

Effect Of Teams Games Tournament (TGT) Learning Methods And The Interest Of Learning On The Results Of Learning In Social Study Class Vii Student Madrasah Tsanawiyah State 2 Medan

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Abstract: *The implementation of learning will succeed if there is support by making various efforts including improving the learning process, especially teachers need to make improvements through the right learning methods so that they can help students improve learning outcomes. The purpose of this study was to determine differences in student social studies learning outcomes using Team Games Tournament learning methods and student social studies learning outcomes using expository learning methods, Differences in social studies learning outcomes of students who have high learning interest with social studies learning outcomes of students who have low learning interest, and the interaction between learning methods and learning interests in influencing social studies learning outcomes of students in class VII Medan 2 MTs.*

The population of this study was seventh grade students of Medan State 2 MTs with a total of 60 students. The sample of this study was determined class VII-4 = 30 people to take part in the study using the method of Teams Games Tournaments class VII-8 = 30 people to take part in learning using the expository method. The sampling technique is done by random sampling. Research instruments for measuring learning outcomes were used multiple choice tests and questionnaires for students' learning interests. The data analysis technique used two-way ANAVA at a significance level of $\alpha = 0.05$.

The research findings show that there are differences in social studies learning outcomes of students using the Teams Games Tournaments method with the Expository method, there are differences in Social Studies learning outcomes students have high learning interest by having low interest in learning, and the Anova test results prove the interaction of learning methods and interest in learning to influence outcomes social studies learning students.

Keywords: *Method of Teams Games Tournament, Interest in Learning and Learning Outcomes*

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I. Introduction

The implementation of education has an important role in the framework of educating the nation's life and developing Indonesian people as a whole. Article 1 of Law Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. which is needed by himself, society, nation and country.

The subject of Social Sciences (IPS) is one of the subjects given starting from MTs. Mulyasa (2013: 125) emphasizes that through social studies subjects, students are directed to be able to become democratic and responsible Indonesian citizens, as well as peaceful citizens of the world. The eyes of social studies students are designed to develop knowledge, understanding, and analytical skills towards the social conditions of the community in entering dynamic community life.

Specifically in the delivery of social studies subject matter the teacher must also pay attention to various important factors that support the successful implementation of learning that is able to improve the quality of learning, such as the application of strategies or learning methods that are in accordance with the subject matter and able to increase student learning interest. During the implementation of learning the teacher must pay attention to the characteristics of students with the aim that the subject matter can be accepted and understood by students so as to improve student learning outcomes.

Based on preliminary studies carried out at Medan State Madrasah Tsanawiyah 2 especially in the implementation of the teaching and learning process found problems including the lack of teacher initiative in choosing and using strategies or learning methods that can foster students' interest in learning. During this time in delivering subject matter the teacher more often used conventional methods such as lectures so as to make students bored faster in attending classes in class.

Based on interviews conducted with one of the teachers stated that the delivery of social studies material in the classroom more often used the lecture method tailored to the subject matter. The use of this lecture method certainly influences the activities of students in the classroom, especially students are more sitting, silent and listening to the subject matter presented, thus causing low student interest in learning, especially in social studies subjects.

Using this lecture method causes the teaching and learning process to be centered on the teacher so that the low interest and student learning outcomes, this is evidenced by the acquisition of Social Studies learning outcomes in Medan MTs 2 students still problematic, especially not achieving the Minimum Completion Curriculum as determined by 76. student learning outcomes in social studies subjects have not been satisfactory.

Based on the above facts, it proves that to improve social studies learning outcomes students need to use learning methods that are able to help students find concepts and principles in the material being taught. The methods used include learning methods that are able to activate students during the implementation of learning so that learning is centered on students while teachers are more as directing students during the implementation of learning in the classroom.

To increase the success of the implementation of learning, the teacher needs to pay attention to the factors of using the learning method. Teachers need to help activate students during the implementation of learning by guiding and directing students to be able to improve their learning outcomes. Therefore, the teacher must pay attention to the learning methods that can increase student interest and learning outcomes. One of these methods is the Teams Games Tournaments (TGT) type cooperative learning. Learning using the TGT method involves the activities of all students without any differences in status, involving the role of students as peer tutors, and containing elements of student involvement during learning.

Theoretic Study

Kalyani's (2014: 33) research on Research on Cooperative Learning - A Meta-Analysis suggests the conclusion that cooperative learning is highly recommended in teaching to improve student achievement. Cooperative learning also helps overcome the problems of conventional or traditional teaching methods. This provides a solution to the problems created due to excessive competition, large classes, short supply of learning materials and so on.

