

Improving Students Cooperation Attitude by Utilizing TGT (Teams Games Tournament) Learning Model in Mathematic Learning

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1. Abstract

This study aims to improve students' cooperation attitude in learning mathematics through Problem Based Learning model for grade 2 students of one of the elementary schools in Yogyakarta, Indonesia. This type of research is a Classroom Action Research (PTK). This research was conducted in 2 clusters for 4 meetings or stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The sample taken in the study was 22 grade 2 students. This research was conducted in May 2023 at one of the elementary schools in Yogyakarta. The research instruments used include student learning activity observation sheets. The results of this study indicate that the attitude of student cooperation in learning mathematics in cycle I was 25.4% and in cycle II was 32.7% with a standard percentage of 30%. The results of this study have increased.

Keywords: *Problem Based Learning, Cooperation, Teams Games Tournament (TGT)*

2. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. In Law No. 20 of 2003. According to Herawan (2017) in the journal (Rahayuni, 2020) education is a value that must be upheld to achieve goodness in the family or in society. In education is known as learning, there are many opinions about learning, according to Wandini (2019: 15) in the journal (Arinjani, 2022) Learning is a process of an effort made to get a change from the results of the experience that has been done. Today education emphasizes more on the realm of intellectual intelligence, while other abilities such as physical motor, art, and social-emotional are less considered. Social-emotional intelligence is important for children because with this intelligence, a child can be accepted by the environment or friends. According to Win (2008: 197-198) in the article (Dyah, 2020) a child who has good social skills can be seen from how close he can make friends or be friendly, how easily he gets along with strangers and rarely has conflicts with his friends. Children who have low social skills show the opposite, i.e. they lack friends or are often alone, find it difficult to get along with strangers and often experience conflicts with their friends, i.e. they are always selfish and lack sensitivity. They almost never care about their friends, talk and act as they please without thinking about their friends' feelings. Basically, this child is not a naughty child who has no feelings, but only shows signs of social skills that are not optimally developed.

The child's ability to see the involvement of the child's attitude is by doing an attitude of cooperation. According to Johson & Johson (1991) in the journal (Wulandari, 2015) which reveals cooperation is a social trait The ability to cooperate is a social trait included in community life as an application of daily life to achieve common goals. The more opportunities children have to do things together, the faster children learn to do it by working together. The ability to work together is important to be trained from an early age, because in the process of working together, children can develop social-emotional abilities such as how children can share, responsibility, help each other, and interact in completing tasks together with their group. To be able to complete tasks together with their group, several attitudes include interacting with each other.

Based on the results of observations on April 12, 2023 on 22 grade 2 children in one of the elementary schools in Yogyakarta, the learning process shows that children's ability to work together is still not optimal. It can be seen from the results of observations made in class 2 that there are some students who are not happy to do group work. When children are asked to do math tasks in groups, some children are still unable to cooperate with their friends and are not used to being active in group work activities. For example, Mh, when the children have sat in groups, Mh is still busy playing alone, not wanting to sit with his group, after being persuaded, Mh wants to sit with his group but does not want to participate in doing math assignments. He just watched his friends work. In completing the group task, some children still did not show interaction, sharing tasks, helping each other, and compromise. In another group, Ns was seen who wanted to work but did not talk to his group at all. Less than optimal cooperation skills are caused by several things, such as in developing cooperation skills in grade 2 of one of the elementary schools in Yogyakarta. Teachers' efforts in developing cooperation skills are seen during the initial activities,

teachers usually stimulate children's cooperation skills only with the story method in which there are cooperation values. However, this effort has not been effective in developing children's cooperation skills because children are active learners where learning will be meaningful if children act as subjects, not just listening to stories.

