The Increase of Learning Outcome: Cooperative Learning Team Game Tournament Type Based on the Picture Media on the Material Rights and Obligations

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Abstract: The purpose of this study is to improve the creativity of teachers in presenting learning, so that, students feel comfortable learning and easy to receive materials taught by teachers. This type of research is a classroom action research. This research was conducted in two cycles, namely cycle 1 and 2. Each cycle consists of planning, implementation and observation and reflection. Methods of data collection in this study using tests, observations and interviews. From the data that has been collected and then analyzed using the analysis of observation data, tests and interviews. Based on the results of research, the results of student learning material rights and obligations with cooperative learning type of game-based tournament game team can improve student learning outcomes. This is evidenced by the increase in learning outcomes. In the first cycle average success reached 55.85% and in the second cycle increased to 85.58%. From the research, it can be concluded that cooperative learning type of game tournament team based on image media can improve the learning outcomes of 5th grade students of elementary school.

INTRODUCTION

Education is a learning experience that takes place anywhere and is obtained throughout life. Education can be obtained at school, family and community environment. Education is organized by empowering all components of society through participation in the implementation and quality control of education services. The purpose of education is to prepare learners to play their role properly in the future.

Learning that serves to address the changes that occur in every aspect of community life is civic learning.

Knowledge gained during the learning activities from the level of education will be realized through attitudes and behavior of a person, so as to achieve harmony in the life of society. The ultimate goal of citizenship learning is that students have a strong and consistent commitment to the principles and spirit of nationality in the life of society, nation and state.

Primary school students are at a concrete operational stage where mental activity is focused on real objects and events[1]. Primary school students have not been able to think abstract[2]. This only requires teachers to be able to plan activities that contain elements of student

involvement directly. Teachers must be able to choose and use learning models or media that are appropriate and varied, so that, the material presented can be received by students well. Application of Cooperative Learning Model Team Game Tournament (TGT) type based on image media can be selected by the teacher, so that, students can understand the material to be delivered by the teacher easily, especially, on the material rights and obligations because the child will play directly.

This TGT learning model is used because it has many benefits, among others: to create varied conditions in teaching and learning activities, increase student learning activities because by using TGT type learning model students are involved without any status differences and also can involve students as peer tutors, students Can learn more relaxed, cultivate responsibilities, honesty, cooperation, healthy competition and learning engagement.

The learning model is used to create a conceptual framework that delineates systematic procedures in organizing student's learning experiences to achieve specific learning goals and serves as a guide for instructional designers[3]. While the learning media is the physical means to convey the content/learning materials[4].

The formulation of the problem in this research is how the implementation of Cooperative Learning Model Teams Type Game Tournament based Media Image on Material Rights and Obligations to Improve Student Results?. In general, the results of this study are expected to contribute additional knowledge/knowledge for the readers about the use of Cooperative Learning Model Type Game Tournament at the primary school level.

Literature review
Team Games Tournament (TGT): Understanding Teams Games Tournament (TGT) was originally developed by Davied Devries and Keith Edward. TGT is divided into small groups of 3 to 5 students of different levels of ability, gender and ethnic background, then students will work together in small groups. More simply, Isjoni[5] explains that TGT is a type of cooperative learning that places students in 5-6 student learning groups with different abilities, sex and race.

TGT model of cooperative learning is one type or model of cooperative learning that is easy to implement, involving the activities of all students with peer tutors and contains elements of the game and reinforcement.

Team Game Tournament (TGT) has been used in a wide variety of subjects and is best suited for sharply

formulated learning purposes with a single correct answer such as calculations and feature applications and facts and concepts[6].

Teams games tournament syntax: Steps in cooperative learning of TGT model according to Slavin as follows:

Group students with three to five groups each. Group members are made heterogeneous including the characteristics of intelligence, early comprehension skills, learning motivation, gender or different ethnic backgrounds.

Learning activities begin with a presentation of teachers in explaining lessons in the form of exposure to problems, providing data, giving examples. The purpose of the presentation is to introduce the concept and encourage student's curiosity.

