

The Team Games Tournament Media Box Instrument Learning Model Can Improve Learning Outcomes On Traditional Musical Instrument Classification Materials At SMP Plus Taruna Andalan Pangkalan Kerinci

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Abstract. *The research aims to assess the impact of employing the Team Games Tournament Learning Model, utilizing box instrument media, on the learning outcomes of eighth-grade students in class VIII-B at SMP Plus Taruna Andalan Pangkalan Kerinci, specifically focusing on the classification of traditional musical instruments. Following Kurt Lewin's Classroom Action Research (CAR) framework, encompassing planning, acting, observing, and reflecting stages, data was collected over two cycles, employing both quantitative and qualitative analysis methods. Throughout the test phases, spanning from pre-cycle to Cycle I and Cycle II, there was a discernible enhancement in students' average learning scores. The initial pre-cycle average score stood at approximately 61.68. In Cycle I, there was an improvement of 13 points, with the average learning outcome rising to about 74.68. Notably, Cycle II demonstrated a more substantial improvement, as the average learning outcomes surged to 93.37. This signifies the Team Games Tournament Learning Model with Box Instrument media as highly effective in improving comprehension and mastery of the subject matter. The students exhibited significantly better learning outcomes by the end of Cycle II, registering an increase of approximately 31 points compared to the pre-cycle score.*

Keywords: *Team Game, classification, box instrument*

INTRODUCTION

Education serves as a cornerstone in the progress of a nation, and its effectiveness hinges significantly on the caliber of the educational experiences provided in schools. The learning process, a key component of education, holds the power to mold graduates of exceptional quality. In this context, the pivotal role of students' active engagement in the learning process cannot be overstated, as it stands as a critical factor in attaining educational objectives. In the effort to achieve optimal educational goals, various factors influence the implementation of learning experiences in schools. These factors include educational planning, the capabilities of educators, the learning models used, as well as the assets and learning media available. Additionally, the elements of the learning process also play a key role in the educational process. Factors influencing the learning process can be categorized into individual factors related to student characteristics and social factors related to the social environment outside the individual.

Classroom learning is the core of education, and the quality of classroom learning has a significant impact on the final outcomes of education. Teachers play a central role in managing the classroom and designing quality learning experiences. Thoughtful lesson preparation is the initial step in creating an effective learning design.

Especially in cultural arts education, the primary goal is to develop multiple intelligences and create a harmonious personality. Cultural arts learning allows each student to explore their personal potential, recognize cultural heritage, and broaden social awareness. In this context, it is crucial for students to actively participate in the learning environment for an effective learning experience. Teachers have the primary responsibility to create a learning environment that stimulates interest and engages the various senses of students. Teachers also need to understand the development of students and design learning that is suitable for their learning styles.

However, in the initial observation in class VIII-B at SMP Plus Taruna Andalan Pangkalan Kerinci, it was found that the teacher still used a teacher-centered learning model in Cultural Arts education, especially in the material of Traditional Musical Instrument Classification. This resulted in low student participation, minimal interaction, and unsatisfactory learning outcomes. Based on interviews with the class VIII-B homeroom teacher, student learning outcomes in Cultural Arts, particularly in the material of Traditional Musical Instrument Classification, were still low. The learning strategies used were still conventional, such as lectures, which made students tend to be passive and less participative.

As a solution to improve learning outcomes and the quality of education, this research aims to implement the TGT (Teams Games Tournament) cooperative learning model using the Box Instrument game. The TGT model emphasizes group cooperation, enjoyable learning dynamics, and active student involvement in the learning process.

With this background, the aim of this research is to address the learning issues in class VIII-B at SMP Plus Taruna Andalan Pangkalan Kerinci by implementing the TGT model using the Box Instrument media in Cultural Arts education, specifically in the material of Traditional Musical Instrument Classification.

METHOD

The research methodology employed is Classroom Action Research (CAR), utilizing the CAR model established by Kurt Lewin. This approach involves four sequential stages: planning, implementing, observing, and reflecting.

The focus of the study is the TGT Learning Model with Box Instrument Media, aiming to enhance students' learning outcomes in the topic of Traditional Musical Instrument Classification at SMP Plus Taruna Andalan Pangkalan Kerinci. Key informants encompass the school principal, Cultural Arts teacher, homeroom teacher, and students from class VIII-B in the school.

