The Implementation of Cooperative Learning Model Team Game Tournament and Fan N Pick To Enhance Motivation and Social Studies Learning Outcomes

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Abstract: This study is conducted based on the occurred phenomenon seen by the researchers' teaching experience for the eighth grade students of SMP Negeri 25 Tanjung Jabung Timur, Jambi in which: 1) during the social studies learning process, students tend to be passive and boring, as well as a lack of empathy on the subject matter; 2) a way of teaching that teachers do in a conventional and teachers still tend to dominate the classroom so that students tend to be passive; 3) the high dependency attitude of students on the teachers, and 4) the learning outcome for Social Studies is still less than optimal in which there are still many students whose grade is still under the standard passing grade that is 75. The four problems will have an impact on students' motivation and Social Studies learning outcome. This study tried to implement cooperative learning model Team Game Tournament and Fan N Pick to enhance motivation and students' learning outcomes in social studies. In applying the model, this study using classroom action research. Research results show that the implementation of cooperative learning modelsTeam Game Tournament and Fan Pick n run very well. The models can enhance students'motivation and learning outcomes.

Keywords: Team Game Tournament, Fan N Pick, Motivation, Learning Outcomes, CAR

I. INTRODUCTION

The paradigm of education is considered a part of the development process aims to develop quality human resources. Quality education should be able to improve the achievement of learners so concerned is able to face and solve the problems that has been faced. To deal with these problems, it required the role of teachers must have extensive knowledge about the media learning conditions of the students, and implement effective learning and meaningful (Hosnan, 2014). This means that teachers must have responsibility for the tasks to be carried out in accordance with the demands of their profession that is as professional educators. As the first and foremost task is the responsibility of a professional educator is able to stimulate, guide, direct, and also promote creativity in the learning process. All efforts must be developed in the learning of teachers in designing interesting learning.

To create an interesting learning, there is the necessity to collaborate between students and teachers in a form of learning model that can motivate the students to learn. If students are motivated to learn, they will certainly have an impact on their learning outcomes. In this point, the researcher experience himself based on the teaching experience in the eighth grade students of Social Studies where researcher noted the problems found include: 1) during the learning process, students are indifferent to the lesson, joking to other peers, sleeping and even excusing to come out during the lesson take place, ignoring the tasks assigned by the teacher, as well as a lack of empathy on the subject matter; 2) way of teaching is still done conventional, where teachers still tend to dominate the class; 3) the high dependency attitude of students towards teachers; and 4) The results of students in the field of study is still less than optimal IPS that there are still many students who score under the prescribed passing grade that is 75.

The following preliminary information obtained about the score of data daily tests as specified in the table 1 below.

Table 1 Resultof Daily Test Scoreof the Eighth Grade Students of Social Studies

Band Score	Frequency	Percentage	Description
75 – 100	14	58,33%	Pass
< 75	10	41,67%	Fail

The above table shows that assigned standard passing grade at SMPN 25 Tanjung Jabung Timur, Jambi is 75, the result of the daily score obtained from the eighth grade students can be seen, there were 14 students who achieve passing grade 58.33%, whereas there are 10 students who failed or 41.67%. It indicated a still very low student learning outcomes in Social Studies.

These problems are lack of motivation and student learning outcomes. This is because one of them is not optimal use of the learning model that has been implemented by the teacher. To improve and provide a pleasant atmosphere in the process of teaching and learning in the classroom, it should be tried implementation of cooperative learning. This cooperative learning model requires students to have social skills, thinking skills, and be able to construct their own knowledge, can involve all students learn in the classroom, developing teams, building knowledge, and be accountable for learning outcomes either as individuals or groups. Learning Models that will be done are Team Game Tournament and Fan n Pick.

Team Game Tournament and Fan N Pick are cooperative learning models developed by Slavin (2014) and Kagan and Kagan (2009). Cooperative learning model Team Model Game Tournament and Fan N Pick are chosen for this model because it involves the activity of all students so they can have social skills. The students are able to exchange and obtain information, and thinking skills. With this cooperative learning, teaching and learning in the classroom is expected to affect the pattern of interaction of students.The models aim to improve the academic mastery, increase motivation and student learning outcomes can enhance the activity, and cooperation among students. Kagan (2009) argue that "Class *average increased from approximately 75% to 83% active engagement, excitement, team work, and positive relation"*.