The above problems become the author's thoughts to provide a cooperative learning model with the type of TGT (Teams games tournament TGT learning model is a model that involves students to carry out activities in mutual cooperation, nationalism, religion, and integrity (Anshori, 2017). Different according to (Nopiani, 2013) that the application of the TGT learning model encourages students to learn in groups, there are games in the form of tournaments, and those who get the most scores will get awards. Therefore, the TGT learning model is expected to eliminate the assumption of students that math is a difficult and boring lesson. In the implementation of the TGT learning model can also be integrated with learning media. the selection of learning media must be considered both in terms of the suitability of media material and the characteristics of students, where one of the characters of elementary school children is playing Makah this is a challenge for researchers to conduct classroom action research with the title "Improving the Cooperation Attitude of Students with the Utilization of the Teams Games Tournament Learning Model in Mathematics Learning".

3. Methods

3.1. Participants and context

The learning process was carried out in accordance with the schedule of grade 2 math lessons at one of the elementary schools in the Yogyakarta area. Observations were made during the learning process. Learning activities, teacher and student activities,

student cooperation attitudes carried out in the classroom are material for researchers to observe in conducting classroom action research. After making observations, namely doing reflection.

3.2. Material

The research conducted is included in the type of classroom action research (PTK). In this study, researchers made an effort to improve the cooperation attitude of students in carrying out learning group activities. To increase efforts in this study, researchers applied the Teams games tournament (TGT) type cooperative learning model. The implementation of classroom action research (PTK) has procedures that can be carried out in the order of planning, acting, collecting data (observing), analyzing, and finally reflection (Susilowati, 2018).

3.3. Data Collection and analysis

At this stage there are several stages carried out, the first is planning, the activities carried out at this stage are preparing the schedule for class 2 which will be used as research, and preparing research instruments in the form of lesson plans (RPP). This lesson plan uses the Problem Based Learning (PBL) learning model, uses student activity sheets (LKPD), research guidelines in the form of observation assessment instruments. The second stage is Implementation, the implementation of this class action researcher conducts mathematics learning in class 2 which is carried out for 2 cycles, in 1 cycle consisting of 2 meetings, so that if the first cycle has not met the standard percentage then the research is carried out and continued in cycle II.

3.4. Ethical Considerations

Ethical considerations are carried out to find out the advantages and disadvantages observed in each cycle. So that the results of the reflection can be used as a consideration and determinant in carrying out further research. If the results in cycle I have not been successful, it will be carried out in cycle II and in the next cycle until the indicators in the assessment instrument are achieved.

3.5. Limitations to the Study

Data collection carried out in this study, namely using observation techniques including observation of student activities, teacher activities in the classroom and documentation as evidence of the implementation of research.

4. Results and Discussion

Classroom Action Research (PTK) conducted for 2 cycles, namely cycle I and cycle II. Cycle I was carried out for 2 meetings, as well as cycle II which was carried out for 2 meetings. So in the implementation of this class action research requires 4 meetings. Researchers used the Problem Based Learning (PBL) learning model. Data on the results of the study were obtained from observation assessment techniques using an instrument consisting of 3 indicators or aspects of assessment. This observation assessment is carried out during class learning by paying attention to the attitude of cooperation of students in groups in accordance with the aspects to be assessed in the observation assessment sheet.

The results obtained in cycle I of this study are an increase in the percentage of students' cooperation attitudes in the classroom with a total percentage of 25.4% included in the deficient category. Therefore, it was continued in cycle II. The percentage results obtained in cycle II amounted to 32.7% including in the Good category. It can be seen that

there is an increase in the percentage of students' cooperation in groups at meetings in cycle II.

The percentage results in cycle II have met the standard percentage of cooperation, with a standard percentage of 30%.

5. Conclusion

Classroom action research (PTK) was carried out for 2 cycles, cycle I and cycle II using the Problem Based Learning (PBL) cooperative learning model of Teams Games Tournament (TGT) type. The results of this study using the Temas Games Tournament learning model have increased the attitude of student cooperation in class study groups. Evidenced by the percentage results in cycle I of 25.4% and in cycle II of 32.7% so it can be concluded that this research has an increase.

The overall observation regarding the results of this study is that students can improve their attitude of cooperation in groups, besides that, students are able to improve their human spirit to help each other, help each other and understand between groups, so that cooperation between groups is well established.

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