COOPERATIVE LEARNING MODEL APPLICATION TYPE TGT (TEAM GAME TOURNAMENT) IMPROVEMENT IN RESULTS AND ACTIVITIESIN LEARNING STUDENT LEARNING BIOLOGY IPA IN CLASS VII SMP N 38 DISTRICTFIELD MARELAN T.P. 2012/2013

Nila Zusmita Wasni

Departement of Biology, Medan State University.
Email : mita.wasni41@gmail.com

Abstract

The aims of this research to determine student learning results and student activity by using the cooperative learning model TGT (Team GameTournament). Subjects in this study were all students of class VII Junior High School 38 district. Medan Marelan 2012/2013, amounting to 31 students. type of research is action research that aims to knowing improving student learning results.

This method of learning to play is one alternative to improve the learning process. The principle application of this method of learning is students working in small groups, to help each other in learning, and adopt independent learning among students by asking each group in turn. Learning strategies play (games) allow students to actively learn in groups, competent in a healthy, fun can be realized by all parties.

Biology student learning results in the first cycle is not yet complete, with average value of 64.68 so proceed to the second cycle is said to have been completed by average value of 79.03. The Percentage level of mastery learned that the first cycle of 54.84% and the second of 100%. And student learning activities observed increased during the learning of the first cycle of 70.08 % with assessment category quite well, whereas the learning activity in the second cycle has increased by an average acquisition value of total 85.48 % with category of assessment is very good. The results of students' learning activities also increased from the first cycle to second cycle in which the average value of the first cycle of 65 % with good enough category and second cycle of 83% with either category. It can be concluded that there improvement of learning results with biological application of cooperative learning model TGT type VII Junior High School 38 class sub district. Medan Marelan 2012/2013.

Keyword : learning result, activities, biologi

A. INTRODUCTION

Biology is the study of the nature of real life, objects that become the material is real study anyway. The scarcity of teachers to enable students in the lesson makes students become easily saturated and declining interest to learn the impact of the results of low value and not achieving the KKM particularly on the subjects of biology.

For a teacher learning strategy is not a foreign thing, the teacher already knows a lot about learning strategies acquired since at school till now coming from various other sources. But in fact the field teachers have difficulty in understanding the students in learning. Game method may be the techniques contained familiar, back again in the way

that has been a tradition that the learning process varied and motivating students become less likely monotony that can help students to improve learning outcomes.

Playing learning method is one alternative to improve the learning process. The principle of the application of this method of learning is students working in small groups, helping each other to learn and adopt independent learning among students by asking each group in turn (Purwanto, 2011). Application of learning strategy play is one of the strategies of learning in kooperativ method of learning is one instructional strategy to the game. Learning strategies play (game) allows active students can learn in groups, competence in a healthy, fun can be realized by all parties. Children's games such as cards can be modified Mysterious main concept of the learning process Ecosystems (Junaidi, 2009).

Based on observations in class VII-4 SMPN 38, and conduct interviews with subject teachers of biology and some students at SMPN 38 district. Field Marelan generally indicates that the process of learning biology students of Class VII went well, but there are some problems that can be in learning activities, namely, lack of student learning outcomes are seen from the test scores of students who are still under KKM determined that 70, in which students under the KKM reached 90.32%. because students are less motivated to learn because the teachers still use the method that is often used is a lecture so that students feel bored, and saturated in receiving lessons. Teachers very rarely to involve students in pembelajara is also one of the main factors.

According Rivai (2012) playing is one word that is quite familiar our ears, especially when we become a for Master. For kindergarten teachers and early childhood, play is often integrated into the teaching and learning activities. because the child's world is a world of play. Nevertheless, it is possible teacher SMP (junior high school) and high school (high school) also integrate activities play in the learning process. It is believed to increase students' interest and activity in the series of teaching and learning activities.

B. RESEARCH METHODS

This study was conducted in SMPN 38 district. Marelan field Kab. Labuhan Deli. This study was conducted in February 2013 s / d April 2014 Subjects in this study were all students of class VII-4 SMPN 38 district. Marelan field as many as 31 people.

The independent variable in this study is the implementation of cooperative learning model TGT (Team Games Tournament). The dependent variable in this study is the result of student learning on the subject of class VII Ecosystem-4 SMPN 38 district. Marelan field T.P 2012/2013 cognitive field after being given treatment. Research Instrument To obtain the necessary data in this study, used tool tests, namely:

1. Pre Test

Through the initial tests will be where lies the difficulty so that students can be prepared tindakaan plan to be implemented in the class. The results from these initial tests will be used as guidelines to form a discussion group of students. Through preliminary tests can be known how the ability of the students prior to the beginning of the learning process.

2. Post Test

To obtain the necessary data in this study, we used a test that contains the subject of Ecosystems in class VII-4 SMPN 38. The test is used as the research instrument in the form of multiple choice questions that are 20 questions. The correct answer is given a score of 1 and a wrong answer was given a score of 0.

