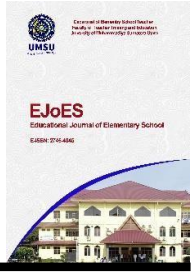
Educational Journal of Elementary School (2024) Vol. 5, No. 1 / 32 - 42

EJoES

Educational Journal of Elementary School

Hompage Journal: http://jurnal.umsu.ac.id/index.php/EJoES/index



THE EFFECT OF THE TEAMS GAMES TOURNAMENT (TGT) LEARNING MODEL ON THE LEARNING OUTCOMES OF GRADE IV STUDENTS AT SD MUHAMMADIYAH 31 MEDAN TA. 2022/2023

Nabila Jihan Muntaz, Amin Basri
Faculty of Teacher Training and Education
Universitas Muhammadiyah Sumatera Utara.2023.
Email: nabilajihanmuntaz@gmail.com, aminbasri@umsu.ac.id

ARTICLE INFO

Article History
Accept : 01 Junuari 2024
Revision : 15 Februari 2024
Accept : 29 Februari 2024

ABSTRCT

This research was conducted because there were problems in student learning activities, the lack of use of learning models during learning by teachers so that the impact on student learning outcomes was low. The formulation of the problem contained in this thesis is what are the learning outcomes before using the Teams Games Tournament (TGT) learning model for fourth grade students at SD Muhammadiyah 31 Medan, what are the learning outcomes after using the Teams Games Tournament (TGT) learning model for fourth grade students at SD Muhammadiyah 31 Medan, and how the influence of the Teams Games Tournament (TGT) learning model on the learning outcomes of class IV students at SD Muhammadiyah 31 Medan. The purpose of this study was to determine learning outcomes before using the Teams Games Tournament (TGT) learning model for fourth grade students at SD Muhammadiyah 31 Medan, to determine learning outcomes after using the Teams Games Tournament (TGT) learning model for fourth grade students at SD Muhammadiyah 31 Medan, and to determine the effect of the Teams Games Tournament (TGT) learning model on the learning outcomes of fourth grade students at SD Muhammadiyah 31 Medan. In this study the authors used a type of quantitative research. This study used two classes, namely the control class and the experimental class. As for the population and sample in this study were all fourth grade students at SD Muhammadiyah 31 Medan. which totaled 60 students. The instrument used in this study was the Analyzing skills test, which consisted of 20 questions in the form of entries that had been tested for validity. Based on the results obtained in the control class, the average result was 63.3 and the average in the experimental class was 72.67 using the Teams Games Tournament (TGT) learning model. Judging from the output results of the "Independent Samples Test" it is known that the sig. (2-tailed) of 0.004 <0.05. So it can be concluded that there is an influence of the Teams Games Tournament (TGT) learning model on the learning outcomes of Class IV SD Muhammadiyah 31 Medan..

Keyword

Teams Games Tournament (TGT), Learning Outcomes

1. INTRODUCTION

Education is one of the important things in life because with education we are able to guide and guide humans in determining the direction of their lives. But not everyone thinks so, but education is still a human need. A

person's talents and skills are formed and developed through education. To achieve this, the government is very serious about education. A good education system should produce the next generation of the nation who are qualified and able to adapt to the life of society, nation and state.

Education will not be separated from the role of teachers and parents in the learning process. The role of teachers is as a facilitator in learning and the role of parents is to direct students in achieving learning goals. Nowadays, teachers are required to be creative teachers in learning, such as utilizing learning models and methods so that the learning provided to students can welcome 21st century learning. 21st century learning is student-focused learning that aims to improve students' skills such as in problem-solving, innovation, creativity, critical thinking and cooperation. This skill must be taught at all levels of education, especially in elementary schools.

So it can be concluded that education is general where everyone can get the right to carry out education, but not everyone understands or understands how the world of education and also the meaning of education.

In the learning process, in general, students need stimulants. Students who get a good stimulus will have high motivation and enthusiasm in learning, even though their intelligence is not supportive, they will get good results. And vice versa, if the motivation and enthusiasm for learning are low but have high intelligence, students will experience failure in learning. Good motivation and enthusiasm for learning and supported by high creativity will be a very important stimulus and is needed by students as an encouragement to obtain maximum learning results, especially in learning. (Kurniasih, Abidin Arief, & Wibowo, 2022).

