Use of the TGT Type Cooperative Learning Model TGT on National Disintegration Material in Indonesian History Lessons in Class XII MIA 7

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ABSTRACT

This research is background based on students during collaborative learning or discussions, because not all students have the same learning abilities and active participation. Therefore, researchers have a strategy to overcome this problem. In this research, the researcher used Classroom Action Research (PTK) as a method. Improving the learning outcomes of class XII MIA 7 students at SMA Negeri 3 Medan is the aim of this research by implementing the TGT learning model. The subjects at this were 36 students in class XII MIA 7, consisting of 22 female and 14 male students. The research implementation followed the PTK flow referring to Kemmis and McTaggart, with stages of pre-action, action, observation and reflection. This research was carried out in 2 cycles. Results of the application of learning in cycle I were student activity 72.31, teacher activity 76.13, classical absorption 74.30% and classical completeness 73.39. The learning outcomes of cycle I students do not meet the specified indicators of completeness, namely a minimum of 80% classical completeness. Then proceed to cycle II, by reflecting and correcting the shortcomings that occurred in cycle I. Application of this TGT model in cycle 2 after reflection, namely student activity 82.30, teacher activity 85.28, power classical absorption 79.97% and classical completeness 81.65. Results of using the TGT model in cycle II prove that TGT model is able to improve the quality of learning outcomes for class XII MIA 7 students at SMA Negeri 3 Medan

INTRODUCTION

The characteristics of 21st century students are those who design and create, referring to the book written by Resti and Frasandy that 4C capabilities, namely competencies that are very relevant in the 21st century era. Through classroom learning, students can continue to develop their competencies as

members of society. In this context, students can actively participate in the learning process designed or arranged by the teacher (Septikasari & Frasandy, 2018). There for a teachers can integrate effective learning models to support learning activities.

Knowledge in constructivist learning can be conveyed by teachers to students, but the knowledge construction process occurs in the minds of the students themselves. The teacher not only acts as the main source of information, but what is expected is student-focused learning (student centered). As a facilitator in learning, teachers play a role in this condition

Cooperative learning model, which is often referred to as group learning, involves students being completely responsible for their own learning process (student centre), but rather the teacher as a facilitator. These model is expected be able to produce optimal learning outcomes. By using a cooperative model, students can be trained in sharing experiences, knowledge and responsibilities with others. In addition, active interaction between students will increase their knowledge through the exchange of information and understanding. Good relationships can produce positive things in learning for both teachers and students.

Therefore, teachers need to act as companions for students during the learning process at school and focus more on cognitive aspects. Apart from that, teachers need to help develop students' thinking skills and increase interaction between students which is still lacking. Learning models that are too teacher-centered, as well as the use of conventional methods such as lectures and problem solving, often make students feel bored. This is because the approach applied by teachers has not been effective in increasing student activity and motivation, thereby affecting students' understanding of the material, especially in the context of learning about material about the struggle to face the threat of national integration.

Indonesian History learning carried out at SMA Negeri 3 Medan emphasizes students' study results which are measured based on knowledge (cognitive) abilities. Based on observations, teachers still do not fully involve students actively in learning activities. Other things still need to be considered in choosing an inappropriate learning model resulting in low motivation and students' ability to understand the material on national disintegration, carry out experiments, and also students' theoretical attitudes towards the material on national disintegration. So that the learning objectives in the curriculum cannot be achieved optimally. This is a problem that needs serious attention and must be addressed immediately.

Effective learning requires teacher's ability to choose appropriate methods and models for learning activities. The success of Indonesian History learning in meeting curriculum demands is very dependent on the expertise of professional teachers in designing, creating and managing at the classroom. Teacher competency must be capable an effective and enjoyable learning environment, mastering the material, using appropriate learning media and teaching aids, compiling learning materials well, selecting relevant learning resources, and providing motivation make students active in their learning.

One learning model that encourages student involvement is the cooperative learning model. This, as stated by Wena, through structured assignments makes students and their friends compromise with each other and share learning resources in this learning model. With various learning resources, it is assumed that this process will make students closer to their friends and build knowledge between students. So this model can provide deep meaning for students and hopefully create a good learning atmosphere. (Wena, 2009).

In implementing the cooperative model, students need to be supported to overcome various obstacles in interaction and communication, so that each participant can express ideas, convey opinions, and contribute to the success of the group (Sanjaya, 2013). Research conducted by (Hasanah & Himami, 2021) explains that In cooperative learning, the learning process does not always have to be carried out from the teacher to the students. On the other hand, students can also exchange ideas or teach each other through peer learning methods (peer teaching), which is often more effective than learning provided only by the teacher.

