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TEAMS-GAMES-TOURNAMENTS ON STUDENT ACTIVITY AND ACHIEVEMENT: ELABORATION OF THE COOPERATIVE LEARNING MODEL

Daryani
SMP IT Al Firdaus Gubug, Jawa Tengah, Indonesia

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ABSTRACT

The purpose of this study was to determine the improvement of English students' activities and learning outcomes. This type of research is classroom action research. The study used grade VII students from Al Firdaus Gubug's middle school IT program as the sample. The study employed both test and non-test data collection techniques. Data analysis techniques use quantitative descriptions. The study's results demonstrated an increase in student learning outcomes, both before and after learning improvements, from cycle I to cycle II. Before learning improvements, 31.82% of students completed their learning outcomes, 63.64% in cycle I, and 100% in cycle II. The activity failed to meet 68.18% of the student learning outcomes, 36.36% of cycle I, and 0% of cycle II before the improvements were made. The analysis and findings suggest that implementing the TGT (Teams Games Tournaments) cooperative learning model in English, specifically for identifying elements in children's stories, can enhance student learning outcomes.

Corresponding Author:

Daryani,
SMP IT Al Firdaus Gubug, Jawa Tengah, Indonesia
Email: daryani8526@gmail.com

1. INTRODUCTION

Education plays a crucial role in the development of this nation by preparing quality and reliable human resources (Al-Thani et al., 2021). As a consequence, the government has implemented many policies to improve the quality of education. The opening of the 1945 Constitution, paragraph 4, states that one form of government in the Republic of Indonesia is "enlightening the life of the nation." The 1945 Constitution of the Republic of Indonesia states in Article 31, paragraphs 1 and 2, that every citizen has the right to education and teaching, and that the government organizes a national education system. Based on the objectives of National Education, development in the world of education requires various efforts to improve the quality of education. One of them is to improve the professionalism of educators in Indonesia (Pramana et al., 2021). Educators play a crucial role in educating the nation's children. Educational personnel are responsible for organizing teaching activities, conducting training, conducting research, developing,

processing, and/or providing technical services in the field of education. Teacher success affects all educational efforts (Tournaki & Podell, 2005; Pedota, 2015). We need to support teachers, as educational personnel, with various efforts to transform them into professional educators who can carry out their duties and responsibilities.

Language plays a central role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of study (Namaziandost & Rezai, 2024). The Regulation of the Minister of National Education of the Republic of Indonesia in 2007 expects language learning to assist students in understanding themselves, their culture, and that of others; in expressing ideas and feelings; in participating in society; in using language; and in discovering and utilizing their inherent analytical and imaginative abilities.

We have made various efforts to improve student success in learning Indonesian. To achieve learning objectives, we have improved the curriculum and teaching materials, optimized the teaching and learning process, procured books, and provided teaching aids. Therefore, we expect you, as a teacher, to facilitate learning that benefits students. Teachers can motivate students to learn by attracting their interests and desires. The selection of appropriate strategies, approaches, methods, and media can also help teachers achieve learning objectives (Pintrich, 2023).

Teachers' main task in implementing learning is to teach, educate, and train students to achieve optimal levels of intelligence, high morals, and skills. To perform their duties effectively, teachers must possess the necessary abilities and expertise. Teachers must master the subject matter, present learning effectively, and assess performance based on completed work (Darling-Hammond, 2015; Kim, 2024). The selection of strategies, models, and learning media must be in accordance with the characteristics of student development and be able to create student activity, creativity, effectiveness, and efficiency (Daryanes et al., 2023).

English is communicating effectively and efficiently, both verbally and in writing. English learning aims to improve students' ability to communicate in English well and correctly, both verbally and in writing (Megawati & Hartono, 2020; Abdikarimova et al., 2021). English learning in junior high schools requires an engaging and non-monotonous presentation so that it can help students improve the learning process and outcomes.