In the book Cooperative Learning Model, Isjoni stated that the learning model needs to be understood by teachers in order to carry out learning effectively in improving learning outcomes. In its implementation, the learning model must be implemented according to the needs of students because each learning model has different goals, principles, and main pressures. (Sulistio & Haryanti, 2022). The learning model is the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management.

As prospective teachers, we must have an interesting learning model to make students more enthusiastic in carrying out the learning process. The teams games tournament (TGT) learning model is a very interesting learning model because it directs students to remember learning more easily and trains them to work together in groups. In student learning not far from what is called learning outcomes, the definition of learning outcomes is the success achieved by students, namely student learning achievements in school that are manifested in the form of numbers. W. Winkel (Zakky, 2018).

According to Sudjana, the definition of learning outcomes is the abilities that students have after receiving their learning experiences, student learning outcomes can be seen in various forms, ranging from semester exam results, grade promotion exams, and even daily assessments (Wirda, Ulumudin, Widiputera, Listiawati, & Fujianita, 2020).

It can be concluded that learning outcomes are abilities possessed by students in various forms such as student learning achievement during the learning process which is manifested in the form of numbers. Learning outcomes can be carried out using test techniques and non-test techniques. The test technique is used to evaluate students' abilities in the cognitive and psychomotor domains. Examples include special aptitude tests (language aptitude, engineering aptitude, and others).

Meanwhile, non-test techniques are used to evaluate the effective and cognitive domains. Examples such as attitudes, interests and personality. (Ysh & Maryadi, 2015). The learning process can also be carried out by interacting with teachers and students with the environment which results in a change in behavior that will provide an experience, be it knowledge and skills. A good environment can also affect student learning outcomes, in other words students must have a good environment when they are at school. With students having friends who can change it for the better can affect good learning outcomes as well.

Considering that the achievement of learning goals is determined by the factor of learning method which also greatly determines the success or failure of educational activities. With that, teachers must be creative to choose learning models, methods, and also learning techniques that can attract students when learning is carried out. Therefore, the learning goals that will be achieved will be easier.

Each student has a different way of learning from each other in terms of physical aspects, ways of thinking, ways of responding to learning or also ways of learning something new.

The existence of the learning process will give students an idea of change, be it a change in behavior, a change in a good way of learning, a change in the way of thinking and many more changes that will be obtained when carrying out the learning process. These changes can affect student learning outcomes.

Learning outcomes are an important demand for students. With the learning results, we will know how the development of students is when they are at school. They get good learning results depending on how a teacher delivers learning. If they get good learning results, the learning goals that will be achieved will be easier. That is why teachers are guided to find out how strategies, models, methods and also learning techniques are good and also interesting in order to get students' attention in carrying out the learning process.

With the learning results, students can find out how they are developing. However, in this study, the researcher only limited to aspects of student learning outcomes. Where learning outcomes are one of the most important parts in student development. So there is no doubt that student learning outcomes must be really considered in learning activities. Based on the results of the initial observation conducted by the author, it was found that the students of SD Muhammadiyah 31 Medan grade IV experienced difficulties in the learning process so that it affected the learning outcomes. The teacher revealed that there are still many students who have difficulty in pouring their ideas and creative ideas in the learning process.

The results of the observation on June 15, 2023 in grade IV of SD Muhammadiyah 31 Medan with Mrs. Meta and Mrs. Desi, as the homeroom teachers of classes IV A and IV B from the class that the researcher will do. From the two classes that the researcher conducted, there were still low student learning outcomes. This is proven based on the data on learning outcomes obtained by students. For class IV A out of 30 students, only 10 students got a score higher with 75, and 20 students got a score below 75. Meanwhile, from class IV B out of 30 students, only 6 students got a score higher with 75, and 24 students got a score below 75. Meanwhile, the Minimum Completeness Criteria (KKM) is 75.

It can be seen that the learning outcomes in grade IV students are still relatively low. This has an effect on student learning outcomes. So, the low student learning outcomes are allegedly influenced by the learning model used by teachers. The use of less creative and monotonous learning models such as lecture or discussion models can cause students to feel bored and less active in participating in the science learning process. Seeing the importance of things related to the learning model on student learning outcomes, the author felt interested in conducting a research with the title: "The Influence of the Teams Games Tournament (TGT) Learning Model on the Learning Outcomes of Grade IV Students at SD Muhammadiyah 31 Medan TA. 2022/2023 "..

