher than the average learning outcomes taught by the STAD learning model at a significant level of 0.05. This means that before the implementation of the TGT learning model, teaching and learning activities were still focused by the teacher. However, after implementing the TGT learning model for the experimental class the learning process is more active, innovative, creative, effective and efficient than the control class using the STAD model. This is evidenced by several factors, including students being more enthusiastic about the TGT learning model. The TGT learning model fosters the enthusiasm for learning and more serious attention, and reduces the feeling of boredom in students.

IV. CONCLUSION

Based on the results of data analysis, the following conclusions can be drawn:

1. There is an effect of the application of the TGT type of cooperative learning model on student learning outcomes in History subjects
2. There is an effect of the application of the STAD type cooperative learning model on student learning outcomes in History subjects
3. There are differences in learning outcomes of students whose learning uses the TGT type cooperative learning model with learning using the STAD type in History subjects.
4. The learning outcomes of students who are taught using the TGT type of cooperative learning model are higher than students who are taught using the STAD learning model in History subjects.
5. The learning outcomes of students who are taught using the STAD type cooperative learning model are higher than students who are taught using the TGT learning model to students in History subjects

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