Conceptual understanding is done by the way students are given group tasks. They may work on these tasks simultaneously or alternately inquire with other friends or discuss problems in groups or whatever to master the subject matter. The students are not only required to fill out the answer sheets but also to learn the concepts. The group members were told that they were deemed unfinished to study the material until all group members understood the subject matter.

Students play academic matches in weekly tournaments and their group mates should not help one another. This individual game aims to determine the level of student mastery of a concept by applying the concept previously owned.

The results of the next match are compared with the previous averages and points will be awarded based on the success rate of the student reaching or exceeding the previous performance. These points are further summed to form group scores.

Afterwards the teacher rewards the group with the best achievement or who has met certain criteria. The awards here can be gifts, certificates and more. Cooperative learning schemes with Team Games Tournaments (TGT) type are as follows (Fig. 1).

Understanding the media images is a visual medium that can be observed by anyone who views it as a form of displacement or from the actual situation whether the scene, objects or goods and the atmosphere of life[7]. The image media are images, photographs or the like that reveal people, places or objects.

Images are the most commonly used media and are common languages which can be understood and enjoyed everywhere and images can overcome the boundaries of space and time.
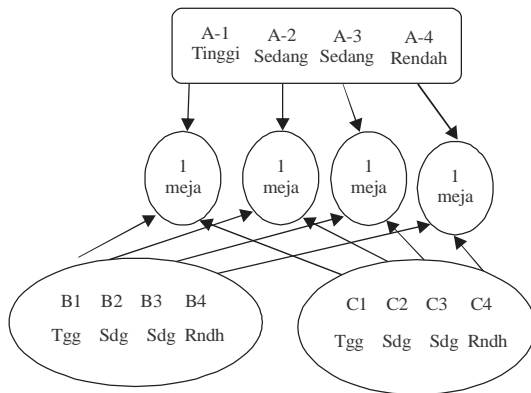
Fig. 1: Cooperative learning schemes

MATERIALS AND METHODS

Research design: Type of research conducted is classroom action research. Classroom action research is a research that aims to encourage teachers to always think critically about what they do in their class. Broadly speaking the class action procedure covers four stages: planning, acting, observation and reflecting.

Classroom action research is designed to help teachers know what is going on in their class and use that information to make the right decisions for the next opportunity (Arifin, 2008).

This classroom action research begins with the pre-research stage which identifies the problem, the goal of finding and defining problems in the learning that occurs in the 5th grade where the researcher as his class teacher. Based on the results of identifying the problem, a classroom action research design was developed to improve the quality of learning.

Data collection techniques: In an effort to obtain materials or information needed in the study, it is necessary to determine the steps of data collection in accordance with the problems in the study. These data collection steps are called data collection techniques. To determine the required data can be processed into a data that can be presented in accordance with the problems encountered data collection methods required.

Observation: In this research used direct observation and systematic observation which in observer observation observed activity and learning process that happened at actual situation by using guidance (observation sheet) as observation instrument. Observations made during the learning process with the use of media images. The

observer uses a sign system in the observation process, where the instrument is filled by marking or tally a check list (√) on the column where the event occurs.

Test: In this study used a type of written test to determine the level of student learning success in the learning process with the use of media images. The written test in the form of questions given to students to get answers from students in writing. The written test used is a matter of objective test form and matches the picture.

Interview: Interview method is a question and answer process in oral research conducted by two or more people face-to-face listening directly information or information. While other opinions say that the interview is a conversation conducted by two or more people ie interviews that will ask questions and people to be interviewed who will provide answers to questions to be asked. Interviews are conducted by giving some questions To be answered respondent (subject studied). In order for the interview to proceed well and to achieve the desired goals, previous researchers must prepare several things. First, before the interview takes place, the researcher should prepare a list of questions that must be answered respondents well. Second, the researcher should also choose the right time and situation to conduct the interview. Third, for the data needed to be recorded properly, researchers need to prepare tools such as recorders such as tape recorders and mobile phones or notebooks.

RESULTS

Observation data of students learning activity: According to the criteria of the existing student activity assessment, the percentage of student activity is 69.42% which is in the "enough" category that is in the range of 55-75%, so, this result has not met the defined success criteria that is equal to ≥80% (Table 1).

