CONTEXTUAL TEACHING-LEARNING MODEL WITH TEAMS GAMES TOURNAMENT TECHNIQUE TO INCREASE MOTIVATION AND OUTCOMES OF IPS LEARNING FOR SIXTH-GRADE STUDENTS SD NEGERI 3 KLOPOSAWIT

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ABSTRAK

The aims of this study: (1) to apply the Contextual Teaching Learning TGT technique to social studies learning, (2) to improve social studies learning outcomes for sixth-grade students at SD Negeri 3 Kloposawit, (3) to increase social studies learning motivation for sixth-grade students at SD Negeri 3 Kloposawit. The type of research is Classroom Action Research (CAR) by adopting the research model of Kemmis and Mc Taggart. The research subjects were 14 sixth-grade students at SD Negeri 3 Kloposawit consisting of 10 male and four female students. Data collection techniques using test and observation techniques. Analysis of research data using quantitative descriptive analysis techniques. The results of the data analysis prove that using Contextual Teaching Learning with the TGT technique can increase motivation to learn social studies material about natural events that occurred in Indonesia and neighboring countries for sixth-grade students at SD Negeri 3 Kloposawit. Data on student learning outcomes prior to treatment, cycle I, and cycle II showed a positive trend, from 5 students (35.71%) who had scores above the KKM to 9 students (64.29%) and 14 students (100%). While the data on the percentage of students' learning motivation in the pre-cycle, cycle I, and cycle II were 21.43%, 57.14%, and 92.86%, respectively.

Keywords: Contextual Teaching Learning, IPS Learning, Learning Outcomes, Learning Motivation

INTRODUCTION

The development of innovation and technology in the modern era as it is today has had a significant impact. It provides challenges in all areas of human life that must be addressed comprehensively, including education. Education is an aspect of life that provides human insight and knowledge to maximize their potential. It is a form of human effort in competing and navigating global change. In line with Djamarah's (2010) opinion, education is essential for preparing superior and quality human resources. In addition, education is required to develop students' learning processes that lead to the formation of scientific and social attitudes so that students can understand and provide solutions to various life problems around them (Asyhari & Hartati, 2015). Therefore, it can conclude that good learning produces outcomes good educational

The teaching and learning process is the first door for teachers and students to communicate and discuss in the classroom. The process of teaching-learning in the classroom is also understood as an educative activity or transfer of knowledge from teacher to students. According to Supardi (2013), the teaching and learning process is an activity of reciprocal relations between teachers and students to achieve learning objectives. Meanwhile, Sani's opinion (2014) states that if learning is a door for teacher and student communication, learning must be done as

well as possible and fun. Furthermore, what is meant by fun is not creating a riotous atmosphere in the classroom, but learning that is carried out provides a deep meaning and understanding of the material to students so that the output or learning objectives can be achieved optimally.

However, in field conditions, the ability of students to absorb and understand the material presented by the teacher varies. According to Nasution (2013), students in one class have a different levels of intelligence and ability to understand the material. Furthermore, it was explained that one-third to a quarter of the students were in an outstanding category, one-third to half had learning abilities in the moderate category, and the rest were in the poor category. Based on this, the teacher is always required to innovate to create or carry out learning that can accommodate the overall learning abilities of different students so that the material can be adequately conveyed and the learning objectives are carried out optimally.

The above problems also occur in SD Negeri 3 Kloposawit, especially in social studies learning. The motivation of sixth-grade students to study social studies material tends to be low. It is evidenced by students' behavior, such as telling stories with their classmates, scribbling on textbooks, and disturbing their friends by hiding their stationery. In addition, student social studies learning outcomes were also low, as evidenced by

the results of daily tests, namely only five students, or 35.71% of the 14 students who scored above the KKM, namely 65. Therefore, it is necessary to have an action/treatment so that learning outcomes and motivation of sixth-grade students SD Negeri 3 Kloposawit can experience an increase compared to before.

Learning outcomes are modifications in a student's behavior that occur after they have received instruction from a teacher and are used as a gauge of whether or not the learning objectives have been met. Purwanto (2010) defined learning outcomes as each student achieving their academic objectives after taking part in the teaching and learning process in the classroom. In contrast, Dimyati and Mudjiono (2006) contend that learning outcomes enhance students' comprehension of the information offered by the teacher. Strengthened by Sudjana (2009), learning outcomes are changes in the degree of student behavior, covering three aspects: cognitive, affective, and psychomotor. Learning outcomes are thus basic adjustments made by students as a result of their involvement in the learning process, as demonstrated by a greater grasp of the

One of the elements that impacts learning efficacy is learning motivation. Uno (2011) argues that learning motivation is the internal and external support that students need to learn how to behave, usually with a number of signs or supporting factors. If there is a motivating factor, such as learning motivation, a learner will learn effectively. If they take their studies seriously, they will have a great motivation to learn. According to Sardiman (2007), student motivation to learn is the driving force behind learning activities that ensure learning activities continue and give learning activities direction so that the learning activities can lead to the outcomes intended by the learning subject. The learning goals will therefore be easily met if every student in a study does this.

