Improving Student Cooperation through the Type of Team Games Tournament Cooperative Learning Model for Class IV Elementary School

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1.   Abstract

Problems of student cooperation in learning activities such as completing group assignments are only solved by one or two group members, other group members play and do not participate in the work. There was no discussion in completing group assignments. The lack of growth of a competitive spirit in students in doing assignments so that the results are better than their friends. This shows that student collaboration has not fully emerged and students have not understood the importance of cooperation in everyday life, especially in the learning process. This study aims to improve student cooperation through the cooperative learning model of the Teams Games Tournament type. This type of research is Collaborative Classroom Action Research (PTKK). The action hypothesis in this study is that the application of the Teams Games Tournament type cooperative learning model can increase student collaboration. The subjects in this study were fourth grade elementary school students, totaling 19 students. The object in this study is the cooperative attitude of class IV students. This research was conducted in 2 cycles, each cycle consisting of 2 learning activities. The techniques used in data collection are observation, questionnaires, and documentation. The results of collecting student collaboration questionnaires in cycle I and cycle II obtained an average data in cycle I of 2.91 and in cycle II of 3.52. The results of observations of student cooperation in cycle I and cycle II obtained an average data in cycle I of 2.94 and in cycle II of 3.38. From the results of the data that have been obtained there is an increase in cycle I to cycle II. Based

on the research that has been carried out, it shows that using the cooperative learning model of the Teams Games Tournament type can increase the cooperation of fourth grade elementary school students.

Keywords: cooperative Learning, teams games tournament), collaboration

2.   Introduction

The success of education depends on how the learning process between teachers and students takes place. Slameto (2013: 2) states that learning is a process of effort by people to achieve changes in new behavior as a whole as a result of their experiences interacting with the environment. Learning is deliberately carried out by students who are the subject of students. Learning that is carried out in schools includes many components such as infrastructure, teachers, media, and methods to support the achievement of educational goals in the learning process.

One of the attitudes and characters that must be instilled in students is cooperation. In the world of education, cooperative skills are important to apply when learning inside and outside of school. Hamid (2011: 66) argues that collaboration can accelerate learning goals, because learning communities always achieve better results than individual students. As the saying goes, two heads are better than one. This means that students can work together to build self-confidence, add life experiences, and increase social interactions that will help them in their future lives.

The learning process in class will involve interactions between teachers and students and students and students. Classroom learning involves active students in acquiring knowledge and skills, the teacher acts as a motivator and facilitator for students during the process of learning. Teachers must make learning that attracts students' interest in learning

according to their characteristics. Learning that takes place must be able to improve the cognitive, affective and psychomotor aspects of students.

Roucek and Warren in Abdulsyani (2012:74) say that cooperation means working together to achieve common goals. Collaboration involves giving assignments where each, where each member does every job which is a shared responsibility in order to achieve common goals with maximum results.

Research conducted by Syifa Fauziah et al (2019) with the title "Improving Cooperation Skills Through the Cooperative Learning Model Class III Elementary School Tournament Game Team". The conclusion of this research is that the application of the Teams Games Tournament type of cooperative learning model has succeeded in improving the cooperation skills of class III students at SDN TKK. In the pre-cycle, student collaboration skills still reached 49.87 and a percentage of 49.87%.

Research conducted by Riza Agustina (2016) with the title "Improving Collaboration and Learning Outcomes by Using the TGT (Teams Games Tournament) Model in Natural Resource Materials for Class IV IPS Subjects at SD N Cipedes". The purpose of this study was to improve collaboration and learning outcomes of fourth grade students at Cipedes Public Elementary School, Bandung Regency in the 2016/2017 academic year with a total of 36 students. The conclusion of this study is that learning activities using the cooperative model of the team games tournament type in the social studies subject on natural resources conducted in class IV SD Negeri Cipedes Bandung Regency in the 2016/2017 academic year can improve cooperative attitudes and optimal learning outcomes.

Based on some of the research results above, it proves that the Team Games Tournament type cooperative learning model can be used to increase student collaboration.

The similarities with this research are using the Team Games Tournament type cooperative learning model and to increase student cooperation.

3.   Method

The subjects of this study were fourth grade elementary school students for the 2022/2023 academic year with a total of 19 students consisting of 7 male students and 12 female students. The object of this research is the cooperative attitude of grade IV students. This study takes the attitude of cooperation between students in learning by using the Team Games Tournament type cooperative model.

The data collection technique used in this research is non-test. Non-test techniques are used to find out the actual situation that has occurred during the learning process in class. Data obtained from the results of non-test instruments in the form of observation analysis, questionnaires, documentation.

Data analysis is analyzing the results of data collection obtained through non-test techniques. Cycle I data analysis is used to improve planning in cycle II or the next cycle.

