IMPROVING STUDENTS' LEARNING OUTCOMES USING THE TEAMS GAMES TOURNAMENT LEARNING MODEL IN 5TH GRADE OF SDN 94 PALEMBANG

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Article Info	Abstract
Accepted ⋯⋯⋯⋯ Revised ⋯⋯⋯⋯ Approved ⋯⋯⋯⋯	The results of the teaching practice of 5th-grade participants at SDN 94 Palembang still needed improvement due to the teacher's lecture and question-and-answer learning method. This research aims to improve the participants' learning outcomes using the TGT training approach. The research adopts a class action research method in two cycles, planning, implementation, observation, and reflection. The success measurement of this research is a minimum of 75% of the students fulfilling the minimum completeness criteria of 75. The research results demonstrate that using the TGT approach can enhance the participants' learning outcomes. It is apparent from the improvement in the participants' learning outcomes throughout the research process. In the pre-cycle, only 38% of participants achieved completion with an average score of 63.75. In Cycle I, the number increased to 63% and an average score of 73.75. In Cycle II, the number further increased to 88% and an average score of 93.75. **Keywords**: Teams Games Torunament; Learning Outcomes

A. Introduction

Education plays a crucial role in the progress and development of a nation (Cahyaningsih, 2017). Through education, individuals can explore and develop their talents and abilities, thus becoming individuals with morality, social principles, local wisdom, scientific and technological knowledge, and more (Ribawati, 2015). Support from various parties, such as educators, government, and communities, is needed to achieve these educational goals. Educators must be able to implement and create more engaging and entertaining teaching methods for students (Mahardi, et al., 2019).

Meanwhile, learning is a process aimed at creating an environment that supports the interaction of teaching and learning communication between teachers, learners, and other learning elements (Prihatiningsih & Setyanigtyas, 2018). Learning can be considered successful and of high quality when all or most students are actively involved in the teaching and learning process, demonstrating high enthusiasm for learning and strong

self-confidence physically, mentally, and socially (Sopian, 2016). Therefore, the efforts of teachers to develop students' learning attention are crucial, as students' learning attention determines the success of the implemented learning process.

According to Windiyani et al. (2018), one indicator to evaluate teaching successes is assessing learners' achievements in the learning process. These results can be acknowledged after someone carries out teaching and learning activities and is evaluated through assessments by the teacher. It is also supported by Simatupang, S.B. (2018), who states that learning outcomes can only be achieved through actions taken during the learning process. Even though teachers provide good material, more is needed to determine learners' learning outcomes. The interaction between educators and learners also plays a crucial role in determining learners' learning outcomes, as they mutually influence each other in the learning process.

However, according to the observations, the learning outcomes

in thematic teaching still need to be improved for the learners. Several factors cause the suboptimal learning outcomes in thematic teaching at SDN 94 Palembang. Firstly, during teaching, the teacher lacks active communication with the learners. Additionally, lecture methods and procedures must provide ample learner participation opportunities, resulting in passive engagement and a lack of meaningful interaction. The monotonous teaching approach makes the learners feel bored, and often they play and disturb their classmates trying to learn. Moreover, the teacher's limited variation in instructional strategies further contributes to the learners' lack of active involvement, consequently affecting their learning outcomes. Similar cases have been reported by Mulyadi (2022), expressing that the repetitive teaching approach leads to boredom and frequent distractions, resulting in reduced participation and ultimately affecting learning outcomes.

Based on the mentioned cases, it is necessary to take action to overcome the issue. One approach that can be tried is to implement cooperative learning methods. One particular method that can be used is the Teams Games Tournament (TGT) approach.

According to Fajri et al. (2012), applying the Teams Games Tournament approach can enhance the quality of instructional activities, the participation of students, and the learning outcomes in the classroom. It is supported by Setiyawan & Yunianta (2018), who state that applying this approach requires active student attention while the teacher is a facilitator, fostering interactions among passive and active learners.

Shoimin also emphasizes (in Nurhayati, 2022) that the cooperative approach, specifically the Teams Games Tournament (TGT), not only improves the skills of winning participants but also enables less capable participants to engage and have an equal position within their group actively. On the other hand, Adiputra et al. (2021) argue that in the Teams Games Tournament format, participants play in tournaments related to the modules, competing with other teams to earn

points for their respective groups. The Teams Games Tournament (TGT) approach consists of four stages, module presentation, group formation, game tournaments, and group appreciation (Lestari et al., 2018). This approach is highly beneficial as elementary school participants prefer learning while playing. Therefore, the cooperative Teams Games Tournament (TGT) can improve participants' learning outcomes in thematic learning, as they actively participate in group-based learning and achieve satisfactory learning outcomes.

