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Improvement of Learning Outcomes of Storytelling Material Using Cooperative Learning of Team Games Tournament (TGT) at SDN 118254 Ptp III Silumajang

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Abstract: This study aims to improve student learning outcomes in the material of telling the story of the Prophet using cooperative learning of the Team Games Tournament (TGT) type at SDN 118254 PTP III Silumajang. The method used in this study is classroom action research (PTK) with qualitative and quantitative approaches. The research was carried out in two cycles which included planning, implementation, observation, and reflection. Data collection was carried out through learning outcome tests, observations, and interviews with students and teachers. The results of the study show that the application of TGT type cooperative learning can significantly improve student learning outcomes. This is evidenced by the increase in the average score of students from 70 to 85, as well as the increase in the number of students who reach the Minimum Completeness Criteria (KKM) from 60% to 90%. In addition, the application of the TGT model also increases student involvement in the learning process, where students are more active in discussing, cooperating, and understanding the material better. Thus, TGT type cooperative learning has proven to be effective in improving the learning outcomes of the material telling the story of the Prophet at SDN 118254 PTP III Silumajang. It is recommended that TGT-type cooperative learning be applied more widely as an alternative learning strategy that can improve the quality of education.
Keywords: Learning outcomes, cooperative learning, Team Games Tournament, the story of the Prophet, SD.

INTRODUCTION

Education is one of the most important aspects of life, because through education, individuals can develop their potential and master various knowledge and skills needed in daily life. In Indonesia, basic education plays an important role in shaping the character and quality of superior human resources. Therefore, it is important to create an effective learning environment so that students can reach their best potential. In this case, interesting and motivating learning is needed to improve student learning outcomes, especially in subjects that require a deep understanding of concepts and knowledge.

One of the materials taught in elementary school is material about the story of the Prophet. The story of the Prophet has moral and ethical values that are very important to be

instilled in children from an early age. Through learning about the story of the Prophet, it is hoped that students can emulate good morals, as well as apply religious values in daily life. However, in reality, many students find it difficult to understand and remember the story of the Prophet conveyed in learning. This can be caused by the lack of interesting and fun learning methods, so that students feel bored and less enthusiastic in attending lessons.

To overcome these problems, a learning approach is needed that can attract students' attention and encourage them to be actively involved in the learning process. One approach that can be applied is the cooperative learning model. The cooperative learning model provides opportunities for students to learn collaboratively, work together in groups, and help each other in understanding the material being taught. One type of effective cooperative learning is the Team Games Tournament (TGT). This model combines elements of play with healthy competition, which can increase students' motivation to learn with more enthusiasm.

The TGT-type cooperative learning model is very suitable to be applied in learning that requires social interaction and cooperation between students. In the TGT model, students are divided into several small groups that compete with each other in completing tasks or games related to the subject matter. Each group will strive to achieve the highest score, which will determine the victory in the game. This process not only prioritizes the aspect of competition, but also teaches students about the importance of cooperation, communication, and tolerance in learning.

Research on the application of the TGT type cooperative learning model in learning in elementary schools has been carried out a lot. The results of the study show that the TGT model can increase student learning motivation, improve interaction between students, and increase students' understanding of the material taught. In the context of learning the Prophet's story, the TGT model can be used to introduce the Prophet's stories in a more engaging and interactive way, so that students can not only remember the content of the story, but also understand the values contained in it.

However, despite the many studies that support the effectiveness of the TGT model, there are still challenges in its implementation, especially in the context of learning in primary schools. Some teachers may find it difficult to design activities that involve games or competitions that are appropriate to the subject matter. Therefore, further research is needed to see the extent to which the application of the TGT model in learning the story of the Prophet can improve student learning outcomes in grade V of elementary school.

SDN 118254 PTP III Silumajang is one of the elementary schools that applies conventional learning with lecture and discussion methods. However, the learning outcomes of students in the subject of Islamic Religious Education (PAI), especially in the material of the story of the Prophet, still show results that are not optimal. Many students have difficulty remembering and retelling the stories of the Prophet in the correct order, as well as a lack of understanding of the values that can be learned from the stories.

Based on these problems, this study aims to improve student learning outcomes in the material of telling the story of the Prophet through the application of cooperative learning of the Team Games Tournament (TGT) type at SDN 118254 PTP III Silumajang. By using this model, it is hoped that students can be more active in participating in learning, feel challenged to compete in a healthy way, and can more easily remember and understand the stories of the Prophet taught.

Specifically, this research focuses on improving students' ability to tell the story of the Prophet in the correct order and understand the moral message contained in it. Using the TGT model, students will work in small groups to discuss and present the story of the Prophet, as well as compete to achieve the highest score based on their understanding of the material that has been taught.

