IMPROVING THE FIFTH GRADE STUDENT ACTIVENESS AND LEARNING ACHIEVEMENT IN SOCIAL STUDIES LEARNING FOR INDONESIAN INDEPENDENCE THROUGH THE TEAMS GAME TOURNAMENT (TGT) LEARNING MODEL ASSISTED WITH MONOPOLY MEDIA IN STATE ELEMENTARY SCHOOL CILONGOK

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ABSTRACT

This study aims to improve the activeness and learning achievement of students through the learning model of Team Games and tournament-assisted monopoly props. This type of research is class action research, consisting of two cycles. Each cycle consists of planning, action, observation, and reflection. The subjects of this study were students of Class V SD Negeri 1 Cilongok, totaling 21 students. Data collection techniques using test and non-test techniques Test techniques are used for assessment of students in the form of pre-test questions and non-test techniques in the form of observation sheets and lKPD for assessment of student activity and also for documentation. Data analysis techniques used consist of qualitative and quantitative data analysis. Based on the results of the study, if there is an increase of 68%, then in the first cycle of an increase of 71%, it is approaching the criteria for an increase of 75%, and in the second cycle of a very good increase of 85%, it can be categorised as very good) and successfully passed. Then there is also an increase in pratakakan, which is 19%; in cycle I, there is an increase of 58%; this result has not been said to be very good; and in Cycle II, there is an increase of 80%; this excellent result has passed the minimum limit of 80%. It can be concluded that the team Games Tournament model, assisted by monopoly media, can increase the activeness and learning achievement of fifth grade students in SD Negeri 1 Cilongok.

Keywords : Team Games Tournament, Activeness, Achievement, Monopoly, IPS

INTRODUCTION

Education has a teaching and learning process that can affect children's attitudes and intellectual abilities. In this scope, one of the subjects that can help children develop a scientific attitude is elementary social studies. In the learning process, an appropriate learning model is needed to facilitate the achievement of the learning objectives that have been formulated. The ideal purpose of learning activities is so that the effort that has been expended can be fully mastered by students, which is referred to as complete learning. Wibowo (2016: 130) stated that student activeness in learning encompasses all activities that are physical and non-physical and involves students in the process of optimal teaching and learning activities so as to create a more conducive classroom atmosphere.

It can be concluded that student activeness in learning includes all activities that are physical and non-physical in the process of optimal teaching and learning activities so as to create a conducive classroom atmosphere. The activeness of students in participating in learning can be seen in some of their giving opinions, asking other students and the teacher, and giving answers when the teacher gives questions. (Rizwani, 2012, 35–42). Especially in social studies subjects, ethnic and cultural diversity materials Then the model used is certainly the most appropriate and can attract the attention of students. Fellow. The purpose of social studies learning is to make students good citizens, aware as creatures created by God of their rights and obligations as citizens of society, and to develop intelligence, habits, and social skills. Social studies learning is also expected to train students to have good, commendable life values, including morals, honesty, justice, and others, so as to have a good attitude towards others. Achievements are obtained through evaluation or assessment. According to Hamalik (2014: 36), "learning is a process, an activity, and not an outcome or goal. Learning is not just remembering, but broader than that, which is experiencing".

Based on preliminary observations, it was determined that a significant number of pupils engaged in solitary activities during social studies instruction. Therefore, many students

are disturbed by their concentration, which has an impact on their understanding of the material being discussed during learning and affects their learning outcomes, which are less than optimal. Cooperative learning can help students be active in school as well as outside of school (Preasada, Diana, 2014, 37–45). According to Susanto (2015), the process of learning can be understood as a form of two-way communication. In this framework, the teacher acts as an educator while the students actively participate in their learning. Consequently, learning can be conceptualized as a mechanism for transmitting knowledge from one individual who possesses it to another individual who lacks that knowledge (p. 185).

Relevant research on the use of Team Game Tournament cooperative learning capital has previously been carried out by Anisak Nur Falah that the learning process using the TGT method can increase the learning activity of grade V students at Sukomulyo State Elementary School in the PKN subject. The average score of pre-action learning activity of 48.15 increased to 60.52 in cycle 1 and 75.66 in cycle II the percentage of pre-action learning activity of 28.57% increased to 71, 43% in cycle 1 and 85.71% in cycle II.

Based on this research, it can be concluded that there is an increase in the completeness of learning activities, either individually or classically. According to Aji Heru Muslim (2016, 2-14), this is one of the learning activities that involves many students in the process of understanding a subject matter by not giving a sense of boredom to students in the learning process at school, and in this Team Games Tournament (TGT), students can be more active in participating in activities, be able to collaborate with their groups, and freely understand a subject matter with fun.