Based on the above explanation, the researchers want to increase students' motivation and learning outcomes by replacing conventional methods commonly used by social studies teachers with new teaching methods which had not previously been employed by the school teachers.

Cooperative learning comes from the concept that students can easily find and understand difficult concepts if they are in discussions with their friend. Students regularly work in groups to help each other solve complex problems. Thus, the social nature and the use of peer groups become a major aspect of cooperative learning. In cooperative learning, the students learn together in small groups of 4-6 students that are equal yet heterogeneous, ability, gender, ethnicity / race, and each other to help each other (Trianto, 2007)

The most important goal of cooperative learning is to provide students the knowledge, concepts, skills and experience they need in order to become happy members of society and contribute (Slavin, 2014). Thus, the role of the teacher as a facilitator should be able to give a boost to be able to optimize and raise the potential of students, foster activities and creativity, which will ensure the dynamics in the learning process (Rusman, 2012).

It can be concluded that students as student cantered learning is a major factor in cooperative. Success in learning may appear visible when active student learning group events interact to solve the problems set by the teacher in learning. Teachers play a role here as facilitator in learning so that students will know by itself. The patterns in planning or forming during the teaching learning activities in the classroom aim to achieve learning objectives. Learning is a process of individual behaviour change as a result of the experience in interacting with the environment. Learning is not just memorizing but a mental process that occurs in a person.

Team Game Tournament Learning Model

Team game tournament is an effective technique of cooperative learning wherein groups are created that function in the class for a period of time. This method is one of the learning strategies designed by Robert Slavin for the purpose of review and mastery in the learning. This method was basically to increase student's skills, increase interaction and self-esteem between students. In this technique the students study in the class. The materials are supplied and are taught in groups or individually through different activities. The students after receiving the material review it and then bring 2-6 points from their study into their assigned groups. Since the tournament is based on a material there is a specific answer (https://en.wikipedia.org/wiki/Cooperative_learning#TGT_.28or_Team_Game_Tournament.29).

According to Slavin, cooperative learning TGT consists of five stages: class presentation stage, teams, games, tournament, and team recognition. Based on what are disclosed Slavin, then the model of cooperative learning TGT has characteristics as follows: a) students work in small groups; b) tournament games; and c) the groups awarding. (in Rusman, 2012)

According to Soetjipto (2013), Team Game Tournament procedure is as follows 1) teachers divide students into groups of 4-5 heterogeneous students; 2) in the tournament table, students are grouped according to the respective ability level; 3) students occupy the tournament table guided judges and auxiliary judges; 4) carry out the tournament; 5) scoring.

According Soetjipto (2013), Team Game Tournament rules are as follows 1) the game begins sequentially and alternately; 2) participants get a turn choosing cards as desired; 3) problem is read out loud by a jury; 4) if difficult card is answered correctly obtain +3, wrong -3, pass = 0, the medium card if being answered correctly +2, wrong -2 = pass 0, the easy card if answered correctly +1, wrong-1 pass = 0; 5) if the participants

do not dare answer, then the question will be thrown to the other participants until the last participant; 6) if all participants cannot answer, then the judge will read out the answer key; 7) after the game finished fellow judges gathered to calculate the score.

Fan N Pick Learning Model

According to Kagan and Kagan (2009), mention the steps of cooperative learning model of Fan N Pick is 1) student card holds the number one problem / question with a shape like a fan and say 'take a card, any card up; 2) The second student draws a card, read the questions aloud, giving about five seconds to think; 3) student number three answered questions; 4) student number four responded from the students 'answers number three, for right or wrong answer, the student number four proofread and give aperception or guidance to the students' answers number three, - for answers that do not have a right or wrong answer, the student number four does not check the truth, but to praise and then summarize the thinking of the answer; 5) students switch roles one goes according clockwise for each new round.

