An Attempt to Develop Students' Interest and Learning Outcomes in Economics through a combination learning models

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Abstract

The purpose of this study is to find out (1) how the application of the team games tournament (TGT) learning model with word square games on economic subjects of MAN Batu, (2) whether the application of teams games tournament (TGT) learning model with word square games can increase learning interest and learning outcomes of economic subjects in MAN Batu. Data was collected by looking at observation sheets, questionnaires, student tests, field notes, and reflection. The following are the results of the research: (1) The implementation of the team games tournament (TGT) learning model with word square games applied with excellent titles proved to be an increase from cycle I to cycle II, 69.44% to 87.03%, (2) there was an increase in students' interest in learning before and after the application of the team games tournament (TGT) learning model with word square games, namely from students only interest in being very interested in learning, (3) the average value of students through a cycle final test of 36, 1% to 91.66%.

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INTRODUCTION

In the teaching and learning process of economic subjects in MAN Batu problems that occur in the activities of learners students are easily bored, less attention to teachers and crowded during the lesson, students are less enthusiastic in learning activities. This is because of teacher-centered learning. The teacher just wants the learning to run quickly, so without using varied learning models. Sanjaya (2012) during this time teachers were more active in the teaching and learning process. Students do not dig up the information themselves but students only accept what the teacher gives so that the lesson looks monotonous, unpleasant and less meaningful. In addition, the use of instructional media is still lacking so students only think abstractly and students' learning spirit is still low. Devine (2012) education is an attempt to develop, encourage, and invite people to be skilled more progressive based on the highvalue and noble life in order to form perfect personal.

In the implementation of the teaching and learning process carried out by economics teachers, students tend to be less active and do activities outside of subjects such as chatting with friends, busy themselves, and not paying attention to the teacher when giving explanations to students. They lack attention with the model applied by the teacher. In addition to lectures, sometimes the teacher conducts questions and answers for variations in the learning model, but not all active students ask questions in the learning process. This can be seen by the lack of interest of students in asking questions about the material delivered by the teacher.

Lack of interest in learning can be seen from many students who are preoccupied with their own activities and pay less attention to what the teacher explains. Lack of interest makes students' interest in learning economics low and causes the results of repeated tests and many tasks under the Minimum Score Requirement (MSR). MSR which was set at Batu City MAN is 75. Because learning is less attractive and student interest is low, it makes many students get less value from the MSR set by the school.

According to the observations made by the author during the observation there, the causes of low values are influenced by several factors including the ability of each student to be low, lack of interest in students in the teaching and learning process in economic subjects, student participation in learning, and low student interest while following the learning process. Interest is a fixed tendency to pay attention and carry out activities in earnest accompanied by pleasure. In a large Indonesian dictionary, interest is the tendency of a high heart towards something. According to Slameto (2010: 57), "Interest is a fixed tendency to pay attention and remember some activities."

Interest is not taken from birth, interest is gained over time through a natural process that arises from the student himself. This interest will affect further learning. Interest is different from attention if interests are activities that tend to be permanent in students, while attention is temporary. According to Nurkancana and Sumartana (1986: 229) "... interest is very important in education because it is the source of effort. Children do not need to get encouragement from outside if the work is done is interesting enough".

Interest is a very decisive factor in the success of one's learning, because of the importance of the role of interest in one's life, so that interest will later have a

large impact on a person's attitude and behavior. Someone who has a high interest will try hard to learn and be active in learning.

In addition to the lecture model, the discussion model was also used in classroom learning, but group members in the discussion were chosen by the students themselves because of the closeness of friendship and made them choose to join into one group. This results in what is discussed not a matter of learning anymore, but other problems outside the context of learning material. This causes students to be less interested in the learning process.