The current issue with English learning in junior high schools is the absence of children's motivation toward their learning interests. This issue arises because teachers may struggle to ignite students' motivation, leading to feelings of boredom and disinterest during the learning process. Using the right strategies, models, and learning media can help overcome these problems. The results of English learning, particularly writing and reading, in junior high schools have not yet reached their maximum potential. The ability to create and read with appropriate intonation and pronunciation at middle school IT Al Firdaus Gubug, demonstrates this. The implementation of English learning at middle school IT Al Firdaus Gubug still faces many obstacles. This leads to subpar results and a less than optimal English learning process. Many students' learning outcomes fall below the school's minimum completion criteria, indicating the

poor performance in writing and reading. Only 9 students (29%) completed the test, while 20 students (71%) either did not complete it or their learning outcomes fell below the school's minimum completion criteria of 72.

Low learning outcomes for students in English subjects are the result of less innovative learning activities. Teachers have not utilized a variety of learning media effectively. Given the suboptimal learning outcomes of grade VII students at middle school IT Al Firdaus Gubug, it is imperative to take appropriate measures to address the issue. After the researcher conducts a discussion with the teacher and principal to improve the English learning process, the author will make efforts to improve it through classroom action research.

Therefore, the author implements a cooperative learning model of the TGT (Teams Games Tournaments) type, which incorporates academic games to motivate all group members to actively participate in their group assignments (Syaifuddin et al., 2020; Lestari & Widayati, 2022). In TGT, four individuals with low, medium, and high abilities form each student's group (Luo et al., 2020; Muttaqien et al., 2021; Najmi et al., 2021). Through this learning model, students with low abilities can play an active role in learning through their groups. However, a closer examination reveals that teachers in grade VII at middle school IT Al Firdaus Gubug, have not implemented the TGT (Teams Games Tournaments) cooperative learning model. Teachers organize teaching and learning activities using a direct instruction learning model, which primarily benefits high- and medium-ability students, while low-ability students only participate passively. The result is that several students' daily test scores fall short of the established minimum completion criteria, preventing them from achieving their learning objectives.

Based on this reality, the author proposes a potential solution to these problems: the application of the TGT (Teams Games Tournaments) type cooperative learning model in the learning process. The application of the TGT (Team Games Tournament)-type cooperative learning model is an alternative action that can improve student learning outcomes (Marliana & Isroyana, 2022; Kusnandar & Febiana, 2023).

2. METHOD

We conducted Classroom Action Research on students from grade VII of middle school IT Al Firdaus Gubug, Gubug District, Grobogan Regency. The study included a total of 29 students from grade VII of middle school IT Al Firdaus Gubug, Gubug District, Grobogan Regency, with 18 male students and 11 female students. This study gathered data from a variety of sources, including teachers, students, and documents. To collect data, in this study the researcher used test and non-test techniques. Without analysis, specifically processing and interpretation, the collected data would not have meaning. Therefore, data processing and interpretation are important steps in CAR. After the teaching and learning process, we use an instrument in the form of a test to ascertain the students' English learning outcomes, which we then analyze descriptively and quantitatively by calculating the average. This can be formulated as follows:

$$Me = \sum fx : n$$

Description:
Me = mean (average)
∑ fx = number of each data
x = score
n = number of students

The average class obtained in each cycle is calculated for the difference to determine the increase in student abilities. We will analyze observation data demonstrating the Teams Games Tournaments (TGT) cooperative learning model descriptively and qualitatively, which involves verbally explaining the observation results. We compare the data to demonstrate the application of the cooperative learning model during pre-action, cycle I, and cycle II.

We plan to carry out this classroom action research in a cycle. Each cycle will go through four stages, namely planning, implementation, observation, and reflection. There are two meetings in Cycle 1, each consisting of two teaching hours. The steps taken for Cycle I consist of planning, action, observation, and reflection. Cycle II follows the same steps as Cycle I.

3. RESULTS AND DISCUSSION

Results

Description of Cycle I Results

The plan is to implement this classroom action research in a cycle format. Each cycle will go through four stages, namely planning, implementation, observation, and reflection.

1. Planning

The planning that the researcher made in cycle I will emphasize improving student learning outcomes, using demonstration methods and the use of concrete learning media. And as a follow-up, the researcher will give assignments in the form of homework.

2. Implementation

Before the learning improvement action in cycle I, the researcher has conducted a test to determine student abilities. Table 1, below, displays the obtained results.