2. RESEARCH METHODS

Research Instruments are tools used to see and measure an observed natural or social phenomenon. Specifically, all these phenomena are called research variables. Sugiyono (2020:156). Research instruments are tools that are selected and used by researchers in their collecting activities so that these activities are systematic and facilitated by them (Unaradjan, 2019:130). This research instrument is a tool used by researchers in collecting data so that their work is easier and the results are better (careful, complete, and systematic) so that it is easier to process. The instrument referred to in this study is a measuring tool used to measure students' abilities.

The research conducted by the researcher uses data analysis techniques in the form of quantitative data analysis, namely testing and analyzing data with the calculation of numbers and then drawing conclusions.

3. FINDINGS AND DISCUSSION

Observation / Pretest Performance Test of Student Work Results Before Using the TGT Model or not using the TGT Model. The pretest conducted by the researcher was to find out the student learning outcomes that can be seen from student activities in the teaching and learning process before using the Teams Games Tournament (TGT) learning model during the learning process. The things that were observed were the Preliminary Data of the Pre-Test of the Experimental Class

Pretest is a test that is carried out to measure students' initial abilities before participating in learning activities.

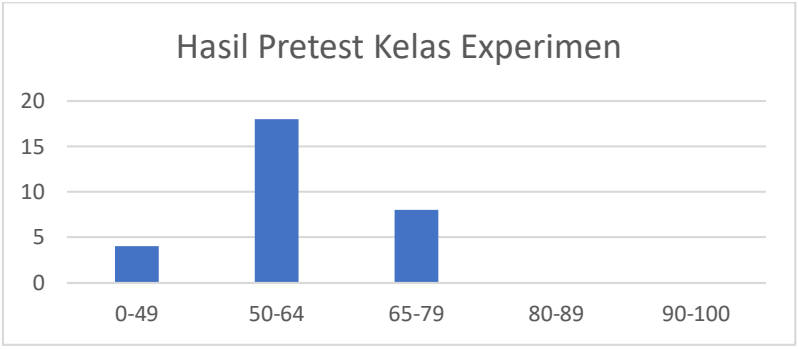
Student Learning Outcomes Table Before Using the Teams Games Tournament (TGT) Learning Model

Interval	Frekuensi	Persentase
0-49	4	13,30%
50-64	18	60%
65-79	8	26,70%
80-89	0	0%
90-100	0	0%
Jumlah	41720	
Rata – Rata	57,33	

Based on the table above, it is known that the pre-test results were obtained from the highest learning outcomes, which was 79 and the smallest score was 49, while the average was 57.33.

The diagram of the data table of the pre-test group of the experimental class is as follows:

Diagram Drawings of Experimental Class Pretest



Preliminary Data of Pre-Test Control Class

Pretest is a test that is carried out to measure students' initial abilities before participating in learning activities.

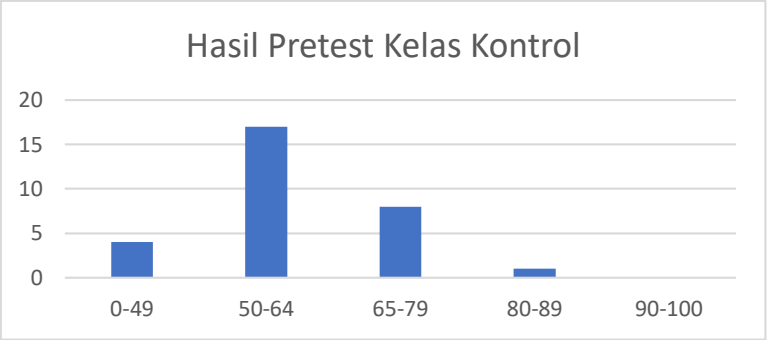
Student Learning Outcomes Table Before Using the Teams Games Tournament (TGT) Learning Model

Interval	Frekuensi	Persentase
0-49	4	13,30%
50-64	17	56,70%
65-79	8	26,70%
80-89	1	3,30%
90-100	0	0%
Jumlah	1750	
Rata – rata	58,33	

Based on the table above, it is known that the pre-test results were obtained from the highest learning outcomes, namely 89 and the smallest score of 49, while the average was 58.33.

The diagram of the data table of the pre-test group of the experimental class is as follows:

Control Class Pretest Diagram Drawing



Based on the frequency table and digram above, it can be concluded that the learning outcomes of students before using the Teams Games Tournament (TGT) learning model and not using the Teams Games Tournament (TGT) learning model have not met the KKM standards. Where there are still many students who get low scores below the KKM as explained in the table above.

