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## **Improving Learning Outcomes Using Regional Autonomy Materials Cooperative Learning Type Teams Games Tournaments Class IXC Students of SMPN 1 Lamuru**

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### **Abstract**

This research is entitled: "Improving Learning Outcomes on Regional Autonomy Material Using Cooperative Learning Type Teams Games Tournaments for Class IXC Students of SMPN 1 Lamuru". The aim of this research is to improve learning outcomes for regional autonomy material using cooperative learning in the Teams Games Tournaments (TGT) type for Class IXC students at SMPN 1 Lamuru. The method used in this research is Action Research which consists of 2 (two) cycles, and each cycle consists of: Planning, Implementation, Observation and reflection. Based on the results of action research, Cooperative Learning in the Teams Games Tournaments (TGT) type can improve the learning outcomes of Regional Autonomy Material for Class IXC students at SMPN 1 Lamuru. Furthermore, the researcher recommends: (1) Teachers who experience the same difficulties can apply Team Games Tournaments (TGT) Cooperative Learning to improve learning outcomes. (2) In order to get maximum results, teachers are expected to make more interesting and varied Team Games Tournaments (TGT) Cooperative Learning.

Keywords: Learning outcomes, *TGT*,

### **Introduction**

Education is an effort to educate the nation's life so that they become fully human with the spirit of Pancasila. In Law of the Republic of Indonesia no. 20 of 2003 concerning the National education system also states the following: "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen." Apart from that, education is also the most effective and efficient means of increasing human

resources to achieve the desired dynamics. Based on the results of daily tests carried out in Class IXC of SMPN 1 Lamuru, East Barito Regency, information was obtained that the students' results in learning Regional Autonomy Material were low below the minimum completeness standard, namely below 68.

Factors that cause the above situation include:

- a. Students' cognitive abilities in understanding PKN education concepts are still low
- b. Learning that takes place tends to be monotonous and boring,
- c. Students are not motivated to learn PKN education just by rote learning.

Learning by rote makes it easy to forget Civics concepts that have been accepted. This is a challenge that must be faced and resolved by a teacher. Teachers are required to be more creative in preparing the lessons that will be implemented.

Developed, for example in selecting the learning model that will be used in learning as a form of learning strategy. Teacher readiness in managing learning will have a positive impact on students, including better student learning outcomes and in accordance with the indicators to be achieved. One learning model that can be applied in learning Regional Autonomy Material is Teams Games Tournaments (TGT) because students can be actively involved because they have their own roles and responsibilities, so that student activity during the learning process increases.

Teams Games Tournaments (TGT) type cooperative learning is a teaching method by distributing question sheets and answer sheets accompanied by available alternative answers. Students are expected to be able to find answers and ways to solve existing problems. Based on the description above, as a researcher, it is important to conduct research on the problems above. Therefore, in an effort to improve students' learning outcomes on Regional Autonomy Material, Classroom Action research was carried out with the title: "Improving Learning Outcomes on Regional Autonomy Material through Cooperative Learning Type Teams Games Tournaments (TGT) for Class IXC Students at SMPN 1 Lamuru."

## **Research Methods**

At the planning stage, the teacher prepares actions in the form of a Learning Implementation Plan (RPP) that is in accordance with the Teams Games Tournaments (TGT) Cooperative Learning Method with Regional Autonomy Material. Apart from that, teachers also make Student Worksheets (LKS) and compile observation sheets of teacher and student activities. Next, the teacher makes a learning outcomes test. Before the action is carried out in class, the teacher and observer discuss the observation sheet.

The implementation of cycle I actions will be carried out on Monday 20 February 2023 from 07.30 to 09.00 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocated for core activities is 60 minutes and the allocation for closing activities is 20 minutes.

In the preliminary activities, the teacher carried out three activities, namely

(1) greet and check students' attendance, (2) carry out icebreaking in the form of singing, (3) explore students' knowledge and relate it to the lesson material that will be taught next. Icebreaking activities carried out by teachers.

Through core activities, designing activities so that students can experience the process of finding, naming and presenting. To be able to find out what is related to Teams Games Tournaments (TGT) Cooperative Learning, the teacher first divides the students into 6 groups and each group consists of 5 students.

The teacher explains the students' assignments first, before the assignment is carried out so that students do not become confused. Apart from that, during the discussion the teacher goes around the group to supervise students' work while occasionally commenting on the results of students' work. Representatives of each group then read the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group currently presenting. If there is a mistake, the teacher first asks fellow students to make corrections. Students whose group findings are correct and present well receive praise from the teacher, while students who have not done their best are motivated and given reinforcement.