By looking at this reality, we need improvement in the teaching and learning process to increase students' interest and learning outcomes on economic subjects by making innovations in different learning methods or models. Then the teacher can use innovation methods or learning models to revive the interests and learning outcomes of participants in MAN Batu. A successful learning process can be seen from students' interest in a high subject so that student learning outcomes can be good. Maximum learning outcomes are obtained from students' understanding of the material delivered by the teacher. In order for learning to be more fun and meaningful, one of the learning models that can be applied is cooperative learning of the TGT model with word square games. With this model, students are expected to be happier when the teaching and learning activities is taking place.

The TGT model is very interesting to apply in learning. Komalasari (2011: 67) defines the TGT model as one type of cooperative learning model that is easy to implement, involving the activities of all students without having to have differences in status, involving the role of students as peer tutors and containing elements of play and reinforcement. In TGT students are formed in small groups consisting of 3-5 heterogeneous students, both in academic achievement, gender, race, and ethnicity according to Shoimin (2014: 203). With this heterogeneous group division, it allows students to discuss each other, exchange opinions between students who have high achievements and students who have moderate and low achievements. In addition, in this method, students become more enthusiastic to learn and work together to help their group mates to get the highest score in the tournament. Tournaments can be done with games, one of which is by playing Word Square.

To complete the TGT model, it is combined with word square games. According to Lestari (2009) word square is a learning model that combines the ability to answer questions with flair in matching answers to answer boxes. It's like a crossword puzzle but the difference is that the answer is there, but it is disguised by adding additional boxes with arbitrary or deceptive letters. The purpose of deception is not to make it difficult for students but to practice rigor and critical attitude.

The application of the Teams Games Tournament (TGT) learning model with the game Word Square is expected to be able to overcome the problems in the learning process of economic subjects in MAN Batu, especially on aspects of interest and learning outcomes. Slavin (2008) The Teams Games Tournament (TGT) learning model with Word Square games can create an active and enjoyable learning environment, from this active learning environment that can increase learning interest which will improve learning outcomes as well. Taniredja (2013) The learning strategy chosen by the teacher can help students be

more active and able to interact with the teacher or with fellow students in the class. In the end, the participant can take part in the learning well and can absorb the material that has been delivered by the teacher and during the discussion and involvement of the students in the classroom so that the interest and learning outcomes of the student's increases.

Based on the problem and use of the above model innovation the formulation of the problem is: How is the application of the Teams Games Tournament (TGT) learning model with the game Word Square in the Economics Subject of MAN Batu. Is the application of the Teams Games Tournament (TGT) learning model with the game Word Square can increase learning interest and learning outcomes Economic Subjects of class X in MAN Batu.

METHOD

The approach used in this study is a descriptive qualitative approach, which this study aims to describe, describe, or describe a situation, event, or event naturally in the field or in class during the learning process before and after the application of the Teams Games Tournament (TGT) learning model with the Word Square game conducted by writers with problems of interest and learning outcomes of students. The type of research used in this study is Classroom Action Research (CAR). Because in this study provides actions to solve learning problems through the application of the Teams Games Tournament (TGT) learning model with the game Word Square which is useful for improving the processes and practices in the classroom so that learning objectives can be achieved. Classroom Action Research (CAR) is carried out in 2 cycles consisting of 4 stages. Research procedures are detailed from studies and plans, take action, collect and analyze evidence and reflection. After the reflection phase II, the researcher then proceeded to compile the report.

This study applies the Teams Games Tournament (TGT) learning model with the Word Square game. This research was conducted in class in MAN Batu located on Jalan Pattimura No. 25, Temas Batu. The subjects in this study were class X IPA 3. Students of class X MIPA 3 amounted to 36. Where there were 9 male students and 27 female students. The role of the author acts to observe students in following the learning process using the Teams Games Tournament (TGT) learning model with the game Word Square. The role of the writer as a planner and executor of action acts as a teacher. According Gagnon & Collay (2005) the role of the author as a data collector as an analyst and manager of data about the interests and learning outcomes of students.