According to Soetjipto (2013), steps in learning Fan Pick N is as follows 1) student number 1 card holds about; 1) student number 2 took the card and read the question about; 3) student number 3 to answer questions; 4) student number 4 to comment on the answer, - for correct and incorrect answers the student number 4 to check and then give a compliment or explain (tutor), - for answers that do not have a right or wrong answer students' number 4 did not check the answer, but praise and summarize the thinking to answer, and 5) the students switch roles clock wisely.

Learning Motivation

Motivation is the process of promoting and sustaining purpose by directing behaviour (Schunk et al, 2012). While the motivation comes from the word motive which can be interpreted as the power contained within the individual, who causes the individual proficiency level act or acts (Uno, 2013). While Sardiman (2011), says the motivation can be called "motive" which is defined as efforts that encourage someone to do something, as the driving force from the inside and in the subject to perform certain activities in order to achieve a goal.

Mc Donald (in Hamalik, 2013) defines motivation is an energy change within the person that is characterized by affective arousal and anticipatory goal reaction". Sani (2013) defines motivation as the energy that drives something to do activities. Motivation is seen as a mental boost that drives and directs human behaviour, including learning behaviours, which consists of three main components, namely (a) the demand; (b) a boost, and (c) the purpose (Dimyati & Mudjiono, 2013). Motivation can essentially help in understanding and explaining the behaviour of individuals. There is an important role of motivation in teaching and learning, among others in (a) determine the things that can be used as reinforcement learning; (b) clarify the learning objectives; (c) determine the range of control of the stimulation of learning; (d) determine the persistence of learning (Uno, 2013). The function of motivation includes: (1) encourage the emergence of forces or a deed, (2) mobilize action toward desired goal, (3) motivation as a driver, size will determine the motivation of the fast or slow a job (Hamalik, 2013). Therefore, the motivation has been associated with action learning.

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. (http://www.kidsource.com/kidsource/content2/student_motivatation.html)

Teachers have an important role in motivating the students. Dimyati & Mudjiono (2013), explains that for students the importance of motivation to learn are as follows: (1) sensitize the position at the beginning of learning, process, and outcomes; (2) Informing about the strength of the business study, which compared with peers; (3) Mobilize learning activities; and (4) Raising enthusiasm for learning; (5) and sensitize about their learning journey and then work were ongoing. Follow-up of teachers that reflect the characteristics of knowledge about motivation with students in class so as to obtain schemes increase student motivation in learning.

It can be concluded that learning motivation is conscious encouragement of the student either directly or indirectly, either internal or external emerging as a strong self-awareness to know something previously unknown in the end the students will know itself.

Learning Outcomes

According to Hamalik (2013), learning is the modification or reinforces the behaviour through the experience. (Learning is defined as the modification or strengthening of behaviour through experiencing), according to this understanding, learning is a process, an activity and not a result or goal. Learning is not only remembering, but broader than the experience. The results of learning rather than a mastery of the results, but behaviour change. Learning is the result of that will happen used as an indicator of the score of the use of a method under different conditions (Rusmono, 2012).

From the above understanding can be concluded that learning outcomes are changes made by someone to change behaviour as a result of learning both in terms of cognitive, affective and psychomotor. Therefore, there is the need to test for students by the end of the study. From the results of these tests teachers can perform actions that are considered necessary in order to achieve optimal learning results as expected.

II. METHODS

This study uses classroom action research design which has cycle stages.Each cycle has four main activities, namely a) planning, b) acting, c) observing, and d) reflecting. In plan activities the researchers prepare the syllabus, lesson plan, compiled learning motivation questionnaire, compiled the test for student learning outcomes, making question cards, preparing observation sheets, and interview instrument. At the end of the cycle students fill motivation questionnaire prepared by researchers who act as teachers and provide the final test result of learning. Observation of activities carried out in three phases namely the initial observation, cycle 1 action learning, action learning and implementation of the second cycle. Observations carried out based on the observation sheet; and d) the reflection; Researchers together with observer will conduct discussions to discuss the model implementation.Based on the discussion and observation the researcher together with teacher make a reflection to improve measures in the next cycle. 24 students participate in this study consisting 14 male and 10 female students.

