

# Elevating Social Sciences Learning Outcomes: TGT Type Cooperative Learning Model

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## ABSTRAK

Guru dituntut untuk dapat menguasai model pembelajaran yang tepat dalam menciptakan situasi belajar yang kondusif dan menyenangkan agar siswa dapat terlibat aktif dalam menemukan dan menggali pengetahuannya. Model TGT merupakan salah satu jenis model pembelajaran kooperatif yang mengkolaborasikan tiga kegiatan utama yaitu pembelajaran kelompok, permainan, dan pertandingan antar kelompok untuk mencapai tujuan pembelajaran. Tujuan penelitian adalah menganalisis hasil belajar siswa sebelum dan sesudah penerapan model TGT serta mengetahui pengaruh penggunaan model TGT terhadap hasil belajar IPS. Penelitian ini merupakan penelitian kuantitatif dengan jenis eksperimen. Maka desain penelitian yang digunakan adalah quasi eksperimen design dengan non-equivalent control group design. Pengambilan sampel dalam penelitian ini menggunakan purposive sampling yang terdiri dari 20 siswa pada masing-masing kelas eksperimen dan kontrol. Data yang dibutuhkan, menggunakan teknik pengumpulan data yaitu tes dan dokumentasi. Teknik analisis data yang digunakan adalah analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian menunjukkan bahwa hasil belajar IPS meningkat setelah diberikan perlakuan berupa penggunaan model TGT dan ketuntasan belajar yang diperoleh relatif tinggi serta terdapat pengaruh penerapan model pembelajaran kooperatif TGT terhadap hasil belajar siswa. Sehingga dengan adanya penelitian ini diharapkan dapat menambah wawasan dan keterampilan sehingga dapat update dalam mengembangkan penelitian ini sehingga dapat bermanfaat bagi peningkatan kualitas pendidikan di Indonesia.

## ABSTRACT

Teachers are required to be able to master the right learning model in creating a conducive and enjoyable learning situation in order to enable students to be actively involved in discovering and exploring their knowledge. The TGT model is a type of cooperative learning model that collaborate three main activities, namely group learning, games, and matches between groups to achieve learning goals. The purpose of the research is to analyses student learning outcomes before and after the application of the TGT model and to find out the effect of using the TGT model on social studies learning outcomes. This research is quantitative research with the type of experiment. So the research design used is a quasi-experimental design with a non-equivalent control group design. Sampling in this study used purposive sampling, consisting of 20 students in each experimental and control class. The data needed, using data collection techniques, namely tests and documentation. The data analysis techniques used are descriptive statistical analysis and inferential statistical analysis. The results showed that social studies learning outcomes increased after being given treatment in the form of using the TGT model and the learning mastery obtained was relatively high and there was an effect of applying the TGT cooperative learning model to student learning outcomes. So that with this research it is hoped that they can broaden their knowledge and skills so that they can update in developing this research so that it can be useful for improving the quality of education in Indonesia.

## 1. INTRODUCTION

Social studies learning is one of the fields of study studied by students at every level of education. This learning is very important to learn as a provision for students before entering the order of social life

(Adya Winata et al., 2021; Darma Putra & Sujana, 2020). Various social science disciplines, such as astronomy, sociology, economics, politics, history, and anthropology (Achilleos et al., 2019; Guo et al., 2018). So with this learning, teaching and learning activities built by teachers emphasize mastery and application of concepts by developing critical, creative, analytical, and active thinking skills in digging up information related to learning materials and applying them in people's lives (Fagard et al., 2016; Setiawan & Mulyati, 2020). It is explained based on the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006, concerning the objectives of learning social studies at the elementary school level namely developing concepts related to people's lives and their environment (Alabaş, 2018; Darma Putra & Sujana, 2020). So that the learning objectives of the social studies field of study can be achieved, a teacher should be required to be able to master the learning material and choose the right learning method or model as well as create a conducive and fun learning situation, thus enabling students to be actively involved in discovering and exploring their knowledge (Adya Winata et al., 2021; Hermens et al., 2017; Njui, 2017).

However, based on observation at SD Negeri 04 Pangkajene, information was obtained that social studies learning activities carried out by teachers at the school still often used conventional methods, namely the lecture method which refers to teacher-centered *learning*. Then, based on the results of interviews with fifth-grade teachers at SD Negeri 4 Pangkajene, information was obtained that the Teams Games Tournament (TGT) learning model had never been applied to social studies learning. Seeing these problems, using the TGT model is expected to be a solution. This is because the Teams Games Tournament (TGT) model is a type of cooperative learning model that collaborates three main activities, namely group learning (Teams), Games (Games), and matches between groups (Tournament) to achieve learning objectives.