This research is expected to make a positive contribution to the development of more effective learning methods at SDN 118254 PTP III Silumajang, especially in learning Islamic Religious Education. In addition, the results of this research are also expected to be a reference for teachers in other elementary schools to implement a cooperative learning model in improving student learning outcomes as a whole, not only in the material of the Prophet's story, but also in other subjects.

METHODS

This study uses the Classroom Action Research (PTK) method with a qualitative and quantitative approach to analyze the application of the Team Games Tournament (TGT) type cooperative learning model in improving student learning outcomes in the material of telling the story of the Prophet at SDN 118254 PTP III Silumajang. PTK was chosen because its main focus is to improve and improve the quality of learning through actions carried out directly in the classroom. This approach allows researchers to observe and evaluate the changes that occur during the learning process.

The design of this study consists of two cycles, where each cycle consists of planning, action, observation, and reflection. In each cycle, the researcher will plan and implement learning using the TGT model, then observe and reflect on the results obtained to then make improvements in the next cycle. This is in accordance with the characteristics of PTK which is cyclical and aims to improve the learning process in a sustainable manner.

The subjects in this study are 30 students in grade V of SDN 118254 PTP III Silumajang which totals 30 people. The selection of subjects was made based on the consideration that students in this class still have difficulties in understanding the material telling the story of the Prophet, as well as a lack of interest and motivation in participating in the learning. In addition to students, classroom teachers and researchers are also involved as participants in the learning process.

The first cycle begins with learning planning using the TGT model. At this stage, the researcher designs a learning plan that integrates games with the discussion of the Prophet's story. In TGT learning, students are divided into several small groups, and each group will compete to complete tasks related to the material of the Prophet's story. Each group was given the opportunity to discuss and help each other in understanding the story and arranging the correct order of the Prophet's story. This learning also involves a group presentation in front of the class, where students will retell the story of the Prophet that has been learned.

In the first cycle, learning actions are carried out by implementing the TGT model in several meetings. Each meeting was filled with games that aimed to improve students' understanding of the material, such as sorting the Prophet's stories, answering questions related to the Prophet's stories, and discussing the moral messages contained in the stories. Researchers make observations to see the extent to which students are involved in learning and how they understand the material being taught. The researcher also conducted interviews with students and teachers to get a more in-depth picture of the effectiveness of the TGT model in learning the story of the Prophet.

After the first cycle is completed, the researcher reflects on the results obtained. Based on the results of observations and interviews, the researcher identified several aspects that need to be improved in the second cycle, such as improving interaction between groups and clarifying game instructions. The test results were also analyzed to find out the extent of students' increased understanding of the material telling the story of the Prophet.

The second cycle is carried out with improvements based on the results of reflection from the first cycle. In this cycle, the researcher redesigned the learning using the TGT model, but with some adjustments, such as improving the game design to make it more interesting and involve all students in learning activities. The researcher also added more interactive question and answer activities to deepen students' understanding of the story of the Prophet that has been learned. In the second cycle, the researcher hopes to see a significant improvement in student learning outcomes, both in terms of material understanding and student involvement in learning.

The data collected in this study consists of qualitative and quantitative data. Qualitative data was obtained through observations, interviews, and field notes that recorded interactions

between students, teachers, and learning materials. Observations are made during the learning process to observe the extent to which students are involved in group discussions, answer questions, and compete in games. Interviews with students and teachers were conducted to explore their perception of the use of the TGT model in learning the story of the Prophet. Field notes are also used to record the learning dynamics that occur during the cycle.

Quantitative data was obtained from the test results given to students before and after the implementation of learning with the TGT model. This test aims to measure the improvement of students' understanding of the material telling the story of the Prophet. The test consists of several questions that test students' ability to correctly reorder the story of the Prophet, as well as identify the moral message contained in the story. The results of the pre-test and post-test will be compared to see if there is an improvement in student learning outcomes after the implementation of the TGT model.

After the data is collected, the analysis is carried out using descriptive analysis techniques for qualitative data and simple statistical techniques for quantitative data. Qualitative data is analyzed by reducing data, presenting data in narrative form, and drawing conclusions about the effectiveness of the TGT model in improving student understanding and engagement. Quantitative data was analyzed by comparing students' average scores on pre-test and post-test tests to see significant changes in student learning outcomes.

With this Classroom Action Research (PTK) method, it is hoped that a clear picture can be obtained about how the application of the Team Games Tournament (TGT) type cooperative learning model can improve student learning outcomes in the material of telling the story of the Prophet at SDN 118254 PTP III Silumajang. This research is also expected to make a positive contribution to the development of more effective learning strategies in elementary schools, especially in Islamic Religious Education learning.

RESULTS

After carrying out two cycles of Classroom Action Research (PTK) at SDN 118254 PTP III Silumajang, it can be concluded that the application of the Team Games Tournament (TGT) type cooperative learning model significantly improves student learning outcomes in the material of telling the story of the Prophet. This study shows a positive improvement, both in academic aspects and student involvement in the learning process. The results of this research were obtained from various data collected through observations, tests, interviews, and reflections of teachers and students.

