Improving The Learning Activity Of Grade 3 Elementary School Students Using The Team Games Tournament Learning Model

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1.   Abstract

The aim of this research is to increase students' activity by applying the Team Games Tournament learning model (TGT) using Wordwall learning media. The type of research used is PTK. The subjects were grade 3 students. Observational data and an activity assessment rubric were used in data collection. A descriptive quantitative and qualitative method was used for data analysis. The results of the research on the activity of pre-cycle students (12.5%) 1 student who was not increased in cycle I (25%) 2 students who were active and increased in cycle II to (37.5%) 3 students who were very active. Thus, by using the Team Games Tournament learning model, the learning activity of 3rd grade elementary students can be increased.

Keyword : *Team Games Tournament*, Learning Activeness, Media *Wordwall*

2.   Introduction

Education is an interaction between teachers and learners in the world of education or community life. Permendikbud No. 22 of 2016 on the standards for the educational process states, "Education is a conscious and planned effort to create a learning atmosphere and process so that students actively work to develop their potential in intelligence, personality, self-control, spiritual, noble character, religion and skills they

need for themselves, society, the nation and the state. Therefore, efforts must be made to create an interactive and enjoyable learning process for students, especially when we see that the curriculum in Indonesia changes from year to year with its development.

In the 2013 curriculum, integrative thematic learning is used. Integrative thematic learning is learning that has features that are limited to students and provides direct experiences to students. According to Sundayana (2014: 24), the 2013 curriculum was developed based on "standards-based education" theory and competency-based curriculum theory.

Successful learning requires a more appropriate learning approach or model. This is very helpful in achieving the expected goals. Therefore, the teacher must be able to select from the many learning models the one that is appropriate for the material being taught. This is a challenge for teachers to get rid of the monotonous teaching image. The appropriate learning model at this time, especially in the 2013 curriculum, is a learning model with group games, namely the Team Games Tournament learning model (TGT) supported by Wordwall learning media.

3.   Methods

This study differs from previous studies in that it aims to increase the learning activity of 3rd grade elementary students because in the learning process, students are asked to actively seek or find problems on their own, presented by the teacher, and realized on Wordwall learning media to support the Team Games Tournament (TGT) learning model.

The advantages in this study compared to other studies, namely in this study the application of Team Games Tournament (TGT) learning model supported by Wordwall learning media by measuring student activity. Activity is measured using a rubric to find

out which students are active or inactive by ticking the available indicators, namely very high (4), high (3), moderate (2), and low (1) scores. With data processing techniques using PAP type 1 to determine the class average in relation to the value of activity, and reinforced by observations through observation forms conducted by the teacher. Teacher interviews were also conducted to support the results of efforts to increase student learning activity through the Team Games Tournament learning model (TGT) using Wordwall learning media.

4.   Results and Discussion

4.1. Results (Student learning activity)

The researchers used two cycles to accomplish the research objectives. In cycle I, three meetings were conducted using the Team Games Tournament learning model (TGT), theme 8 "Praja Muda Karana" sub-theme 1 "I am a scout". In the cycle II the theme was "Praja Muda Karana" sub-theme 2 "I am an independent child". The following table shows a comparison of the activities of Grade 3 students of elementary school , starting from the early stages of the pre-cycle (initial conditions), Cycle I and Cycle II in the recapitulation obtained from the research using the Team Games Tournament (TGT) learning model.

Results of rubrics for active student learning in initial and final conditions

Tingkat Penguasaan Kompetensi	Kategori	Prasiklus		Siklus I		Siklus II	
		F	%	F	%	F	%
90% - 100%	Sangat Aktif	0	0%	1	12,5%	3	37,5%
80% - 89%	Aktif	2	25%	2	25%	4	50%
65% - 79%	Cukup Aktif	4	50%	3	37,5%	1	12,5%

55% - 64%	Tidak Aktif	1	12,5%	2	25%	0	0%
<55%	Sangat Tidak Aktif	1	12,5%	0	0%	0	0%
Jumlah Skor Kelas		540		545		600	
Rata-Rata Kelas		67,50		68,12		75	
Kriteria Kelas		Tidak Aktif		Tidak Aktif		Aktif	

