



Classroom Action Research Journal 1 (3) (2017) 125-132

Classroom Action Research Journal

<http://journal2.um.ac.id/index.php/carjo>



The Application Teams Games Tournaments and Media Learning Sparkol Video Scribe to Increase Motivation and Study Results

Fuad Bektı Sudrajad*, Prih Hardinto

DOI: 10.17977/um099v1i32017p125

Faculty of Economics, Universitas Negeri Malang

History Article

Received 12 July 2017
Approved 14 August 2017
Published 7 September 2017

Keywords

*Teams Games Tournaments,
Sparkol Videoscribe,
Motivation, Study Results*

Abstract

Teachers have the task to guide and direct students to achieve competences that have been in decreed but in its implications there a lot of interruptions that retard teaching and learning activities, motivating students to follow learning low with the result that students not capable of absorbing a material that has been in maximum give in. This is also happening in Class XI Social 1 Senior High School of Salahuddin Malang, this is reflected in the number of students who cannot watch as teachers given the lectures, some students who play a cell phone, talking to myself with his friend and looks sleepy that resulted in score in social student class XI under maximum. To overcome the problem teachers can use several alternative means such as presenting in a media kind of classroom learning and interesting that can be improved the motivation of student learning and up learning student. A model TGT chosen because it has some of the more can be foster attitudes showed signs of positive sentiments inside of students like, cooperation in the fields of, tolerance while the media of learning which he used of these tests are sparkol video scribe that can make it easier for teachers to pass on the information and will raise the motivation to study. he kind of research this is research the act of the class in which should be implemented within two breeding cycles. The results of the motivation to study students at I cycle and II it can be concluded that increased rata-rata the motivation to study of 11 % of 64 % to 75 % and improve the study results of 25 % on 1 cycle of 62,50 % to 2 cycle of 87,50 %

How to Cite

Sudrajat, F. B., & Hardinto, P. (2017). The Application Teams Games Tournaments and Media Learning Sparkol Video Scribe to Increase Motivation and Study Results. *Classroom Action Research Journal*, 1(3), 125-132.

Correspondent email:
fuadbeks@gmail.com

e-ISSN 2598-4195

INTRODUCTION

Teacher has a duty to guide and direct student to reach competencies that had been set up. But in the implications many disturbances that hampering teaching and learning activities, learning activities can't go well according to expectations of teacher, students don't pay attention to the material presented by the teacher, the students motivation to follow the learning was less so students aren't able to absorb the material that has been given to the maximum this also happens in the class XI social 1 Salahuddin High School, on the initial observations made by some students have low motivation when following the lesson this is reflected by the number of students who didn't pay attention when the teacher conveys the material, there are students who play mobile phone, talk to their friends and look sleepy, it causes the score of the students from XI Social 1 class less than the maximum, it reflected from the result of the middle test that has been out, from 16 students Salahuddin High School only 1 students who reach the minimum standard of completeness with a score above 75.

The varied and innovative learning models from the teacher will further increase the percentage of students' success to achieve the learning competencies that have been set. One of the most important thing to make that happen the students should have a high learning motivation because the higher the students' motivation to study than the learning achievement will also increase. It's has been written by Abdul Hadis in his book students who do learning activities because they have the motivation to learn.

Various kind of learning model, one of them is cooperative learning model, in the cooperation, from various kind of cooperative learning model Teams Games Tournaments or in short as TGT become one of alternative models of cooperative learning which is good used by teacher because in TGT students are required to be active, critical and competitive the TGT model itself has five stage: class presentation stage, group stage, stage of game, stage of competition, and stage of awareness. The TGT model is chosen because it has complete and complex elements compare to other learning model seen from the class presentation stage to the award stage and the learning model while in this study will use the learning media with the help of Sparkol Video Scribe application which will make it easier for teacher to convey the information and can improve motivation to learn as revealed Yusup, et al (2016: 137)

