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Application Of Cooperative Model Type Of Team Games Tournament (TGT) Effect On Student's Learning Outcomes On Fraction Material In Class V Elementary School

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ABSTRACT

This study aims that learning activities can make students active and creative in constructing their ideas through various methods and learning models to form an understanding of mathematics. One of the learning models that can answer these challenges is the application of the TGT model of cooperative learning. The subjects in this study were all fourth grade students of SD Negeri 1 Tanoh Abee Aceh Besar, totaling 42 people. Data collection was carried out using a test made in the form of a description of 10 questions. The data were processed with two-party t-test statistics. Based on the results of hypothesis testing, it can be concluded that there is a significant effect of implementing the TGT cooperative learning model on student learning outcomes in fractional material in class V Elementary School.

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INTRODUCTION

Mathematics is one of the various sciences that play an important role in development. Therefore, mathematics must be given to students from elementary school to college. Mathematics is a universal science that underlies the development of modern technology, has an important role in various disciplines and advances the power of human thought. Mathematics subjects need to be given to all students starting from elementary school to equip students with the ability to think logically, analytically, systematically, critically, and creatively, as well as the ability to work together. These competencies are needed so that students can have the ability to obtain, manage and utilize information to survive in conditions that are always changing, uncertain and competitive.

Learning mathematics in elementary schools is intended so that students have basic knowledge and skills that are useful for themselves in everyday life (Depdiknas, 2008:134). Because of the importance of the role of mathematics subjects, it is appropriate if the achievement of learning mathematics is maximum. However, this is not the case. Based on the author's experience who teaches at SD Negeri 1 Tanoh Abee, students' mathematics learning outcomes are still low. Especially in the material learning outcomes obtained by students are still below the Minimum Completeness Criteria (KKM) which is 60 (KKM SD Negeri 1 Tanoh Abee). This is because at the time of learning the teacher lacks variety in learning methods and only focuses on learning textbooks so that learning mathematics in class becomes unpleasant and boring for students.

Once the importance of mathematics subjects should be given considerable attention to the learning of mathematics in schools. In learning, teachers have an important role to achieve learning success, including success in education in general. One of them is by applying the cooperative model. "Cooperative learning is a form of learning in which students learn and work in collaborative small groups whose members consist of four to six people with heterogeneous group structures" (Rusman, 2012: 205).

One method that can be used to solve this problem is the application of the Team Games Tournament (TGT) type of learning model. TGT is a type of cooperative learning that places students in study groups consisting of five to six people who have different abilities, gender, religion and ethnicity or race. TGT cooperative learning involves the role of students as peer tutors, contains elements of games that can stimulate the spirit of learning and contain reinforcement. Learning activities with games designed in TGT cooperative learning allow students to learn more relaxed in addition to fostering responsibility, honesty, cooperation, healthy competition and learning engagement.

According to Slavin TGT consists of 5 stages, namely: class presentation stage, learning in groups (teams), games (games), competitions (tournament), and group awards (team recognition). The TGT cooperative learning model is suitable for teaching Fractions material. Because the TGT type model is a learning that involves students in learning, so students do not feel bored and feel they have a role in the teaching and learning process.

TGT cooperative learning is a type of cooperative learning that places students in study groups consisting of 5 to 6 students who have different abilities, genders and syllables or races. With the heterogeneity of group members, it is hoped that it can motivate students to help each other between students who are more capable and students who are less capable in mastering the subject matter. The teacher presents the material, and the students work in their respective groups. In group work the teacher gives worksheets to each group. The assigned task is done together with group members. If any of the group members do not understand the given task, then the other group members are responsible for providing answers or explaining them, before asking the question to the teacher. This will lead to a growing sense of self-awareness in students that cooperative learning is fun.