The following is the distribution of student learning outcomes before using the Teams Games Tournament (TGT) learning model for grade IV students of SD Muhammadiyah 31 Medan T.P 2023/2023. Observation / Performance Test Post Test of Student Work Results After Using the TGT Model or Not Using the TGT Model.

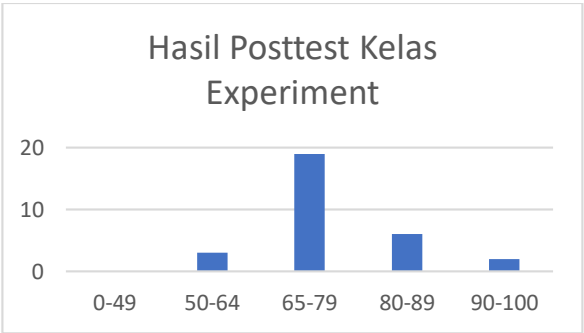
The Post Test conducted by the researcher was conducted to find out the student learning outcomes that were seen from student activities in the teaching and learning process before using the Teams Games Tournament (TGT) learning model during the learning process. The things that were observed were the Data of the Post Test Results of the Experimental Class

Table of Student Learning Outcomes After Using the Teams Games Tournament (TGT) Learning Model

Interval	Frekuensi	Persentase
0-49	0	0%
50-64	3	10%
65-79	19	63,40%
80-89	6	20%
90-100	2	6,60%
Jumlah	2180	
Rata - rata	72,7	

Based on the table above, it is known that the results of the post test, obtained from the highest learning outcomes, namely 90 and the smallest score of 50, while the average is 72.7. The diagram of the data table of the experimental class post test group is as follows:

Experimental Class Posttest Diagram Drawing



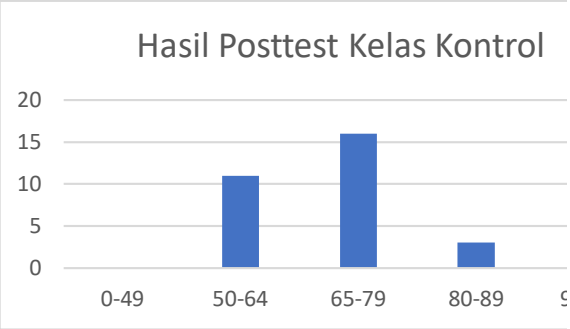
Control Class Post Test Result Data

Learning Outcome Table Does Not Use the Teams Games Tournament (TGT) Learning Model

Interval	Frekuensi	Persentase
0-49	0	0%
50-64	11	36,70%
65-79	16	53,30%
80-89	3	10%
90-100	0	0%
Jumlah	1990	
Rata – rata	66,33	

Based on the table above, it is known that the results of the post test, obtained from the highest learning outcomes, namely 89 and the smallest score of 50, while the average is 66.33. The diagram of the data table of the experimental class post test group is as follows:

Control Class Posttest Diagram Drawing



Based on the frequency table and diagram above, it can be concluded that the learning outcomes of students after using the Teams Games Tournament (TGT) learning model and not using the Teams Games Tournament (TGT) learning model have met the KKM standards. Where there are still many students who get grades that have met the standard value of the KKM as explained in the table above. The following is the distribution of student learning outcomes after using the Teams Games Tournament (TGT) learning model for grade IV students of SD Muhammadiyah 31 Medan T.P 2023/2023.

In the collection of data on the validity of student learning outcome test questions using the Teams Games Tournament (TGT) learning model. In this study, it was tested using the product moment correlation formula. The instrument of the student mathematics learning achievement test is in the form of 20 multiple-choice questions given in the trial class in class V of SD Muhammadiyah 31 Medan with a total of 30 students. The value of each item is compared to the value of the coefficient of the r table at N = 30. The calculation results obtained using Excel are all questions declared valid because rxy > rtable. The questions given in the next trial class can be used as a data collection instrument.