Based on the background of the researcher will conduct class action research will title of "applying cooperative learning model Teams Games Tournaments and learning media sparkol video scribe to improve the motivation of learning on economic subjects of students of class XI Social 1 Senior High School of Salahuddin Malang"

METHOD

To the subject of research in the study by using cooperative learning model TGT and media Sparkol Video Scribe is students of class XI Social 1 Senior High School of Salahuddin Malang. With the total of students is 16 people, with details, are 13 male students and 3 female students. With the material theme for this

research are the price index and inflation. The procedure in this class action research is done in 2 cycles, each cycle consists of 4 stages: planning, implementation, observation, and reflection. Because this research uses the class actions research (PTK), then the researcher's presence as a planner, data collector, data analyzer, and reporter of research results. As the default action researcher act as: a) compliers of teaching materials, b) implementation of action, then for the data source using primary data and secondary data, the primary data were obtained from students of class XI Social 1 Salahuddin High School, by observing directly the level of motivation by observer during the learning activity and the test directly to know the result of the learning students, while in data collection techniques on this study for learning results using post test, for the motivation level using the observation sheet to find out the teacher's success in teaching using the class actin sheet, to know the media fasibility level to be displayed using validation sheet, to know the respon of students using questionnaires and the last to recap the data that hasn't record used field notes.

The type of research used is class action research. This research is a reflection study form the perpetrator's actions (because it's used to get an idea of the circumstances, even, and natural events in the classroom, such as activity, motivation and students achievement during the learning process).

RESULT AND DISCUSSION

Table 1. Observation Result of The Implementation of Class Action Cycle 1

Meeting	Observer Dani	Observer Vini	Observer Teguh	Average Value
1	79%	79%	79%	79%
2	83%	83%	87%	84%
3	91%	91%	91%	91%

From Table 1 shows the average value of learning motivation at the first meeting of 79% second meeting 84% and 3rd meeting of 91%. The overall average value of observations on the level of motivation in cycle I obtained and generated at an average of 84%.

Table 2. Observation Result of The Implementation of Class Action Cycle 2

Meeting	Observer Dani	Observer Vini	Observer Teguh	Average Value
1	83%	87%	87%	85%
2	92%	92%	92%	92%
3	96%	96%	100%	97%

From Table 2 shows the average value of learning motivation at the first meeting of 85% second meeting 92% and 3rd meeting of 97%. The overall average value of observations on the level of motivation in cycle 2, obtained and generated

at an average of 91%. From the above table, it can be seen that is an increase in the implementation of class actions by teachers by 7% from the first cycle of 84% to 91% and included in the very good category.

Table 3. The result of Observation Average Students Learning Motivation Cycle 1

Meeting	Observer 1	Observer 2	Observer 3	Average Value
1	59%	59%	65%	61%
2	64%	62%	66%	64%
3	71%	70%	71%	71%

From Table 3 shows the value of the average level of the motivation of learning at the first meeting of 61% the second discovery 64% and meeting to 3 of 71%. The value of the median overall observation of the level of motivation study on cycle I, and generated on average 64%.

Table 4. The result of Observation Average Students Learning Motivation Cycle 2

Meeting	Observer 1	Observer 2	Observer 3	Average Value
1	75%	72%	73%	73%
2	77%	74%	76%	75%
3	78%	78%	80%	78%

From Table 4 shows values the median levels of learning motivation at the first meeting of 73% the second meeting 75% and meetings 3 of 78%. The median overall observations on the level motivation of learning in the cycle 1, can be generated on average 75%. The calculation of known to occur above can increase the average level of motivation students of 11% on cycle the first of 64% rise be 75% in the second cycle.

Table 5. Average Results Post Test Cycle 1

Meeting	Comprehensively SKM
1	56,25%
2	68,75%
3	62,50%

From Table 5 above indicates the value of the median levels of learning motivation at the first meeting of amounted to 56.25%, the second meeting 68,75% and 3rd meetings of 62,50%. The median overall observation of the level of motivation study on cycle1, can median by using the meeting first, second and third then outline the three so that the average of the results of the post-test on cycle I obtained 62.50%.

