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Teams Games Tournament (TGT) Cooperative Learning Model in Learning Personification Figures of Speech

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ABSTRAK

Saat ini masih banyak guru yang perlu lebih memperhatikan kegiatan pembelajaran yang kondusif. Guru cenderung menggunakan model pembelajaran yang berpusat pada siswa sehingga siswa merasa bosan dalam belajar. Berdasarkan hal tersebut, penelitian ini bertujuan untuk menganalisis keefektifan model pembelajaran kooperatif Teams Games Tournament (TGT) *dalam pembelajaran personifikasi di kelas IV SD. Jenis penelitian ini adalah penelitian eksperimen. Dalam penelitian ini desain yang digunakan adalah* Nonequivalent Control Group Design*. Populasi penelitian ini adalah 42 siswa kelas IV SD. Penentuan sampel penelitian menggunakan teknik cluster random sampling. Metode yang digunakan untuk mengumpulkan data adalah tes, wawancara, observasi, dokumentasi, dan angket. Teknik yang digunakan untuk menganalisis data adalah analisis statistik inferensial. Hasil penelitian yaitu hasil uji-t menunjukkan terdapat perbedaan kemampuan pemahaman majas personifikasi pada siswa setelah diberi perlakuan dengan model pembelajaran* Teams Games Tournament *yang efektif. Hasil uji N-gain menunjukan bahwa menunjukkan adanya peningkatan rata-rata skor pretest dan posttest kelas eksperimen dan kelas kontrol. Disimpulkan bahwa Model Pembelajaran* Teams Games Tournament *dapat meningkatkan hasil belajar siswa pada pembelajaran majas personifikasi. Implikasi penelitian ini yaitu penerapan TGT dapat meningkatkan hasil belajar siswa.*

ABSTRACT

Currently, many teachers still need to pay more attention to conducive learning activities. Teachers tend to use a student-centered learning model so that students feel bored while learning. Based on this, this research aims to analyze the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in personification learning in fourth-grade elementary school. This type of research is experimental research. In this research, the design used was Nonequivalent Control Group Design. The population of this study was 42 fourth-grade elementary school students. The research sample was determined using the cluster random sampling technique. The methods used to collect data are tests, interviews, observation, documentation, and questionnaires. The technique used to analyze data is inferential statistical analysis. The research results, namely the t-test results, show differences in students' ability to understand personification figures of speech after being treated with the effective Teams Games Tournament learning model. The results of the N-gain test showed an increase in the average pretest and posttest scores for the experimental and control classes. It was concluded that the Teams Games Tournament Learning Model can improve student learning outcomes in learning personification figures of speech. This research implies that the application of TGT can improve student learning outcomes.

1. INTRODUCTION

Education has a critical mission to build a sound generation. Education is essential in developing a country's human resources (Jayadiputra & Karim, 2020; Ndayambaje et al., 2020). As a developing country, Indonesia needs to focus on improving the quality of human resources through equal distribution of education for all people from various circles (Buchori & Fakhri, 2022; Hendriana & Jacobus, 2017). Indonesia is continuing to make improvements for development in various areas of life. The success of the development is not only seen from economic capabilities but is influenced by the excellent quality of human

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resources to create harmonious development (Fatah et al., 2018; Syafitri et al., 2023). Education is expected to build prosperity and harmony in human life towards success. Quality education must support quality human resources (Despeisse & Minshall, 2017; Prasetyo et al., 2020). The educational process of transferring and receiving knowledge occurs in teaching and learning activities

Educational goals will be achieved if every component of the education system can run well (Jung et al., 2019; Wang et al., 2017). Educational components must carry out their functions well to achieve educational goals. This component is the relationship between teachers and students supported by other factors (Alsalhi et al., 2021; Priatna et al., 2020; Wulandari et al., 2019). The government has made various efforts to optimize education in Indonesia, but this cannot be separated from the critical role of a teacher in education. Teachers act as an essential component of learning. Learning will be successful if the teacher's role as an educator runs well (Srinivasacharlu, 2019; Xiao, 2020; Yulindrasari & Ujianti, 2018). This success must be connected to a learning process that is conducive and enjoyable and motivates students to explore their potential so that learning goals can be achieved. Teachers must understand how to foster good student relationships during learning mbelajaran (Kholis, 2019; Srinivasacharlu, 2019; Tang et al., 2020; Xiao, 2020; Yulindrasari & Ujianti, 2018). Teachers not only teach (transfer of knowledge) but also educate (transfer of values) so that students have the motivation to learn (Kholis, 2019; Tang et al., 2020).