Data is collected using several techniques, namely interviews: conducted with informants to obtain information and perspectives related to learning and learning outcomes. Observation involves direct observation of the preparation, implementation, and post-box instrument game processes in learning. Focus Group Discussion is carried out during the research process with fellow teachers to discuss findings and their perspectives on learning. Documentation collects data from relevant image, audio, or video recordings related to the learning process.

The research method applied in this study is quantitative. Sinambela (2020) explains that quantitative research is a form of research that utilizes numerical data to process information in a structured manner. Therefore, this research uses data collection techniques that include observation, tests, TGT game scores, interviews, documentation, and field notes.

This research takes place over 3 months, from July to September 2023. The research schedule includes all stages, including data collection, data analysis, and reporting research results.

RESULTS AND DISCUSSION

The student learning evaluation data reveals a progression in grades across pre-cycle, Cycle I, and Cycle II. Further details are illustrated in the accompanying graph.

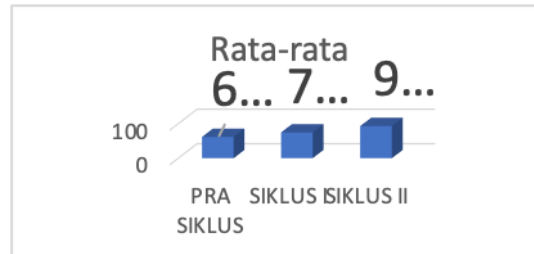


Figure 1. Graphic Image of Improvement of Pre-Cycle, Cycle I, and Cycle II Learning Outcomes

The graph above shows the development of student learning outcomes from pre-cycle, cycle I, to cycle II in the classification of traditional musical instrument material. At the average pre-cycle starting value, it was recorded at around 61.68. However, after participating in learning using the Team Games Tournament model with Instrument Box media, there was a significant improvement. Student learning outcomes reached an average of around 74.68 at the end of cycle I, showing an increase of 13 points from pre-cycle. This improvement demonstrates the effectiveness of the learning models used in improving their understanding of traditional musical instrument classification.

Cycle II showcased a more notable enhancement, with the average student learning outcomes reaching 93.37. This underscores the high effectiveness of the Team Games Tournament learning model with Instrument Box media in augmenting students' comprehension and mastery of the subject matter. By the conclusion of Cycle II, students achieved markedly improved learning outcomes, exceeding pre-cycle scores by approximately 31 points. Consequently, the data from this graph underscores the substantial improvement in students' understanding of traditional musical instrument classification through the application of the TGT learning model with Box Instrument media, demonstrating a highly positive impact.

Pre Cycle

Based on the results of the Pre-Cycle evaluation that the majority of students have not reached the level of completeness in traditional musical instrument classification materials. Of the total 32 students, only 8 students (25%) completed the KKM, while the other 24 students (75%) did not complete because they were below the established KKM standards. This shows that there are challenges in the learning process that need to be overcome. The average student score is 61.68 which indicates that overall, the level of student understanding of the material is still inadequate. The classical completion rate measured by the percentage of students who achieved grades above a predetermined threshold also indicates that learning has not achieved the expected results. There is significant variation in values. There are students with high scores above 80, while there are also students who get low scores below 40. This indicates a difference in the level of acceptance and understanding of the material among such students. Therefore, efforts need to be made to improve the learning outcomes of low-performing students.

Hence, the initial student learning outcomes before implementing the Team Games Tournament Model reveal difficulties in grasping the content related to traditional musical instrument classification. Nevertheless, the analysis not only identifies these challenges but also points towards potential solutions by advocating for more interactive and collaborative learning methods, such as the Team Games Tournament Model. These approaches have the potential to enhance overall student learning outcomes. The details of the pre-cycle evaluation results are presented in the table below.