Summary Table of the Validity Test of Learning Outcomes of Grade V Students of SD Muhammadiyah 31 Medan

No	rxy	rtabel	Kreteria
1	0	0.3961	TIDAK VALID
2	0.1497	0.3961	VALID
3	0.4050	0.3961	VALID
4	0.3247	0.3961	VALID
5	0.5138	0.3961	VALID
6	0	0.3961	TIDAK VALID
7	0.2140	0.3961	VALID
8	0	0.3961	TIDAK VALID
9	0.2140	0.3961	VALID
10	0.3035	0.3961	TIDAK VALID
11	0.1497	0.3961	VALID
12	0.1503	0.3961	TIDAK VALID
13	0.0640	0.3961	TIDAK VALID
14	0.3167	0.3961	VALID
15	0.4888	0.3961	VALID
16	0.4028	0.3961	VALID
17	0	0.3961	TIDAK VALID
18	0.1441	0.3961	VALID
19	0.3167	0.3961	VALID
20	0.1136	0.3961	VALID

Reliability

The reliability test of student learning achievement tests uses the Alpha Cronbach formula. Valid questions are tested for reliability, there are 13 valid questions and 7 invalid questions. In the reliability test, only valid questions will be counted, namely 13 questions. The calculations obtained using Excel show the results of the reliability test of student learning outcomes of 0.662. This shows that the student's mathematics learning achievement test instrument is reliable because the calculation > the table is 0.662 > 0.396. The reliability of the student learning outcome test instrument can be interpreted as a high category.

The normality test is used to find out whether the samples obtained are normally distributed or not. In this study, a normality test was determined using a statistical test with the help of the SPSS program, namely the Shapiro-Wilk test because the number of samples was small (<100).

The results of the normality of this study can be seen in the following table:

Shapiro-Wi Normality Test Table

	Kelas	Shapiro-Wilk		
		Statistic	Df	Sig.
Hasil Belajar Siswa	Pre Test Eksperiment	.975	30	.696
	Post Test Eksperiment	.942	30	.101
	Pre Test Kontrol	.974	30	.639
	Post Test Kontrol	.922	30	.061

The normality test above is used to find out whether the distribution is normal or not.

The condition used is that if P (Asymp. Sig. > 0.05 then the result is said to be normal. On the other hand, if P<0.05 then the result is said to be abnormal. From the results of the normality test above, the pretest items in the experimental group were obtained (Sig = 0.696) and the Posttest items were obtained (Sig = 0.101) indicating that the normality test was normally distributed (Sig> 0.05), then the pretest items were obtained in the control group (Sig = 0.639) and the posttest item (Sig = 0.061) also stated that the normality test was normally distributed.

Homogeneity Test

Instrument trials that have been carried out in the experimental group and the control group, the results of each are presented in the form of the following table:

Homogeneity Test Table

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.272	3	116	.845
	Based on Median	.223	3	116	.880
	Based on Median and with adjusted df	.223	3	108.429	.880
	Based on trimmed mean	.284	3	116	.837

From the output of the homogeneity test results above showing a sig of 0.845, it can be explained that the value of the sig is > 0.05, then it can be concluded that the test results show that the data is homogeneous.

Hypothesis Test

The hypothesis test in this study uses a t-test with a sample of 60 students divided into 2 groups, namely the experimental and control groups through tests in the form of pre-test and post-test. To find out whether there is an influence in this study, you can see the table below. The basis for t-test decision-making is as follows:

If the significance value (2-tailed) < 0.05, then Ho is rejected and Ha is accepted. If the significance value (2-tailed) is >, then Ho is accepted and Ha is rejected.

In the t-test used is an Independent Sample t-test with the help of SPSS 26.0 for windows.

Table of Hypothesis Test Results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.000	1.000	2.979	58	.004	6.333	2.126	2.077	10.590
	Equal variances not assumed			2.979	57.927	.004	6.333	2.126	2.077	10.590

Based on the output of the table above, the t-test result data in the table shows that there is a significant influence on the enrichment of the grades of students in class IV A (Using a cooperative learning model of the Teams Games Tournament (TGT)) with posttest (M = 72.67, SD = 8.380) and the scores of students in class III B (Using Conventional Methods) with posttest (M = 66.33, SD = 8.087), t count = 3.368, sig value (2-tailed) = 0.004 < 0.05. then Ho was rejected and Ha was accepted. Thus, there is a significant difference between the learning outcomes using the Teams Games Tournament (TGT) type cooperative

learning model and the learning outcomes of grade IV students at SD Muhammadiyah 31 Medan which are higher than using conventional techniques.

Discussion of Research Results

Student Learning Outcomes Before and After Using the Teams Games Tournament (TGT) Learning Model. Another research result that also supports and strengthens the research conducted by the author is the result of research conducted by Milawati., (2019). The results of data analysis showed that there was a difference in the average score of the experimental class and the control class seen from the pretest and posttest scores. This means that the influence of the Teams Games Tournament (TGT) type cooperative learning model is higher than the conventional learning model.