Micheal's (2011: 114) research on The Effects of Teams-Games-Tournaments on Achievement, Retention, and Attitudes of Economics Education Students suggests that the use of the TGT method is more effective than the lecture method that relates to student achievement. The findings indicate that the average score of the test results for the TGT group is better using conventional methods. This implies that the TGT group performed better in achievement tests compared to the conventional group.

Based on the results of the above research it can be concluded that the TGT learning method is one type of learning from cooperative learning methods. Cooperative learning is a learning method where students learn with small groups, which have different levels of ability. This learning provides opportunities for students of different backgrounds and conditions to work interdependently with each other. High-achieving students will become tutors for low-achieving students, learning will not be finished if one of the group's friends has not mastered the lesson.

Hurlock (2013: 114) expresses interest as something with what children identify their personal existence. Interest is a source of motivation that encourages people to do what they want if they are free to choose. When someone sees that something will benefit them they feel interested. This then brings satisfaction if satisfaction diminishes interest decreases. The emergence of interest in an object is characterized by a sense of pleasure or interest.

Chen's (2011: 84) research on The influences of interest in hours on learning outcomes learning and learning from vocational college students in Taiwan: using the teacher's instructional attitude as the moderator concluded that students' interest in teacher learning and instructional attitudes had an interactive influence significant learning outcomes in students.

Kpolovie's research results (2014: 38) about Academic Achievement Prediction: The Role of Interest in Learning and Attitude towards School suggests that conclusions have an important role for students. Students' interest in learning will be able to predict improvement in student performance, especially in improving their learning outcomes.

Based on several opinions and the results of the research stated above it can be understood that to improve students' social studies learning outcomes, teachers need to make improvements to the implementation of classroom learning, especially teachers need to use appropriate learning methods, according to the subject matter to be conveyed and pay attention to interests students in learning so that they can help improve student learning outcomes.

Research Methods

The type of research used is quasy experiment. The use of this type of research in a class that has been formed before and does not make changes to the situation or condition of the existing class. This study uses two groups taken from one population with two separate samples. One sample group treated using TGT type cooperative learning and the other classes were allowed to walk as usual by using the commonly used learning method, namely expository. Then measurements were taken to find out the interests and learning outcomes of students.

This study uses data analysis techniques in the form of descriptive analysis and inferential analysis. Descriptive analysis techniques are intended to describe research data including average, mode, variance and standard deviation. The data that has been obtained are then presented in the form of frequency distribution tables and trend data histograms.

Inferential analysis techniques are used to test the research hypothesis by using two-way analysis of variance (ANOVA) techniques. Sudjana (2013: 211) explained that before two-way ANOVA was carried out, the requirements for the analysis of normality were determined using the Liliefors test, while the homogeneity requirements test used the Fisher test and the Barlet test.

After testing the requirements analysis, then testing two-way ANOVA, if it turns out the results of the research hypothesis state that there is further interaction, further testing is done using the Scheffe test if the number of samples for each cell is different or the Tuckey test if the number of samples for each cell is the same.

Research result

Based on the results of processing and analysis of research data, the results of the following research can be presented.

Table 1: Factorial Anova Test Results 2x2
Tests of Between-Subjects Effects

Dependent Variable: Learning outcomes

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Metode	1313.349a	3	437.783	9.363	0.000
Intercept	444009.597	1	444009.597	9.49703	0.000
Metode	411.876	1	411.876	8.809	0.004
Interest _ Learn	517.536	1	517.536	11.069	0.002
Metode * Interest _Learn	260.731	1	260.731	5.577	0.022
Error	2618.251	56	46.754		
Total	449758.000	60			
Corrected Total	3931.600	59			

R Squared = ,334 (Adjusted R Squared = ,298)

Based on the results of the tabulation of the data it is known that students taught using the Teams Games Tournaments learning method obtain an average score of learning outcomes of 89.20, while the social studies learning outcomes of students taught by the Expository learning method obtain an average learning outcome score of 83, 20.

The calculation results with the 2x2 Anava test above are known to be sig = 0.004. Because the results of the calculation sig = 0.004 <sig = 0.05, then it can be concluded that the group of students taught using the Teams Games Tournaments learning method obtain social studies learning outcomes higher than the group of students who are taught using the truth-tested Expository learning method.