Table 1. Pre-Cycle Evaluation Results

NO	NAMA PESERTA DIDIK	NILAI	KETUNTASAN
1	ALEYA FEBRINA	53	Tidak Tuntas
2	ALVIANDA FEDERICO SIMAMORA	46	Tidak Tuntas
3	ANA AYUDIA FITRIANI	63	Tidak Tuntas
4	ANGGUN PATRICIA BR HUTAURUK	55	Tidak Tuntas
5	BAGUS DAFFA RISKIANTO	64	Tidak Tuntas
6	BELA LESTARI SILABAN	77	Tuntas
7	CHARLY FRANS WILLIAM PARDEDE	80	Tuntas
8	DAMIAN TIMOTHY	70	Tidak Tuntas
9	DAVID BROKLYN SITOHANG	77	Tuntas
10	DHEA ADELIA NAINGGOLAN	52	Tidak Tuntas
11	EUNIKE REHUEL PAKPAHAN	50	Tidak Tuntas
12	FEBRIANTO PRIMA HARIANJA	78	Tuntas
13	FEYZA CHALITA KHAIRUNNISA HARAHAP	82	Tuntas
14	FRISTITA INGGRID LUMBANTORUAN	30	Tidak Tuntas
15	GABRIEL REYHAN PUTRA SITORUS	26	Tidak Tuntas
16	GABRIEL ZEVAYONA SURBAKTI	90	Tidak Tuntas
17	GEA ALENSKY ELIAS	64	Tidak Tuntas
18	GUINABIGAIL PRISCILLA JUDIKAEZYA SIMANJUNTAK	47	Tidak Tuntas
19	HAYCEL CHRISTIAN HAGAI SINAGA	60	Tidak Tuntas
20	JONES IAN B. BATUBARA	52	Tidak Tuntas
21	JOSUA ALDRI RIZAR	42	Tidak Tuntas
22	KHAFID INDOPAL	80	Tuntas
23	KRISTIAN JEREMI SIREGAR	70	Tidak Tuntas
24	NADHIRA AZQIA PUTRI	68	Tidak Tuntas
25	NATHANIA	56	Tidak Tuntas
26	RADOT SAMUEL MANURUNG	76	Tuntas
27	RATHY NAYLA AZZAHRA	40	Tidak Tuntas
28	RIBKA ADELIA MANURUNG	40	Tidak Tuntas
29	SYIFA NUR HALIDA	76	Tuntas
30	TULUSER SEPTIAN	76	Tuntas
31	YASMINE SAVA ELISYA	90	Tuntas
32	YOEL CRIST MICHAEL LONGKEY SIMATUPANG	88	Tuntas
	Jumlah Skor	1974	
	Rata-rata	61,68	

Cycle I

Student learning outcomes in the first cycle evaluation show that most students have achieved an adequate level of completeness in understanding the classification of traditional musical instruments. Out of a total of 32 students, 16 students (50%) achieved grades that met the Minimum Completeness Criteria standard. But there are still 16 students (50%) who have not been completed. This shows that there is still room for improvement, and continued efforts in learning can help students who have not yet reached a level of completion. The overall grade point average of 74.68 indicates that overall, students are at a fairly good level of understanding of the material. This adequate average reflects the success of the Team Games Tournament method in creating an interactive and student-centered learning environment. The results of the pre-cycle evaluation can be seen in the following table.

Table 2. Evaluation results in Cycle I

NO	NAMA MURID	NILAI	KETUNTASAN
1	ALEYA FEBRINA	80	Tuntas
2	ALVIANDA FEDERICO SIMAMORA	50	Tidak Tuntas
3	ANA AYUDIA FITRIANI	60	Tidak Tuntas
4	ANGGUN PATRICIA BR HUTAURUK	58	Tidak Tuntas
5	BAGUS DAFFA RISKIANTO	82	Tuntas
6	BELA LESTARI SILABAN	86	Tuntas
7	CHARLY FRANS WILLIAM PARDEDE	90	Tuntas
8	DAMIAN TIMOTHY	70	Tidak Tuntas
9	DAVID BROKLYN SITOHANG	86	Tuntas
10	DHEA ADELIA NAINGGOLAN	58	Tidak Tuntas
11	EUNIKE REHUEL PAKPAHAN	60	Tidak Tuntas
12	FEBRIANTO PRIMA HARIANJA	86	Tuntas
13	FEYZA CHALITA KHAIRUNNISA HARAHAP	82	Tuntas
14	FRISTITA INGGRID LUMBANTORUAN	58	Tidak Tuntas
15	GABRIEL REYHAN PUTRA SITORUS	92	Tuntas
16	GABRIEL ZEVAYONA SURBAKTI	58	Tidak Tuntas
17	GEA ALENSKY ELIAS	60	Tidak Tuntas
18	GUINABIGAIL PRISCILLA JUDIKAEZYA SIMANJUNTAK	54	Tidak Tuntas
19	HAYCEL CHRISTIAN HAGAI SINAGA	90	Tuntas
20	JONES IAN B. BATUBARA	56	Tidak Tuntas
21	JOSUA ALDRI RIZAR	68	Tidak Tuntas
22	KHAFID INDOPAL	90	Tuntas
23	KRISTIAN JEREMI SIREGAR	72	Tidak Tuntas
24	NADHIRA AZQIA PUTRI	84	Tuntas
25	NATHANIA	70	Tidak Tuntas
26	RADOT SAMUEL MANURUNG	86	Tuntas
27	RATHY NAYLA AZZAHRA	62	Tidak Tuntas
28	RIBKA ADELIA MANURUNG	68	Tidak Tuntas
29	SYIFA NUR HALIDA	90	Tuntas
30	TULUSER SEPTIAN	88	Tuntas
31	YASMINE SAVA ELISYA	96	Tuntas
32	YOEL CRIST MICHAEL LONGKEY SIMATUPANG	100	Tuntas
	Jumlah Skor	2390	
	Rata-rata	74,68	