Research conducted by the author on Grade IV students of SD Muhammadiyah 31 Medan for the 2023/2024 academic year, the researcher wanted to find out whether the Teams Games Tournament (TGT) type cooperative learning model had an effect on students' writing skills. Based on the results of the study, data was obtained that the pretest score or score before using the Teams Games Tournament (TGT) type cooperative learning model, students' writing skills were very low, then after the Teams Games Tournament (TGT) type cooperative learning model, student learning outcomes increased. A significant difference can be seen when students are taught using the Teams Games Tournament (TGT) type cooperative learning model and learning that does not use the Teams Games Tournament (TGT) type cooperative learning model where when using the Teams Games Tournament (TGT) type cooperative learning model they are more enthusiastic in attending lessons and when doing group assignments they use their time to work together.

Pengaruh Model Pembelajaran Kooperatif tipe Teams Games Tournament (TGT) Terhadap Hasil Belajar Siswa pada Siswa Kelas IV SD Muhammadiyah 31 Medan.

Tabel Hasil Uji T

Group Statistics					
	Model Pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Modul Pembelajaran A	30	72.67	8.380	1.530
	Modul Pembelajaran B	30	66.33	8.087	1.477

Based on the results of the hypothesis test conducted by the researcher, the t-test result data in the table shows that there is a significant influence on the enrichment of the scores of students in class IV A (Using the Teams Games Tournament (TGT) type cooperative learning model) with posttest (M = 72.67, SD = 8.380) and the scores of students in class IV B (Using Conventional Methods) with posttest (M = 66.33, SD = 8.087), t count = 3.368, GIS value (2-tailed) = 0.004 < 0.05. then Ho was rejected and Ha was accepted. So it can be concluded that there is an influence of the Teams Games Tournament (TGT) type cooperative learning model on the learning outcomes of Grade IV students of SD Muhammadiyah 31 Medan for the 2023/2024 Academic Year.

The things that are researched in this study are about student learning outcomes. The form of instrument used in testing student learning outcomes is in the form of multiple-choice performance test questions. Before use, this instrument is first tested with question item analysis. Some of the statistical tests used are expert validity tests, homogeneity, and hypothesis tests. Questions that meet these criteria can be used as an instrument in research. After conducting research using a Teams Games Tournament (TGT) type cooperative learning model, the results of the research can be known. The results of the study found that the average learning outcome of students who applied the Teams Games Tournament (TGT) type cooperative learning model was 72.67. Meanwhile, the average learning outcome of students in the class before using the Teams Games Tournament (TGT) type cooperative learning model was 57.33. The average score of the learning outcomes proves that the class that applies the Teams Games Tournament (TGT) type cooperative learning model has a higher score than the class that before applying the Teams Games Tournament (TGT) type cooperative learning model.

The implementation of the Teams Games Tournament (TGT) type cooperative learning model must be carefully prepared. The media used is at least not unfamiliar in students' daily lives. Such as schooling, playing, and so on. Media. The chosen one is also expected to

provoke students' interest in paying attention. In practice, teachers must pay attention to the time that Every learning model, method and strategy has disadvantages and advantages, as well as the Teams Games Tournament (TGT) type cooperative learning model. These advantages and disadvantages require teachers to master the Teams Games Tournament (TGT) type cooperative learning model before implementing it in learning. Teachers who already understand the Teams Games Tournament (TGT) type cooperative learning model will be able to minimize the shortcomings of this learning method. Mastery is also needed in learning models, methods, and strategies, not only in the Teams Games Tournament (TGT) type cooperative learning model.

The Teams Games Tournament (TGT) type cooperative learning model is one of the learning models used to improve student learning outcomes. The Teams Games Tournament (TGT) model is in a cooperative learning model. The Teams Games Tournament (TGT) cooperative learning model uses media in its delivery. The Teams Games Tournament (TGT) cooperative learning model is one of the techniques that can be used by teachers in the teaching and learning process.

The results of the study show that the Teams Games Tournament (TGT) cooperative learning model can improve student learning outcomes, the results of the study show that the Teams Games Tournament (TGT) cooperative learning model can improve student learning outcomes. Then the questions that get the most scores are the suitability of ideas or content, the ability to organize content, the use of grammar, and the value that is still lacking is in the use of proper language structure and the use of spelling and writing properly and correctly. The research conducted by the researcher also resulted in the Teams Games Tournament (TGT) cooperative learning model affecting the learning outcomes of Grade IV elementary school students in Muhammadiyah 31 Medan for the 2023/2024 Academic Year.