Percentage of student activity in cycle 2 has increased. Result of student activity data on cycle 2 equal to 84.25% which is in "good" category that is in range 76-90%. Based on the classification, this research can be said successful and has reached the established success criteria that is equal to ≥80%.

Student activity on average has increased from cycle 1, so, it can be concluded that the improvement of action in cycle 1 and 2 have good impact on the learning process that is able to increase student activity.

Data on student learning outcomes: In the first cycle known from 37 students (subject of research) there are 19 students whose average learning outcomes have

Table 1: Results of student activity in cycle 1 and 2

Activities	Score in cycle 1			Score in cycle 2		
	O1	O2	Percentage	O1	O2	Percentage
Visual activities	2.97	3.06	75.37	3.82	3.76	94.85
Oral activities	2.29	2.35	58.09	2.97	3.03	75.00
Listening activities	3.03	3.03	75.74	3.79	3.59	92.28
Writing activities	3.03	3.09	76.47	3.38	3.56	86.76
Motor activities	2.91	3.03	74.26	3.32	3.21	81.62
Emotional activities	2.26	2.26	56.62	3.03	2.97	75.00
Total	16.53	16.79		20.32	20.12	
Average	2.75	2.80		3.39	3.35	
Percentage	68.75	70.10		84.75	83.75	

(Analyzed data)

reached the minimum completeness criteria or already exceeded the minimum completeness criteria with a percentage of 55.85% while 18 other students got less value than the criteria mastery at a minimum of 48.64%. While the minimum completeness criteria for the learning achievement that has been determined is 75.

According to the criteria of the assessment of learning outcomes, the percentage of learning mastery is in the "enough" category that is in the range 55-75%, so, this result has not met the established success criteria that is equal to ≥80%. So, the research continued on cycle 2. At the time the teacher explains the material, the student is interested enough to pay attention, because the teacher uses the power point media. However, they have not really understood it. This is evident from the majority of students who are less focused in paying attention to the slide on the next power point that is too much text.

At the grouping stage, students have formed a homogenous learning group that is the same gender and ability consisting of 4-5 students. However, the obstacle found at this stage is the noise when determining the members in each group. In the presentation of work results, there are still groups who are reluctant to present the results of the discussion, so that, the mutual accusation between one member with another. This causes a racket in the classroom.

From the attitude aspect shows that from 37 students there are 31 students whose average learning result has reached the minimum mastery criteria or already exceed the minimum mastery criteria with percentage of 83.78%, while the other 8 students get less value than the minimum mastery criteria with percentage 16.22%, in terms of knowledge 32 students reached KKM with percentage of 86.48% while in terms of skill 32 students reach the minimum completeness criteria with a percentage of 86.48%.

According to the criteria of the assessment of learning outcomes, the percentage of learning completeness in cycle 2 is in the "good" category that is in the range of 76-90%, so, this result has met the established success criteria of ≥80%. So, the study was stopped at cycle 2.

Student learning outcomes and student completeness in cycle 2 already meet the criteria of success indicators so that this research can be said successful. Therefore, the researcher does not make any improvement plan for the next cycle. Researchers discontinue research on cycle 2 and cooperative learning type of game tournament team based on image media very feasible in applied.

DISCUSSION

The influence of TGT model based on the picture media towards the students activity: Student learning activity is all activities undertaken in the process of interaction (teachers and students) in order to achieve learning objectives. Sardiman states that learning activities are essentially a process of behavioral change thanks to a learning experience. While experience in the learning process is the interaction between individuals and other individuals or the environment.

It is known that there is an increase in each cycle on each type of student activity. In the first cycle, the type of activity that got the lowest score was on emotional activities of 2.26. Gratings for this activity are: an interest in participating in learning activities, excited in the process of learning activities, come forward and speak and quiet time activities play a role. Many students who have not met all the grids on this activity because the first time the first student perform role playing activities.