However, many teachers still need to pay more attention to conducive learning activities. Previous research findings also state that many teachers still implement teacher-centered learning activities so that students feel bored while learning (Muhammad, 2018; Pratama et al., 2018; Rai Sawitri et al., 2018). The current conditions in the field are that most teachers still choose to use learning models with old learning standards; in other words, the teacher is still the center of the learning process (teacher-centered) (Dewi et al., 2019; Puspitaningrum et al., 2019; Septiari et al., 2018). This causes students to develop themselves less. The results of observations carried out at IV SDN Sawojajar Gugus Purbalingga Regency also found that teachers did not actively involve students and tended to pay less attention to students' abilities. The learning process only provides an indirect experience because students only obtain information from the teacher or the books available. Teachers must provide stimulus to students; the rest will be processed and carried out by students so that learning does not only rely on the teacher, but students also contribute to gaining a meaningful learning experience. Difficulties in understanding Indonesian language material are also found in the learning outcomes of class IV students at SDN Sawojajar Gugus, Purbalingga Regency. The learning outcomes obtained by students are still below 70. This value has been determined as the school unit's Learning Goal Achievement Criteria (KKTP).

Based on this, one model that can be used is the TGT (Teams Games Tournament) Learning Model. The TGT (Teams Games Tournament) Learning Model is a cooperative learning approach that organizes classes into groups of 4-5 students with varying levels of achievement (Listyarini et al., 2018; Maloring et al., 2020). Each group is involved in academic tournaments as the primary learning activity. This model allows students to study together, engage in peer tutoring sessions, and compete in tournaments to demonstrate student learning outcomes (Fauzi et al., 2019; Listyarini et al., 2018; Maloring et al., 2020; Novianti et al., 2017). The TGT Learning Model has advantages such as increasing task time, student acceptance of individual differences, and involving all students in the learning process (Fauzi et al., 2019; Novianti et al., 2017; Utami et al., 2019). However, it also has disadvantages, such as requiring extra time for preparation and implementation. The TGT cooperative model shows effectiveness in learning with group collaboration and rewards given if students can solve problems presented by the teacher (Fauzi et al., 2019; Hasbillah & Suparman, 2021; Listyarini et al., 2018; Maloring et al., 2020; Novianti et al., 2017). In this model, students are grouped heterogeneously based on achievement level, gender, and socio-economic background. It aims to enrich student learning experiences and increase collaboration between students.

Previous research findings state that the TGT (Teams Games Tournament) learning model can increase students' enthusiasm for learning (Pratiwi et al., 2018; Radjabani et al., 2021). Other research also states that the TGT (Teams Games Tournament) learning model can increase student activity and improve student learning outcomes (Hendra & Rahayu, 2020; Ismah et al., 2018; Suaeb et al., 2017). The TGT (Teams Games Tournament) learning model could help students learn. However, there has yet to be a study regarding the effectiveness of the Cooperative Tournament Game Team (TGT) in learning personification. The advantage of the TGT model is that it encourages students to work together in groups and help each other understand the material. Apart from that, this model also encourages positive competition between groups to increase student learning motivation. Based on this, this research aims to analyze the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in personification learning in class IV at SDN Sawojajar Gugus Purbalingga.

2. METHOD

The type of research used in this research is experimental research. This experimental research tested two groups that were subjected to different treatments. One group was given treatment without using a learning model. The other group was treated with the Team Games Tournament (TGT) learning model in learning personification figures of speech. The experimental research design used in this research is quasi-experimental research (quasi-experimental design) because the control group cannot function fully, or it is not easy to control external variables that influence the implementation of the experiment (Sugiyono, 2017). In this research, the design used is the Nonequivalent Control Group Design, which means that in this research, two groups are not chosen randomly but are homogeneous groups then a pretest is carried out at the beginning before the research, and a posttest at the end of the research (Sugiyono, 2017). This design consists of two classes: the experimental and control classes, each of which is given a pretest and posttest. Initially, both classes were given a pretest to answer questions related to personification figures of speech so that the results of students' abilities regarding personification figures of speech could be seen.

This research is located in class IV of SD Negeri 1 Majasem and class IV of SD Negeri 1 Bakulan. The two schools were chosen as research sites because they have implemented an independent curriculum and are supported by adequate facilities and infrastructure. The two schools have similar characteristics or conditions in teaching and learning activities. The population of this research was 21 students in class IV of SD Negeri 1 Majasem as the experimental class and 21 students in class IV of SD Negeri 1 Bakulan as the control class. Determining the research sample used the cluster random sampling technique. The methods used to collect data are tests, interviews, observation, documentation, and questionnaires.

