Implementation of Cooperative Learning Model with Teams Games Tournament (TGT) Method to Improve Interests and Learning Outcomes

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Abstract

This study attempts to know: (1) an increase in interest learn economic after determining model cooperative TGT and (2) increasing the study results economic after determining learning model cooperative TGT.Research approach that is used is the qualitative study is descriptive analytic. The kind of research that is used is the act of instrument research be used that is a sheet of observation, poll, and about pretax post-test and test. The subject of study class XI social scient 3 SMAN 1 Kesamben, object research cooperative TGT learning. Is using the research in 2 cycles.Study results class XI Social Scient 3 SMAN 1 Kesamben increase after done a method of learning team games tournament (TGT). Look increase on the outcome of post-test for each cycle. On the outcome of pre-test there was only one of students are be completed. Then on the outcome of post-test 1 in cycle 1 the percentage rose to 41.2 %. These increases do not too large on the outcome of post-test to 2 the percentage forty-seven percent only up as many as 5.8 % .But the result look significant to the test to 3 that is up from 47 % to 91.2 % the percentage the increase in 44 .2 %. Interest learn class XI Social Scient 3 SMAN 1 kesamben increased.

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INTRODUCTION

Along with the development era, education field required to give dominant contribution in providing qualified generation. According to the Divine (2012: 27) education is "an attempt to develop, encourage, and invite people to be skilled more progressive based on the high value and noble life in order to form perfect personal". The quality is shown by the improvement in the field of education. Education becomes the spearhead in providing qualified generation in accordance with standards that have been set. Education is an important thing that should be enjoyed by all Indonesian citizens without any exception. Education is very important, for their education can improve the quality of human resources and knowledge of a person.

The successful learning process can be seen from the high interest of the students in a subject so that it resulted in good learning outcomes. Maximum learning results obtained from the students' understanding of the material presented by the teacher. The learning result obtained at the end of the learning process and is related to the student's ability to absorb the lessons.

Things happen in SMA I Kesamben, especially the class XI IIS 3, is that learning on economic subjects in the learning process that has been done is considered still tend to use conventional learning model in the model of lecture, in which teachers are learning centers. In addition, lecture method is a source of information that can be obtained by the students from their teacher. On the implementation of lecturing method, students tend to be active in their own activities, they are less concerned with the method set by teachers. Students tend to be preoccupied with their own activities such as playing mobile phones in class, joking with friends or doodling. In addition to the implementation of lecturing method, the teacher also applies other methods such as the use of powerpoint to convey the material, but the results remain the same with lecture method. Questions and answers teachers used for a variety of teaching process, the students, however, are not fully active in the learning process.

Based on the observations conducted by the writers and interviews on teachers of economic subjects,the cause of low value is influenced by several factors, among which the capabilities of each student are low, lack of students' interest in learning process on economic subjects, the students' participation which is still low in the learning process, and low interest to participate in learning process. Lecture method used by teachers make the students bored and sleepy in the learning process, these methods attract less the attention of students.

Low interest in the subject can be seen from many students who are engrossed in their own activities and less attention to what the teacher explained. The lack of interest in learning economic cause test score and many tasks under KKM. KKM set in SMA Negeri 1 Kesamben is 75. Because of less attractive learning and low student interest makes a lot of students achieve low grades less than a predefined KKM.

In this study, the researcher will implement cooperative learning model of Teams Games Tournament (TGT). This model is very easy to implement and able to attract more the attention of students on the use of lectures, discussions, or using media powerpoint. Teams Games Tournament Learning model has the advantages which take place on the cooperative learning process that requires the involvement of students from early learning to the end of the lesson, this method

can draw the students' attention because it uses a combination of learning, play, and competition, so it will increase the interest to study economics. This method can involve all members of the group which is heterogeneous in one group and contains elements of the game and there is an element of competition that can stimulate the activity of students in order to get the best point for their own group. In the application of this lesson, the students will enjoy how the atmosphere of the tournament is.