C. RESEARCH PROCEDURE

The procedure of this study is planned in two cycles, each cycle is implemented in accordance with the desired changes. Research using this type of classroom action research. According Arikunto (2007) PTK consists of four main components: planning (planing), action (action), observation (observastion) and reflection (reflection). To obtain the learning outcomes at the end of each lesson be evaluated.

The stages of PTK includes:

1. The provision of pre-test to mendetaeksi initial ability of students about ecosystems,

2. Giving lessons using cooperative learning strategies TGT.

3. Measure the results of students' understanding of the virus material with post-test,

4. Reflecting the findings of research data to be used as the basis for the implementation of measures in the next cycle.

D. RESULTS AND DISCUSSION

Results of the study are the data of student learning outcomes such as the level of difficulty of the students, the thoroughness of learning outcomes and achievement test given to students after completion Ecosystem entire subject matter taught to measure students' cognitive abilities. From the research conducted, the data obtained as follows:

Cycle I

From Figure 1 learning outcomes of students in the first cycle increased by 17.60%, with an average value of 64.68 students. thus from before the study and after the study and did the first cycle students have pengingkatan using the TGT (Team Games tournament).

With the criteria of completeness percentage of students, where research will be successful if the students get value 70 as much as 80%. So on this first cycle of the research revealed yet succeed, so does the second cycle.

Cycle II

In the second cycle can be seen from Table 4.1 that from the first cycle to the second cycle increased as much as 22:10%. by applying a type of learning method TGT (Team Games Tournament) students has increased the value of their original values are not completely under the KKM is 70 now be completed with an average value of 79.03 students.

Then can be found an increase in complete learn student based on criteria of determining the degree student mastery.
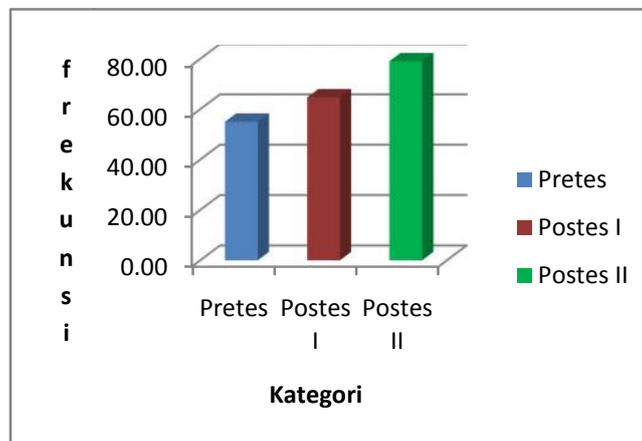

Figure 1. Histogram a comparison between pretest, posttest I and II Postes

From Figure 1 above shows an increase of the test results to learn at pretest, posttest posttest I and II. Having obtained the value of the pretest, posttest posttest I and II, it can be seen an increase in complete learn student based on criteria of determining the degree student mastery.

Data Observations Student Activity

In the study also made observations (observation) to observe the activities of the student in learning. It can be seen that from the first cycle to the second cycle seen an increase in the activity of students in the group. The percentage obtained in group I in the first cycle of 70.83% on the second cycle increased to 77.78%. Group II percentage obtained in the first cycle of 73.61% on the second cycle increased to 83.33%. Percentage obtained group III in the first cycle of 75.00% on the second cycle increased to 95.83%. The percentage of group IV obtained in the first cycle of 58.33% on the second cycle increased to 76.39%. V group percentage obtained in the first cycle of 72.62% on

the second cycle increased to 94.05%. Based on the average percentage of keaktivan students per group on the first cycle in the amount of 70.08%, then the student activity categorized Good Enough. Then in the second cycle the average percentage of students per group keaktivan by 85.48%, the activity of students categorized as very good.

From the results of observations made observer to the activity of students in the first cycle shows that the activity level study group classified as category Good Enough. While in the second cycle was obtained 83% indicates the activity level of individual student Good. Because the students are very interested and enthusiastic in implementing the learning process.

During the study found that the cooperative learning model TGT beneficial because it gives the same opportunities to all students, students who have the ability to low, medium or high in order to succeed and do the best for the group. Therefore, students are capable of low, medium and high are all challenged to do their best. This can be seen in the course of the tournament. Where every student to try and race to be able to answer the tournament contained on numbered cards.

Even the use of cooperative learning model TGT can improve learning outcomes and student activities, but during the course there are still obstacles, namely the group discussions there are some students who live and participate less and less active in completing the task group. Therefore, the efforts are more attentive and guiding students to work in groups with active way asked the students about what she had done in the group so students will be more motivated to complete the task active in the group.