Based on that situation, it is necessary to conduct a classroom action research titled "Efforts to Improve Students' Learning Outcomes Using the Teams Games Tournament (TGT) Learning Model in 5th Grade of SD Negeri 94 Palembang".

B. Research Methodology

This study uses Classroom Action Research (CAR) which plays an important and strategic role in improving the quality of learning when implemented properly. According to Agung (in Sukasih, 2018), classroom action research is directly applied research with clear limitations. It provides quick results to improve and enhance the ongoing teaching and learning process or program. Meanwhile, Mashudi (2016) argues that CAR is an action research conducted in the classroom to improve or enhance the quality of education.

This research is conducted in two cycles. The subjects focused on in this research are 16 students from 5th grade (B class) of SDN 94 Palembang. Two variables are observed in this research: the independent and dependent variables. The independent variable is the Teams Games Tournament (TGT) learning model, while the dependent variable is learning outcomes. The research is conducted through four stages in the classroom action approach: planning, action, observation, and reflection. The CAR design model by Arikunto (2012:16) is shown in the illustration below:
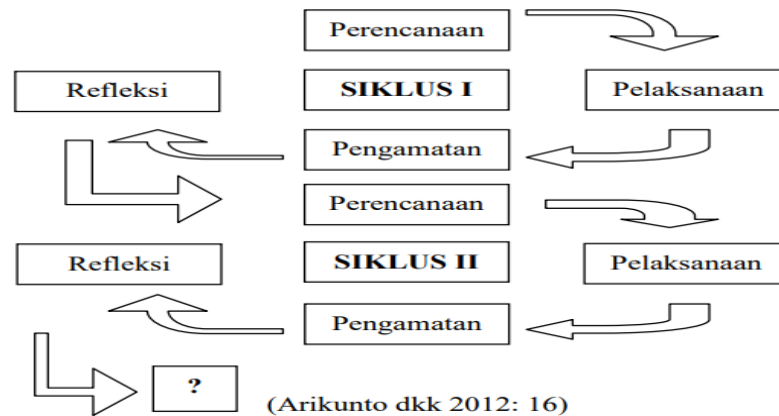
Picture 1. Classroom Action Research Cycle Design (Arikunto, et al., 2012:16)

Description of CAR stages:

Planning is the steps of creating a plan explaining what will be done, why it needs to be implemented, when it will be implemented, where it will take place, who will execute it, and how it will be carried out (Arikunto, 2010:138). In CAR planning, creating a plan includes all the stages and requirements for acting. The action plan for learning includes textbooks, lesson plans, teaching resources, learning models, observation sheets, and others. According to Arikunto (2010:139), action is the implementation of the design in the classroom, which means taking action in the classroom. In implementing the action, it is important to remember and follow the concept using the Team Games Tournament (TGT) approach.

Control (monitoring) is the observation or monitoring activity conducted simultaneously with the implementation of the action. Monitoring is an activity that functions as a stage for recording the results of related actions and obtaining data for the evaluation phase (Arikunto, 2010:139).

Reflection is an activity that is appropriately carried out when teachers have implemented the action and then engage in discussion with an observer to discuss the implementation of the action plan (Arikunto, 2012:19).

In this research, the method of collecting information was through tests to evaluate the student's learning progress after implementing classroom action. The instrument used was multiple-choice evaluation

questions given at the end of each cycle, while documentation included tournament results and photos taken during each stage of the learning process.

C. Result and Discussion

During the observation phase of the learning process for the 5th grade students of SDN 94 Palembang, the teacher used the lecture and question-and-answer methods. The observations provided an overview that the student's learning outcomes have not significantly improved. Here is a table showing the pre-cycle results of the 5th grade (B class) students.

Table 1. Student Learning Outcomes in Pre-cycle

No	Indicator	Description
1	Minimum Score	40
2	Maximum Score	80
3	Total Score	1020
4	Average Score	63.75
5	Completed Students	6
6	Incomplete Students	10
7	Percentage of Completed Students	38%
8	Percentage of Incompleted Students	63%

The table shows that the student's learning achievements still need improvement as they must fulfill the passing grade at 75. It is apparent from the 16 students who took the exam that 10 students (63%) have yet to reach the set standard, while 6 students (38%) have achieved it. The average score obtained is 63.75.

