

# THE INFLUENCE OF USING DESTINATION CARD THROUGH TEAM GAMES TOURNAMENT (TGT) TYPE OF COOPERATIVE LEARNING TOWARD STUDENT'S XII GRADE ACHIEVEMENT AT SMA NEGERI 01 UNGGULAN KAMANRE, LUWU REGENCY.

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**Abstract.** The Influence of Using Destination Card Through Team Games Tournament (TGT) Type Of Cooperative Learning Toward Student's XII Grade Achievement at SMA Negeri 01 Unggulan Kamanre, Luwu Regency. Thesis. Biology Departement. Mathematics And Science Faculty. Makassar State University (Supervised by Dr. Ismail., M.S dan Dr. Ir. Hj. Hilda Karim., M.). This research was a quasy-experiment used Nonequivalent Control Group design that aimed to know the effect of destination card through Team Games Tournament (TGT) type of cooperative learning Toward Student's XII Grade Achievement at SMA Negeri 01 Unggulan Kamanre. The independent variables in this study was using of destination cards through cooperative learning Team Games Tournament (TGT) type of learning cooperative model, and the dependent variable was the learning outcomes of students in the subject of genetics. The study sample comprised two classes of class XII B as an experimental class with the number of students 25 people and the class as a class XII E control with the number of students 28 people. Data retrieval result of learning performed by administering a pretest and posttest. Learning outcome data analyzed using descriptive and inferential statistics. The analysis showed the average value of the experimental class student learning outcomes at pretest and posttest are 78, 08 and 70, 14. Results of hypothesis tested by t-test with a significance level  $\alpha = 0.05$ , the value  $F = 0547$ ;  $Sig = 0463$ ;  $df = 51$ . Then  $H_0$  rejected and  $H_1$  accepted. So, based on the hypothesis test results show that there was influences of Using Destination Card Through Team Games Tournament (TGT) Type Of Cooperative Learning Toward Student's XII Grade Achievement at SMA Negeri 01 Unggulan Kamanre,

**Keywords:** *Destination Cards, Team Games Tournament (TGT), Learning outcomes*

## INTRODUCTION

Education plays an important role in the progress of a nation. Education, trying to develop the potential of human resources through teaching activities that aim to produce individuals able to adapt to the global environment in the community. Therefore, the form of teaching to do one of them through the learning process in class.

The aim of implementing the learning process in the classroom is emphasizes on learning outcomes got by the learner rather than on the process of learning peseta students understand the material. Starting from a lack of understanding of such learners, impact the final result which will cause major problems in the learning process during which the low class learning outcomes of students who become weak indicators of the education system. Implementation of the learning model that dominated using learning model that emphasizes discussion unidirectional. It is not unheard of exchange of information between students with each other.

The learning conditions can be optimized by applying a model of good learning and fun. Implementation of the learning model teachers can help students get information, ideas, skills, ways of thinking, and express ideas. One

model of learning that as an alternative to solve the problem that the cooperative learning model [1]. The cooperative learning model is not entirely new for teachers. The cooperative learning is an instructional model that promotes make several groups. The cooperative learning model prioritizes cooperation in solving the problems of students to apply knowledge and skills to achieve the learning objectives.

The cooperative learning model is an innovative learning models, creative and effective as well as more emphasis on cooperation among students. The cooperative learning model and can build interest and improve learning outcomes of students. One model of cooperative learning that can improve learning outcomes biology that cooperative learning model Team Games Tournament (TGT) which can foster cooperation skills, creative, and interactive [2].

The influence of the learning model, the role of media also turned out to have a real impact on improving student learning outcomes. The cooperative learning model Team Games Tournament (TGT), can be more effective, if equipped with an interesting learning media. So help teachers convey a message and encourage students to be active in constructing their own understanding. The main function of a medium of learning is as a teaching aid that also affect the condition and learning environment organized and created by teachers [3].

Students who are involved in the practicum reach 100% because of media cards used during practicum very interesting, giving rise to creative ideas of students and help students master the skills doing lab activities. One interesting learning media used in cooperative learning Team Games Tournament (TGT) is a media destination card [4].

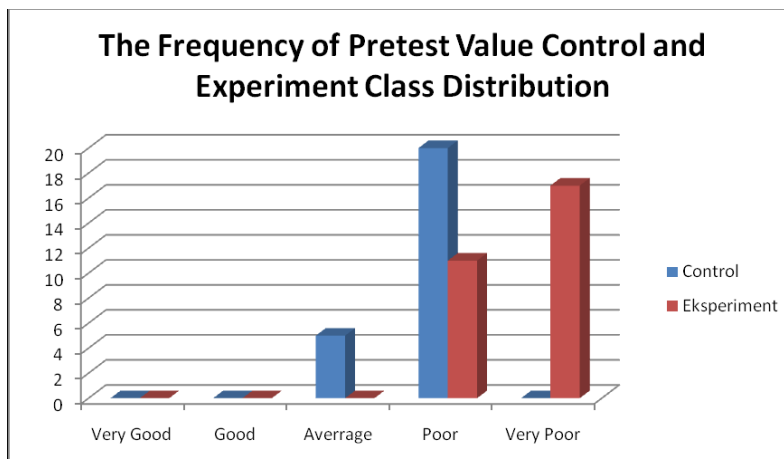
Whatever cards as a tool of the game which is adapted a game of snakes and ladders. Whatever the media card using boards and cards with certain colors contain questions regarding the content and the students are required to answer the questions are on the card [5]. The results of research related to the use of the card media destinations, saying that the media card destination with cooperative learning model TGT can increase interest and student achievement of attitudes and cognitive aspects [6].