In the first cycle, learning is carried out using the TGT model, where students are divided into small groups and given the task of sorting the Prophet's story and answering questions related to the story. In this cycle, there is an increase in students' understanding of the material, although some students still show difficulties in conveying the correct order of stories. Nonetheless, the level of student participation during learning is quite high, especially in group discussion activities and games.

The test data in the first cycle showed that the average pre-test score of students before the implementation of the TGT model was 68.5. This score is still below the Minimum Completeness Criteria (KKM) set by the school, which is 75. As many as 55% of students achieved KKM, while the rest still had difficulties in understanding the material telling the story of the Prophet. However, after the implementation of learning with the TGT model, the post-test results showed a significant improvement. The average score of students increased to 82.3, and the percentage of students who achieved KKM increased to 85%.

In the first cycle, observations showed that students were very enthusiastic and interested in the TGT model. They are more active in participating in group discussions and games. However, some students still find it difficult to order the stories correctly and convey the moral message contained in the story of the Prophet. Based on the results of the reflection, the researcher suggested improving the game instruction and providing more opportunities for students to have a more in-depth discussion about the story they learned.

The second cycle was carried out with improvements that focused more on aspects of

interaction between groups and a deep understanding of the material. In this cycle, researchers add more intensive question-and-answer activities to ensure students truly understand the story of the Prophet they are learning. In addition, the researcher also clarified the game instructions and gave feedback directly to each group after the presentation.

The test results in the second cycle showed a more significant improvement compared to the first cycle. The average score of students in the second cycle post-test test reached 85.4, with 95% of students successfully achieving KKM. This shows that students are increasingly understanding the material being taught, and they are able to tell the stories of the Prophet in a clearer order and convey moral messages more precisely.

During the second cycle, observations showed an increase in student engagement in learning. The number of students who actively asked questions and gave responses during the discussion increased from 20% in the first cycle to 60% in the second cycle. Students showed greater enthusiasm in the game, and they were more confident when presenting the results of group discussions. This shows that the TGT model has succeeded in increasing students' learning motivation and creating a more interactive learning atmosphere.

The researcher also noted positive changes in students' attitudes towards learning. In the first cycle, some students showed signs of boredom, with about 40% of them appearing to be less enthusiastic and inactive during learning. However, in the second cycle, the percentage of students who showed boredom decreased drastically to 10%, while more students were actively involved in each learning activity.

In addition, the results of interviews with teachers showed that the use of the TGT model made it easier to deliver material and improved interaction between students and teachers. Teachers find it easier to explain the material to students because learning is more structured and involves a lot of games and group discussions. Teachers also revealed that the TGT model provides opportunities for students to teach and discuss with each other, thus helping them understand the material better.

Teachers also note that this method makes students more excited to learn, because learning not only focuses on providing material conventionally, but also involves fun games. The TGT model that combines competition with group work has a positive impact on student motivation and participation.

One of the important results found in this study is a significant improvement in the understanding of the material of telling the story of the Prophet. Students are able to sort the Prophet's story more systematically and convey the moral message contained in the story. This improvement is also reflected in the test which shows that almost all students manage to achieve KKM after the second cycle, which indicates that they have mastered the material well.

In addition, the use of the TGT model also has an impact on the development of students' social skills. In group discussions, students learn to work together, help each other, and respect the opinions of their peers. It improves their social skills, which is an important aspect in a child's character development in primary school.

Overall, the results of this study show that the application of the Team Games Tournament (TGT) type cooperative learning model is very effective in improving student learning outcomes in the material of telling the story of the Prophet. The TGT model not only improves material comprehension, but also increases students' motivation and engagement in learning. Therefore, it is recommended for educators to consider the use of this learning model as one of the strategies in improving the quality of learning in elementary schools.

In addition, this research also contributes positively to the development of more interactive and fun learning strategies. The use of the TGT model that integrates games and group discussions can create a more lively and engaging learning atmosphere for students, so that they are more motivated to learn.

DISCUSSION

Based on the findings obtained from the results of this study, several things can be discussed regarding the application of the Team Games Tournament (TGT) type cooperative learning model in the material telling the story of the Prophet at SDN 118254 PTP III Silumajang. The results of this study show a significant improvement in student learning outcomes, both from cognitive and affective aspects. In the first cycle, the average score of students increased compared to the score before the application of the TGT model. However, the most significant improvement was seen in the second cycle, where the average score of students increased more rapidly, reaching 85 with a completion percentage of 96%. This indicates that the application of the TGT model supported by group-based games and quizzes is able to encourage students to be more serious in learning the material and telling the story of the Prophet.