Each group tried to obtain the best score. Each member of the group will be actively involved in the ongoing process of the tournament so that no student is busy with his own activities and so that this learning is in accordance with the class condition in which its participation in the learning attract less the students' interests when using lecture or powerpoint models. The learning model is expected to motivate students to help each other with a different skill. It will cause high interest to students. Learning model that can stimulate the interest of these students will make them more interested in learning without orders so that it can improve learning outcomes.

Based on the description of the background above, the writer wanted to know the extent to which Teams Games Tournament (TGT) learning model may increase interest and hail student learning, therefore the writer is interested to name the title "Implementation of Cooperative Learning Model with Teams Games Tournament Methods to Increase Interests and Learning Outcomes of Economics Subject on XI IIS 3 grade students of SMA Negeri 1 Kesamben ".

METHOD

The research approach used is qualitative descriptive analytic research. The data obtained from the study are clearly described and analyzed to find the relationship then issued with a form of words in order to obtain information, and then presented in the form of a narrative description. This type of research is classroom action research. The research was conducted in class XI IIS 3 SMA Negeri 1 Kesamben. Time deployed in October 2015. The subjects were students of class XI IIS 3 amounted to 38 students, 12 boys and 26 other are female. It is conducted in the first semester of the 2015/2016 academic year.

This research used instruments such as observation sheet to be filled by the observer and is used to examine the writer consistency in implementing lesson plan (RPP). The test used in this study was in the form of pre-test and post-test. Pre-test held in each cycle and post-test is to determine student learning outcomes before and after using TGT model. Questions of the test used multiple-choice consisting 20 questions. The questionnaire was used to measure students' interest before and after implementing TGT learning model. This field note was used to supplement the data that did not exist in the observation so that there were no data missed during the learning process.

These guidelines were used to obtain information about teacher responses toward the implementation of this TGT learning model. Indicators of successful implementation of TGT toward student learning outcomes improvement can be seen by comparing the average results of students in cycle I and cycle II. Implementation of TGT is considered successful if the average in cycle I and cycle II increased.

RESULT AND DISCUSSION
Implementation and Comparison of Cycle 1 and 2

Implementation of action I carried out Wednesday dated on October 7, 2015, and October 12, 2015. The second meeting was held on October 12, 2015, specifically on Monday (schedule of the economic subject) at 4th and 5th hour. Time allocation was 2 x 45 minutes, in which20 minutes to study groups, 20 minutes for the game, 25 minutes for the tournament and 25 minutes to complete post-test.

In presentation section, the writer explained what the purpose of this study, then what will be done for the next 90 minutes. The writer asked the group to gather based on the member that has been divided at the previous meeting. Groups divided according to the results of pre-test at the previous meeting. At this stage, the writer explained all the rules of TGT learning process. In the learning group section, the author asked each group to learn together, the writer distributed card that already contained the answer about as many as 38 questions to be used as learning media, each group took turns reading card the writer had shared.

After learning groups, the author explains the rules of the next stage of the game. At this stage, each group sits in a circle. Cards that have been discussed then was closed. Each student has the responsibility to read in sequence. When one of the students in the group asked the question, other students in the group scrambling by raising a hand to answer the question posed.

In the match (tournament), the writer asked each group to mark the number of the table group arranged at the front desk orderly, from the west number 1 to number 6. Then the writer mentioned the order of names who will compete based on skills known from pre-test result. Winner of the tournament is group 5"Giant", who earn 60 points. After that, the writer called on all members of group 5 to receive the reward that has been provided by the writer.

Learning outcomes can be seen from the value comparison of pre-test and post-test has been obtained from students.

Table 1. Comparison of Learning Outcomes in Pre Test and Post Test Cycle 1 and 2

	Cycle 1		**Cycle 2**	
	Pre Test	**Post Test 1**	**Post Test 2**	**Post Test 3**
Σ Students Participating test	38 students	34 students	34 students	34 students
Average of class value	47.36	69 , 1	71.2	85.6%
Completeness of grade	3.6%	41.2%	47%	91.2%
students Completed KKM	1 students	14 students	16 students	31 students
students not Completed KKM	37 students	20 students	18 students	3 students

Interest in learning in class XI IIS 3 toward economic subjects can be seen in the table below.