From the above table, it can be seen that student learning activity increased in the Cycle I and Cycle II phases, as evidenced by an increase in class percentages. In the pre-cycle, the inactive category was 12.5% in Cycle 1 to 25% and increased to 0% in Cycle II. In the pre-cycle it can be seen that the category was quite active, 50% in cycle I became 37.5%, decreased in cycle II to 12.5%. In the pre-cycle it can be seen that the active category in the first cycle is 25%, in the second cycle it increases to 50%. In the pre-cycle, it can be seen that the very active category was 0% in the first cycle and increased to 37.5% in the second cycle. The "fairly active" category decreased, but in the cycle II students were required to participate more actively in the learning process in their groups, so that in the cycle II there was only one student in the "moderately active" category. In Theme 8 "Praja Muda Karana" Subtheme 2 "I am an independent child" there was a significant increase over the two phases. Active learning can be interpreted as an activity done by students during the learning process, where students actively participate in the learning process in class, so that these students gain experience, knowledge, understanding and other aspects of what they have done. Active learning in the classroom occurs when activities are carried out by teachers and students. This is in line with Maharani & Kristin (2017; 4) who state that active learning is physical or mental activity

in the learning and teaching process to achieve success in the teaching and learning process.

4.2. Discussion

Based on the recording of students' learning activity in cycle I and cycle II, it was found that students' learning activity increased in the learning process. So, it is proved that the Team Games Tournament learning model (TGT) using Wordwall learning media can increase students' learning activity on the topic 8 "Praja Muda Karan" subtopic 2 "I am a Scout" and on the topic 8 "Praja Muda Karan" subtopic 2 "I am a member of the Scouts" Independent Child" grade 3 elementary school. The results of this study are consistent with Kristin's (2017: 223) statement that learning outcomes are changes in students' behavior after participating in the lesson that occur as a result of the learning environment intentionally created by the teacher through the learning model chosen and used in a lesson.

In addition, the results of this study complemented and strengthened previous research by Arifah (2009) that Team-Games Tournament (TGT) type of cooperative learning model can increase students' learning activity. According to Wahyu Astuti and Firosali Kristin (2017) Teams Games Tournament Learning Model to Increase the Activeness of Class 3 students. In addition, research by Vian Anggraeni and Waitohadi (2014) Cooperative Learning Model Team Games Tournament Type can increase the activity of learning mathematics in grade 5. Based on the above research proves that Team Games Tournament learning model can increase students' active learning.

This study differs from previous studies in that it aims to increase the learning activity of 3rd grade elementary students because in the learning process, students are asked to

actively seek or find problems on their own, presented by the teacher, and realized on Wordwall learning media to support the Team Games Tournament (TGT) learning model.

The advantages in this study compared to other studies, namely in this study the application of Team Games Tournament (TGT) learning model supported by Wordwall learning media by measuring student activity. Activity is measured using a rubric to find out which students are active or inactive by ticking the available indicators, namely very high (4), high (3), moderate (2), and low (1) scores. With data processing techniques using PAP type 1 to determine the class average in relation to the value of activity, and reinforced by observations through observation forms conducted by the teacher. Teacher interviews were also conducted to support the results of efforts to increase student learning activity through the Team Games Tournament learning model (TGT) using Wordwall learning media.

5. Conclusion

Based on the above research results, the application of the Team Games Tournament learning model helps to use the Wordwall learning medium to increase the learning activity of grade 3 elementary students in the II semester of the 2022/2023 school year. The results of the research on the activity of pre-cycle students (12.5%) 1 student who was not increased in cycle I (25%) 2 students active and in a cycle, II increased to (37.5%) 3 very active students. active. Thus, the hypothesis made by the research has been proven to be correct, so it can be concluded that the application of the Team Games Tournament learning model (TGT) can increase the activity of students in the third grade of elementary school.

The researchers are expected to suggest to teachers how to use the Team Games Tournament learning model (TGT) as an option that can be used by teachers in learning. Learning with the Team Games Tournament (TGT) learning model should provide material that can be adapted to the conditions around the students so that students are more interested in participating in learning. The Team Games Tournament (TGT) learning model will be further developed with other media such as quizzes, nearpod, etc., as these learning media promote active learning and teamwork. It is also hoped that the use of the Team Games Tournament (TGT) learning model can continue to be developed for the benefit of classroom learning in other subjects.

6.   References

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