TEAM GAMES TOURNAMENT LEARNING MODEL IN IMPROVING TEAMWORK SKILL FOR PGSD FKIP UMSU STUDENTS

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Abstract: This study aims to determine the ability of Teamwork Skill (teamwork), to find out the collaboration of students in learning science materials using the TGT learning model in the experimental class and DI in the control class. The method used in data collection is the Random Cluster research method which is a type of research including quasi-experimental research, which aims to know whether there is or not, a result of "something" imposed on students, namely students. Of the five classes, the cluster random sampling method selected two sample classes, namely class A as the experimental class taught with the TGT (Team Games Tournament) model with 29 class students while the control class taught with direct instruction was chosen class B with the number of students is 28 people. This study involved two classes of samples given different treatments. Student learning outcomes with the TGT cooperative learning model are better than learning outcomes with the DI learning model where the average student learning outcomes in the experimental class are 88.9 while the control class is 73.8. There are differences in learning outcomes between high teamwork skill groups and low teamwork skill groups. Learning outcomes between high teamwork skill groups were better than learning outcomes with a high teamwork skill group of 82.7 and the average IPA learning outcomes with teamwork skill groups at a low of 69.5.

Keywords: Learning Models, Teamwok Skill and Learning outcomes

INTRODUCTION:

The results of the learning process can be shown in various forms, such as skills, habits, attitudes, knowledge or appreciation (acceptance or appreciation). Learning that can reach this stage is called learning or optimal learning. Factors that can produce changes, also have an effect on improving student learning outcomes. Learning outcomes are a tool to measure the extent to which students master the material that has been taught by the teacher.

There are two things that cannot be separated from science, namely science as a product, science knowledge in the form of factual, conceptual, procedural, and metacognitive knowledge, and science as a process, namely scientific work. , scientific values and attitudes, the application of science in everyday life and creativity (Kemendiknas in Purwanto, 2011:11).

The science learning process must emphasize providing direct experience by students to develop competencies in order to explore and understand the natural surroundings, which in the end they find themselves the concept of the subject matter they are studying. The fact shows through direct observations made to PGSD Class B students, that science learning still tends to only provide material and presentations by students, or giving explanations through power points by lecturers.

One way that can be expected to improve student learning outcomes is by using the TGT (Team Games Tournament) model. In the learning innovation book written by Sani (2014), Teams Games Tournament (TGT) is one of the cooperative learning strategies developed by Slavin to help students review and master the subject matter. Slavin found that TGT succeeded in improving basic skills, achievement, positive interactions between students, and acceptance attitudes of other students who were different.

According to Aristo (2014) this type of TGT cooperative learning model is a learning model that is easy to apply, involves the activities of all students without any status differences, involves the role of students as peer tutors and contains elements of games and reinforcement.

In TGT students are formed in small groups consisting of three to five students who are heterogeneous, both in academic achievement, gender, race and ethnicity. According to Slavin in Sanaky (2013), the TGT learning model uses academic tournaments, and uses quizzes and an individual score progress system, where students compete as representatives of their team with other team members whose previous academic performance is equivalent to them.

For the success of a learning that uses groups such as the TGT type cooperative learning model, the ability to work together in groups (teamwork skills) among students is required. Teamwork is a skill that individuals use to encourage group success (Hughes and Jones, 2011). Good teamwork skills in a group can influence students in learning. The higher the students' teamwork skills using the learning model, the better the student's learning outcomes, and if the students' teamwork skills are low by using the TGT learning model, the student's learning outcomes are also low. Through this research, it can be seen that there is a relationship between the TGT learning model and students' teamwork skills.

Students' teamwork skills include the mix of interactive, interpersonal, problem solving and communication skills required by a group of people working on a common task, in complementary roles, towards a common goal whose results are greater than what any one person would allow. who work independently (Smith, 2011). Thus in this study teamwork is used as one that affects student learning outcomes. The purpose of this study was to analyze the differences in student Teamwork Skills using the TGT (Team Games Tournamet) model which can be seen from the changes in student learning outcomes.

METHOD

This research has been carried out on students of PGSD Class A and B in the first semester. Of the five classes, using the cluster random sampling method, two sample classes were selected, namely class A as an experimental class taught with the TGT (Team Games Tournament) model with a total of 29 students, while for the control class taught by direct instruction, class B was selected with the number of students as many as 28 people.

The variables in this study consisted of three variables, namely the independent variable, the moderator variable, and the dependent variable. The independent variables in this study are the TGT (Team Games Tournament) model and direct instruction, while the dependent variable in this research is the learning outcomes of PGSD class B students and the moderator variable in this study is teamwork skills which are divided into two, namely teamwork skills above average. – average and below average teamwork skills.

This Cluster Random research method is a type of research including quasi-experimental research, which aims to determine whether there is a result of "something" imposed on students, namely students. This study involved two sample classes that were given different treatments. The experimental class was given treatment, namely the TGT (Team Games Tournament) model, while the control class was given "natural" treatment which is usually done with the direct instruction model. The design of this research is in the form of Two Group Pre-Test Post-Test Design. At the end of the treatment both groups were tested with the same measuring instrument and became research data. In this regard, this research design can be presented with a 2 x 2 factorial design with a 2-way analysis of variance (ANAVA) technique.