While the highest score is on the type of writing activities with a score of 3.06. Gratings for this activity are: writing observations, student worksheets, work on the problems of evaluation, write a summary of learning materials. In this cycle 1 students are more active in writing than other types of activities. This is because in daily learning the students write more than do.
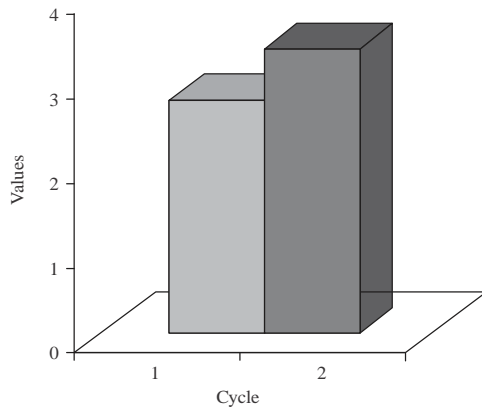
Fig. 2: Comparison of students activity

Table 2: Recapitulation of students learning outcomes in cycle 1 and 2

Aspects	Cycle 1	Cycle 2
Affective	56.75	83.78
Cognitive	54.05	86.48
Psychomotor	56.75	86.48

(Field data)

In cycle 2, the type of activity that got the lowest score that is on oral activities and emotional activities with a score of 3.00. This score has increased from cycle 1 and cycle 2. While the highest score is on the type of visual activity activities with a score of 3.79. The overall comparison of student activity observation results can be seen in Fig. 2.

In Fig. 2 it is known that the results of student activity increased from cycle 1 to cycle 2. Overall, student activity cycle 1 through cycle 2 has increased. Improvement occurs significantly, from the first cycle that achieve mastery of 69.38% up to the second cycle with the thoroughness of 84.21%. This shows that the application of role-playing method can increase student activity and have reached indicator of success.

The successful learning reviewed from the students understanding: Student learning outcomes by applying cooperative learning method type TGT obtained through a series of tests that include aspects of attitude, knowledge and skills. Behavioral attitude learning outcomes were obtained during the learning process that included grateful, confident and caring behavior. For the learning outcomes the knowledge aspect is derived from the evaluation test at each end of the cycle. The evaluation question includes the material learned at each cycle. As for the acquired skills aspects of student activities in the learning process includes the discussion and presents the results of the discussion and students worksheets. According to Sudjana said that the assessment of learning outcomes is the process of giving value to the results of learning achieved by students with some criteria. The following recaps the student learning outcomes of each cycle in Table 2.

In Fig. 2 can be seen that every aspect of assessment both attitude, knowledge and skills have increased in each cycle. In the first cycle, the most low learning outcomes

are aspects of knowledge with an average value of 71.78. This is because students are still many who do not understand the material. Students are too focused on memorizing material texts, so that, they do not understand the meaning of the material.

In cycle 2, the lowest learning outcome was the attitude aspect with an average score of 76.97. While the highest learning outcome is on the skill aspect with the average value-average. This is because students already saturated playing because it takes a long time to alternately play and most of the students was able to understand the meaning of the material presented on activities play monopoly.

Student learning outcomes obtained each cycle indicate a significant increase. The average results of students in the first cycle that classical completeness of 73.32 with 55.85% increase to 78.04 in the second cycle with an average of 83.78% of learning outcomes. The difference in the value of the learning outcomes of the first cycle to cycle 2 can be used as evidence that learning by applying learning model of cooperative learning type TGT through the game monopoly with the media images. The results of this study also indicate that the success indicator has been reached, so that, it can be concluded that the research has succeeded in accordance with the success indicator.

CONCLUSION

Application of cooperative learning model type TGT based on image media on the material understand the rights of obligations and responsibilities seen from the increase of student activity from cycle 1-2 which has reached success indicator determined with percentage 83,78%. This research is said to be successful if the activity in learning activities achieves ≥80% success.

Student learning outcomes also increased significantly. The increase can be seen from the increase of cycle 1-2. The increase is seen with the achievement of success indicator in cycle 2 that a student expressed complete learning if the value of evaluation of learning outcomes have reached or exceeded the minimum criterion that has been determined by the teacher score of 75 and classical completeness is achieved if at least 80% have been thoroughly studied or achieve minimal mastery criteria. Where the average value of

student learning outcomes in cycle 2 amounted to 80.65 and the percentage of classical completeness reached 88.24%.

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