The solution applied is to adopt learning using the Contextual Teaching and Learning (CTL) technique of the Team's Games Tournament (TGT) to increase the learning outcomes and motivation of sixth-grade students at SD Negeri 3 Kloposawit. According to Hamdayana (2015), CTL is a learning model in which the teacher brings daily problems (daily problems) and, with students' knowledge, tries to solve these problems. Meanwhile, according to Johnson (2007), the CTL learning model emphasizes the meaningfulness of learning for students because the problems that teachers bring into the teaching and learning process are problems that often occur in their lives. Therefore, the CTL learning model integrates learning materials with problems that occur in students' lives so that learning is more meaningful.

METHOD

The type of research conducted was Classroom Action Research (CAR) and adopted the Kemmis and Taggart (1990) cycle model. The cycle model consists of four steps: planning, implementing, observing, and reflecting. The four steps in one cycle will continue to the next cycle until the research objectives can be achieved (Parjono, 2007).

The material chosen in this study is natural events that occurred in Indonesia and neighboring countries. The material selection is based on correlation with the learning model, Contextual Teaching Learning (CTL). The research subjects were 14 students in class VI at SD Negeri 3 Kloposawit, consisting of 10 male and four female students.

Most of the material or data used in this study's sources are quantitative and qualitative. In this study, the primary data sources were students and classroom teachers. Secondary sources included paperwork, observation data, and test scores (Sugiyono, 2005).

An evaluation question was used as the data collection tool to determine whether student learning outcomes had improved following the intervention. An observation sheet for student learning motivation was used to determine whether motivation levels had increased following the intervention. In order to conclude how to improve student learning outcomes and motivation after taking action, the research data were evaluated with the aid of Microsoft Excel.

RESULT AND DISCUSSION

1. Implementation of Cycle I

Cycle I consisted of four steps: planning, implementing, observing, and reflecting. The planning stage includes: (1) conducting a curriculum analysis to find out the essential competencies to be delivered, (2) making a lesson plan, (3) making cards containing concepts or topics, (4) making student worksheets, (5) making questions evaluation, (6) making observation sheets

of student learning motivation, and (7) simulating the implementation of actions with observers.

The implementation stage is learning with the Contextual Teaching Learning with the Teams Games Tournament that has been compiled and collecting data on learning outcomes in cycle I using evaluation questions designed previously. Meanwhile, in the observation stage, the researcher, assisted by the observer, observes the learning motivation addressed by each student, and the observer records deficiencies during the learning process.

The final step is the reflection stage. At this stage, the researcher and the observer discussed the deficiencies in the implementation of learning in the learning process; the observer provided input for improvement in the next cycle and concluded that the need for cycle II was to improve student learning outcomes and motivation that it was more optimal.

2. **Implementation of Cycle II**

Cycle II as a whole was almost the same as cycle I. However, at the implementation stage, the researcher changed the composition of students in each group. This method is carried out based on the notes obtained from the observer regarding each student's learning motivation. In this way, students who already have or show high learning motivation can also influence their friends to have high learning motivation.

At the reflection stage of cycle II, it is concluded that the implementation of learning is sufficient in cycle II. The conclusion is based on the value of learning outcomes in cycle II which shows that all students have obtained learning outcomes above the KKM, which is 65. In addition, based on the notes from the observer shows that most students also have high learning motivation.

3. **Analysis of Increasing Student Learning Motivation**

One of the elements that impacts learning efficacy is learning motivation. Uno (2011) argues that learning motivation is the internal and external support that

students need to learn how to behave, usually with a number of signs or supporting factors. If there is a motivating factor, such as learning motivation, a learner will learn effectively. If they take their studies seriously, they will have a great motivation to learn. According to Sardiman (2007), student motivation to learn is the driving force behind learning activities that ensure learning activities continue and give learning activities direction so that the learning activities can lead to the outcomes intended by the learning subject. The learning goals will therefore be easily met if every student in a study does this.