The technique of collecting data on the implementation of the Teams Games Tournament (TGT) learning model with the Word Square game was observed by the observers conducted during the learning process. Observations were used to determine the success of the researchers in implementing the Teams Games Tournament (TGT) learning model with the Word Square game. Smith & Ragan (2005) the success of the researcher is based on whether or not the description is implemented using the observation sheet in accordance with the lesson plan. If the descriptor is implemented, it is given a number of 1 (one). The formula for obtaining data on the success of the actions of researchers is as follows:

$$\text{Percentage of successful action} = \frac{total\ obtained\ score}{maximum\ score} \times 100\%$$

(Source: Arikunto, 2013: 272)

After obtaining the researchers' success scores, they are classified according to the table below

Table 1. Criteria for the Success of the TGT Action with the Word Square Game

Numb.	Level of Achievement (%)	Category	Symbol
1	80-100	Very Good	A
2	66-79	Good	B
3	56-65	Fair	C
4	40-55	Poor	D
5	30-39	Failed	E

(Source: Arikunto 2013:281)

To find out the interest of students in the application of the Teams Games Tournament (TGT) learning model with the Word Square game, there are assessment qualifications that are in accordance with the conditions of the students, namely:

SS: Strongly Agree
S: Agree
TS: Disagree
STS: Strongly Disagree

Furthermore, the formula for obtaining the questionnaire value of student interest in the application of the Teams Games Tournament (TGT) learning model with the Word Square game is as follows:

$$H = \frac{S}{T} \times 100$$

Information:
H: Results of interest criteria
S: Sum of questionnaire values
T: Total score, namely the number of questions multiplied by the highest score weight in the questionnaire

After obtaining data about learning interest before and after the application of the Teams Games Tournament (TGT) learning model with the Word Square game, students are classified according to the assessment qualifications for learning interest. In the analysis of learning outcomes, students get the final test questions given after the end of the cycle. This test is used to measure cognitive learning outcomes after participating in learning with the Teams Games Tournament (TGT) model with the Word Square game. From the test results of students through the final test of this cycle, then the writer analyzes whether the students have completed or not. The Minimum Completion Criteria (MSR) set by the City of Batu MAN is 75. It is stated that it is complete classically if it meets the completion of a 75%. After learning in cycles I and II, a comparison of each

cycle was carried out through the final cycle test whether there was an increase. To find out the subject that has reached completeness can use the formula:

$$TB = \frac{\sum T}{\sum TN} \times 100\%$$

Information :
TB: Learning completeness
$\sum T$: Number of students who get a score of ≥ 75
$\sum TN$: the number of students taking the test

RESULT AND DISCUSSION

Implementation of Action 1 is carried out on Tuesday, February 14, 2017, and February 21, 2017. The first meeting is on February 14, 2017. Subject teachers, writers, and colleagues come in class X IPA 3 at 1-3 hours, 06.45-09.00 WIB, before entering the class the author gives an observation sheet and field notes to the subject teacher as observer 1 and colleagues as observer 2, the author gives information about the procedure for filling out the observation sheet.

Class conditions at the beginning of the meeting were many students who were noisy. The author takes over the class and begins to open the lesson by telling the class leader to lead the prayer. After that, the class leader took the projector as a medium to display powerpoint. The next activity is to attend students. There was one student who did not enter because of illness, Danish Nurul F. a colleague friend and subject teacher as an observer sat directly in the back, after which the author described the general description of the financial services authority. The author shared an interest questionnaire form filled out by students before the implementation of the TGT model with the Word Square game applied in class X IPA 3, the author explained the procedure for student interest questionnaire work. The time used to work on the final cycle test questions and questionnaire, the time used to work on the question questionnaire is for 25 minutes. There are 15 question questionnaires that must be filled in by students.