The test method is used to measure the effectiveness of student learning outcomes before and after using the Team Games Tournament (TGT) model. The interview method is used to obtain data by the interview guidelines that have been prepared. Observations were carried out to assess students' attitudes and skills in learning Indonesian. The documentation carried out in this research was collected from schools using names and data on the learning outcomes of class IV students at SD Negeri 1 Majasem, Purbalingga Regency. Additionally, documentation techniques in photos, videos, and audio recordings are carried out to support observation activities. The questionnaire method was used to collect data, which was used as a reference in researching the effectiveness of the Team Games Tournament (TGT) model in learning personification figures of speech. The instruments used to collect data were test question sheets and questionnaires. The instrument grid is presented in Table 1 and Table 2.

Table 1. Interview Grid

No.	Variable	Indicator	Item
1	Teacher	a. Teacher profile b. Difficulties faced by teachers during teaching c. How to overcome difficulties faced by teachers during teaching	1,2,3
2	Curriculum	School curriculum	8
3	Learning	a. Learning media used in learning b. Learning Evaluation c. Evaluation at Mupel under KKM	9,10,11,12
4	Learners	a. The number of students b. Students' learning interest during learning c. Student involvement in learning d. Learning content that students lack mastery	4,5,6,7

Table 2. Test Questions

Indicator		Assessment Techniques	Question form	Realm	Question Number
3.4.1	Identify the meaning, characteristics and purpose of personification figures of speech	Test		C2	1 and 3
3.4.2	Analyze the types of figures of speech	Test	Multiple choice	C3	2,4,5,10
3.4.3	Analyzing personification figure of speech sentences in narrative texts	Test		C4	6,7,8,9,12, 13,14,15 16, 17,19, 20
3.4.4	Analyzing personification figure of speech in narrative text	Test		C4	11 and 18

The technique used to analyze data is inferential statistical analysis. Things that need to be analyzed include normality, similarity test of two variants, difference test of two means, hypothesis test, analysis of differences in average values, analysis of improvement in students' learning outcomes, and learning completeness test. The normality test determines whether the data from the experimental and control groups are normally distributed. In this research, the IBM SPSS 22.0 program was used to calculate the normality of the data. The homogeneity test was used to determine whether the two groups had homogeneous variances using the IBM SPSS 22.0 program. The purpose of the t-test of this research is to find the average difference in the effectiveness of the Teams Games Tournament (TGT) learning model between the experimental group and the control group, which uses the conventional learning model. In this research, t-test calculations were carried out with the help of IBM SPSS version 22.0.

3. RESULT AND DISCUSSION

Result

The research began with implementing a pretest in both the experimental and control classes, which aimed to determine the student's initial abilities. The next activity was the implementation of treatment four times in both classes. The treatment given to the experimental class was learning that implemented the Teams Games Tournament (TGT) cooperative model, while no treatment was given to the control class. Each class was given a post-test after carrying out the treatment four times in each class. The results of this post-test are used to test and determine the effectiveness of the Teams Games Tournament (TGT) cooperative learning model when viewed from the perspective of student learning outcomes. Initial data analysis was carried out before the research to determine whether the initial conditions of students in both classes were the same or not. This initial data was obtained from the results of a pretest given before treatment was carried out. Before carrying out the research, this data was analyzed first through normality tests and homogeneity tests. The results of the data analysis are presented in Table 3.

Table 3. Pre-Test and Post-test Results

Details	Pretest		Post-test	
	Control	Experiment	Control	Experiment
Number of Students	21	21	21	21
Average	52.6	53.1	58.3	77.4
The highest score	50	65	70	85
Lowest Value	20	25	45	60
Students Complete	6	4	15	21

The results of the data analysis show that the average pretest score for the experimental class is lower than the pretest score for the control class, namely 43.1 for the experimental class and 52.6 for the control class. A total of 4 out of 21 students in the experimental class completed a score of 70; of the 21 students in the control class, 6 students completed a score of 70. These results show that the experimental and control class students' initial abilities still needed improvement during the treatment. The results of data analysis of posttest scores in the control class, totaling 15 students, have also achieved completeness, which means there are still six students who still need to reach the criteria for completeness with a score of 70. The achievement of the post-testposttest results shows that in the experimental class, which uses the cooperative model, TGT was higher than in the control class, which did not use the learning model.