Table 1. Evaluation Results Before Learning Improvement

No	Range of Values	Number of Students
1	40 – 49	-
2	50 – 59	5
3	60 – 69	5

No	Range of Values	Number of Students
4	70 - 100	19
	Total	29

Table 1 above reveals that 19 students, or 65%, mastered the subject matter and achieved a score of 72 and above through value acquisition. In the implementation of cycle I learning improvement, Figure 1 below displays the results of cycle I value acquisition.

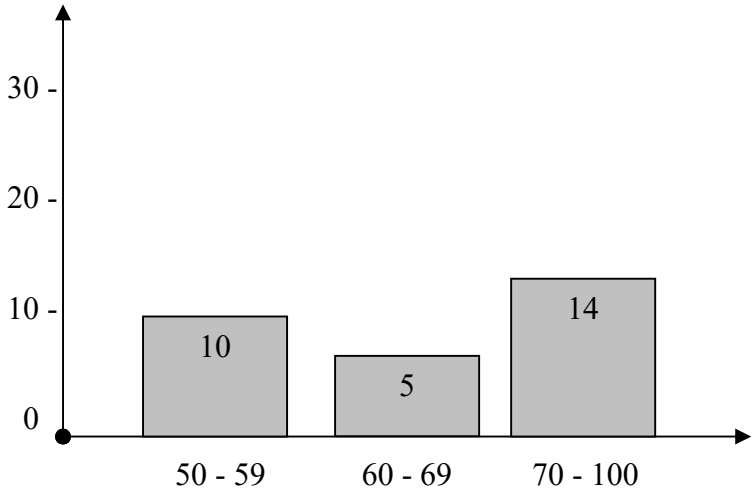

Figure 1. Values in Learning Improvement Cycle I

Figure 1 above illustrates that the implementation of learning improvements for English subjects in class VII has not yielded satisfactory results, necessitating a follow-up in cycle II.

3. Observation

A colleague, a teacher at SMP IT Al Firdaus Gubug, Gubug District, assisted the researcher in implementing learning improvements. The following results were derived from the observations:

a. Students are less active in responding to teacher conversations.
b. The teacher's presentation of the material lacks mastery.
c. There is insufficient bravery to pose or respond to inquiries.
d. The use of tangible teaching tools is inadequate.
e. Use of inappropriate learning methods.

4. Reflection

After the learning improvements ended, the researcher held a discussion with colleagues to find out the successes and shortcomings.

1. Success

a. There are 9 students (65%) who have scored 72 or more.

b. Students are starting to gain more courage to ask questions.

2. Disadvantages

a. There are still 10 students (35%) who have not completed their learning.

b. Some students appear to be passive when it comes to asking questions.

c. Most students are difficult to communicate with.

Description of Cycle II Results

Based on the data obtained from student learning outcomes, the researcher feels that he has not succeeded in improving learning in cycle I. Therefore, to increase success and ensure students have a better understanding of the material on responding to pantun, the researcher will continue efforts to improve learning in cycle II. The things that the researcher will describe in the research results consist of planning, implementation, observation, and reflection.

1. Planning

In this cycle, the researcher will prioritize the success and completeness of learning by emphasizing the use of concrete teaching aids and appropriate methods. This will enhance students' proficiency in English classes by increasing their ability to respond to prompts accurately in terms of pronunciation and intonation.

2. Implementation

Based on the assessment at the time of carrying out learning improvement actions in cycle II, the results are presented in Table 2 as follows.

Table 2. Results of Learning Improvement Evaluation Cycle II

No	Range of Values	Number of Students
1	40 – 49	-
2	50 – 59	-
3	60 – 69	-
4	70 - 100	29
	Total	29

The results of the improvement of students' learning cycle II can be seen in Table 2, where the number of students who mastered the lesson and achieved a score of 72 and above increased from 19 to 29 students, or from 65% to 100%. Figure 2 below presents data on the improvement in student learning outcomes.