Cooperative learning teaches how students can work together in groups with a common goal. In a cooperative situation, each student contributes to achieving group goals, and they will see the results of achieving these goals. Therefore, students will experience a deep sense of togetherness, where each group member supports each other.

RESEARCH METHODE

Classroom action research (PTK) is one type of research in solving classroom problems. According to (David A, 2010) Classroom Action Research (CAR) is a type of research that combines research procedures with significant actions. It involves activities in a person's field of inquiry or efforts to understand an existing situation, while engaging in processes of improvement and change.

This research was carried out at SMA Negeri 3 Medan, which is located on Jl. Budi Kecommunity No.3, Pulo Brayan Kota, Kec. Medan Bar., Medan City, North Sumatra 20238. The research starts from July 15 to August 16 2024. The research subjects were class XII MIA 7 students, consisting of 36 people, with details of 22 women and 14 men. Observations of teacher and student activities in the classroom which are then evaluated are the main data in this research. Meanwhile, secondary data includes information regarding the number of students and learning support facilities available at SMA N 3 Medan.

Data collection techniques in this research were adapted to the needs of the research objectives. The data collected includes teacher activities in implementing this learning TGT model during learning activities, which is obtained through observations and field notes by the teacher or colleagues using the teacher's activity observation sheet. In addition, data regarding student learning outcomes, which summarizes aspects of students' skills and attitudes obtained through observing students' attitudes and skills during learning activities using student activity observation sheets. Student knowledge is measured through learning outcomes tests given after learning is complete.

The data analysis method applied in this research refers to the model proposed by Miles and Huberman (Susilo, Chotimah, & Dwitasari, 2008). In this research, by instruments used consists of observation sheets of student and teacher activities during learning as well as evaluation questions in the form of knowledge tests. This instrument has been validated by experts and through empirical validation, and is declared valid. The learning completeness criteria applied in this research refer to the standards set for the Indonesian History subject, with a KKM score of 75. The classical learning completeness assessment is calculated using the formula:

Classical completeness = NA= A/B X 100%

Information :

NA   = Percent value obtained

A   = Total score obtained

B   = Maximum score

Meanwhile, the criteria for determining the success of an action refer to (Hadi, 2003), namely:

75,6% < NR < 100%   : Very well

50,6% < NR < 75,5%   : Well

25,6% < NR < 50,5%   : Fairly well

0%   < NR < 25,5%   : Poor

Criteria for the success of an action are determined if the results of observations of teacher and student activities are in the good or very good category.

RESULT AND DISCUSSION
Research result

SMA Negeri 3 Medan was the place where this research was conducted., specifically in class XII MIA 7, which consisted of 36 students. The research process begins with classroom observations as the research subject. The learning implementation by the research team followed the scenario that had been discussed together, namely use of the TGT type cooperative model in learning material about the struggle to face the threat of national disintegration. During in learning process, teacher and student activities are observed by colleagues or teachers using observation sheets to assess implementation of the learning process. So an evaluation is carried out to determine the level of student learning completeness.

1) Student activities

Obtaining data related to student activities in the learning process discussion activities was obtained through observations carried out in the action stage of cycle 1 followed by action cycle II which consisted of three meetings. These results are presented in table form

Table 1.
Student Activity

Meeting	Average Score (%)	
	Cycle I	Cycle II
1	68,37	83,20
2	76,25	81,40
Average	72,31	82,30

Table 1.1 above explains that overall there was an increase in student learning activities from cycle I to cycle II. The average student activity score was 72.38 in the first cycle, while 82.30 in the second cycle, therefore this shows that student activity is included in the good to very good criteria. This condition occurs in learning Indonesian history regarding the material of the struggle against the threat of national disintegration by applying a type of cooperative learning model TGT.

2) Teacher activity

Data regarding the assessment of teacher activities in using the TGT type cooperative model learning, resulting from observations are then given in Table 2.

Table 2.
Teacher Activity

Meeting	Average Teacher Activity Score (%)	
	Cycle I	Cycle II
1	72,50	84,23
2	79,76	86,34
Average	76,13	85,28

From Table 2.2 above, there is an increase in teacher activity in implementation the TGT models learning on Indonesian History learning regarding material on the struggle against the threat of national disintegration for class XI MIA 7 students, both in cycle 1 to cycle 2. Increase in teacher activities, with NR scores 76.13 and 85.28, is within the very good criteria.