To measure students' motivation, the researcheruse the motivation questionnaire adapted from Tuan, et al (2005). The indicators measured were a) efficacy and self-confidence; b) active learning strategies; c) the score of learning; d) performance goals; and e) goal achievement.

III. FINDINGS

In the learning activities, carried out by teachers and students from the beginning of pre-cycle to the observation in the first cycle, the teacher has been implementing measures in accordance with the procedure of cooperative learning. Students were still confused and lacking understanding of cooperative learning. This is because students have not previously been doing cooperative learning, especially learning model Team Game Tournament and Fan N Pick. Cooperative learning is a new learning for students. The difficulties were often seen in the implementation of learning, especially in the implementation measures of learning. Students were seen still awkward and less confident in answering questions. At the time of execution of the learning undertaken by the teacher, the teacher is less prevalent in the coaching group, especially in guiding the implementation of learning. This is because the game is divided into table groups resulting commotion and noisy class.

At the time of the second cycle, in the first meeting the teacher explained the steps of the implementation of cooperative learning Team Game Tournament and Fan N Pick. During the second cycle class condition becomes conducive; students began confidently to express opinions and answered the questions of friends and opponents. The confidence of the students was caused by familiarity with the steps and the material that has been taught so that upon learning model application students were quiet. This finding is consistent with the opinion of the Jerolimek & Parker (in Isjoni, 2012) who revealed excellence in cooperative learning is (1) positive interdependence; (2) the recognition of individual differences; (3) students are involved in planning and classroom management; (4) the class atmosphere is relaxed and quiet; (5) the occurrence of a warm and friendly relationship between students and teachers; and (6) have many opportunities to express the experience of pleasant emotions.

The Implementation of Learning Activities

The learning implementation by teachers and students are shown in Table 2 below.

Table 2Learning Implementation by Teachers and Students

Learning Implementation	% Cycle I	% Cycle II	% Increase
Teacher	75,49	85,29	9,8
Student	74,72	85	10,28
Mean	**75,11**	**85,15**	**10,04**

Based on the above table, the learning implementation by teacher and students has increased 10, 04%. It can be seen from figure 1 below:
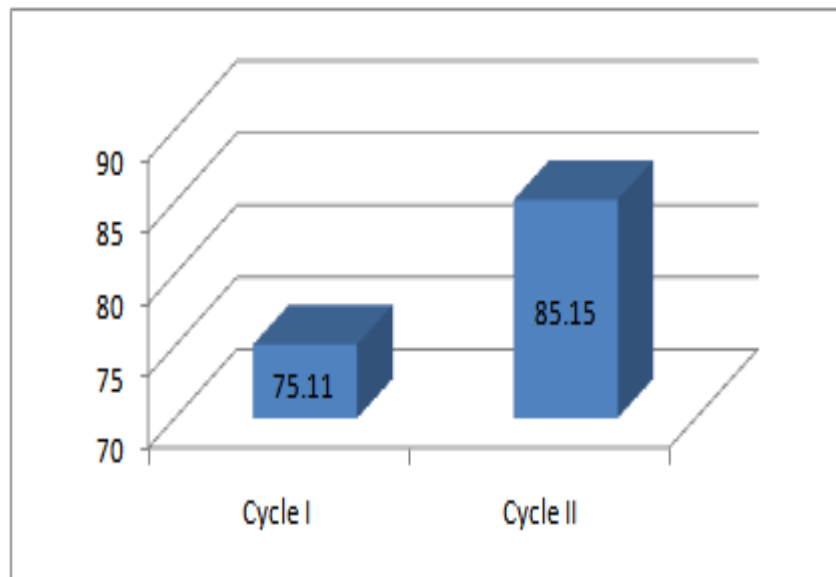
Figure 1 Learning Implementation in Cycle I and II

Student Motivation

        Based on the analysis of students' motivation which consists of six indicators of questions has been increased. There is increase in the students' learning motivation during prior actions, the end of the first cycle, and the end of the second cycle. Increasing student motivation can be seen on Table3 below.