1. Student collaboration questionnaire

The way to calculate the average value of student collaboration is calculated using the formula:

$$x = \frac{\sum x}{N}$$

Information:

X   = Average value (mean)

$\sum x$ = Total score

N   = The number of statements

(sudjana, 2013:109)

The scale used in this study is 1 to 4. Score 1 is the lowest score and score 4 is the highest score. Determining the criteria for student collaboration must first find the length of the class using the following formula:

Class Length $= \frac{biggest\ data - smallest\ data}{number\ of\ class\ intervals}$

Vulnerable to scale $= \frac{score\ \max - score\ min}{highest\ score}$

$= \frac{4-1}{4}$

$= 0, 75$

(Sugiono, 2007: 80)

So the criteria for student collaboration can be seen in the table, as follows:

Table of Student Collaboration Criteria

Total Score	Category
1 < x ≤ 1,75	Less student cooperation
1,75 < x ≤ 2,50	Enough student cooperation
2,50 < x ≤ 3,25	Good student cooperation
3,25 < x ≤ 4	Student cooperation is very good

2. Student cooperation observation sheet

The way to calculate the average value of student collaboration is calculated using the formula:

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Information:

X = Average value (mean)

∑ x= Total score

N = The number of statements

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4.   Results and Discussion

Data on increasing collaboration was obtained by distributing collaboration questionnaires to students and student collaboration observation sheets. The

questionnaire contains 5 statements, students only choose answers according to what students experience or feel during learning activities, this is in accordance with the opinion of Charles Horton Cooley in Abdulsyani (2012: 74) cooperation arises when someone realizes that they simultaneously have sufficient knowledge and control over themselves to fulfill common interests and the existence of the most important fact organization in useful cooperation.

The results of increasing student collaboration can also be seen from the results of student cooperation observation sheets which were filled out by the teacher during the learning process using the Teams Games Tournament type cooperative learning model. The results of the student cooperation observation sheets cycle I and cycle II can be seen in table 1 and picture 1 below:

Table 1 Results of Increasing Student Cooperation

No	Cycle	Average	Criteria
1	Cycle I	2,94	Good
2	Cycle II	3,38	Very Good

The following is a histogram image consisting of the average student cooperation in cycles I and II. The results of student cooperation are presented in picture 1 below:
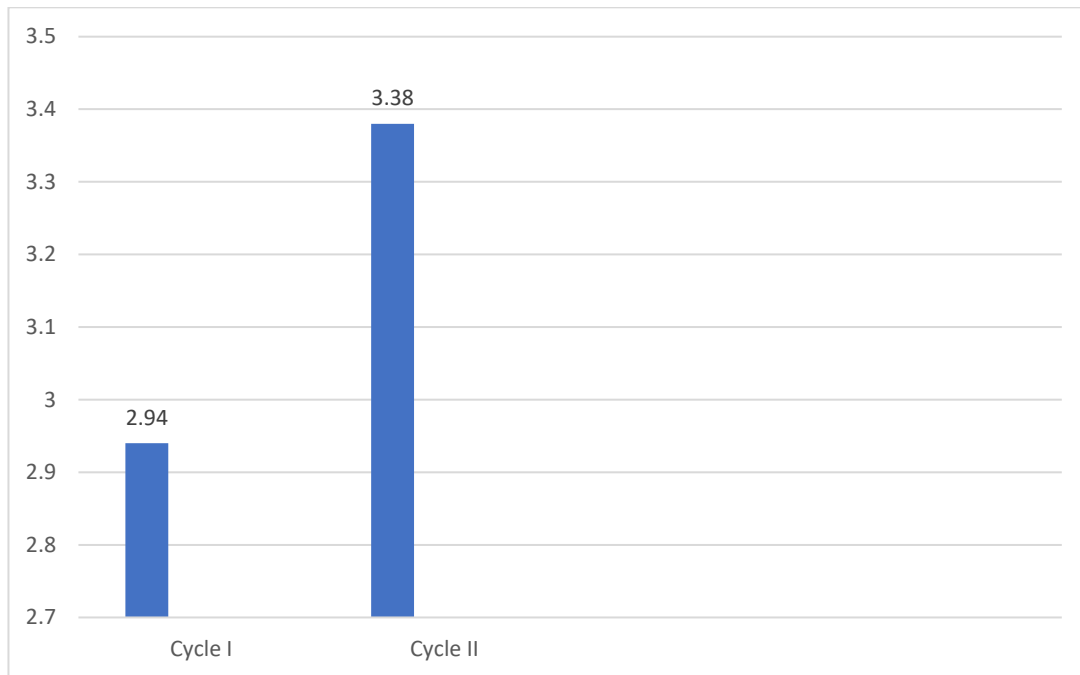
Picture 1 Histogram of Increasing Student Collaboration

The results above are the average student collaboration in cycle I which is 2.94 with good criteria. The average student collaboration in cycle II was 3.38 with very good criteria. The graph above shows an increase in activity from cycle I to cycle II in the aspect of student cooperation. There was an average increase from cycles I and II of 0.44. Increased student collaboration from cycle I which had good criteria increased in cycle II to very good criteria.