The normality test was carried out using SPSS version 22.0. This test uses the Liliefors statistical test in the Kolmogorov-Smirnov statistical column. The results of calculating the pretest data normality test using the Liliefors test in the Kolmogorov-Smirnov statistical column with SPSS 22.0 show that the significance of the Liliefors test is > 0.05. The experimental class pretest data value sig = 0.200 > 0.05, meaning that the pretest value data is usually distributed. The control class pretest data also shows sig = 0.200 > 0.05, meaning the value data is normally distributed. The results of the data analysis are presented in Table 4.

Table 4. SPSS 22.0 Pretest Normality Test Output

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data_PreEks	0.155	21	0.200	0.940	21	0.215
Data_PreKon	0.151	21	0.200	0.940	21	0.217

The results of posttest data analysis were carried out using SPSS version 22.0. The data taken for the normality test is the post-test posttest value before treatment is given. This test uses the Liliefors statistical test in the Kolmogorov-Smirnov statistical column. The results of calculating the pretest data normality test using the Liliefors test in the Kolmogorov-Smirnov statistical column with SPSS 22.0 show that the significance of the Liliefors test is > 0.05. The posttest data for the experimental class has a value of sig = 0.150 > 0.05, meaning that the pretest value data is usually distributed. The control class posttest data also shows sig = 0.200 > 0.05, meaning the value data is normally distributed. The results of the data analysis are presented in Table 5.

Table 5. SPSS 22.0 Posttest Normality Test Output

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data_PosEks	0.163	21	0.150	0.930	21	0.140
Data_PosKo	0.129	21	0.200	0.928	21	0.123

The homogeneity test aims to determine whether the experimental class and control class data come from populations with the same variance. Test the homogeneity of the initial data using SPSS version 22.0. The homogeneity test was conducted by comparing Lavene's significance value with a significance level of 0.05. The results of the Pretest Homogeneity test show that the significance shows a result of 0.225, so the value is > 0.05. The results of initial data testing in the form of a pretest given to students in the experimental and control classes are homogeneous. This assumption is supported by the Levene Statistics significance column results, which are more significant than 0.05. Posttest homogeneity test results. It is known that the significance shows a result of 0.672, so the value is > 0.05. The results of initial data testing in giving a posttest to students in the experimental and control classes are homogeneous. This assumption is supported by the results in the Levene Statistics significance column, which is more significant than 0.05.

The hypothesis test in this research is testing the hypothesis of the effectiveness of implementing the Teams Games Tournament cooperative model. This hypothesis test includes the T-test and N-gain test with the help of SPSS 22.0. This hypothesis test is a test of the effectiveness of the Teams Games Tournament cooperative model in learning personification figures of speech in class IV. Hypothesis testing using the Independent Sample Test with the help of SPSS 22.0. The results of the hypothesis test calculation for this research show sig (2-tailed) < 0.05. Results from the t distribution table with dk = n1+ n2 – 2, dk = 21 + 21 – 2= 40. The results of data analysis show that there are differences in the ability to understand personification figures of speech among students after being treated with the effective Teams Games Tournament learning model. Following are the results of the Independent Sample T-test; posttest data for class IV students are presented in Table 6.

Table 6. SPSS 22.0 Output Test Results (T-test)

	Levene's Test for Equality of Variances		T-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	0.883	0.153	5.965	40	0.000	16.429	2.754	10.862	21.995
Equal variances not assumed			5.965	39.464	0.000	16.429	2.754	10.860	21.997

N-gain test or test to determine the average increase in learning outcomes for personification figure of speech material in the experimental and control classes before and after the treatment or research treatment. The Team Games Tournament cooperative learning model can be effective if the average increase in learning outcomes for personification figure of speech material in the experimental class is higher than the average learning outcomes for the control class. The average pretest and posttest scores for the experimental class and control class are presented in Table 7.

Table 7. N-Gain Test Results on Student Learning Outcomes

Class	Average Score		N-gain value	Criteria
	Pretest	Posttest		
Experiment	43,09524	73,57143	53,00143	Currently
Control	53,57143	59,04762	12,2059	Low

The criteria for N-gain results explained in the previous chapter are if the N-gain results are > 0.70, then the increase in learning outcomes is included in the high criteria. If the N-gain result is <0.70 and more than or equal to 0.30 (0.30 ≤ N-Gain > 0.70), then the increase in learning outcomes is included in the medium criteria. The final criterion is that if the N-gain value is <0.30, then the increase in learning outcomes is low. The results of the N-gain test calculation in the table above show an increase in the average pretest and posttest scores for the experimental and control classes. If we look again, the average score in the pretest and posttest experimental class is higher than the pretest and posttest scores in the control class. The significant difference in scores indicates an increase in the average learning outcomes in the experimental class using the Teams Games Tournament cooperative learning model on personification figure of speech material, which is more effective in improving student learning outcomes on personification figure of speech material.