Monopoly game media in general is also adjusted to the conditions of elementary school students whose daily lives still allow them to play; therefore, it is hoped that monopoly learning media can help students understand their learning material as well as create fun learning so that they do not feel bored during learning. This medium serves to provide experience in the learning process, encourage students to think creatively, arouse students' enthusiasm for learning, and make it easier for students to receive information.

This happens because teachers are able to apply the right learning steps and make students active in learning activities. So that students confidently learn, discuss, and work together. Thus, it can be concluded that the activeness of grade V elementary school students can be increased through an active learning process so as to foster curiosity and be able to

discuss together. Active learning can cause excitement, provide a pleasant atmosphere for learning activities, and lead to the achievement of predetermined learning goals. Rusman (2018: 294) also suggests that cooperative learning is a form of learning by means of students learning and working in small groups collaboratively with a heterogeneous group structure. to students and the values contained in the curriculum. According to Ngalim Purwanto in Syafi'I et al. (2018: 118), "learning achievement is the maximum ability at a certain moment by a person". Another opinion by Rosyid et al. (2019: 9) is that learning achievement is "the result obtained from learning activities and expressed in the form of numbers, letters, symbols, and sentences accompanied by changes achieved by students". Learning performance has several main functions, as stated by Arifin (2013: 12–13), including:

1.   Learning achievement is an indicator of the quality and quantity of knowledge that has been mastered by students.

2.   Learning achievement as a symbol of satisfying curiosity Psychologists usually refer to this as curiosity and a common human need.

RESEARCH METHODS

This study used a type of classroom action research (PTK). According to Arikunto et al. (2019: 1), the study explained the cause and effect of the treatment and the entire process from the beginning of administration to the impact of the treatment. The action research design used in this study is classroom action research. (Aqib, 2018) stated that Classroom Action Research is research conducted to improve the process and practicality of learning. This learning.

The method explained by Trianto Ibn Badr al-Tabany (2014; 132) says that "TGT can be used in a wide variety of subjects, from exact sciences to social sciences and languages, from elementary education to junior high school to college." Meanwhile, according to Nur & Wikandari in al-tabany (2014; 132), "TGT can be adapted to be used with less sharply formulated goals by using open assessments, such as essays or performances.
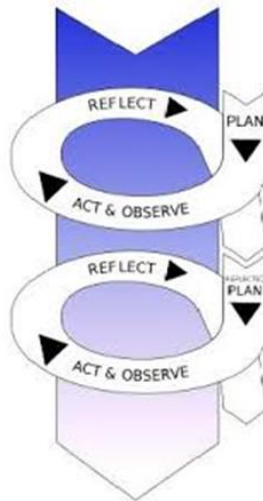
Figure 1. Spiral Self-Reflektif (Kemmis & McTaggart)

Classroom Action Research models, according to Kemmis and McTaggart, use multiple cycles. There are four stages of research, namely planning (Planning), where at the planning stage of the implementation of this class action, researchers together with the class teacher plan or make preparations that will be used in the implementation process. The implementation of action is the next stage of planning, where things that have been prepared in the planning stage will be carried out at the stage of implementation of this action.

Observation Observation is made when learning takes place in each cycle. Observations are carried out based on conservation sheets that have been made previously to determine the activities of teachers and students during the learning process. Reflection is the stage of analyzing data and evaluation results during learning to find out the extent of the success of the learning media used in the learning process. The subjects of this study were grade V students, totaling 21 SD and 1 Cilongok.

RESULTS OF DISCUSSION

Low levels of activity and learning achievement are a problem for SD N 1 Cilongok students in the grade V class. This can be seen from the low scores of students, as shown in Table 1. There are 2 factors that cause students to be inactive in learning, namely internal factors and external factors. Internal factors include: motivation, intelligence, ability, and self-confidence while external factors: teacher factors in the process of learning activities, which means activities in the classroom.

1. Liveliness

a. Table

The use of the team Game Tournament learning model in social studies learning for Indonesian independence material can be seen as an increase in student achievement from pre-action to cycle II. It can be seen in the observations in Table 1.