During the learning process, the teacher and colleagues assessed using observation sheets and field notes to record information that was not on the observation sheet, and colleagues also documented photos of class activities. The class condition when working on the question of interest questionnaire was a little crowded. The writer goes around to see the students' work while asking if there is anything they want to ask. There are some students who ask what TGT is because they don't know yet. After students complete the interest questionnaire, answers are collected. The author prepares the powerpoint that will be used as a medium in explaining the next learning material. The condition changed to silence when the author began to open material about the financial services authority. Classes that are usually crowded, noisy, turn quiet and students listen carefully. This learning process is interspersed with questions and answers that are used to provoke student involvement, students are provoked to answer questions from the teacher.

After explaining the material, the author explains the rules of the game for the next meeting. And also the writer determines group members based on the daily test results from economic subject teachers. The author tells each study group. The author concludes that learning activities are assisted by students and when the bell reads the author closes the lesson. The second meeting is on

February 21, 2017. The time allocation is 3 X 45 minutes, where 20 minutes are for group learning, then 60 minutes for games and tournaments, 35 minutes for the final cycle test. The last one is 30 minutes to review and help conclude today's learning, evaluation and give assignments to do at home.

a) Class Presentation
The author asks the group to gather according to the members who have been divided in the previous meeting. Namely groups 1 to 6. The author shares the tools used for learning, such as group table numbers, questions for games, then Group Worksheets that will be filled when answering the tournament questions. Then the names of each group are listed in the Student Worksheet provided.

b) Studying in Groups

At this stage the author asks each group to study together, namely, the author distributes handouts and Group Worksheets to be used as learning media, each study group must understand the material. In this activity, the writer monitors the extent of involvement of each group in the class. Students are very enthusiastic about this learning process. All students study according to the instructions of the author. During the learning process the author explained a little about the material, and occasionally asked if there was anything he wanted to ask.

c) Games (Games)

Students enter the next stage, namely the game. The rules of the game are like in the cycle stage 1. Students are not explained in detail because they have begun to understand the rules of the game. Students play games for 45 minutes. Group representatives read out the questions in sequence. When students in a group give questions, other students in the group scramble by raising their hands to answer the questions raised. When students in group members can answer the questions raised then get a score of 10 then recorded in the paper accumulated games that have been prepared. Then take turns reading out until the question runs out. After that, the score is accumulated who is the group that gets the highest score during group games.

d) Match (Tournament)

At this stage, the author asks for table group writing to be arranged at the front desk in sequence, which is from number 1 to number 6 according to the previous activity. The students have prepared a sequence of representatives who will compete. Then the author reviews the main tournament rules and conducts the tournament by giving questions in sequence. This implementation is carried out as in cycle I. After the match is over, each student is asked to return to their respective seats to carry out the next stage of the activity, namely the post-test. The activity lasted 45 minutes.

e) Group Awards

The winner of the tournament is to get 76 points for group 2. After that, the author calls all members of group 2 to receive rewards provided by the author.
        After the initial observation, the actions are taken in the first cycle and the second cycle were carried out. Comparison of the application of the Teams Games

Tournament (TGT) with Word Square games conducted by researchers in cycles I and II as follows:

Table 2. Comparison of Application of Model Teams Games Tournament (TGT) with the game Word Square cycle I and cycle II

Observer	Cycle I		Cycle II	
	1st Meetings	2nd Meetings	1st Meetings	2nd Meetings
Erna Setyowati	11	13	14	17
Iin Cahyanti	12	14	15	17
Arfianti A.	12	13	15	16
Total	35	40	44	50
Average Percentage	69,44 %		87,03 %	

Based on the table above, it can be seen in the first cycle and the second cycle the implementation percentage of the TGT learning model with word square games increased from the average success of 69.44% in the first cycle to 87.03% in the second cycle.