Furthermore, comparative data on the number of sixth-grade students who have good learning motivation is shown in the diagram below:
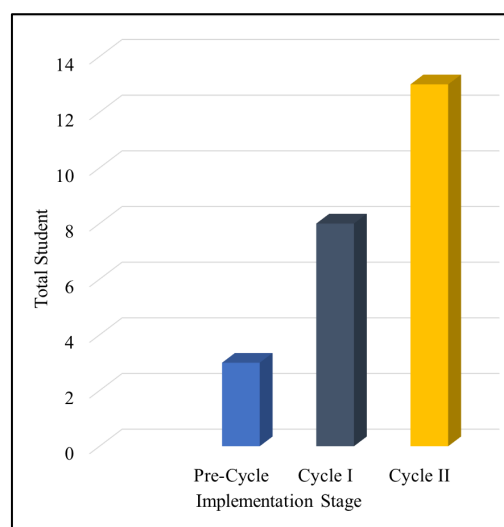

Figure 1: Distribution diagram of the number of students who have high learning motivation in each cycle

The data above shows that only three students or 21.43%, had good learning motivation at the pre-cycle stage. Meanwhile, in cycles I and II, the social studies learning motivation data of class VI students experienced encouraging changes. In the first cycle, there were eight students or 57.14%; in the second cycle, there were 13 students, or 92.86%, who had good learning motivation.

Based on the data above, it can be concluded that the implementation of social studies learning using the Contextual

Teaching Learning of the TGT technique effectively increases the learning motivation of sixth-grade students at SD Negeri 3 Kloposawit.

4. **Analysis of Increasing Student Learning Outcomes**

Classroom action research that researchers assisted by colleagues have conducted gives satisfactory results. The implementation stage of the research was sufficient in cycle II because the learning outcomes of sixth-grade students at SD Negeri 3 Kloposawit had increased and exceeded the minimum KKM score of 65.

More clearly, data on the sixth-grade students at SD Negeri 3 Kloposawit who had exceeded the KKM score began from pre-cycle to cycle II, presented using the diagram below:
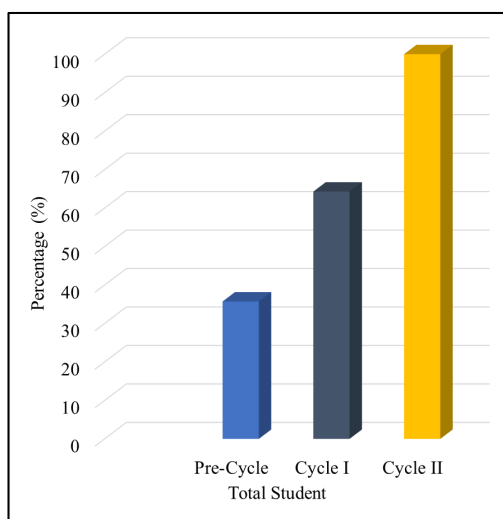

Figure 2. Diagram of the percentage of students who have exceeded the KKM score

The data above shows that at the pre-cycle stage, only five students or 35.71%, obtained learning outcomes beyond the KKM score. Meanwhile, in cycles I and II, social studies learning outcomes data for sixth-grade students experienced satisfactory changes. In the first cycle, there were nine students or 64.29% and in the second cycle, there were 14 students or 100%, who had obtained IPS learning outcomes above the KKM.

Based on the data above, it can be concluded that the implementation of social studies learning using the Contextual Teaching Learning of the TGT technique effectively improves social studies learning outcomes for sixth-grade students at SD Negeri 3 Kloposawit.

CONCLUSION

Using contextual teaching-learning models with the TGT technique can increase social studies learning motivation. As evidenced by the change in the number of students who have learning motivation from the initial stage, only three students or 21.43%, show good learning motivation. Meanwhile, during the cycle I and II phases, there were encouraging changes in the social studies learning motivation data of class VI students. In cycle I, there was eight students or 57.14% and in cycle II, there were 13 students or 92.86%, who had good learning motivation.

Using contextual teaching-learning with the TGT technique can also improve social studies learning outcomes for sixth-grade students at SD Negeri 3 Kloposawit. At the pre-cycle stage, only five students or 35.71%, obtained learning outcomes above the KKM score. Meanwhile, in the first and second cycle phases, social studies learning outcomes for class VI students experienced entirely satisfactory changes, namely nine students or 64.29% and 14 students or 100%, who had achieved social studies learning outcomes above the KKM.

As for recommendations for additional research, the instructor can include teaching tools that are still in line with the learning model. The goal is to attain learning objectives with better outcomes than in recent studies. Then, researchers can collaborate with observers to watch the conduct of pupils who typically have little motivation for learning. In order to target pupils who, incidentally, have poor learning motivation, this tries to improve the pattern of the learning application.

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