Table 6. Average Results Post Test Cycle 1

Meeting	Comprehensively SKM
1	75%
2	93,75%
3	93,75%

From Table 6 shows of 75%, the second meeting 93,75% and the third meeting to 93,75%, the value of the median overall observation of the level of motivation in cycle 1, can in average and the resulting 87,50% increase the result of learning via the post by 25% cycle 1 of 62,50% to the cycle 2 of 87,50%.

Application of the learning teams model tournament and games media learning sparkol videoscribe.

That has been done lon the cycle 1, in the application of the model of learning tournamens games teams and media learning sparkol videoscribe is done on the first cycle has still not done well, thath is because the students are still Has not been able to respond to the instruction of the teacher well as in the formation of the group, when the formation of this group the class atmosphere crowded some students want to choose their own group because with the group of the students themselves chooses to feel more comfortable, it is certainly not in accordance with the TGT rule as has been revealed by Huda (2014: 197) that the division of groups in TGT is heterogeneous based on the level of academic ability of students so that at the time of formation of the group a lot of time is wasted, but by giving understanding to students form groups according to the set by the researchers, when the group is seen only a few students who focus on deepening the material and actively discussing to a friend of one group, while others are still many who look lazy to read the LKS and deepen the material because the group created is not in accordance with the wishes of students.

Students look more passionate in learning in the tournament stage, they are eager to answer the questions given by the researchers although many students are unable to answer questions from the researchers because at the stage of formation of the group is not used properly by students, after the application in the first cycle is completed, the researcher continues the research on cycle two. In the second cycle of the implementation of learning model TGT and Sparkol Videoscribe Mediacribe the classroom atmosphere IPS I Salahuddin high school students have seen better than researchers have been able to manage and apply the learning path with the model TGT and Sparkol Video Scribe better media learning, when the researcher directs the students so that students form groups of students are not crowded students can directly form the group according to the instructions of researchers, the stage teams students have seen more concentration in learning the material and discuss with a friend of his group this is in accordance with that revealed by slavin (2011: 185) that the application of TGT model can increase cooperation among students, students also look more ready to do tournaments, it can be seen from students who answer more questions about tournaments given

by researchers because at the stage of teams many students who spend more time discussing and deepening the material well.

Students are also more concentrated to pay attention and record the material displayed through the media of learning sparkol video scribe because students look more interested to know the material delivered through sparkol media this is in accordance with those disclosed by Muhammad Yusup (2016: 137) that the media sparkol can increase the curiosity and motivation student learning, at the group stage students can discuss and deepen the material well. Students directly ask questions, present answers and provide feedback at the tournaments stage students also look spirited. This suggests that the implementation of TGT learning model can increase the involvement of students in the less passive student learning in the learning of student names can be actively involved in learning this as revealed by Slavin (2011: 185) that by applying the TGT learning model of involving students in the pursuit will be higher.

The Level Of Motivation And Student Learning Outcomes.

Based on the observation that have been conducted by the Observer on the first cycle level motivation grade students XI IPS I high school Salahuddin only included in the category enough, while in terms of learning outcomes still many grade students XI IPS 1 high school Salahuddin that have not been able to achieve the standard exhaustiveness minimum that has been set by the school this is due to the students are still impressed less can maximize every stage of the existing in TGT as in the formation of the group, when the teacher directs the students to form a group of students does not directly form a group of students still in their respective seats and want to choose their own group so that learning does not run smoothly at the time of the formation of groups other than that the students are also still less responsive in responding to questions given teachers.