METHOD

Explaining research chronological, including research design, research procedure (in the form of algorithms, Pseudocode or other), how to test and data acquisitio. The description of the course of research should be supported references, so the explanation can be accepted scientifically Figures 1-2 and Table 1 are presented center, as shown below and cited in the manuscript. This research is an experimental research. According to Arikunto (2006:3) "Experimentation is a way to find a causal relationship (casual relationship) between two factors that are intentionally caused by researchers by eliminating or reducing or setting aside other disturbing factors". The place of this research is SD

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Negeri 1 Tanoh Abee, Aceh Besar District. The subjects in this study were students of class V-A and class V-B, totaling 42 students. Class V-A, which consisted of 22 students, was used as an experimental class. Meanwhile, class V-B, which consisted of 20 students, was used as a control class or comparison class. To obtain data in this study, the authors used a test instrument. Implementation of the test aims to obtain values according to the ability of each student. The instrument used to collect research data is a test in the form of an essay, with 10 questions with a maximum score of 100. The aspect that is assessed from the test is cognitive (knowledge). After After all the data has been collected, the next stage is the data processing stage. The data that has been collected is processed using statistical rules. The statistics used in connection with the t-test test

RESULT AND DISCUSSION

The data on the test results of Class V Elementary School students regarding the application of the TGT cooperative learning model are as follows:

Table 1. Grade V Elementary School Student Learning Outcomes
Values in Solving Fractions Problems

Experiment Class			Control Class		
No	Student Code	Test Scores	No	Student Code	Test Scores
1	AR	80	1	Su	90
2	Ak	90	2	AH	75
3	Rs	85	3	Md	65
4	NU	85	4	IY	45
5	OK	70	5	NY	40
6	RA	85	6	HI	65
7	MA	70	7	KF	75
8	Af	75	8	Hs	40
9	Ab	90	9	IY	50
10	ZW	75	10	LZ	50
11	MB	85	11	Dl	80
12	Nr	80	12	Rh	70
13	UR	90	13	Ty	55
14	HF	60	14	MR	50
15	Mr	50	15	Aw	70
16	Mf	85	16	Mw	37
17	Au	50	17	PN	60
18	DP	60	18	DS	70
19	SK	80	19	Mz	75
20	Mj	90	20	Nt	85
21	RY	65			
22	GA	75			

Based on Table 1. Above, it is obtained for the experimental class the average value = 76.5, standard deviation = 12.51 and for the control class the average value = 63.4, standard deviation = 16.26 With a significant level = 0.05 and degrees freedom dk = (n1 + n2- 2) = 40 then from the t distribution obtained t count = 4.44 and t table = 2.02 with a significant level = 0.05 and dk = 40 , so that tcount > t table is 4.44 > 2.02 , then H0 rejected. So, there is a significant effect of implementing

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the TGT cooperative learning model on student learning outcomes in fractional material in class V SD Negeri 1 Aceh Besar District.

Based on the results of research conducted and data processing. After the researcher (in this case the author) applied the Team Games Tournament (TGT) cooperative learning method in his school, it was revealed that there were quite a lot of benefits and uses that students and teachers got in educational activities. Team Games Tournament (TGT) cooperative learning methods can be very interesting for students, allowing the class to be dynamic and enthusiastic, strong impression and long-lasting in students' memories. Besides being a pleasant experience that is hard to forget. Generating passion and a spirit of optimism in students and fostering a high sense of togetherness and social solidarity. Can live events that take place easily, and can pick the points of wisdom contained in them with students' own appreciation and it is possible to improve students' professional abilities

Team Game Tournament learning is a type or cooperative learning model that is easy to apply, involves all student activities, involves peer tutors and contains elements of play and reinforcement, Team Game Tournament is cooperative learning that combines group learning activities with group competition. Cooperative learning type Team Game Tournament allows students to learn more relaxed in addition to growing, responsibility, cooperation, healthy competition and learning involvement. Learning activities with games designed in the Team Game Tournament method are learning that is preceded by the presentation of learning materials by the teacher and ends by giving a number of questions to students. After that, students move to their respective groups to discuss and resolve questions or problems. problem given by the teacher. Instead of a written test, each student will meet once a week at the tournament table with two colleagues from other groups to compare their group's abilities with other groups (NurAsma: 2008).

Therefore, the researcher concludes that there is a significant effect with the application of the Team Games Tournament (TGT) cooperative learning model on Fractions material on the learning outcomes of fifth graders at SD Negeri 1 Tanoh Abee, Seulimeum District, Aceh Besar District.

CONCLUSION (10 PT)

The conclusion of this study is that there is a significant effect of the TGT cooperative learning model on student learning outcomes on fractions in grade V Elementary School. This learning model is not necessarily suitable for all learning topics, therefore further research is needed for other learning topics.

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