Action research: Enhancing Classroom Practice and Fulfilling Learning Responsibilities with Guided Note Taking (GNT) and Teams Games Tournament (TGT) Models

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Abstract

The purpose of this research is to explain how the application of learning methods Guided Note Taking (GNT) and learning model Teams Games Tournament (TGT) in the subjects of economics and whether the application of learning methods Guided Note Taking (GNT) and learning model Teams Games Tournament (TGT) on economic subjects can improve student learning outcomes. This research used a qualitative approach to the type of Classroom Action Research so that the presence and role of researchers in the field is indispensable. Data studied were focused on student learning outcomes. The results from 1st cycles show by percentage the thoroughness of learning outcomes is the pre-test in the value of 0% and a post-test at 22,85%. In the second cycle of learning outcomes obtained by the percentage of completeness, study results showed an increase in the value of 22,85% pretest and post-test amounted to 77,14%. And the affective domain also increased from initially that no students were classified in the very good category, become 3 students that are classified as very good. And the psychomotor domain also increased from 17 students is in good category become 27 students is in a good category.

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INTRODUCTION

The paradigm shift from teacher orientation to student need orientation means that learning activity is dominated by students, the teacher only as a facilitator. In response to the changes that occur, it must be followed by various changes in daily learning activities. And if further explored that change is caused by the existence of one's awareness of the shortcomings it has (Soekanto, 1990).

The main task of the teachers themselves is to organize learning activities that enable optimal interaction between students with students or students with teachers or vice versa. However good and ideally education, however, complete the educational facilities and infrastructure without balanced with the ability of teachers in implementing, so then the learning process will be less meaningful. Teachers are given the freedom to utilize various approaches and methods of learning that can foster interest, process skills, attention, and liveliness of students so that the learning process becomes more meaningful.

The changes intended here directly relate to the teacher's tasks such as learning activities in teaching, from the setting of learning objectives, the selection of teaching materials, the selection of approaches, the media, the selection of learning models, and the assessment system. As stated by (Ibrahim, 1998) that the innovation made by a teacher is more emphasized on teaching activities because the teacher is assigned the task and authority to manage the learning activities to achieve the learning objectives that have been set.

Overcome the above problems researchers will conduct research using innovative learning models through guided note taking (GNT) method and cooperative through teams games tournament (TGT) in the economic learning process. The advantage of using Guided Note Taking (GNT) learning method and Teams Games Tournament learning model is that students will more easily understand the material presented by the teacher, so as to improve student learning outcomes and student activities during the learning process.

Guided Note Taking can make it easier for students to understand the material (Tanamatayarat et al. 2017). Teams Games Tournament (TGT) is one of cooperative learning to help students review and master the learning materials (Slavin, 1995). Slavin (1995) found that TGT successfully increased basic skills, achievement of positive interaction among students, self-esteem, and attitudes of acceptance to different students. Model Teams Games Tournament (TGT) also has advantages that are in cooperative class students have the freedom to interact and use their opinions, students' self-confidence becomes higher, disruptive behavior toward other students become smaller, student learning motivation increases, and more understanding depth to the subject (Wodarski & Feit, 2011).

SMAN LAB Malang especially in class X Interests as the subject of research resources, researchers found that in teaching and learning activities teachers still rarely use innovative and creative learning model, so that students will feel tired and saturated, consequently students also difficult to understand the subject matter. This is evident from the value of economic middle test class X students MIA 1 still exists under the Minimum Passing Standards established by the school that is 79.

Three of the many definitions for action research is a systemic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry (McCutcheon & Jung, 1990). A form of collective self-reflective

inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (Kemmis & McTaggart, 2000).

McKernan (1991) also states that there is evidence of the use of action research by a number of social reformists prior to Lewin. McTaggert (1992) cites work by Gstettner and Altricher which has a physician named Moreno using group participation in 1913 in a community development initiative with prostitutes in Vienna. Freideres (1992) asserts that the concept of participatory research emerged in the 1970s from development work in low-income countries and mentions names such as Fals-Borda and Freideres.