TGT is a model that involves the activities of all students which include religious, nationalist, independence, cooperation, and integrity without having to have status differences, involving the role of students as peer tutors by containing elements of the game (Baydar, 2020; Rahayuni et al., 2020). So that this model, if applied, can increase students' motivation and creativity in participating in classroom learning and interaction can occur in groups so that students accept group members who have different knowledge and can learn to accept different opinions (In'am & Sutrisno, 2020; Sukasih, 2018). Therefore, this model has several advantages, namely (a) Making smart students more prominent in learning, as well as students with moderate and low abilities also actively participating in learning because they are also given roles or tasks in their groups (Şimşek & Baydar, 2019; Susilo et al., 2019). (b) Foster a sense of togetherness and mutual respect for fellow group members in the form of cooperation (Hamdani et al., 2019; Teedja, 2019). (c) Make students more enthusiastic in following the lesson. Because the teacher promises an award to the best student or group for those who win a tournament or match (Firdaus et al., 2020) (d) Make students more happy and enthusiastic in participating in learning because of game activities and competitions (tournaments) (Tussadiah & Febriyana, 2021). However, as for the drawbacks, namely that it takes a long time, teachers are required to be good at choosing suitable learning materials for this model, teachers must prepare this model well before it is applied and must know the academic order of students from the highest to the lowest (Astuti et al., 2022; Jantawongsa & Art-In, 2021; Kusumawardani et al., 2021).

The previous research namely the application of the TGT (Teams Games Tournament) type cooperative learning model can increase students' motivation to learn sociology in class XI IPS 1 SMAN 1 Lubuk Basung (Handayani & Nurlizawati, 2022). The other research which can improve student learning outcomes in integrated thematic learning using the Team Games Tournament (TGT) type cooperative model in class V SDN 05 Pasar Baru (Hilmi & Lena, 2022). The other research related to the application of the Teams Games Tournament type cooperative learning model to improve Social Studies learning outcomes for Class VI Elementary School students (Armid, 2022). So based on some of these studies and the problems that occur, the researchers conducted a study with aims to to analyses student learning outcomes before and after the application of the TGT model and to find out the effect of using the TGT model on social studies learning outcomes.

## 2. METHOD

This study uses a quantitative approach to the type of experimental research (Miller et al., 2020; Priawasana et al., 2020). The research design used in this study is quasi-experimental research in the form of the nonequivalent control group design. In this experimental design, there are two class groups, namely the experimental class group and the control class group. Both classes were given a pre-test to determine the initial state of the ability of the two groups of classes. Then the experimental class was given treatment, in this study the treatment given was by giving treatment in the form of applying the Teams

Games Tournament type of cooperative learning model. After completing the treatment, the two class groups were given a post-test to measure student learning outcomes.

The populations in this study were all students of SD Negeri 04 Pangkajene, including 240 students. Then the sampling in this study used a non-probability sampling technique with a purposive sampling type, meaning that the sampling was carried out with a specific purpose or objective. The reason for using this sampling technique is because the researcher considers that the information needed relating to his research is found in class V SD Negeri 4 Pangkajene, Sidrap Regency. The samples of this study were the VA class which consisted of 20 students as the experimental class and the VB class which consisted of 20 students as the control class. The determination is based on the consideration that the class classification carried out by the school is not based on the ability of students but the order in which students are enrolled when registering at the school.

The data needed in this study, using data collection techniques, namely tests and documentation. Then the data collection procedure was carried out for five meetings in social studies learning in each class, both in the experimental class (VA) and in the control class (VB). The first meeting was giving the pretest, the second, third, and fourth meetings were the implementation of learning activities and the fifth meeting was the posttest. Each meeting was conducted in 3x35 minutes. The time used is adjusted to the social studies learning at the school concerned. The data analysis techniques used in this research are descriptive statistical analysis and inferential statistical analysis. So descriptive statistical analysis in this study was used to describe student learning outcomes in social studies learning by using the Teams Games Tournament (TGT) model in the experimental class (VA) and the lecture method in the control class (VB), with descriptive data in the form of a distribution table of Mean, Median, and Mode. While the inferential statistical analysis is intended to test the research hypothesis, the data prerequisite test is carried out to test the normality of the data and test the homogeneity of the data. Furthermore, in testing the hypothesis, a t-test was carried out.