The participation of Class IXC students at SMPN 1 Lamuru increased in learning activities in cycle 1 after implementing the Teams Games Tournaments (TGT) Cooperative Learning model. This can be seen from the learning outcomes and student responses to learning activities, although there are still a small number of problems that arise during the learning activity process. Given the problems that occurred in cycle I, together with the observers we reflected on these problems so that they could be corrected in cycle II with the hope that all students would be able to improve their learning outcomes.

Participation of Class IXC students at SMPN 1 Lamuru in teaching and learning activities for PKN Education. This can be seen from the student learning outcomes in cycle I. Student learning outcomes in cycle I with the application of the learning model using Teams Games Tournaments (TGT) Cooperative Learning with a total of 30 students, there were 24 students or 80.0% who completed and those who did not completed, there were 6 students or 20.0% who did not complete with an average score of 74.0. The data can be seen in table 3 below, the results of the daily tests

No	Student's name	Value	Description
1	Aditya N E	80	Complete
2	Agus H	70	Complete
3	Andrean R M	75	Complete
4	Aprilia M P	75	Complete
5	Bagus S	85	Complete
6	Cindy O S	60	Not Completed
7	Dea I W	80	Complete
8	Deo Danol D	85	Complete

9	Dewi Setya R	55	Not Completed
10	Dina A	80	Complete
11	Friskila F	75	Complete
12	Gesatarani	90	Complete
13	Hari S	55	Not Completed
14	Hery Purwanti	85	Complete
15	Juanito K	75	Complete
16	Lia M D	55	Not Completed
17	Lidya Y	85	Complete
18	M. Akbar	80	Complete
19	Meidion T	70	Complete
20	Monica N R	70	Complete
21	Putri Ayu A K	75	Complete
22	Ranay H	75	Complete
23	Rismardiana	55	Not Completed
24	Saripudin	75	Complete
25	Shabad Y A	80	Complete
26	Vanderies	75	Complete
27	Winey P	65	Not Completed
28	Yesus L	75	Complete
29	Yosefanny W A	80	Complete
30	Yuli Handriani	80	Complete
	Amount	2220	
	Average	74,0	
	Classical Completeness	80,0%	Complete

Information :

F = Frequency of student responses to cooperative learning types

Team Games Tournaments (TGT)

N = Number: 30 people

Data from observations of teachers' abilities in managing cooperative learning activities of the Teams Games Tournaments (TGT) type of Cooperative Learning is shown in table 4, that the management of learning is by applying the cooperative learning model of the Teams Games Tournaments (TGT) type of Cooperative Learning in the Regional Autonomy subject matter in the cycle I is 3.0 which means it is in the good category. Data can be seen in the table below.

Table 4. Data from observations of the learning process

No.	Observed aspects	Score	Observation
		Cycle I	Information
1.	Preparation	3,0	Good
2.	Introduction	3,0	Good
3.	Main Activities	3,0	Good
4.	Closing	3,0	Good
Average		3,0	Good

Information :

- 0 - 1.49 = not good
- 1.5 - 2.49 = Fair
- 2.5 - 3.49 = Good
- 3.5 - 4.0 = Very Good

**Discussion**

Based on the results of the student response questionnaire to the cooperative learning model of the Teams Games Tournaments (TGT) type of cooperative learning implemented by researchers, it shows that students feel happy with the lesson material. LKS, learning atmosphere and way of presenting material by the teacher. According to students, with the Teams Games Tournaments (TGT) Cooperative Learning model, it is easier for them to understand the subject matter, interactions between teachers and students and interactions between students are created better by discussions, while students are not happy with the Teams Games Type Cooperative Learning

model. Tournaments (TGT) is caused by a rather noisy learning atmosphere in the classroom. All students (100%) thought that they had just participated in learning using Teams Games Tournaments (TGT) Cooperative Learning. Students feel happy especially when the next topic of discussion uses Teams Games Tournaments (TGT) Cooperative Learning, and students feel that the cooperative learning model using Teams Games Tournaments (TGT) Cooperative Learning is beneficial for them, because they can exchange ideas and learning materials obtained. easy to remember.

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We realize that this research still has many shortcomings, therefore we hope for criticism and suggestions so that this research report becomes better quality.

Finally, we hope that this research will provide meaning and benefits, especially in efforts to improve the quality of education.

### **Conclusion**

Based on the results of research by applying the cooperative learning model of the Teams Games Tournaments (TGT) type of cooperative learning, the following conclusions can be drawn: The use of Teams Games Tournaments (TGT) type of cooperative learning can improve the learning outcomes of Regional Autonomy Material for Class IXC students at SMPN 1 Lamuru.

### **Advice**

For teachers who experience difficulties who can apply Teams Games Tournaments (TGT) Cooperative Learning as an alternative to improve the quality of the classroom teaching and learning process. Teachers who want to implement Teams Games Tournaments (TGT) Cooperative Learning are advised to create Teams Games Tournaments (TGT) Cooperative Learning that is more interesting and varied.

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