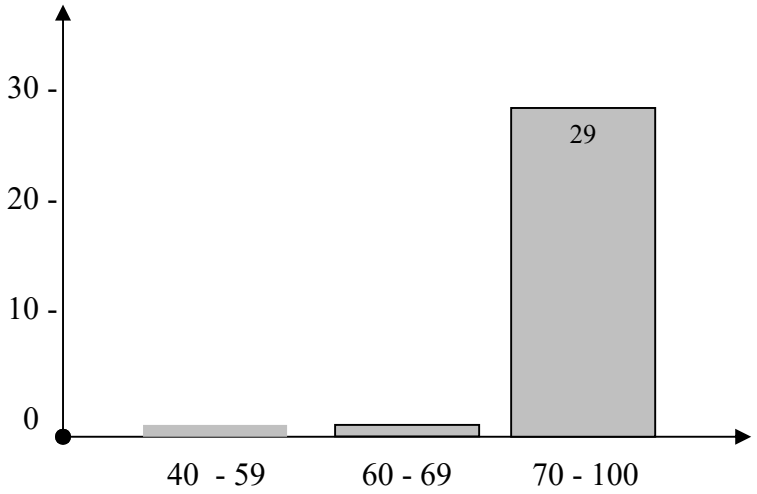

Figure 2. Cycle I Learning Improvement

3. Observation

Colleagues' observations reveal a significant increase or progress in the implementation of improvements in cycle II. The observations from cycle II have yielded the following results:

a. Most students have mastered the material by responding to teacher talk.

b. The majority of students have mastered the material that the teacher has presented.

c. Students have the courage to ask and answer questions.

d. The teacher has used concrete teaching aids.

e. The teacher has used methods that are in accordance with the subject matter.

f. Learning completion has reached 100%.

4. Reflection

After the learning improvement ended, the researcher held a discussion with colleagues to find out the successes and shortcomings.

1. Success

a. The level of student learning completion has reached 100%.

b. There is courage in asking questions.

c. Most students can respond to teacher talk.

2. Disadvantages

a. Although everything has been completed, many still only get the minimum standard score.

b. To maximize learning outcomes, the teacher will provide additional questions for practice.

Figure 3 below presents the overall scores from the formative tests conducted before the cycle, during cycle I, and cycle II.

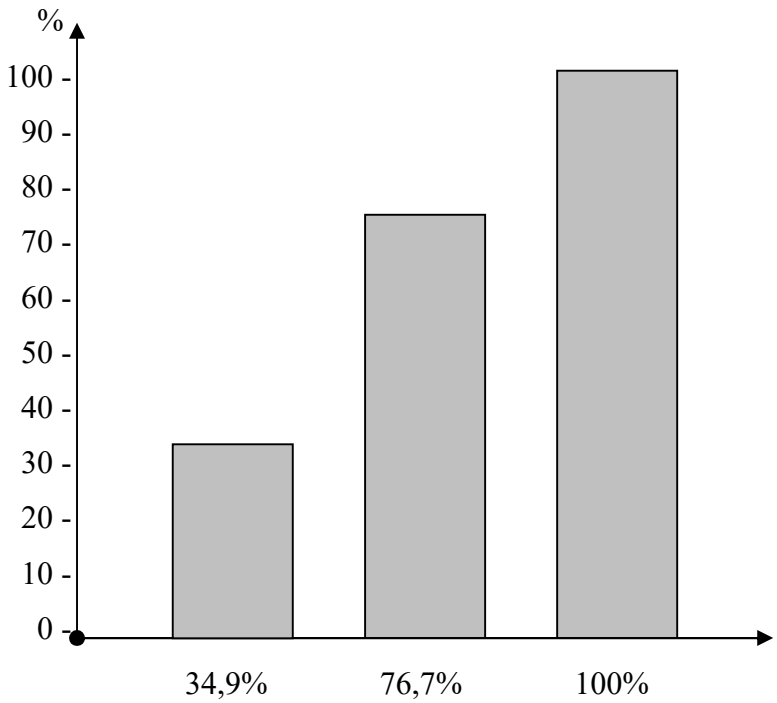

Figure 3. Percentage of Classical English Completion in Cycle I and Cycle II

Figure 3 displays the values from before the improvement, as well as from cycles I and II. Therefore, we conclude that the students' classical learning completeness also increased.

Discussion

Researchers collected data from the pre-cycle of 10 students (35%) and Cycle I of 19 students (65%) based on observations of pre-action learning outcomes. These results demonstrate that students' English learning outcomes continue to be poor. We attribute the low English learning outcomes to the use of inappropriate learning models. One enjoyable learning experience is to use a cooperative learning model, such as the TGT (Teams Games Tournaments) type, which features academic games tailored to the interests of elementary school children (Kamaruddin & Yusoff, 2019; Sulfiani et al., 2024).