Table3the Increased Students' Learning Motivation

No	Indicators	% Pre-Action	% The End of Cycle I	% increased	% The End of Cycle II	% Increased
1	Self-efficacy and self-trust	58,66	74,5	15,84	82,5	8
2	Active learning strategy	47,83	75,5	27,67	80,5	5
3	Learning value	64,16	74,72	10,56	80,93	6,11
4	Learning Performance	59,72	60,55	0,83	78,05	17,5
5	Achievement	66,66	73,88	7,22	81,38	7,5
6	Purpose Stimulation learning environment	66,87	69,16	8,51	82,91	13,75
	Mean	**60,65**	**71,39**	**10,73**	**81,10**	**9,65**

        Based on Table 3, the achievement of a percentage on each indicator affects the achievement of the percentage of the overall students' motivation. Before the act of learning motivation of students on average 60.65%, then increased at the end of the first cycle an average of 71.39% and increased again at the end of the second cycle with an 81.10% average. Increasing students' motivation can be seen in Figure 2 below:
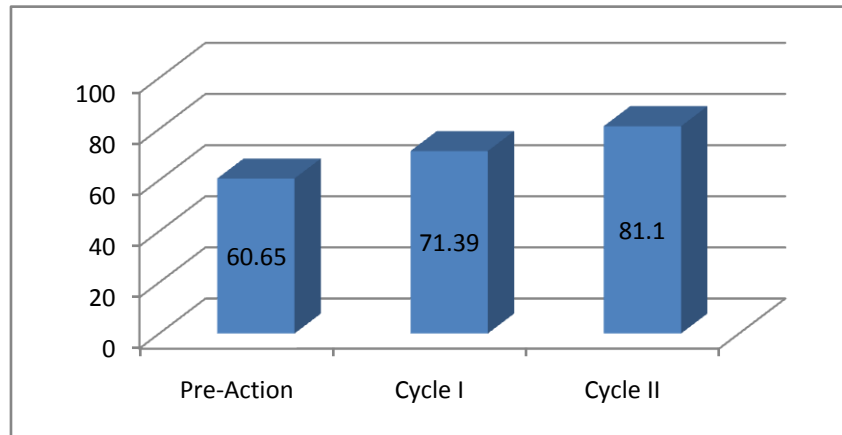
ure 2 Students'Motivation

Student Learning Outcomes

Knowing the student learning outcomes is the written test in the form of 20 multiple-choice questions to students. Based on the analysis of student learning test results increased from before action, the end of the test cycles I and II ultimate test cycle. Increasing students' test results can be seen in Table 4 below:

Table 4 Student Learning Outcomes

Implementation	Percentage of Learning Mastery		% increased	% The End of Cycle II	% increased
	Pre – Action	The End of Cycle I			
learning outcomes	58,33	70,83	12,5	87,5	16,67

Based on Table 3, there is an increase in student learning outcomes from the start before the action until the end of the second cycle. Implementation before action, there were 14 students who completed their study with classical percentage is 58.33%, while the increase at the end of the first cycle there were 17 students who completed their study with classical percentage is 70.83%, and increased again at the end of the second cycle No 21 students who completed the study with thoroughness classical percentage was 87.5%. It can be deduced that student learning outcomes in social studies using cooperative learning model Team Game Tournament and Fan N Pick have been reached in the classical style. Improving student learning outcomes can be seen in Figure 3 below:
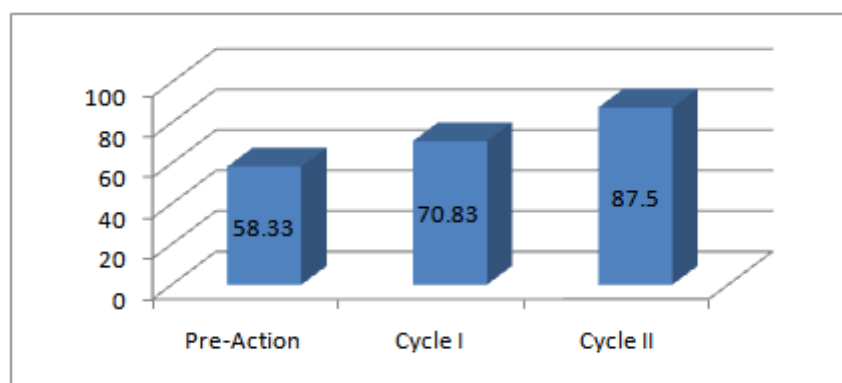