Research conducted by Siti Nur Azizah and Raden Rachmy Diana (2022) entitled The application of cooperative learning in the type of team games tournament to improve the social development of children aged 5-6 years at RA Bustanul' Ulum. The difference in the research is in the research conducted by Siti Nur Azizah and Raden Rachmy using a cooperative learning model of the Team Games Tournament (TGT) type. to improve the social development of children aged 5-6 years while the researcher used to measure the learning outcomes of grade IV students. The similarity in the study is that they both use the Team Games Tournament (TGT) type cooperative learning model.

In the research of Ketut Sudana (2022) entitled Implementation of a Team Games Tournament Type Cooperative Learning Model to Improve Hindu Learning Outcomes in Grade VI Elementary School Students. The difference in the research is in the research conducted by Siti Nur Azizah and Raden Rachmy using a cooperative learning model of the Team Games Tournament (TGT) type. to improve Hindu Learning Outcomes in Grade VI Elementary School Students while the researcher used to measure the learning outcomes of grade IV students. The similarity in the study is that they both use the Team Games Tournament (TGT) type cooperative learning model.

In the research of Ade Rahma Gusti (2022) entitled The Effect of the Teams Games Tournament (TGT) Learning Model on Student Learning Outcomes of Circulatory System Materials for Grade VIII Students at SMPN 18 Bengkulu City The difference in the research is that in the research conducted by Ade Rahma, the target sample used is junior high school students grade VIII, while the target sample researcher is elementary school students grade IV. The similarity in the research is that they both use the Team Games Tournament (TGT) type cooperative learning model and measure student learning outcomes.

4. CONCLUSION

The learning outcomes of students in the experimental class at the beginning of the pretest results averaged 57.3 before the Teams Games Tournament (TGT). After carrying out teaching and learning activities using the Teams Games Tournament (TGT) type cooperative learning model, student learning outcomes have increased as evidenced by the results of the average post-test score of 72.7 applied by 30 respondents. Students are also more interested, focused and feel motivated when learning using the Teams Games Tournament (TGT) type cooperative learning model. The learning outcomes of students in the control class at the beginning of learning were still low with an average pretest result of 58.3 and a posttest result of 66.3 at the end of learning after using the conventional learning model. This proves that the learning outcomes of students are still low, so that it can result in student grades being at a low point. There is an influence of the Teams Games Tournament (TGT) type cooperative

learning model on the learning outcomes of grade IV students at SD Muhammadiyah 31 Medan. The results of the t-test showed a significant influence on the increase in the value of sig (2-tailed) = 0.004 < 0.05, so Ho was rejected and Ha was accepted. Thus, there is a significant difference between the learning outcomes using the cooperative learning model (Teams Games Tournament) and the learning outcomes of grade IV students at SD Muhammadiyah 31 Medan which are higher than using conventional techniques.

BIBLIOGRAPHY

Abdussamad, Z. (2021). Metode Penelitian Kualitatif. Syakir Media Press.

adminlp2m. (2022). Data Kualitatif-Pengertian.Metode, Jenis dan Contohnya. Pengertian Data Kualitatif. Retrieved from https://lp2m.uma.ac.id/2022/04/23/data-kualitatif-pengertian-metode-jenis-serta-contohnya/

Arikunto, & Suharsimi. (2016). Prosedur Penelitian Suatu Pendekatan Praktik . Jakarta: Rineka Cipta.

Azizah , S. N., & Diana, R. R. (2022). Jurnal Pendidikan Anak . Penerapan pembelajaran kooperatif tipe teams games tournament untuk.

Christiana, E. (2019). Identifikasi Bentuk kekerasan dan Penangannya di Lingkungan Sekolah Dasar. dasar terjadinya kekerasan terhadap anak, 1-4.

Djamaluddin, A., & Wardana. (2019). Belajar dan Pembelajaran 4 Pilar Peningkatan Kompetensi Pedagogis. Sulawesi Selatan : KAAFFAH LEARNING CENTER.

Gusti, A. R. (2022). PENGARUH MODEL PEMBELAJARAN TEAMS GAMES.

Hardani, Auliya, N. H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Istiqomah, R. R. (2020). Metode Penelitian Kualitatif dan Kuantitatif. Pustaka Ilmu Group.

Haryanto. (2020). Evaluasi Pembelajaran. Yogyakarta: UNY Press.