Grundy (1988) state that there are three minimal requirements for action research. These requirements incorporate the goals of improvement and involvement which characterize any action research project. The conditions which are set out there as individually necessary and jointly sufficient for action research to existing are:

1. the project takes as its subject-matter a social practice, regarding it as a strategic action susceptible to improvement;
2. the project proceeds through a spiral of cycles of planning, acting, observing and reflecting, with each of these activities being systematically and self-critically implemented and interrelated; and
3. the project involves those responsible for the practice in each of the moments of the activity, widening participation in the project gradually to include others affected by the practice and maintaining collaborative control of the process (Grundy 1988).

Grundy (1988) discusses three modes of action research: technical, practical, and emancipator, that of a technical collaborative approach, a mutual collaborative approach and an enhancement approach. McKernan (1990) also lists three types of action research:

Type 1: the scientific-technical view of problem-solving;

Type 2: practical-deliberative action research; and

Type 3: critical-emancipatory action research.

Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out… The approach is only action research when it is collaborative, though it is important to realize that action research of the group is achieved through the critically examined action of individual group members. (Kemmis & McTaggart, 2000)

METHOD

This research is a classroom action research which refers to the research design of Kemmis & Mc. Taggart (2000) where each cycle consists of four steps consisting of action planning, action execution, observation, and reflection. The approach used is qualitative approach and done in 2 cycles. We collect data through (1) in-depth interview, (2) observation, and (3) study of documents. We asked learners and teachers. Techniques used in data collection are observation,

test, field note, and documentation. While the research instrument used in obtaining data is the observation sheet of the implementation of guided note taking and the learning model of teams games tournament, test questions (pre-test and post-test), and field notes. Our observation is aimed to capture offshore activities. Lastly, we also investigate relevant literature to support our findings.

RESULT AND DISCUSSION
Comparison of Observation Results of Needed Learning Method Guided Note Taking and Learning Model Teams Games Tournament Cycle 1 and Cycle 2

Implementation of the guided note-taking instructional method and learning model of teams games tournament conducted by researchers in cycle I and cycle II.

Table 1. cycle I and cycle II.

Cycle	Day	Scores	Predicate	Percentage	Information
I	Wednesday (on March 2, 2017)	83	B	83.13	
II	Wednesday On March 9, 2017)	95	B	95.14	Increase

Source: Data Processed, 2017

Based on the results of the comparison of analysis of cycle I action with cycle II s that the percentage of success of guided note-taking instructional method and teams games tournament learning model increased which in the first cycle of 83.13% increased to 95.14%. The difference of increase in cycle I and cycle II is 12.01%. In accordance with the selection of methods and learning models. because it is tailored to the conditions of the students need to be more enthusiastic, focused and able to understand the subject matter so as to obtain good learning outcomes. It is in accordance with the opinion (Trianto, 2007) "In the cooperative learning model students learn in groups to achieve mastery of the material presented by the teacher and help each other a group of friends to achieve mastery learning. In addition, students will also find it easier to understand and understand difficult concepts if they discuss with each other's friends ".

Comparison of Observation Result of Student Result of Class X MIA 1 Cross Interests SMA UM Lab Cycle 1 and Cycle 2

Through the implementation of guided note-taking (GNT) learning method and teams games tournament learning model (TGT), the cycle 1 has not shown improvement in student learning outcomes. The cause of the learning outcomes in cycle 1 has not increased due to students' lack of understanding of the learning implementation stages used so that students are still confused about the learning process, and some of them do not complement the handouts that researchers have given. Student confusion on the stages of the implementation of learning resulted in less maximum students in understanding the subject matter so that student learning outcomes are also less than the maximum. In addition, students accustomed to the application of guided note-taking methods and models of learning teams games tournament because this method and model was first applied in class X MIA I Interests UM Lab High School so that in its application there are still students who do not dare when got a turn forward or turn to answer the problem of the tournament and also there are students who are still crowded

themselves and less attention to his friend who is not advanced forward during the game/ tournament.