3) Student Initial Ability Test

Students' initial ability tests are carried out to measure their level of ability before learning Indonesian History regarding the material on the struggle against the threat of national disintegration begins. The conclusions obtained from the initial ability test of students in the experimental class showed an average score of 70.5. This data can be seen in Table 3.

Table 3.
Results of students' initial tests

Description	Results
Sample	36
Lowest Value	67,5
The highest score	78,5
Students complete	0
Average value	70,5

The student learning outcome data listed in Table 3 shows that the average student score is 70.5. This shows that students have an initial understanding of the material regarding the struggle against the threat of national disintegration, although this understanding is not yet complete.

Linkage to previous material may influence these results. Based on the specified criteria, there are no students who fulfill them.

4) Final Student Ability Test

The final student ability test or the results of post-test data analysis of student learning outcomes on cycle 1 to cycle 2 can be see in Table 4.4

Table 4.
Final Data Analysis

| Description	Average outcomes		
	Initial Test	Cycle I	Cycle II
Number of students attending	36	36	36
Minimum Value	67,5	70,5	75
The maximum score	78,5	81	95
Students complete	7	16	22
Classical Absorption Capacity	56,67%	74,30%	79,97%
Classical completeness	61	73,39	81,65
Average value	73,56	78,75	85

Discussion

This research applies a cooperative learning model TGT in Indonesian History study regarding material on struggle against the threat of national disintegration at SMA Negeri 3 Medan. Overall described an improvement from cycle 1 to cycle 2 at terms student learning outcomes, student activities and teacher activities. This increase can be seen in Graph 1.
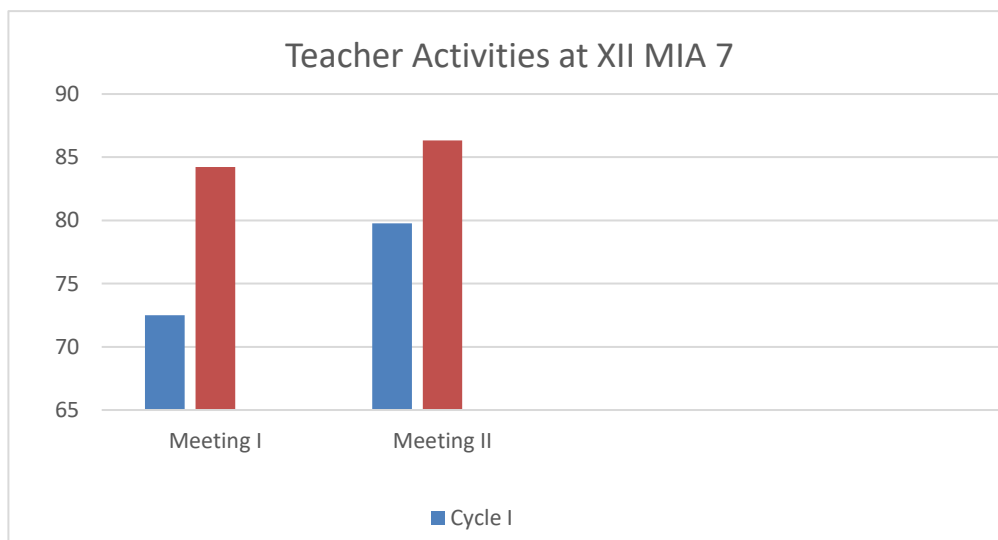
Graph 1.
Teacher Activities