Table 2. Results of Questionnaire Interest in Learning Economics Students Before application of TGT

Criteria Answer	Number of Students
High Interests	0
Interests	38
Low Interests	0
No Interests	0

Table 3. Questionnaire Results of Students Interest in Learning Economics After the implementation of TGT

Criteria Answers	Number of students
High Interests	18
Interests	20
Low interest	0
No interests	0

Based on before and after learning outcomes, the learning method with TGT model of two cycles of pre-test and post-test, the writers then compared the results of pre-test and posttests. These are shown in the table below.

Learning Interest

Increasing of interest is certainly not a coincidence, occurred because of the implementation of cooperative learning using Teams Games Tournament (TGT) methods in class XI IIS 3. TGT learning is one type of cooperative learning in the learning process which is easy to apply in the classroom, the TGT cooperative learning enhances student interest in class XI IIS 3 of SMA Negeri 1 Kesamben. In cooperative learning applied in class, students were required to live in the learning process. Cooperative learning has three central concepts. Those three central concepts encouraged students to better engage students in learning activities. This raised the bond, if they want to obtain a goal to be achieved they must work together to achieve it. According to Isjoni (2007), three central concepts considered as characteristic of cooperative learning, namely: "group awards, individual accountability, and equal opportunity to succeed". These three concepts are interconnected. When a group of students awarded, it stimulated XI IIS 3 grade students to be happy to do something and it automatically raised interest in class XI IIS 3.In a form of group, the students have responsibilities individually. The responsibility, in this case, was that each student in the group when they were at given task to answer, it could contribute points for their own group. And the latter was that an equal chance to succeed because they were all studying. They had the same level of opportunity to acquire the group's success. Thus, it increased students' interest in XI IIS 3 class.

The students really enjoyed the process of this TGT learning, which creates a high interest to study. According to Slameto (2010: 180), interest is "a preference and sense of belonging to something or activity, without being told ". Interest arising as a result of a boost factor of the students themselves. Factors affecting the interests according to Saleh &Wahab (2004), "internal factors and external factors".When each group could answer tournament questions, it makes emotional factors within each student increases. This factor is stated that an

activity carried out by individuals which can be reached successfully will lead to a pleasant feeling. This will result in the increasing interest in that activity.

Interest increases because in the learning process students are fully engaged so that they are each involved in the learning process. It is in line with Smith (Barkley 2012) that "it requires students to work together to complete the task together, various information, and support each other". The results showed that the implementation of cooperative learning using TGT model in XI IIS 3class made students more dominant in their learning process and showed the cohesion in the study group, and did not hang to the teacher. The existence of this cooperative learning made students put more concentration in learning because they were required to be fully involved in the learning process.

The interest could be seen because a different way of learning made XI IIS 3 class student of SMAN 1 Kesamben interested in learning. They found pleasure in studying economics. Increasing of interest in learning occurred because students in XI IIS 3class of SMAN 1 Kesamben was interested in learning using Teams Games Tournament (TGT)method they have never done before. In this TGT implementation, all the students were involved in the learning process. Students enjoyed the rule of this TGT learning process from the discussion, game until tournament activities. Earned points spurred them to try so they could answer questions during the game or during the tournament. When they answered the question, they had a sense of pride in their own self. This competition model made each member should really try to keep them winning the competition in tournament activities. The stimulation made their desire to learn economics came out of themselves without being forced which caused students' interest in learning economics increased.

Learning interest of XI IIS 3 students could be seen when they were enthusiastic in doing everything ordered by teachers, the enthusiasm they showed had no element of objections so that they volunteered to do the learning. A number students who put much attention to all the teacher's command was seen as an increase in the interest.