During the class presentation stage, students still less use to deepen the material and discuss the students also appear less active to record the material shown so that although at the tournaments stage the students look more eager in following the learning but many who can not answer the questions because students do not maximize their learning time in the group stage so that mastery of the material to answer the problem of tournament is still lacking while in the second cycle there is an increase in motivation to learn from the first cycle, in the first cycle of student learning motivation class XI IPS 1 SMA Salahuddin only included into the category enough whereas in the second cycle the level of student learning motivation IPS class SMA Salahuddin rose into the category. High. An increase in the motivation to study grader student of high school social studies Salahuddin has also had an effect in rising learning outcomes of the XI Social 1Salahuddin high school student learning outcomes which have been obtained by mail a test the majority of the students has become standard minimum mastery. An increase in motivation and learned this because they can use more every stage learning model TGT well at the presentation of class students have seen focus in noting lessons, at the group students was also more can use time to deepen matter, present condition discuss look more lively students in a group of be cooperative

and pull together to gain matter when the tournament did a lot of students were answering questions have been tournament from teachers.

The implementation of the kind of classroom TGT and the media sparkol video scribe was able to increase the motivation and cooperation grader student of social studies. Senior high school Salahuddin it that it comes across correctly to that which is already expressed by Slavin (2011: 185). Increase the motivation to study has also managed to improve student learning outcomes, students were more interested in studying material so students more inclined to learning and absorb the material in learning , students are more likely to maximize the learning and results of the study are also can maximum this is in accordance with that is already expressed by hadits (2006: 32) moreover the results of research is also in line with previous research of Susiyati (2014) relevant, he and said that the application of Sa'adah (2017) TGT and audio visual (sparkol) can improve motivation and student study results. Based on the results of that was gained during a research conducted by as many as two breeding cycles both in terms of motivation and learning outcomes there has been increasing, so that in this study was only provided for two breeding cycles.

CONCLUSION

Based on the outcome of research on the teaching and learning process on the subjects of economic class xi is social class 1 salahuddin senior high school , so it can be: (1) the application of learning to promote disorder to cooperative attitude a model TGT and to be the medium of learning sparkol videoscribe that have been carried out to that class of ips xi and the remaining buses 1 senior secondary school at the salahuddin and keeps on seeking finds of the response that as it seemed good to a student to lose their this can be seen from to know the birds responses a student to lose their other of any economic indicators; (2) the application of learning cooperative model tgt and media sparkol videoscribe that has been implemented in high school social studies class xi 1 salahuddin malang can increase the motivation to study; (3) the application of learning cooperative model tgt and media learning sparkol videoscribe implemented in class xi ips 1 high school salahuddin unfortunate can improve study results.

REFERENCES

- Hadits, A. (2006). *Psikologi dalam Pendidikan*. Bandung: Penerbit Alfabeta
- Huda, M. (2014). *Cooperative Learning, Metode, Teknik Struktur dan Model Terapan*. Yogyakarta: Pustaka Belajar
- Mahdi, H. (2012). Pengaruh Penggunaan Media Audio Visual terhadap Peningkatan Motivasi dan Hasil Belajar siswa kelas XI SMK Negeri 12 Malang Malang. Retrieved from <https://karya-ilmiah.um.ac.id>.
- Sa'adah, S. R. (2017). Implementation of Cooperative Learning Model with Teams Games Tournament (TGT) Method to Improve Interests and Learning Outcomes. *Classroom Action Research Journal*, 1(2), 65-72.
- Slavin, R. E. (2011). Cooperative Learning. *Learning and cognition in education*, 160-166.

- Susiyati. (2014). Penerapan Pembelajaran Kooperatif Model Teams Games Tournaments Untuk Meningkatkan Motivasi Dan Hasil Belajar IPS. Retrieved from <https://library.um.ac.id>.
- Yusup, M., et al. (2016). Media Audio Visual Menggunakan Videoscribe Sebagai Penyajian Informasi Pembelajaran Pada Kelas Sistem Operasi. *Ilearnig Journal Center*, 1(1), 130-137.