In the study there are also some students do not understand, and understand instructions or directives for the implementation of cooperative learning of TGT, researchers longer giving instructions or directives that so much time is taken up in phase lead study groups and do a tournament. To overcome this, the efforts is by first explained to the students how the implementation of cooperative learning model TGT, so that when the implementation of learning the students already understand what will be done and no time-consuming phases of learning for others.

E. CONCLUSION

Based on the results obtained from the anaisa the data it can be concluded as follows:

1. Increased biology student learning outcomes through the implementation of cooperative type of IGT, the subject matter Ecosystem with the percentage increase student learning results from the first cycle to the second cycle. Biology student learning outcomes by implementing cooperative learning model TGT, the first cycle is

said to have notcompleted with an average value of 64.68 to proceed to the second cycle which is said to have been completed with an average value of 79.03. In the first cycle the number of students who completed is 17 students, with a percentage of the level of mastery learning in the first cycle of 54.48%. While in the second cycle the number of students who pass are 31 people with the percentage level of mastery learning students at 100%.

2. Student learning activities during the learning has increased. In the first cycle the percentage of the overall average value of 65%, with good enough category. In the second cycle the percentage of the overall average value of 83%, with good category. Increased percentage of the first cycle to the second cycle with the acquisition of the overall average value of 74%. and included in the category quite well. While the activities of groups of students during the learning has increased.

In the first cycle the percentage of the overall average value of 70.08%, with good enough category. In the second cycle the percentage of the overall average value of 85.48% with Sangan Both categories. Percentage increase from the first cycle to the second cycle with the acquisition of the overall average value of 77.78% with good category. In this case, the activitystudents have a positive influence on learning outcomes.

F. SUGGESTION

1. The use of cooperative learning model TGT should be optimized by teachers in school because using TGT type learning model can improve students' activity has positive effects on student learning outcomes.

2. The use of media and tools for further research should be varied so that students are more interested in learning to use the TGT modelpembelajaran. So the overall student active role in the activities pemebalaran using TGT learning model.

G. THANK-YOU NOTE

H. References

Anwar, M., (2011), *Pengaruh Hasil Belajar Biologi Dengan Menggunakan Model Pembelajaran Kooperatif Tipe TGT (Team Game Tournament)*, Skripsi, FMIPA, Unimed, Medan

Arikunto, S., (2009), *Manajemen Penelitian,* Penertbit Rineka Cipta, Jakarta

Arikunto, S., (2012), *Penelitian Tindakan Kelas*, Penerbit Bumi Aksara, Jakarta

Junaidi, I., (2009), *Penerapan Model Pembelajaran TGT Untuk Meningkatkan Hasil Belajar Konsep Klasifikasi Invertebrate Bagi Siswa SMA Kelas X SMAN 1 Kesesi Tahun Pelajaran 2006-2007,* Jurnal Penelitian Vol. 6 No. 3

Lie, Natali., (2010), *Mempraktikkan Cooperative Learning Di Ruang-Ruang Kelas*, Penerbit PT. Gramedia Widiasarana Indonesia, Jakarta

Nuril, M., (2009), *Penerapan Pembelajaran Kooperatif Type TGT (Team Game Tournament) Untuk Meningkatkan Prestasi Belajar Matematika*, Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim, Malang

Purwanto, R., (2011), *Peningkatan Motivasi Dan Hasil Belajar Siswa Pada Kompetensi Sistem Koordinasi Melalui Metode Pembelajaran Teaching Game Team Terhadap Siswa Kelas XI IPA Sma Smart Ekselensia Indonesia Tahun Ajaran 2010-201,* Jurnal Jurnal Pendidikan Dompet Dhuafa edisi I/ 2011

Rifa, I.,(2012), *Koleksi Games Edukatif di Dalam dan Diluar Sekolah*, Penerbit FlashBooks, Jakarta

Sagala, S., (2009), *Konsep dan Makna Pembelajaran*, Penerbit Alfabeta, Bandung

Sari, S., (2011), *Penerapan Multimedia Berbasis Komputer Untuk Meningkatkan Hasil Belajar Biologi*, Skripsi, FMIPA Unimed, Medan

Slavin, R., (2005), *Cooperative Learning, Teori, Riset dan Praktik*, Penerbit Nusa Media, Bandung

Sudjana,Nana., (2009), *Penilaian Hasil Proses Belajar Mengajar*, Remaja Rosdakarya, Bandung

Suharjono., (2012), *Penelitian Tindakan Kelas*, Penerbit Bumi Aksara, Jakarta

Syamsuri, I., (2007), *IPA Biologi Untuk SMP Kelas VII*, Penerbit Erlangga

Wanenoor., (2012), *Rantai Makanan Dalam Ekosistem.* http://wanenoor.blogspot.com/2012/11/rantai-makanan-dalam-ekosistem-dan-tipe.html. diakses pada 13 Mei 2013