### 3. RESULT AND DISCUSSION

#### Result

The results obtained from this study can be described through the following summary of the data recapitulation results. Based on a review of the statistical results data related to the initial test scores (pretest) and final test scores (post-test) in the class that was given treatment in the form of using the Teams Game Tournament model, namely the experimental class (VA). Base on data analysis, show that the average score obtained from 20 students is 52.00 with a median value of 52.50 and the mode is 55. While the lowest score obtained by students is 30 and the highest score is 70. In addition, also obtained the standard deviation value in this data is 1.04. Base on data analysis show that the average value of the learning outcomes obtained from 20 students was 75.75 with a median value of 77.50 and the mode was 75. While the lowest score obtained by students was 50 and the highest score was 90. Then also obtained the value of the standard deviation of this data is 1,10.

Based on a review of statistical results data relating to initial test scores (pretest) and final test scores (post-test) in the control class (VB), namely classes taught using learning models that are often applied to social studies learning in the class, in the form of using conventional method (lecture). Base on data analysis, show that the average score obtained by the 20 students in the class is 53.25, with the median value being 55 and the mode being 55. Meanwhile, the lowest score obtained by students is 30 and the highest score is 75. In addition, it is also obtained that the standard deviation value in this data is 1.36. The post-test data is shows in [Table 1](#).

**Table 1.** Description of Students' Posttest Scores in the Control Class

Statistics	Statistical Value
Sample Size	20.00
mean	69.25
median	72.50
mode	75.00
Minimum	45.00
Maximum	90.00
Standard deviation	1.31

Base on [Table 1](#) show that the average score obtained by 20 students in the class is 69.25 with a median value of 72.50 and a mode of 75. While the lowest score obtained by students is 45 and the highest value is 90. The standard deviation value for this data is 1.31. Hypothesis testing regarding the effect of the Teams Game tournament (TGT) type of cooperative learning model was analyzed using the help of the

system. *Statistical Package for Social Science* (SPSS) version 22. Student learning outcomes before and after being given treatment can be compared by determining the difference in the average value of learning outcomes before and after using the Teams Game tournament (TGT) model using the t-test. However, before testing, the data prerequisite tests are carried out, including tests for normality and homogeneity. Based on the results of data analysis using SPSS Version 22, normality test data in the experimental class (VA) for pre-test and post-test data were show in [Table 2](#).

**Table 2. Data Normality Test Using SPSS Version 22**

Experimental Class (VA) = 0.05		
Pretest		Posttest
$\rho$ -Value > $\alpha$		$\rho$ -Value > $\alpha$
0.200 > 0.05		0.10 > 0.05

Base on [Table 5](#) shows that the results obtained for the pre-test and post-test data in this class are normally distributed, because the pre-test has a significance value of  $p = 0.200 > 0.05$  and the post-test has a significance value of  $p = 0.10 > 0.05$ . Based on the results of data analysis using SPSS version 22, the homogeneity test results were obtained in the experimental class (VA) with a significance value of  $\rho = 0.908 > \alpha = 0.05$ . For this reason, it can be concluded that the data taken from the sample is homogeneous or has the same variance. The results of the analysis obtained  $t_{count} (12.872) > t_{table} (2.093)$  with a significance value =  $0.000 \leq 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, meaning that the average value of students' social studies learning outcomes before and before the implementation of the Teams Game Tournament (TGT) model are different (not the same). Thus it can be stated that the use of the Teams Game Tournament (TGT) model affects the social studies learning outcomes of students in Class V SD Negeri 4 Pangkajene, Sidrap Regency.

The learning outcomes of the experimental class and control class students can be compared by determining the difference in the gain score between the two classes. Gain Score is data obtained from the difference between the results of the final test (post-test) with the results of the initial test (pre-test), both in the experimental class and in the control class. The description of the Gain Score value for the experimental class and the control class can be seen in [Table 3](#).

**Table 3. The Description Of The Gain Score Value For The Experimental Class And The Control Class**

Class	Average		Gain Score
	Pretest	Posttest	
Experiment	52.00	75.75	23.75
Control	53.25	69.25	16.00

Base on [Table 3](#) shows that the gain score obtained in the experimental class is 23.75 while the gain score in the control class is 16.00. This shows that the experimental class has a higher gain score than the gain score in the control class. Thus it can be stated that there is a difference in the gain score between the experimental class and the control class, so it can be said that the Teams Game Tournament (TGT) model has a positive effect on social studies learning outcomes for fifth-grade students at SD Negeri 4 Pangkajene, Sidrap Regency.