Discussion

The results of data analysis show that learning using the Team Games Tournament (TGT) cooperative learning model increases the average pretest and post-test scores. Several factors cause this. First, the Team Games Tournament (TGT) cooperative learning model can improve student learning outcomes. These results show that the experimental class with learning using the cooperative Team Games Tournament (TGT) model is more effective and can improve student learning outcomes. The Team Games Tournament (TGT) model is more effectively used in learning than conventional learning models (Nuryanti, 2019; Yunita & Tristiantari, 2019). Applying the TGT learning model encourages students' learning abilities (Pradhita Yudhi Astri et al., 2018; Suandika et al., 2020). The ability to understand concepts becomes more optimal so that students can absorb the material optimally in learning the personification of Indonesian language content.

Second, the Team Games Tournament (TGT) cooperative learning model can increase students' active learning. Students who are treated with the Team Games Tournament (TGT) cooperative model are more active, can collaborate and collaborate in teams or groups, and improve their critical thinking skills (Fauzi et al., 2019; Listyarini et al., 2018; Maloring et al., 2020; Novianti et al., 2017). The Team Games Tournament (TGT) Cooperative Learning Model can increase students' active learning because this model encourages students to work together in groups and help each other understand the material (Fauzi et al., 2019; Novianti et al., 2017; Utami et al., 2019). This model also encourages positive competition between groups to increase student learning motivation (Novianti et al., 2017; Rusmiati & Nugroho, 2019). In the TGT model, students are involved in academic tournaments as the primary learning activity, which aims to test students' understanding of the material they have studied and provide an enjoyable learning experience (Baswendro et al., 2015; Purwandari & Wahyuningtyas, 2017). Applying the TGT learning model can increase student learning activity in the research. Thus, the TGT learning model can be an effective alternative for increasing students' active learning.

Third, the Team Games Tournament (TGT) cooperative learning model creates a fun learning atmosphere. Students contribute actively by studying in groups and playing games to collect the most points (Listyarini et al., 2018; Maloring et al., 2020). This makes learning activities more enjoyable. Students gain a more meaningful learning experience because they can optimize their abilities. Learning with the TGT cooperative model can create a more enjoyable learning atmosphere (Fauzi et al., 2019; Hasbillah & Suparman, 2021; Listyarini et al., 2018; Maloring et al., 2020; Novianti et al., 2017). Students also experience how to play and learn, foster sportsmanship, think creatively, and work together in groups so that students are more communicative. The Team Games Tournament (TGT) Cooperative Learning Model can create a pleasant learning atmosphere because it involves game and competition elements that stimulate student motivation (Ginting, 2016; Hasbillah & Suparman, 2021). In the TGT model, students engage in academic tournaments as the primary learning activity, competing in groups to demonstrate understanding of the material. This creates a dynamic, interactive, and enthusiastic learning atmosphere.

Previous research also states that the TGT model helps students learn well (Radjabani et al., 2021; Yunita & Tristiantari, 2019). Other research also states that the TGT model increases students' activeness, enthusiasm, and motivation to learn so that students' understanding increases (Pratiwi et al., 2018; Thalita et al., 2019). The TGT model also encourages collaboration between students in groups, where they help and support each other in understanding the material. This can create a positive and collaborative learning

climate in the classroom. With healthy elements of play and competition, students tend to be more motivated to learn and participate actively in learning. This research implies that applying the Teams Games Tournament (TGT) cooperative learning model can increase students' understanding of personification learning. The limitation of this research is that it only examines the Teams Games Tournament (TGT) cooperative learning model for personification learning for fourth-grade elementary school students. With cooperation, positive competition, and a fun learning atmosphere, the TGT learning model can create an exciting learning experience and motivate students to be actively involved in the learning process.

4. CONCLUSION

The results of data analysis show that learning using the Team Games Tournament (TGT) cooperative learning model increases the average pretest and post-test scores. It was concluded that applying the Teams Games Tournament cooperative model in learning Indonesian language content on personification material was practical. Models can also improve student abilities and improve student learning outcomes. Students become more motivated to learn and improve their skills, such as critical thinking, working together, and being more active in learning activities.

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