Cycle II

Student learning outcomes in the second cycle evaluation showed that 32 students (100%) achieved complete progress with a high average score (93.37). The data shows that all students have reached the set KKM score standard. This means that all students have managed to achieve grades that are in accordance with the given standards. This success reflects that students have understood the traditional musical instrument classification material well and are able to answer learning challenges successfully. The average student score of 93.37 indicates that most students have achieved high grades. An average close to the maximum score of 100 indicates that the student's achievement level in the lesson is excellent. Students have shown dedication to learning. The results of student learning evaluation can be seen in the following table.

Table 3. Evaluation results in Cycle II

NO	NAMA MURID	NILAI	KETUNTASAN
1	ALEYA FEBRINA	92	Tuntas
2	ALVIANDA FEDERICO SIMAMORA	90	Tuntas
3	ANA AYUDIA FITRIANI	100	Tuntas
4	ANGGUN PATRICIA BR HUTAURUK	92	Tuntas
5	BAGUS DAFFA RISKIANTO	90	Tuntas
6	BELA LESTARI SILABAN	92	Tuntas
7	CHARLY FRANS WILLIAM PARDEDE	100	Tuntas
8	DAMIAN TIMOTHY	80	Tuntas
9	DAVID BROKLYN SITOANG	96	Tuntas
10	DHEA ADELIA NAINGGOLAN	76	Tuntas
11	EUNIKE REHUEL PAKPAHAN	80	Tuntas
12	FEBRIANTO PRIMA HARIANJA	90	Tuntas
13	FEYZA CHALITA KHAIRUNNISA HARAHAP	82	Tuntas
14	FRISTITA INGGRID LUMBANTORUAN	76	Tuntas
15	GABRIEL REYHAN PUTRA SITORUS	96	Tuntas
16	GABRIEL ZEVAYONA SURBAKTI	84	Tuntas
17	GEA ALENSKY ELIAS	76	Tuntas
18	GUINABIGAIL PRISCILLA JUDIKAZYA SIMANJUNTAK	76	Tuntas
19	HAYCEL CHRISTIAN HAGAI SINAGA	96	Tuntas
20	JONES IAN B. BATUBARA	88	Tuntas
21	JOSUA ALDRI RIZAR	76	Tuntas
22	KHAFID INDOPAL	100	Tuntas
23	KRISTIAN JEREMI SIREGAR	188	Tuntas
24	NADHIRA AZQIA PUTRI	96	Tuntas
25	NATHANIA	76	Tuntas
26	RADOT SAMUEL MANURUNG	100	Tuntas
27	RATHY NAYLA AZZAHRA	100	Tuntas
28	RIBKA ADELIA MANURUNG	100	Tuntas
29	SYIFA NUR HALIDA	100	Tuntas
30	TULUSER SEPTIAN	100	Tuntas
31	YASMINE SAVA ELISYA	100	Tuntas
32	YOEL CRIST MICHAEL LONGKEY SIMATUPANG	100	Tuntas
	Jumlah Skor	2988	
	Rata-rata	93.37	

CONCLUSIONS AND SUGGESTIONS

The findings from the study indicate that the utilization of the Team Games Tournament learning model with Box Instrument media proves to be a successful strategy in enhancing the learning outcomes concerning traditional musical instrument classification for grade VIII-B students at SMP Plus Taruna Andalan Pangkalan Kerinci.

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