**Discussion**

Based on the description and results of statistical data analysis that has been described above which shows a lot of data about the use of the Teams Game Tournament (TGT) learning model in social studies class V SD Negeri 4 Pangkajene, Sidrap Regency and its effect on student learning outcomes. The use of the Teams Game Tournament (TGT) model in learning activities at the school as a whole can run smoothly and have many positive impacts on students in the learning process. During the material presentation activities, students were very active and responsive in receiving and exploring information about the material presented by the teacher through question and answer activities conducted between the teacher and students. Group learning makes students more enthusiastic about completing the tasks given. This is because students in each group work together to find solutions to the problems of the assignments given by way of discussion. They compare, check and improve answers and decide together. Then in game activities, students are very enthusiastic and the learning atmosphere becomes more fun because each student tries to answer each question on the card correctly in order to collect as many points as possible.

In tournament activities, each group is represented by three students to compete against representatives of other groups to add points so that they can win the match. The group that succeeds in becoming the winner is given an award (team recognition) in the form of a prize. With the award given, students become happy and more enthusiastic to learn. The use of the Teams Game Tournament (TGT) model is very useful if applied in learning activities because it can increase student participation and motivation to learn, build intimacy between students and create a more pleasant learning atmosphere. This is in line with the previous study statement which describes several advantages of the Teams Game Tournament (TGT) learning model, namely making students more active or enthusiastic in learning, fostering a sense of togetherness and mutual respect for fellow group members and making students happier and more motivated about learning (Banani & Aman, 2022).

In the achievement of learning outcomes, it shows that there is an increase in student learning outcomes after the Teams Game Tournament (TGT) model is applied and the learning mastery obtained by students is high. This is in line with the results of research which states that the Teams Games Tournament (TGT) learning model can improve student learning outcomes in social studies learning (Armidi, 2022). Then, the achievement of student learning outcomes taught by using the Teams Game Tournament (TGT) model is still better than the achievement of student learning outcomes taught by conventional methods (lectures). Thus, the use of the Teams Game Tournament (TGT) learning model affects the achievement of social studies learning outcomes in the school. This is supported by the results of hypothesis testing which states that the application of the Teams Game Tournament (TGT) learning model affects the learning outcomes of fifth-grade students at SD Negeri 4 Pangkajene. The influence is positive. This is in line with the results of previous research which states that the use of the Teams Game Tournament (TGT) model has a positive and significant influence on student social studies learning outcomes (Rame et al., 2022). The results of this study provide a reference that to improve student learning outcomes, teachers are required to be selective and creative in choosing and implementing appropriate and efficient learning models. This is in accordance with the statement of previous study who said that the way of presenting lessons is one of the factors that determine the success of student learning so teachers must master the subject matter presented and choose the right method in teaching (Auliyah & Kauniyah, 2022). One of the learning models recommended by researchers to be applied to social studies learning is the Teams Game Tournament (TGT) model.

The implication of this research is hoped that it can add insight into knowledge and skills so that they can innovate in developing this research so that it can be useful for improving the quality of education in Indonesia. The limitations of this study lie in the scope of the research subjects. The subjects in this study only involved students from one school. Therefore, it is hoped that future research will be able to deepen and broaden the scope of research related to the TGT type cooperative learning model in social science learning outcomes.

#### 4. CONCLUSION

Based on the description of the results social studies learning outcomes about the material of the struggle of the characters During the Dutch and Japanese Colonial Period in Indonesia, fifth-grade students of SD Negeri 4 Pangkajene experienced an increase after being given treatment in the form of using the Teams Game Tournament (TGT) model and the learning mastery obtained was relatively high. In addition, the achievement of student learning outcomes using the Teams Game Tournament (TGT) model is better than the achievement of student learning outcomes who are taught by methods commonly applied in the school. Moreover there is an effect of the application of the Teams Game Tournament (TGT) cooperative learning model on the social studies learning outcomes regarding the material of the Struggle of the Characters during the Dutch and Japanese Colonial Periods in Indonesia for fifth-grade students of SD Negeri 4 Pangkajene, Sidrap Regency.

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