Cycle I was implemented on Tuesday, May 16, 2023. The plan for the cycle I include: (1) determining the learning materials, which are Indonesian language and Science with Theme 9 (objects around us), Subtheme 3 (Humans and objects in their environment), and Lesson 1 with allocation time of 3x35 minutes (3-hour lesson), (2) using the Teams Games Tournament (TGT) learning model, (3) designing lesson plans, (4) developing worksheets, (5) creating a list of student learning

group assignments using the TGT learning model, (6) preparing quiz tournaments, (7) preparing prizes for the tournament winners, and (8) preparing evaluation questions.

After implementing the teaching and learning activities in cycle I, there was an improvement in learning outcomes. Thus, 10 students have achieved the passing grade, while 6 students have yet to reach the passing grade. It can be illustrated through the following diagram:

Table 2. Student Learning Outcomes in Cycle I

No	Indicator	Description
1	Minimum Score	20
2	Maximum Score	100
3	Total Score	1180
4	Average Score	73,75
5	Completed Students	10
6	Incomplete Students	6
7	Percentage of Completed Students	63%
8	Percentage of Incompleted Students	38%

The completeness percentage of students' learning outcomes in cycle I is 63%, while the percentage of those who have not reached the passing grade is 38%, with an average score of 73.75.

The use of the Teams Games Tournament (TGT) learning model in cycle I is still not optimal due to several reasons: (1) some students were not focused during the teacher's delivery of the material, resulting in a lack of mastery of the content, (2) during group discussions, some students did not assist their peers in completing the student worksheet, (3) some students still hesitate to express their opinions, (4) some students are still having difficulty to understand the rules of the tournament, which interferes the implementation of the tournament. Therefore, the researcher will take further action in the cycle II.

The teaching and learning process in cycle II was conducted on Monday, May 22, 2023. In this research, the teacher continued implementing the Teams Games Tournament (TGT) learning model in cycle II. The subjects taught were Civic Education (living in harmony)

and Art/SBdP (getting to know Indonesian batik).

The planning of cycle II is as follows: (1) prepare the lesson plan, (2) prepare student worksheets, (3) prepare a list for the distribution of student learning groups, (4) create 3 jellyfish, where each jellyfish earns different points, and the difficulty levels of the questions vary from easy, medium, and difficult, (5) prepare prizes to be awarded to the group with the highest score at the end of the cycle, (6) prepare evaluation questions to assess the

improvement of students' learning outcomes.

After implementing teaching and learning activities in cycle II, there was an improvement in students' learning outcomes. Specifically, 14 of 16 5th grade (B class) students have reached the minimum passing grade. The changes from one cycle to another can be successful, as the average score in the second cycle has reached the minimum passing grade. The learning outcomes can be illustrated in the following table:

Table 3. Student Learning Outcomes in Cycle II

No	Indicator	Description
1	Minimum Score	60
2	Maximum Score	100
3	Total Score	1500
4	Average Score	93,75
5	Completed Students	14
6	Incompleted Students	2
7	Percentage of Completed Students	88%
8	Percentage of Incompleted Students	13%

The improvement in learning outcomes in cycle II for 5th grade (B class) students at SDN 94 Palembang is highly satisfactory, with 14 students achieving scores above 60 (88%). On the other hand, 2 students scored 60 (13%) and did not reach the expected score. The average

score also increased to 93.75. In cycle II, learning completeness has reached 88%, so learning activities are sufficient in cycle II.

The reflections obtained from the second cycle are as follows: (1)the students were highly focused on paying attention to the teacher's

explanation of the materials and the rules of the game, (2)the students actively participated in the games and collaborated within their groups by answering the questions provided by the teacher, (3)the learning attainment of the students can be observed through the significantly improved learning outcomes, which increased from 63% in cycle I to 88% in cycle II.

After conducting the action research from the pre-cycle to Cycle I and Cycle II, it is apparent that the student's learning outcomes have shown significant improvement by implementing the Teams Games Tournament (TGT) model in 5th grade (B class). This classroom action research demonstrates that the student's learning outcomes improved from the pre-cycle to Cycle I and II, ultimately achieving the predetermined passing grade criteria. Based on the explanation above, the increased percentage of learning outcomes can be seen in the following table and diagram.