With this enjoyable learning approach, students can quickly grasp the subject matter, leading to an increase in their learning outcomes. Therefore, English learning should use the TGT-type cooperative learning model. In cycle I, the use of the TGT-type cooperative learning model resulted in an increase in student learning outcomes. This is because student learning outcomes increased from 29% during the pre-action to 65% in cycle I, then increased again to 100% in cycle II.

The teacher's use of the TGT-type cooperative learning model led to an increase in student learning outcomes in cycle I. The TGT-type cooperative learning model requires students to be active in learning activities. In addition, the presence of academic games makes students enthusiastic about participating in learning activities. The classroom action research in Cycle I continues to face numerous challenges. For this reason, we continued the research in cycle II by focusing on important notes that require further

reflection for the next learning cycle. The actions taken in cycle II still use the TGT-type cooperative learning model based on a reflection of cycle I. In this cycle II, the teacher conditions students and guides students in group activities so that no students are passive in group activities.

In cycle II, learning outcomes increased again when compared to cycle I. The class average increased from 7.5 in cycle I to 8.05 in cycle II, indicating a significant improvement. The increase in student learning outcomes in cycle II shows that the use of the TGT-type cooperative learning model in English learning can improve student learning outcomes. The actions in cycle II were quite effective in implementing the TGT-type cooperative learning model in learning and were more optimal in improving students' English learning outcomes.

With the TGT-type cooperative learning model, students can be more active in learning in class, which will have an impact on improving student learning outcomes (Novritasari et al., 2022; Dewi & Lestari, 2024). We limited the research to cycle II due to the available data demonstrating a significant improvement in students' English learning outcomes both before and after implementing the TGT-type cooperative learning model. Furthermore, we provide enrichment for students who have not reached the minimum completion criteria, enabling them to follow other students in the next learning activities.

The study's results demonstrate the effectiveness of the TGT-type cooperative learning model in enhancing student learning outcomes. English requires a high level of critical thinking, is in line with this. Therefore, teachers should employ engaging learning strategies to alleviate children's cognitive strain. One of the fun learning methods involves implementing a cooperative learning model, such as the Teams Games Tournaments (TGT) model (Zulfikar & Budiana, 2019; Gillies et al., 2023), which incorporates academic games tailored to the interests of elementary school children. Fun learning allows students to grasp the subject matter more quickly, leading to an increase in their learning outcomes (Zeng et al., 2020; Malone & Lepper, 2021).

4. CONCLUSION

The Team Game Tournaments (TGT) cooperative learning model can help teachers do their jobs better, plan more fun activities, and help seventh-grade students at Middle School IT Al Firdaus Gubug in Grobogan District, Grobogan Regency learn more about English, the water cycle, and natural events. This is based on the results of looking at data and talking about them. The following results provide support for this assertion: (1) Improving teacher performance. The observations showed an increase in the teacher's performance in implementing the TGT learning model over the course of two cycles. In cycle I, the teacher got a score of 80.5 for APKG I and 82.63 for APKG I. Based on these two scores, the teacher’s performance score was 81.59. In cycle I, the researcher received scores of 84.2 and 87.64 for APKG I. In cycle I, the teacher's performance score was 85.93. Consequently, the value increased by 4.34 from cycle I to cycle I.

(2) There has been an increase in student learning activities. Aspects observed from student learning activities include: (a) student enthusiasm in participating in learning; (b)

student courage in expressing opinions; (c) student perseverance in completing tasks given by the teacher; (d) student ability to work together in groups; (e) student ability to complete tournaments; and (f) student ability to follow up on the knowledge gained. Student learning activities in Cycle I were 6.57%. Meanwhile, in cycle I, student learning activities increased to 7.68%. Therefore, the increase in value occurred by 1.1%. (3) There has been an increase in student learning outcomes. In cycle I, the classical completion percentage was 6.67%, with an average value of 74.28. Meanwhile, in cycle I, the percentage of classical learning completion reached 8.46% with an average value of 81.73. The two learning outcomes show a 21.79% increase in the percentage of classical learning completion and a 7.45 increase in the average value.

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