The interest in learning class X IPA 3 on economic subjects can be seen in table 3. Comparison of the results of the analysis of student learning interest before and after the application of the TGT learning model with word square games as follows:

Table 3. Questionnaire Results Interest in Student Economic Learning Before the Implementation of the TGT Model with Word Square Games

Qualifications	Student's Answer
Strongly Agree	3
Agree	33
Disagree	0
Strongly Disagree	0

Table 4. Questionnaire Results Interest in Student Economic Learning After the Application of the TGT Model with the Word Square Game

Qualifications	Student's Answer
Strongly Agree	32
Agree	4
Disagree	0
Strongly Disagree	0

Based on the data of the final test results of the first cycle and second cycle after applying the TGT model with the Word Square Game, then the writer compares the learning outcomes in the first cycle and second cycle as shown in the table below:

Table 5. Comparison of Economic Learning Results Cycle 1 and Cycle 2 Tests

Information	Cycle I	Cycle II
∑ Students	36	36
Average Class Score	68,41667	88,69444

% Class Achievement	36,1 %	91,66 %
Students Completed	13	33
Students Uncompleted	23	3

TGT learning is one of the cooperative learning models which in the learning process is easily applied in the classroom according to Komalasari (2011: 67); Warsita (2008); Dalyono (2009); Wijayanti (2016). In cooperative learning in class students are required to be directly involved in the learning process. Besides cooperative learning is student-centered group learning. In class X IPA 3 MAN City Stone cooperative learning works well. Initially, the application of the TGT learning model with the game Word Square on economic subjects in class X IPA 3 MAN Kota Batu had not run optimally. This can be seen in the results of observations on the implementation of the TGT learning model with the Word Square game at the first meeting of cycle 1, where there were still some indicators that had not yet appeared perfectly.

First cycle meeting 1. During the learning process, the students are still busy with their own activities, this causes the classroom conditions to be a little noisy, besides the cause of the noise is the lack of interaction between students and teachers so students doodle on books. Furthermore, the teacher forms students into 6 heterogeneous groups, namely by looking at the values obtained by previous students, and from discussions with economic subject teachers. The purpose of small groups here is so that students work together to maximize learning. When the discussion took place, the lack of material reinforcement by the teacher made students not understand during the discussion.

At the second meeting of the first cycle, there was an increase from the teacher, where the teacher had carried out activities thoroughly and was said to be getting better. The teacher has begun to approach each group to provide material reinforcement, giving motivation to students to always take lessons well. The teacher organizes time so that learning activities run more smoothly than at the previous meeting. The teacher always gives the opportunity for students to ask questions about material that they have not understood. At this meeting, a test was held to measure the extent to which students understood the material presented by the teacher. Students work with a conducive atmosphere even though there are students who still see the notes, but the teacher asserts that students do not cheat on the book because this will be used as a benchmark of how students understand the material taught by using the TGT model with the Word Square game.

Furthermore, learning is carried out in the second cycle to correct deficiencies or weaknesses in cycle I. In cycle II, there were many improvements both from the actions of the teacher and from the students. Class conditions in cycle 2 are better than cycle 1. In this activity, all students learn with groups. In this activity, each group learns together to explain the material that is not yet understood to a group mate. Material learned from LKS. After group learning activities are completed, each group performs a game between group members to see how far each group understands the material that has been delivered and learned by each individual. During the cycle II match, the classroom atmosphere was directed compared to cycle 1. The teacher was able to control the activities of students who were not advanced by going around the classroom. After the match, the teacher gives rewards to the group that gets the highest score. At the end of the

second cycle students are very enthusiastic and do their work independently, and the lack of students who cheat and row in the classroom. The Model Teams Games Tournament here is the advantage of fostering a sense of togetherness and mutual respect between groups, students become excited, increase activities, foster attitudes of responsibility and fair competition. While the advantages of the Word Square model are to encourage students' understanding of the subject matter, train for discipline, practice meticulous and critical attitude and stimulate students to think effectively.