## **METHOD**

The study took place in odd semester of 2015/2016 academic year and implemented in SMAN 01 Unggulan Kamanre, Luwu regency. This research is quasy experimental research design that is Nonequivalent Control Group Design. This research sample taken by two classes of five classes that are not chosen randomly. This sample selection using purposive sampling, sampling technique with a certain consideration, so that the sampling class XII IPA B and class XII IPA E, a recommendation biology teachers SMAN 01 Unggulan Kamanre, because both classes are assumed to have the cognitive abilities of the same initial. The study lasted three meetings with donate time every meeting 2 hour lesson or (2 X 45 minutes). This data got and tested SPSS to determine the normality and homogeneity of data and to draw conclusions.

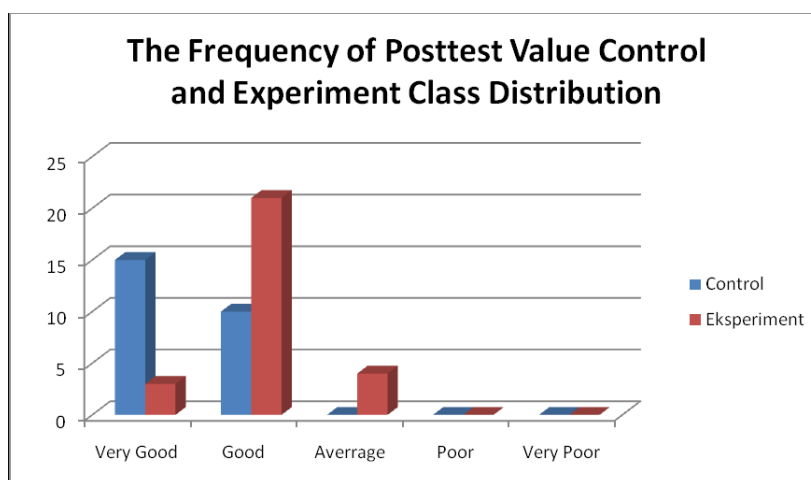
## **RESULT AND DISCUSSION**

Based on the results of research, both in the control class and experimental class can be presented in graphs of data categorization result biology student learning SMA Negeri 01 Unggulan Kamanre.



**Graph.1.** The frequency distribution of the value pretest control class and experimental class SMAN 01 Unggulan Kamanre.

As graph. 1. shows that the experimental class with the number of students 25 people in enough categories and less category higher than the control class by the number of students 28 people, in contrast to the categorization least once, the graph shows the range of values higher than the experimental class. While interpreting of the graph in less category, the number of control class higher than the experimental class, so interpreting the graph the two classes showed no student is classified in the category of excellent and good categories that means no students who achieve grades completeness criteria minimum (KKM = 79) on the pretest administration.



**Graph 2.** Distribution of frequency values posttest control class and experimental class SMAN 01 Unggulan Kamanre.

Based on the graph. 2. shows the frequency distribution posttest value that completeness obtained experimental class with the number of students 25 higher in both categories once with the value range of 80-100 compared to the control class with the number of students 28 people. Different in both categories, the number of students who included in both categories were higher in grade than the number of control experiments grade students, as well as the category enough. It shows that the implementation of cooperative learning model Team Games Tournament (TGT) using cards destinations used in the experimental class learning outcomes are higher than the cooperative learning model Team Games Tournament (TGT) with no cards destinations which the user performed the control class.

Biology student learning outcomes before taught (pretest) in this study, both of which use the destinations cards as a evaluation in class, in this case in question is the experimental class and who do not use the Card Destinations in this case the control class. None of the students included in the category of excellent and good categories. It means that no students who meet the minimum completeness criteria (KKM) can be interpreted in a while there are five students included in the category enough with a percentage of 20% and 20 students in the poor category with a

percentage of 80%. While the acquisition value control class, there are 11 students classified in the poor category with the percentage of 44% and 17 students classified in the category of less than once with a percentage of 68%. So, based on the description above can be said to all students for a class experiment of the total number of students 25 and the control class of students 28 people, does not meet the minimum completeness (KKM) is 100%. The results got in the experimental class and control class is not much different. So that these two classes can be assumed that all students do not understand the material that will taught in the study included in the draft implementation of learning (RPP).

Unlike the case with the provide data acquisition on the posttest control group and experimental. Significant difference seen after administration of the second class treatment in a structured and planned by the researchers through instructional three meetings, both experimental class and control class,. Based on the results of data acquisition, both increased posttest results. Based on the results of the posttest in the experimental class there are 15 students who fall into the category well with the percentage of 60%, while in both categories amounted to 10 students with a percentage of 40%, and no student is classified in the category of pretty, less and less so, While interpreting the value posttest control group, there were three students who fall into the category well with a percentage of 10.7%, there are 21 students who belong in both categories with a percentage of 75%, while the category fairly amounted to four students with a percentage of 14.2%. Overall, students numbered 28 people, none of the students belonging to the category of less and less so.

## CONCLUSION

Based on present results and discussion, it can be concluded that the use of cooperative learning model type Team Games Tournament (TGT) using cards destinations as a media evaluation at subtopic material genetic component positive effect on improvement of learning outcomes biology students SMA Negeri 01 Unggulan Kamanre, with the acquisition value of average -rata control class 70.14 and the average value of the experimental class 78.08

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