Helmiati. (2012). Model Pembelajaran. Sleman Yogyakarta: Aswaja Pressindo.

Kurniasih, E., Abidin Arief, Z. A., & Wibowo, S. (2022). MODEL PEMBELAJARAN EFEKTIF DI ERA NEW NORMAL. Bandung: WIDINA BHAKTI PERSADA BANDUNG.

Margani, S. S., Faharuddin, Setiyowati, P., Apriyadi , F., Khadijah, & Papintana. (2017). Kekerasan Terhadap Prempuan dan Anak. Sulawesi Selatan .

Maunah, B. (2009). Ilmu Pendidikan (1 ed.). Yogyakarta: Yogyakarta, Teras.

Mudyahardjo, R. (2013). Pengantar Pendidikan . Jakarta: 3.

Muhibin , S. (2011). Psikologi Belajar . Jakarta : PT Raja Grafindo Persada.

Murarah, M. (2022). Implikasi Prior, Knowladge, Persepsi Siswa pada kemampuan Guru dan Kebiasaan Belajar Siswa Terhadap Hasil Belajar Biologi. Yogyakarta: 1.

Panggabean, S., Widyastuti, A., Damayanti, W. K., Nurtanto, M., Subakti, H., Sianipar, L. K., . . . Cecep, H. (2021). Konsep dan Sterategi Pembelajaran . Yayasan Kita Menulis .

Pollak, Cicchetti, & Reed. (2010). Dampak Kekerasan .

Putra , H. P., Ariawan , U., & Arsa, S. (2017). Jurnal Pendidikan Teknik Elektro Undiksha. PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE TEAM.

Raharjo, S. (n.d.). Cara Uji Normalitas Probability Dengan SPSS Detail. Retrieved from https://youtu.be/txn-kclWEuk

Rahman , A., Munandar, S. A., Fitriani, A., Karlina , Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Pengertian Pendidikan, 4-5.

Rukajat, A. (2018). Teknik Evaluasi Pembelajaran . Yogyakarta: Budi Utama.

Sandra , E., Theresia, M., & Nurbaiti. (2022). PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE TEAMS.

Setyawan, D. A. (2022). Petunjuk Praktikum Uji Validitas & Reabilitas Instrumen. In Buku Mata Kuliah.

Siyoto, S. &. (2015). Dasar Metodologi Penelitian. Literasi Media Publishing.

Solichin, M. M. (n.d.). Belajar dan Mengajar Dalam Pandangan Al-Ghazali. Retrieved from http://ejournal.stainpamekasan.ac.id

Subuea, H. (2010). Asas Negara Hukum, Peraturan Kebijakan & Asas-asas Umum Pemerintahan Yang Baik. Jakarta .

Sudana, K. (2022). Journal of Education Action Research. Implementasi Model Pembelajaran Kooperatif Tipe Team.

Sudjana, N., & Ibrahim. (2015). Hasil belajar harus menunjukkan perubahan keadaan menjadi. Bandung: Sinar Baru Algesino.

Sugiyono. (2020). Metode Penelitian Kuantitatif, Kualitatif dan R&D . Bandung: Penerbit Alfabeta Bandiung.

Sukendra, K., & Atmaja, K. S. (2020). Instrumen Penelitian . Mahameru Press.

Sulistio, A., & Haryanti , N. (2022). MODEL PEMBELAJARAN KOOPERATIF. Jawa Tengah: EUREKA MEDIA AKSARA.

Unaradjan, D. D. (2019). Metode Penelitian Kuantitatif. Penerbit Universitas Katolik Indonesia Atma Jaya.

Widoyono, E. P. (2014). Evaluasi Program Pembelajaran : Panduan Praktis Bagi Pendidik dan Calon Pendidik. Yogyakarta: Pustaka Belajar.

Wirda , Y., Ulumudin, I., Widiputera, F., Listiawati, N., & Fujianita, S. (2020). FAKTOR-FAKTOR DETERMINAN HASIL BELAJAR SISWA. Jakarta: Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan,.

Ysh , S., & Maryadi. (2015). Evaluasi Hasil Belajar. Yogyakarta: Magnum Pustaka Utama.

Yudha, R. I., Indris, & Evanita, S. (n.d.). Pengaruh Lingkungan Sekolah, Teman Sebaya dan Motivasi Belajar Terhadap Hasil Belajar Siswa Pada SMK Bidang Manajemen Bisnis Jurusan Pemasaran di Kecamatan Jambi Selatan Kota Jambi. Lingkungan Sekolah