Student activity in the learning process influences the increase in student collaboration, for example when students are more active in learning, this activity will support student collaboration in learning. Another activity is when students work together with friends or other group members. As well as in cooperation

students have given their opinions in group discussions, so that the group assignments given by the teacher can be completed properly and in accordance with what is expected by the teacher. This is in accordance with the opinion of Roucek and Warren in Abdulsyani (2012: 74) saying that cooperation means working together to achieve common goals. Some of these activities are examples of one indicator of student collaboration assessment. Students in this case have shown an increase in collaborating with other students in a study group, so it is said that the level of student collaboration is very good.

The increase in cooperation from the two cycles was also shown by the increase in the collaboration questionnaire sheet. Increasing student cooperation can be seen in table 2. below:

Table 2 Results of Increased Collaboration Fees

No	Siklus	Rata-rata	Kriteria
1	Siklus I	2,91	Baik
2	Siklus II	3,52	Sangat Baik

Table 2 shows an increase in student cooperation. This is due to the use of the cooperative learning model of the Teams Games Tournament type. The following is a histogram image consisting of the average student cooperation in cycles I and II. The results of increasing student cooperation are presented in picture 2 below:
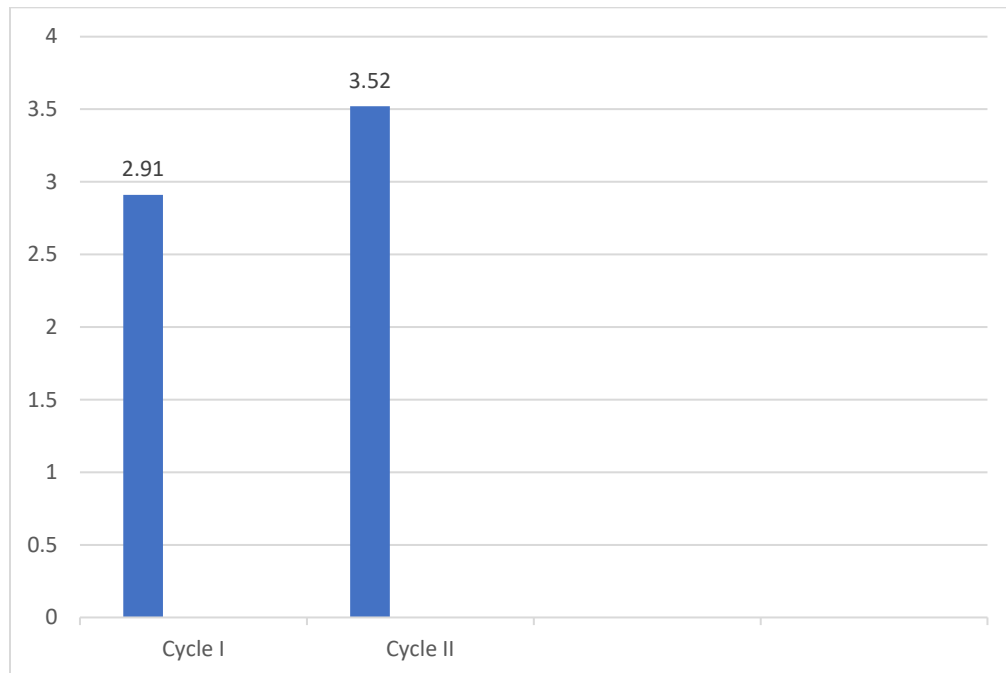
Picture 2. Histogram of Student Cooperation Questionnaire Improvement

Table 2 and picture 2 above show that student cooperation during learning using the Teams Games Tournament type cooperative learning model has increased from cycle I to cycle II. The results of questionnaire student collaboration in cycle I obtained an average data of 2.91 with good criteria. Cycle II obtained an average of 3.52 with very good criteria. There was an average increase from cycles I and II of 0.61. The increase in student cooperation from cycle I with good criteria increased in cycle II to very good criteria. This increase occurred because the teacher directed and motivated students to participate in group discussions. Using a cooperative learning model of the Teams Games Tournament type which makes students discuss and work together in the games and tournaments that are held.

This is supported by Roucek and Warren in Abdulsyani (2012: 74) saying that cooperation means working together to achieve common goals. Teachers who give directions to students can increase the participation and courage of students in group discussions.

5. **CONCLUSION**

Based on the results of classroom action research that has been carried out in two cycles to increase the cooperation of fourth grade students using the Teams Games Tournament type cooperative learning model, the following results are obtained: the application of the Teams Games Tournament type cooperative learning model can improve the cooperation of fourth grade students. The results of the analysis of the collaboration observation sheet in cycle I obtained a score or average value of 2.94 with good criteria, and increased in cycle II to 3.38 with very good criteria. The increase in student collaboration was also seen from the results of the student cooperation questionnaire, in cycle I average score of 2.91 was obtained with good criteria and in cycle II an average value or score of 3.52 was obtained with very good criteria.

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