Based on the results of the data tabulation, it can be seen that students who have a high interest in learning obtain an average score of Social Studies learning outcomes of 89.52, while the social studies learning outcomes of students who have low learning interest obtain an average score of 83.10.

The results of calculations with the 2x2 Anava test above are known to be sig = 0.002. Because the results of the calculation sig = 0.002 <sig = 0.05, it can be concluded that the group of students who have a high interest in learning obtain social studies learning outcomes higher than the group of students who are taught to have low interest in learning to be verified.

Based on the results of the Anova 2x2 test above it is known that the sig price is known to be 0.022. Because the results of the sig calculation = 0.022 <sig = 0.05, it can be concluded that there is an interaction between the use of learning methods and interest in learning to give an effect on the results of student social studies learning to be verified.

II. Discussion

The results of the analysis of research data through two-way ANOVA test were decided to reject H_0 and accept H_a . This shows that social studies learning outcomes of students taught using the Teams Games Tournament learning method are higher than the results of social studies learning students who are taught using the Expository learning method.

During the process of implementing learning and teaching, of course it must be an important concern for several elements, including goals, materials, tools, and methods, and evaluation. Elements of methods and tools are elements that cannot be separated from other elements that function as a way or technique to deliver learning material to get to the destination. In achieving these goals, learning methods are very important because the existence of learning methods will support the implementation of learning.

Purwanto (2007: 210) argues that in learning at school, the teacher's factors and how to teach are very important factors. That is, teacher mastery of learning strategies is needed to improve the professional abilities of teachers in teaching, therefore the teacher must be able to determine the most appropriate strategy and in accordance with the objectives, characteristics of students and the material to be delivered.

The teacher's efforts to optimize learning, it is necessary to have well-designed learning methods to be effective and efficient in achieving learning goals. Then the teacher needs to pay attention to several things as considerations for designing learning methods. The rationale that is taken into consideration in choosing learning methods include the learning objectives to be achieved, the material to be delivered, the characteristics of students, the educational staff used, the time allocation provided, existing facilities and infrastructure as well as the costs needed to implement methods in learning .

Djamarah (2000: 185) argues that there are considerations for teachers in choosing methods namely goals with various types and various functions, students with varying degrees of maturity, facilities with various qualities and quantities, and personal teachers and different professions. In teaching and learning activities not all students are able to concentrate in a relatively long time. The absorptive capacity of students towards the material provided is also varied, some are fast, some are moderate, and some are slow. Intelligence factors influence students' absorption of teaching materials given by the teacher. Fast slow acceptance of students to the learning material given requires a variety of time, as full mastery can be achieved.

Social studies subjects are one of the subjects related to student life, especially discussing the social life of students. In this social life, of course there are various phenomena that occur in it. Therefore, social studies subjects are very closely related to the life around students. Social studies subjects relate to observation, understanding and forecasting the phenomena of social life that are around students. In essence, that social studies cannot be learned only with theory, but it must be explained the relation with real life that is around students.

If you look at the considerations in choosing a learning method based on the material nature and characteristics of students, then the Teams Games Tournaments method is one of the learning methods that can be chosen in social studies. Teams Games Tournaments learning methods try to maximize and accommodate the potential that exists in students, so that it becomes a learning method that has many variations of learning methods in it. This makes the Teams Games Tournaments learning method able to create a pleasant atmosphere that motivates students to be interested in learning.

The results of Fayombo's (2015) study of Learning Styles, Teaching and Academic Achievement Among Some Psychology Undergraduates in Barbodas. The results of the study suggest that students learn differently and they also prefer different teaching strategies or models. The teacher's responsibility to use different teaching strategies including video games, role playing, games, discussions, group work and glossaries as evidenced in this study is an increase in learning experience and student learning outcomes. Therefore, it is necessary for teachers to pay attention to students by choosing and applying teaching strategies that are in accordance with the characteristics of students for good academic achievement.

Ganyaupfu (2013) research results on Teaching Methods and Students' Academic Performance. The results of the study suggest that learning is a process that involves investigation, formulation, reasoning and using the right method to solve problems, the teacher must realize that it becomes more effective if students are assigned to conduct an investigation rather than just asking to remember some information. Typical learning environments with presentations from course teachers accompanied by lectures do not encourage student participation nor build the level of reasoning required among students.

Based on several opinions and results of the research stated above, then the conclusion that the use of methods in the implementation of social studies needs the support of methods and facilities, especially in using the Teams Games Tournaments method. The method used is of course adapted to the characteristics of students as being able to increase students' interest in learning.