The application of guided note-taking (GNT) and teams games tournament (TGT) learning model in cycle 2 indicates that there has been a significant improvement in learning outcomes. This is because after doing a reflection in cycle 1 the researcher performs the corrective actions in cycle 2 of this. So that the cooperation between the groups has started well, when there are students who advanced during the tournament, other members did not tell the answer because the researchers started to control the activities of students who are not advanced, most students have increased courage to answer the tournament problem, and students also have started to get used to learning Guided Note Taking and Teams Games Tournament, so that students can better understand the material and it is with the improvement of learning outcomes and the following is a table of students' learning result completeness X X MIA 1 Interests UM Lab High School.

Table 2. Student learning result

Pre Test		Information	Post Test		Information
Cycle 1	Cycle II	Increase	Cycle 1	Cycle II	Increase
0%	22.75%		22.75%	82.55%	

Source: Data Processed, 2017

Based on table 2 indicates that students' mastery increases from cycle 1 to cycle 2. This can be seen from the increase of pre-test cycle 1 by 0% to 22.75% in post-test cycle 1 but not yet fulfill mastery in classical that is 75%. After the improvement of cycle 2, the students' completeness increased from the pre-test result of 22.85% rose to 82.55% in the post-test cycle 2. And from the cycle 2, it has fulfilled the learning completeness in classical that is $\geq$ 75 %.Based on the analysis of the data obtained from the affective student learning result. Aspects observed in the study of students' affective learning areas include 1) curiosity, 2) courtesy, 3) crafts. A detailed description of student learning result data in terms of affective sphere of cycle 1 and cycle 2 can be seen in table 3 below.

Table 4. Students' score before action

Criteria	Cyclus I	Cyclus II
Very good	-	3 student
good	19 student	25 student
enough	13 student	7 student
Not good	-	-

Source: Data Processed, 2017

Based on table 4 above can be seen that there is an increase from cycle I to cycle II which originally there are no students with very good category, 19 students good category, 13 students in good enough category and 3 students in the less good category to 3 students in the category very good, 25 good category students and 7 students in good enough category. And the value of psychomotor classroom learning outcomes of students of class X MIA 1 Interests of SMA Laboratorium UM are presented in the following table:

Table 5. Students' score before action

Criteria	Cyclus I	Cyclus II
Very good	-	-
good	17 student	27 student
enough	13 student	8 student
Not good	5 student	-

Source: Data Processed, 2017

From table 5 it can be seen that the students psychomotor experience improvement, that is from cycle 1 to cycle 2 that originally there are 17 students who entered into good category, 13 students good enough category, 5 students less good category to 27 students good category, and 8 students entered into the category quite well. (a) the use of cooperative learning can improve student learning achievement and simultaneously improve social relationships, foster tolerance, and respect the opinions of others, (b) learning cooperatively meet the needs of students in critical thinking, problem-solving, and integrate knowledge and understanding.

CONCLUSION

The implementation of guided note-taking (GNT) and Teams Games tournament (TGT) learning model on the economic subjects of class X students MIA 1 Interests of SMA Lab UM in cycle 1 get the good predicate (B) with the percentage of success of an action is 83,83 %. This is because the condition of students who are still not ready to accept new methods and learning models, and it is also because there are still some stages in the application of methods and models that have not been implemented with the maximum. While in cycle 2 the result of guided note-taking method and learning model of teams games tournament has increased by getting very good predicate (A) with the percentage of success 95,95%.

The application of guided note-taking (GNT) and Teams Games tournament (TGT) learning model can improve the learning outcomes of the students of X-Class MIA I Interests of SMA Lab UM, both from the cognitive, affective, and psychomotor aspects. It is shown based on the results of tests and observations such as the percentage of mastery of learning outcomes is the value of pre-test cycle 1 by 0% and post-test of 22.85%. In the second cycle, the learning result obtained based on the percentage of learning achievement showed an increase of pre-test value of 22.85% and post-test of 77.14%. And from the affective aspect also experienced an increase from the original no students are categorized as very good, 19 students good category, 13 students in good enough category and 3 students in the less good category to 3 students in the very good category, 25 students good category and 7 students in good enough category. And from the psychomotor aspect also experienced the initial increase there are 17 students who entered into good category, 13 students good enough category, 5 students of the less good category to 27 students good category, and 8 students in good enough category.

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