Table 1. Increased activity in social studies learning on Indonesian independence from pre-action to cycle II

Cycle	Minimum presentation	Presentation result
Pre action	75%	24/35 x 100% = 68%
I	75%	25/35 x 100% = 71%
II	75%	30/35 x 100% = 85%

From table 1, it is found that the percentage of student activity in no action is 68% (Less) and is still below because the minimum percentage determined is 75%, while in cycle I it is 71% (Good) and still below the specified percentage of 75%, while in cycle II the percentage of student activity has begun to increase at 85% (Very Good) and has begun to meet well with a minimum percentage of 75%. In cycle l, it has increased but is still below the expected percentage of 75%. This is because there are still students who cannot control themselves in class, and some students still like to disturb their friends. During the second cycle, notable improvements have been observed as students have exhibited more responsiveness to teacher guidance and demonstrated greater engagement in the learning process. This is evident through their proactive approach, such as seeking clarification from the teacher regarding challenging concepts. When posed with a

question by the instructor, students have the ability to provide accurate and proficient responses. The percentage of student activity from cycle I to cycle II has increased. This action can make students more active learners.

b.   Drawings and Equations
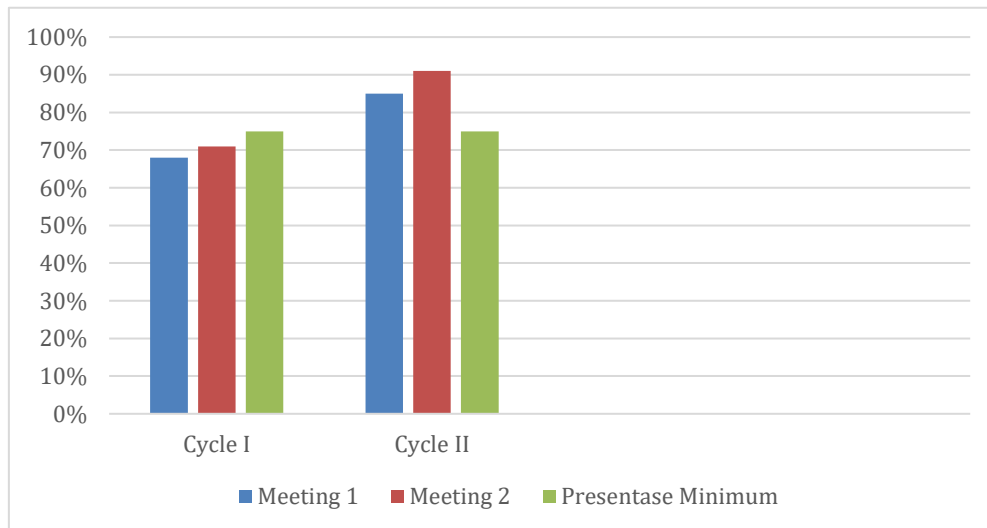
It can be seen in the diagram above that the percentage of student activity in social studies learning Indonesian independence material in cycle 1 meeting 1 is 68%. The results of this presentation are still below the minimum percentage of 75%. In the first cycle of meeting 2, the value of the percentage of student activity was 71%, this percentage result was almost close to the minimum percentage of 75%. In the second cycle of meeting 1, the percentage value of student activity, which is 85%, is very good because it is above the minimum percentage of 75%. While in the second cycle of meeting 2 the percentage of student activity, which is 91%, has increased very well because it is very above the minimum percentage applied, which is 75%, this has a very good impact on students in the learning system, which will be more alive with the activeness of social studies learning Indonesian independence material.

2.   Learning Percentage

a.   Table

The use of the Team Game Tournament learning model in social studies to learn Indonesian independence material can be seen as an increase in student achievement from pre-action to cycle II. These values can be seen in Table 2.

Table 1. Improved assessment of the social studies learning process from pre-action to cycle II

Cycle	Lowest Value	Top Rated	Complete	Relative Frequency
Pratindakan	50	76	4	4/21 x 100% = 19%
I	60	80	12	12/21 x 100% = 58%
II	70	100	17	17/21 x 100% = 80%

Faced with this, teachers should use teaching aids as much as possible so that students can understand the social studies concepts taught and can easily solve the problems faced, not only verbalism. Thus, the cause of low social studies test scores can be overcome, which can ultimately increase student achievement. Hadari Nawawi (Maryatun, 2013: 42) states that learning achievement is the level of success of students in learning subject matter at school in the form of scores obtained from tests on a certain amount of material. From Table 1 above, before using the team game tournament learning model on Indonesian independence material in the initial conditions before the implementation of class actions, the average score was 60.4 (Far below the KKM score), the lowest score before the pre-action was 50, and the highest score was 76. In this case, which was complete, only 4 students out of 21 students, with a percentage result of only 19%, showed poor results. In cycle 1, the actions carried out through learning the team game tournament model for Indonesian independence material increased, with the lowest value being 60 and the highest being 80. In cycle 1, which was completed, there were 12 people, with this showing a percentage of 58% and the average value in the cycle of 71.5. This has shown a good increase, and then action research in cycle II experienced a very good increase with data obtained the lowest value of 70 and The highest 100 with complete students also include many 17 students who completed with a percentage of 80%, getting an average score of 84.9% This action research is said to be successful because it has exceeded the percentage that at the beginning was 75% with KKM 75 The team game tournament learning model is good for students because it increases student achievement.