Based on the results of the data analysis, the study used two-way anava decided to reject H_0 and accept H_a . This means that social studies learning outcomes of students have a higher learning interest higher than students who have low interest in learning.

From the results of data analysis, it was found that the average social studies learning outcomes of students who had a high interest in learning were better than students who had low interest in learning. This indicates that students who have a high interest in learning on average have social studies learning outcomes that are better than students who have low learning interest. Thus students who have a high interest in learning are better able to understand social studies than students who have low interest in learning.

The success of students in their learning activities is certainly influenced by several factors. These factors exist from outside of students such as learning methods and factors from within students such as intelligence, motivation, talent and interest in learning, also affect the learning outcomes that will be obtained. One of the characteristics of students that are widely studied by experts and grouped based on different perspectives is the interest in learning. Knowledge of the characteristics of students who most help a teacher in understanding students is an interest in learning.

Daryanto (2014: 117) affirms that interest is a feeling of liking and an interest in something or activity without being told. For example, when a child has a high interest in singing, the child will often sing without being told by someone else. Because in essence interest is the acceptance of a relationship between oneself and something outside of him getting stronger or the closer the relationship is, the greater his interest.

For teachers it is important to prepare material or subject matter that is able to foster children's interest in learning. Interesting lessons for children, easier to plan because interest in increasing learning activities. If there are students who are less interested in learning, then it can be endeavored to have greater interest by explaining things that are interesting and useful for life as well as things related to ideals related to the material being studied.

Based on several opinions raised above, it can be concluded that interest is a feeling of liking something that will motivate someone to do what they want to do and what is chosen by themselves. Interest has a big influence on the process and achievement of learning outcomes. If the subject matter learned is not in accordance with the interests of the child, then the child will not be interested in learning as well as possible. There is no attraction for children resulting in reluctance to learn.

Based on the analysis of research data through ANOVA test it was decided to reject H_0 and accept H_a . That is, there is an interaction between learning methods and learning interests in influencing students' social studies learning outcomes

The results of the study revealed that there were interactions between learning methods and student learning interests in influencing students' social studies learning outcomes. Groups of students who have a high interest in learning and are taught using the Teams Games Tournaments learning method have social studies learning outcomes that are better than using the Expository learning method.

Muhibbinsyah (2014: 144) suggests factors that influence learning outcomes into three types, namely internal factors, external factors and learning approach factors. Internal factors, namely factors that originate from within the student, for example intelligence, motivation, talent, creativity, attitudes, interests, and level of health. External factors are factors that originate outside the student's self such as the school environment, home environment, family condition, learning facilities and study time. The factor that also determines is the learning approach factor. This factor is related to all methods and methods used by students in supporting the effectiveness and efficiency of the process of learning certain materials.

Djamarah (2006: 83) asserts that as one of the learning abilities, methods occupy a role that is no less important than other components in teaching and learning activities. None of the teaching and learning activities do not use the learning method. Basically, each teaching method has strengths and weaknesses because each method has its own characteristics.

Learning methods become an important factor for the successful implementation of learning, including in supporting the achievement of student learning outcomes. Sanjaya (2007: 126) asserts that the learning method is a set of material and learning procedures that are used together to generate learning outcomes for students.

Then, in designing learning methods it is necessary to pay attention to the characteristics of students. One of the characteristics of students that influences learning outcomes is the interest in learning. The interest in learning is the way a student captures / absorbs, how to remember, think, process and understand and understand information and how to solve problems.

For students who have a high interest in learning it is easier to learn through observation, discovery, discussion and question and answer. With the Teams Games Tournaments method that allows students to study in groups to find a concept, rule theory, or understanding through the examples that they encounter in learning is suitable and will lead to maximum brain development. Through the Teams Games Tournaments method, students are more creative and critical and enthusiastic, in groups so that their learning outcomes are high.

III. Conclusion

Based on the results of analysis of research data, conclusions can be made:

1. There are differences in social studies learning outcomes of students using the Teams Games Tournaments method with the Expository method. Social studies learning outcomes of students using the Teams Games Tournaments learning method are higher than the results of social studies learning students using the Expository learning method.
2. There are differences in social studies learning outcomes students have a high interest in learning by having low interest in learning. Students who have a high learning interest are higher in the average Social Sciences learning outcomes compared to students who have low interest in learning.
3. The 2x2 ANOVA test results prove that the interaction of learning methods and learning interests in influencing students' social studies learning outcomes.

Acknowledgements

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