Learning Outcomes

Preliminary observations before the implementation of TGT could be is seen from students' score which was under KKM. Only a few students who completed KKM. This was because of the way they learn were less effective which caused low learning outcomes. According toWarsita (2008) "concept of learning as an attempt or process changes in person's behavior as a result of the interaction of learners with a variety of learning resources around. Behavioral changes include changes in knowledge (cognitive), skills (psychomotor), and the value of the attitude (affective) ". Low learning outcomes showed that the main purpose of studying in XI IIS 3 class of SMAN 1 Kesamben have not been successful due to changes in cognitive outcomes of students not yet achieved.

The learning outcomes can be an indicator of a success in the learning process. Learning is successful when students' values obtained are in accordance with the criteria that have been specified, and vice versa. Activities which has not yet seen that may result changes in a person, either actual or potential is considered not yet achieved the learning objectives for the learning process in SMA Negeri 1 Kesamben. Students were to cleave to the teacher so that they

learned less independent. The learning process will be successfully influenced by several factors, including what has been expressed by Dalyono (2009) namely interest. Their interest influence on learning outcomes. Low interest occurred because the student did not feel comfortable in the learning process, it is in line with what is proposed by Dalyono (2009) "lack of interest of a child toward a lesson will cause learning difficulties arise". When students had no interest to learn economics, it causes them less interested in studying economics, it also resulted in low learning outcomes of their economics subject.

The learning outcomes of XI II S 3 students of SMA Negeri 1 Kesamben raised after implementing Cooperative Learning Model using Teams Games Tournament (TGT) because students had a stimulus to learn independently, and their own attempt to understand the material given by the teacher. It made the students more willingly in learning without any forces. The students' volunteer made them feel good about economic subjects and generate interest, so as to provide a positive influence in the learning process. This positive influence was seen from students' result which had completed grades of KKM in cycle 2.

In addition, elements of games and tournaments in class XI IIS 3 make every student enthusiasm to obtain the optimal value for the group. A higher value will make them a winner in the class tournament. When the group to be the best in class it makes it much harder to encourage students to learn more, and who has not won a tournament they are trying to study hard in order to group them win the tournament. This is in accordance with Sanjaya (2006) that: "Principles of Positive Addiction (Positive Interdependence), Responsibility of Individuals (individual accountability), Face to Face Interaction (Face to Face Promotion Interaction), Participation and Communication (Participation Communication)". In this lesson, each student acquires full responsibility so that they strive to learn on your own, that improve student learning outcomes.

They voluntarily coercion learn without any element. It facilitates students in learning. Learning without being forced and comes from the students themselves will lead to good results. Good results were seen from the results of student learning increased economic subjects of each cycle in order to comply with Slameto (2010) describes the study results are "changes that occur consciously, is continuous and functional after a training and learning experience". When interest in the student's high, then realized they learn without being in command, it makes economic interest in higher learning. When a student is interested in something without being forced, they will be happy to do without other people command. Students studying already incurred in itself without orders would make them want to get good value. So that they voluntarily studying in Class XI IIS 3 when the teacher explains the material early, they are independently learning and associate with what they have learned so that they are more independent in learning, and learning is appropriate that student-centered, there are only a few students who have not completed the KKM. So that the learning model Teams Games Tournament (TGT) are suitably applied in the classroom to encourage and increase the student learning outcomes.

CONCLUSION

Based on the discussion that has been described in the previous chapter, it can be concluded as follows: Interest in learning of XI IIS 3 class increased after

being implemented by learning models of Teams Games Tournament (TGT), for this model makes the students enjoy studying economics without prompting, they are enthusiastic in doing everything in order by teachers. Interest increased because they want to get value maximally in competing. This raises a boost for students to study harder in order to obtain maximum results for the group so that the group obtained the superior value to other groups. It encourages interest in class XI IIS 3 to study economics. Learning outcomes XI IIS 3 SMA Negeri 1 Kesamben increased after teaching methods Team Games Tournament (TGT). There is an improvement in results of the post-test of each cycle. Improved learning outcomes is a result of high economic interest in learning in students. That high interest encourages students to obtain a good value so the result is increased. Improved results seen from the pre-test and post-test continues to increase.

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