Figure 3: Students'Learning Outcomes

IV.   DISCUSSION

At its core activities of cooperative learning model Team Game Tournament and Fan N Pick undertaken by teachers and students from the beginning of pre-cycle to the observation in the first cycle, the teacher has been implementing measures of teaching according stage of cooperative learning but not yet managed optimally what to expect in research this. Students are still confused and lacking understanding of cooperative learning is applied. This is because students have not previously been doing cooperative learning,

especially learning model Team Game Tournament and Fan N Pick. Cooperative learning is a new learning for students. The difficulties are often seen in the implementation of learning, especially in the implementation measures of learning. Students are seen still awkward and less confident in answering questions. At the time of execution of the learning undertaken by the teacher, the teacher is less prevalent in the coaching group, especially in the current guiding the implementation of learning, this is because the game is divided into table groups resulting commotion so the class became noisy.

Therefore, there should be a clear understanding from the students in the learning model Team Game Tournament and Fan N Pick that will be implemented. These measures are expected that students will be interested and focused in answering questions put to each student. All cooperative learning methods contribute ideas that students who work together in learning and be responsible for his teammates were able to make themselves as good learning (Slavin, 2014).

The increase in the percentage of students' motivation shows the seriousness and passion for social studies. Indicators of motivation to learn is classified as follows: (1) their desires and wishes success; (2) lack of motivation and learning needs; (3) their hopes and ideals of the future; (4) the award in learning; (5) the desire of interest in learning; (6) the existence of a conducive learning environment, allowing someone students can learn well (Uno, 2013). The implementation of cooperative learning model Team Game Tournament and Fan Pick N is expected to be a solution in stimulating students to be motivated in teaching social studies. This is because the learning model Team Game Tournament and Fan N Pick demanding active students. It was concluded that a very interesting learning atmosphere causes the learning process becomes effective or emotionally meaningful for students. Meaningful and sustainable atmosphere will be remembered, understood or appreciated and will eventually be able to improve students' motivation to learn.

Furthermore, the learning outcomes in this study are student learning outcomes in the cognitive domain. The test results of student learning in the cognitive domain in the form of multiple choice questions of 20 questions. To determine the level of completeness of individual did with scores obtained by students divided by the maximum score multiplied by 100%. While the specified passing grade standard is 75. To measure school in classical completeness is the number of students who received a score of ≥ 75 divided by the total number of students. In this research, study results obtained from tests conducted at the end of the cycle performed in two cycles.

V.   CONCLUSION AND RECOMMENDATION

Based on data analysis and discussion, it can be concluded as follows:
1. The use of cooperative learning model Team Game Tournament and Fan N Pick implemented for the eighth grade students has been running very well.
2. The use of cooperative learning model Team Game Tournament and Fan N Pick implemented for the eighth grade students can increase students' motivation with very high criteria in Social Studies.
3. The use of cooperative learning modelsTeam Game Tournament and Fan N Pick for the eighth grade students can improve students' learning outcomes in Social Studies.

The Researchers give the following recommendation.

1. In the implementation of learning activities, teachers should do the proper preparation of the learning model that will be used in learning.
2. To increase students' motivation in social studies, teachers are suggested to use Fan Team Game Tournament and Fan N Picklearning models.
3. To improve student learning outcomes in social studies, teachers should be able to create a fun learning environment so that students are motivated to spur on learning outcomes.
4. Schools should support and facilitate the teachers who conduct cooperative learning models that are useful to improve motivation and students' learning outcomes.

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