Based on observations made by observers, it is known that from the first to the last meeting, the application of the TGT learning model with Word Square games made students happy and participated in carrying out their learning assignments, because students were directly involved and the teacher always provided motivation for active learning to students as well as direction when students are peer tutors in the learning process. As Komalasari (2011) stated that the cooperative learning model of the Teams Games Tournament is one type or model of cooperative learning that is easy to implement, involves the activities of all students without having to differ in status, involving the role of students as peer tutors and containing elements of play and reinforcement and also this is supported by research conducted by Susanti (2014).

After analyzing students 'interest in learning, it was found that the application of the TGT model with the game Word Square on economic subjects of class X IPA 3 in MAN Kota Batu proved to be able to increase students' interest in learning. This increase in interest is certainly not a coincidence, the increase occurred because of the implementation of the Teams Gamest Tournament (TGT) cooperative learning model which increased interest in learning, according to the journal by Roudhotus (2016). This increase in interest is evidenced by the high score achievement of 5 aspects (indicators) of student interest questionnaires when implementing the TGT learning model with the game Word Square. The most prominent aspect is interesting in learning. When students are attracted to something without being forced they will happily do things without someone else's orders. Some other factors are the pleasure of the subjects the teacher does, and also because the teacher often motivates students. Interest increases because they want to get maximum value in competing. This gives rise to encouragement to students to study harder in order to obtain maximum results for their groups. As expressed by Slameto (2010: 180) that interest is a feeling of being more like and feeling attached to a thing or activity, without anyone telling. What the researchers got in this study also supports the research conducted by Susanti (2014).

In addition to increasing interest in learning, the TGT model with the game Word Square can also improve student learning outcomes. Based on the analysis of the final test scores in cycles I and II that have been given to students of class X IPA 3 in the City of Batu, it is known that student learning outcomes increase after the action taken by researchers, this is in accordance with Gagne's opinion in Dimyati and Mujiono (2013: 10) that learning is a complex activity whose results are capabilities, after learning, people have skills, knowledge, attitudes, and values. At first when the first cycle test has held the results obtained by the students still met the minimum completeness. The reason is that in cycle I

students were not familiar with the TGT learning model with the game Word Square, and there were still deficiencies during the learning process.

After carrying out the action in the second cycle, the learning outcomes obtained by students have increased, so that the average grade value has met the minimum completeness criteria. The reason is that students are familiar with the TGT learning model with the game Word Square, the interest of students in the learning process increases so that students' understanding of the material taught increases. Another factor is the shortage that occurs in the first cycle has been corrected in the second cycle, students have understood the intent and purpose of the test, and the atmosphere in learning takes place conducive.

In this meeting students complete the learning outcomes. This is because the application of the TGT learning model with the Word Square game involves all students, so students must be responsible for themselves and their groups, increasing interest in making a good understanding of the material so that learning outcomes can increase. This study supports the opinion about what was revealed by Dimyati and Mujiono (2013) that learning outcomes are the result of an interaction between learning and teaching. This is supported by research conducted by Nurmasari (2014).

CONCLUSION

Based on the results of the study by applying the TGT learning model with the game Word square in class X IPA 3 in MAN Kota Batu conclusions can be drawn as follows: (1) The application of the TGT learning model with the game Word square in class X IPA 3 in MAN Kota Batu in the first cycle has not run optimally and there are still shortcomings. In the second cycle, reflecting on the reflection of the first cycle the application of actions went better where students were interested and the condition of the class was conducive when the learning process took place. This is evident from the results of the analysis of the TGT model implementation with Word Square games increasing from cycle I to cycle II; (2) the application of the TGT learning model with the game Word Square can increase students' interest. This can be seen from the percentage of the average interest in learning questionnaires before the application of the model is 69% and after the application of the model is 84%. In addition to increasing interest in learning, the TGT model with the game Word Square can also improve learning outcomes in the cognitive domains of students. This can be seen from the percentage of the average post-test cycle I result of 36.1% and the second cycle at 91.66%.

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