Table 4. Improvement of Mastery Learning Outcomes and Average Scores of 5th Grade Students in Pre-cycle, Cycle I, and Cycle II

No	Criteria	Pre-cycle		Cycle I		Cycle II	
		Total	Percentage	Total	Percentage	Total	Percentage
1	Complete	6	38%	10	63%	14	88%
2	Incomplete	10	63%	6	38%	2	13%
Average		63,75		73,75		93,75	
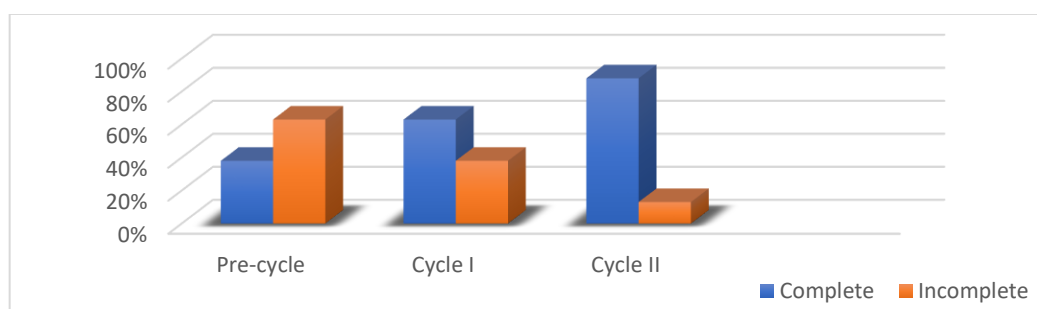
Picture 2. Diagram of Learning Outcomes Improvement of 5th Grade Students

Based on the findings of the classroom action research (CAR), it is noticeable that there was an improvement in the student's learning achievement in each cycle after implementing the actions. As shown in table 4 and picture 2, the student's learning achievement increased in each cycle, with 38% in the pre-cycle, improved to 63% in

cycle I, and cycle II reached 88%. Additionally, there was an increase in the students' average scores, from 63.75 (pre-cycle) to 73.75 (cycle I), and further increased to 93.75 (cycle II).

Applying the Teams Games Tournament (TGT) model has positively impacted the students' learning performance. This model can foster cooperation and mutual respect among group members and improve learning outcomes (Armidi, 2022).

This finding is consistent with previous research that states that the Teams Games Tournament (TGT) model has significantly positively impacted academic achievement and students' motivation in high school (Hikmah et al., 2018). Recent studies also confirm that using cooperative learning through the Teams Games Tournament (TGT) model, supported by visual media such as guessing images, can improve the learning outcomes in social studies over two cycles (Suaeb & Amirudin, 2017). Another recent study states that implementing the Teams Games Tournament (TGT) method can improve students' learning outcomes, as evidenced by improvements observed in each stage of the research conducted in the classroom (Sugiati, 2019).

Based on the research findings in recent studies, using the Teams Games Tournament (TGT) model is highly effective in improving students' learning outcomes across various educational levels, including elementary school, junior high school, and senior high school.

D. Conclusion

After conducting the research, implementing the Teams Games Tournament (TGT) model can improve students' learning outcomes in the 5th grade (B class) of SDN 94 Palembang. There is a significant improvement in the students' learning outcomes from the pre-cycle to cycles I and II.

In the pre-cycle, only 6 of 16 students achieved a score of ≥75 (the minimum passing grade), resulting in a percentage of 38%, and the overall average score was 63.75. After

implementing the Teams Games Tournament (TGT) model in cycle I, the students who achieved a score of ≥75 increased to 10 of 16, with a percentage of 63%, and the overall average score of the students improved to 73.75. As the success criteria were not fully met in cycle I, the implementation continued to cycle II, where the students who achieved a score of ≥75 increased to 14 of 16, resulting percentage of 88%, and the overall average score of the students reached 93.75.

After conducting the research, the researcher provides several recommendations, (1) it is recommended to create a pleasant classroom atmosphere that helps students understand the learning

material for educators. Additionally, educators should be more creative in designing lessons, including implementing the Teams Games Tournament (TGT) model, to improve the student's learning outcomes in the future. (2) The Teams Games Tournament (TGT) model encourages students to participate actively in the learning process. It is also important for students to have a high curiosity level to achieve optimal results in their learning. (3) Implementing the Teams Games Tournament (TGT) model requires supportive facilities and infrastructure, such as comfortable classrooms, to ensure a smooth learning process and improve students' learning outcomes.

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