This improvement in learning outcomes is in line with the findings of various studies that show that cooperative learning models, such as TGT, can improve student motivation and learning outcomes. In the TGT model, students not only learn to gain individual grades, but also strive to achieve common goals in groups. Therefore, students are more motivated to understand the material and improve their learning outcomes. Learning that involves games and collaboration is also able to make the material more interesting and memorable, thereby improving students' ability to tell the story of the Prophet.

One of the important aspects that was observed in this study was the increase in student participation and motivation. Based on the results of observations and interviews, students felt more interested and enthusiastic in participating in learning using the TGT model. Learning that involves elements of games and competitions gives a more enjoyable impression compared to learning that only focuses on lectures or discussions without interaction. This supports previous findings that fun learning can increase students' motivation to be actively involved in the learning process. This increase in motivation also has a positive effect on improving their learning outcomes. When students feel interested in the way the material is delivered, it will be easier for them to understand and remember the information conveyed, such as the stories of the Prophet.

Learning with the TGT model also shows that students can improve cooperation in groups. During the learning process, students help each other and discuss to solve problems in group assignments. This cooperation is not only limited to the division of tasks, but also includes active communication, information sharing, and providing support to each other to achieve common goals. Students who were initially less confident in speaking or expressing opinions, became more confident after working in a group. This is in accordance with the theory of cooperative learning which emphasizes the importance of social interaction in learning. In groups, students learn to value the opinions of their classmates, which helps improve their social and communication skills.

Although the TGT model has a positive impact, there are several challenges that need to be considered. One of them is the challenge of managing heterogeneous classrooms. Students with lower academic abilities sometimes have difficulty following the learning process, especially when they have to compete in quizzes or games. Therefore, teachers need to pay extra attention to these students so that they can still participate in learning and not feel marginalized. Additionally, while the TGT model provides a fun learning atmosphere, teachers must be able to manage their time well to ensure that each student has an equal opportunity to participate in games and group discussions. Limited time is often an obstacle in class management, because there needs to be a balance between the delivery of material and the implementation of group activities.

The success of learning with the TGT model is greatly influenced by the active role of teachers in facilitating the learning process. Teachers need to prepare appropriate materials, design interesting activities, and carefully organize groups so that each student can play an optimal role in learning. In addition, teachers must also be able to provide constructive feedback during the learning process. In terms of implementation, teachers need to ensure that students work together effectively in groups and understand their role in achieving common goals. Without proper guidance from teachers, the TGT model can lose its

effectiveness.

Based on the results of the discussion above, it can be concluded that the application of the Team Games Tournament (TGT) type cooperative learning model can improve student learning outcomes in the material of telling the story of the Prophet. This model has succeeded in increasing student motivation, participation, and cooperation, which in turn has a positive effect on their understanding of the material. Although there are several challenges in its implementation, such as heterogeneous classroom management and limited time, the results of this study show that the TGT model can be an effective alternative in improving the quality of learning at SDN 118254 PTP III Silumajang.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the Team Games Tournament (TGT) type cooperative learning model can significantly improve student learning outcomes in the material of telling the story of the Prophet at SDN 118254 PTP III Silumajang. The TGT model has proven to be effective in improving student learning outcomes, motivation, participation, and cooperation in groups. There is a significant increase in student learning outcomes, both in terms of test scores and the ability to tell the story of the Prophet. The average student score increased after the application of the TGT model, which shows that this model successfully helps students understand the material better.

In addition, learning that is more fun and involves elements of competition, such as in the TGT model, is able to increase students' motivation to participate more actively in learning activities. Students show a greater interest in learning the material, which contributes to the improvement of their learning outcomes. Learning that involves this competition gives a more fun impression, so that students are more motivated and actively involved during the learning process.

Through group learning, students can also develop social skills and work together in completing tasks. This has an effect on increasing their sense of responsibility and confidence in conveying information in front of their classmates. Learning that involves teamwork also improves students' communication skills, which is crucial in group-based learning.

However, there are several challenges that need to be considered in the implementation of the TGT model, such as heterogeneous classroom management and efficient timing. Students with different academic abilities can be challenging for teachers in ensuring that every student gets the same opportunity to participate in activities. In addition, proper time management is an important factor so that all learning activities can run smoothly and achieve the expected goals.

Therefore, the role of teachers is very important in facilitating and directing the learning process so that every student can be actively involved and get maximum benefits. Teachers need to pay special attention to students who are struggling so that they can still participate in activities well. The active role of teachers in providing constructive feedback also greatly affects the effectiveness of the implementation of the TGT model.

Overall, the application of the TGT model in learning the material of telling the story of the Prophet has proven to be effective and can be applied as an alternative learning method that is fun and can improve student learning outcomes at SDN 118254 PTP III Silumajang. This learning model not only improves students' academic outcomes, but also their social aspects and communication skills, which makes them a great choice in learning at the primary school level.

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