To obtain the data needed in this study, the researcher used two data collection instruments. The research instrument of the test in this study is a test of learning outcomes in the form of an essay that has been tested for validity, reliability, level of difficulty and distinguishing power. The second instrument is the observation of teamwork skills that have been validated through experts and have been tested and used by several previous studies.

## RESULTS AND DISCUSSION
Result

The description of the data presented in the results of this study consists of the results of learning outcomes tests and observation sheets using the TGT (Team Games Tournament) model in the experimental class and the direct instruction model in the control class. The results of the study test results can be seen in Figure 1. The following.

	Kontrol	Eksperimen
Pre Tes	63,8	68,9
Post Tes	73,8	88,9
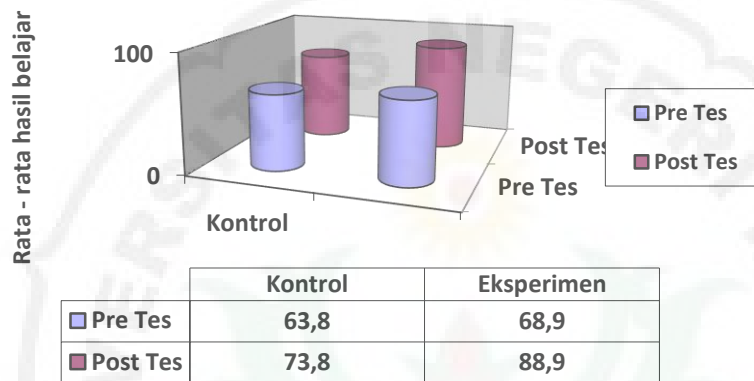
So that the research data can be analyzed using parametric tests, it is necessary to carry out several assumption tests or prerequisite tests. The condition that can be tested parametrically is if the data is normally distributed and homogeneous.

From the table above, it is found that the results of the pretest both the experimental class and the control class have the same or homogeneous variance. Based on these results, it was concluded that there was no difference in the initial ability of student learning outcomes in the experimental class with the control class or in other words, the two classes had the same initial ability.

In addition to the results of the study in the form of learning outcomes, the description of the results also contains data on teamwork skills as a moderating variable. From these data, students are divided into two groups, namely groups of students with teamwork skills above average and below average. Analysis of the value of learning outcomes based on the level of teamwork skills can be seen in Image 2. below.

	Kontrol	Eksperimen
TS Tinggi	63,4	82,7
TS Rendah	64	69,5
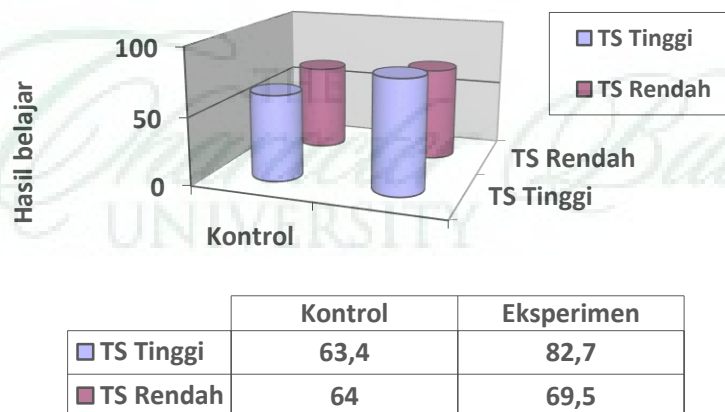
The results of the analysis obtained the significance value of the learning model of 0.000. Because the value of sig. $0.000 < 0.05$, so the results of hypothesis testing reject H0 or accept Ha in the 5% alpha level, meaning that there are differences in student learning outcomes taught with the TGT model and the DI model in Social Studies courses. In other words, from the results

of this hypothesis test, it can be concluded that students taught with the TGT model obtained an average score of better learning outcomes than students taught with DI. The significance value of teamwork skill is 0.039. Because the value of sig. 0.039 <0.05, so that the results of hypothesis testing reject H0 or accept Ha in the 5% alpha level, it means that there are differences in the science learning outcomes of students who have high teamwork skills and groups of students who have low teamwork skills (can be seen in Figure 2 above).

Discussion

Based on data analysis, it can be explained that student learning outcomes taught with the TGT learning model give different results at the level of teamwork skills. This can be seen from the learning outcomes obtained by students who have above average levels of teamwork skills, the results are better or higher than students who have below average teamwork skills.

Student learning outcomes with the TGT cooperative learning model are better than those with the DI learning model where the average student learning outcomes in the experimental class are 88.9 while those in the control class are 73.8. There are differences in learning outcomes between the high skill teamwork group and the low skill teamwork group. The learning outcomes between high skill teamwork groups are better than those with high skill teamwork groups of 82.7 and the average science learning outcomes with teamwork skill groups are at a low of 69.5

CONCLUSIONS AND SUGGESTIONS

There are differences in learning outcomes with the TGT type cooperative learning model and the DI learning model. There is an interaction between the learning model and the level of students' teamwork skills in influencing student learning outcomes. The ability of teamwork skills affects student learning outcomes in the experimental class with the application of the TGT type of cooperative learning model while teamwork skills do not affect student learning outcomes in the control class Strive for accuracy and originality in your conclusion. If your hypothesis is similar to previous papers, you must establish why your study and your results are original.

Acknowledgements

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