In cycle II, teacher activity increased, especially in directing students to work together in groups during game activities. This increase can be seen in the reflection of observation results, where the teacher obtained a score of 85.28% (very good). The teacher's activity in this activity in cycle II reached the very good category. This shows that the TGT type cooperative learning model is able to create and produce a conducive and good atmosphere for students during the learning process. This can be proven through positive activities shown by students during the learning process (Anggraeni & Alpian, 2019).
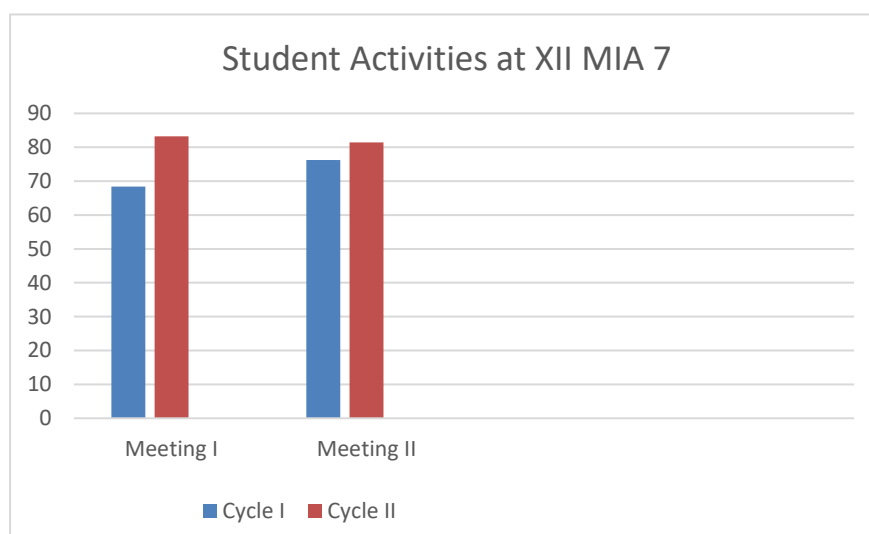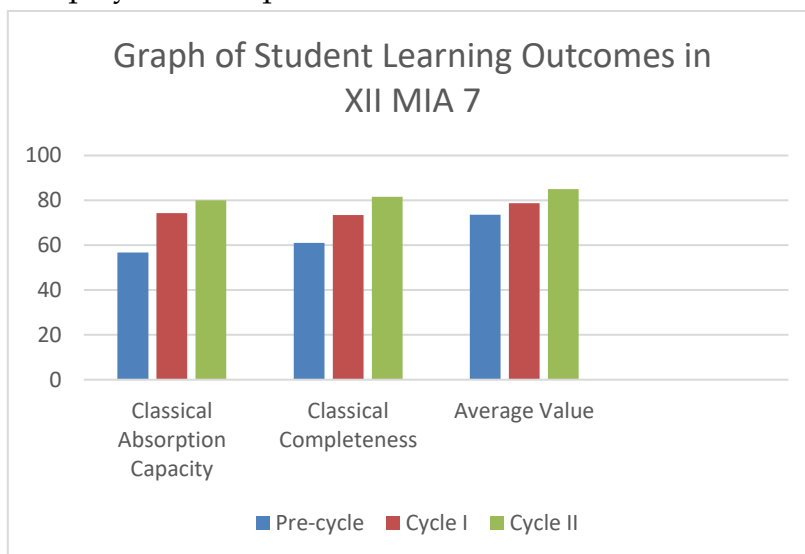

Graph 2.
Student Activities

Graph 2 shows that student activity in participating in learning has increased. Student motivation in learning will be obtained if students are involved well and actively in learning activities in class. The application of the Team Games Tournament (TGT) type learning model allows students to learn more relaxedly, while fostering a sense of honesty, cooperation and responsibility, as well as building healthy competition between groups (Mukminah, Eka, Mahsup, & Syaharuddin, 2019). Learning activities using models *Team Games Tournament* (TGT) allows students to study in a more relaxed manner, while developing learning engagement, cooperation, healthy competition and a sense of responsibility.

In this research, student learning outcomes were measured using 20 multiple choice questions which had been validated through expert validation and empirical validation. These questions are used to assess initial abilities (pretest) and final abilities *(posttest)* on the material of the struggle to face threat to divide the nation. Improving student learning outcomes is the aim of this research through the use of the TGT model in learning Indonesian history

related to the struggle to face the threat of dividing the nation. Student learning outcomes are displayed in Graph 3.

Graph 3.
Student completion

Graph 3 shows a significant increase in learning outcomes was caused by the use of games in the TGT model, which affected students' ability and enthusiasm in understanding the material. This game really helps students learn material about the struggle to face the threat of national disintegration. Apart from that, the Team Games Tournament (TGT) model is not only useful for training students' cohesiveness and cooperation, but also makes it easier to understand and deepen the material, thanks to the presence of peer tutors.

Learning that uses the Team Games Tournament (TGT) type cooperative model is carried out through several stages: first, the teacher delivers lesson material to students; second, students study in groups; third, they follow the game; fourth, a tournament is held; and finally, the stage of giving awards to the group (D, Jennyta, & Asri, 2023). Students' participation in aspects of attitude, thinking, attention and activities during learning activities supports the success of the teaching and learning process and allows them to benefit from these activities (Kunandar, 2013)..

CONCLUSION

Through these results and discussions, the TGT learning model can be proven to be effective in creating a very interactive and enjoyable classroom atmosphere, so that student learning outcomes increase in line with the desired learning objectives. The application of the TGT model in learning produces good and positive results, as seen from the success of its implementation which

ran smoothly, active participation of students in learning, and completion of student worksheets (LKPD) given by the teacher. This shows that the material on the struggle to face the threat of national disintegration can be achieved with good and optimal results by students.

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