Monopoly media will be used as a learning medium to increase learning achievement. In this case, the selection of monopoly media can increase class V social studies learning achievement. This media selection is liked by students because it is considered interesting and not boring, as can be seen in the results of cycle I to cycle II research. The results of the learning achievement assessment in cycle 1 of 71.5 are still below KKM (75). This happens because there are still weaknesses in teachers, namely that teachers do not reprimand students who still often play when learning material is explained, students are also less critical in responding to ideas that have been explained, and there are still students who cannot optimise their time well when doing problems. The results of the learning achievement assessment in cycle II of 84.9 have exceeded the value of KKM (75), meaning that the implementation of Team Game Tournament learning has had an impact on improving the process and significant learning outcomes from cycle II. During the implementation of cycle II, there are still weaknesses; there are still 4 students who have not been completed because they are still not critical in answering the questions that have been given. In accordance with the opinion of Wahab (2016, pp. 26–29), there are internal and external factors that can affect learning achievement as follows: 1. Internal Factors: Physiological factors, psychological factors 2. External factors: Social environment and Non-social environment

In addition to using tables, data on increasing student achievement can also be seen from graph 1:
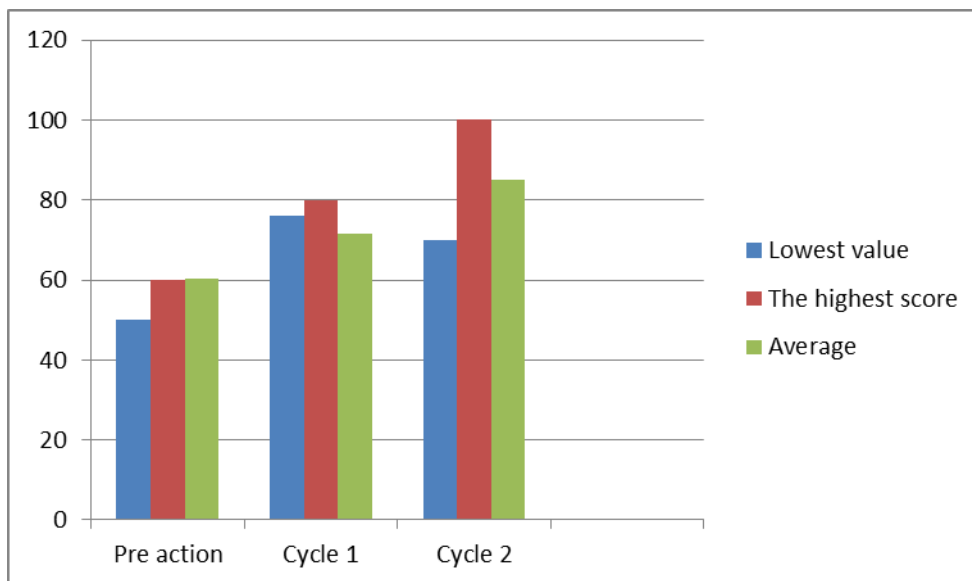
Based on the results of Classroom Action Research that has been carried out, there is an increase from cycle I to cycle II. This proves that learning the team game tournament model can improve learning outcomes by incorporating monopoly props and forming groups into five groups. The TGT model can help students become more active and responsible learners. According to Djamarah, the results of learning achievement are the results of an activity that has been carried out, both individually and in groups (Djamarah, 2013, p. 19). Based on this understanding, it can be concluded that achievement is a person's achievement in achieving something with good effort. The team game tournament model can increase student cooperation, create a sense of responsibility, and increase learning achievement. So this makes students learn more and know the material better. Therefore, learning achievement increases.

CONCLUSION

Learning the Team Game Tournament model with the help of monopoly props in class V social studies subjects can increase activeness and increase learning achievement. The data acquired from the research conducted demonstrates a progressive increase in results across the four cycles. Specifically, cycle I yielded a 68% success rate, cycle II showed a 71% success rate, cycle III exhibited an 85% success rate, and the last cycle IV demonstrated a 91% success rate. These findings indicate a significant improvement in

outcomes and may be characterised as highly satisfactory. The improvement in learning outcomes is evident through the evaluation results, which indicate an increase in completeness from cycle 1. The average value of 71.5 and a percentage of 58% in the pre-action phase have shown an increase compared to the previous assessment. Furthermore, in cycle II, there has been a significant iimprovement,with an average value of 84.9 and a percentage of 80%. This achievement can be considered successful as it surpasses the predetermined KKM of 75 and the minimum percentage requirement of 75%. The use of the team game tournament model in educational settings improves students' understanding of the teacher-supplied instructional material.. Moreover, this pedagogical approach serves as a viable choice for educators, since it fosters greater engagement and facilitates improved academic performance.

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