ABSTRAK

Riyan Aji Purnomo. *Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Terhadap Efektivitas Belajar Siswa Kelas V SDN 1 Wonodadi Wetan. Skripsi.* Pacitan: STKIP PGRI Pacitan, 2021.

Model pembelajaran *Teams Games Tournament (TGT)* merupakan pembelajaran secara kelompok atau tim yang bersaing untuk mendapatkan poin tertinggi sehingga mendapat imbalan bagi timnya. Penelitian ini bertujuan untuk (1) Penggunaan Model Pembelajaran Kooperatif *Teams Games Tournament (TGT)* Terhadap *Efektivitas* Belajar Siswa Kelas V Sekolah Dasar (2) Mengetahui hasil Model Pembelajaran Kooperatif *Teams Games Tournament (TGT)* Siswa Kelas V Sekolah Dasar (3) Mengetahui manfaat Model Pembelajaran Kooperatif *Teams Games Tournament (TGT)* Siswa Kelas V Sekolah Dasar.

Metode penelitian ini berbentuk penelitian kualitatif. Penelitian ini dilaksanakan bulan April sampai bulan Juli 2021. Subjek penelitian adalah siswa SDN 1 Wonodadi Wetan. Tempat penelitian yaitu di rumah guru kelas V SDN 1 Wonodadi Wetan, Kabupaten Pacitan dengan jumlah 6 siswa yang terdiri dari satu kelas. Analisis data menggunakan Triangulasi sumber dan Triangulasi Teknik. Teknik pengumpulan data yang digunakan yaitu dengan teknik observasi, teknik wawancara, teknik dokumentasi.

Hasil penelitian menunjukkan bahwa (1) penggunaan metode pembelajaran TGT meningkatkan aktivitas belajar siswa. Siswa lebih aktif dalam pembelajaran dan model pembelajaran mudah digunakan. Model pembelajaran TGT mampu menarik siswa dalam permainan pembelajaran sehingga saat proses pembelajaran tidak jenuh dan kaku. Penggunaan model pembelajaran TGT membuat siswa saling berkompetisi sehingga menimbulkan siswa yang saling bekerja sama. (2) Hasil kemampuan maksimal yang ditunjukan siswa pada masing- masing indikator yaitu pada indikator perhatian siswa terdapat 5 siswa mencapai kemampuan baik. Indikator diskusi kelompok terdapat 6 siswa mencapai kemampuan baik. Indikator pengamatan pada prosesnya terdapat 5 siswa mencapai kemampuan baik. Pada indikator bertanya terdapat 3 siswa mencapai kemampuan baik dan 3 siswa cukup baik. Indikator presentasi terdapat 4 siswa mencapai kemampuan cukup baik. (3) Manfaat model pembelajaran kooperatif tipe *Teams Games Tournament (TGT)* sangat diterima baik oleh siswa, siswa saling bekerja sama dengan

kelompoknya, saling menghargai pendapat kelompok lain, mampu mempresentasikan pendapatnya dengan baik, dan model pembelajaran ini juga dijadikan alternatif pada proses pembelajaran.

Kata Kunci: Pembelajaran kooperatif, model pembelajaran *Teams Games Tournament (TGT)*, *Efektivitas*

ABSTRACT

Riyan Aji Purnomo. *Teams Games Tournament (TGT) Cooperative Learning Model on the Effectiveness of Learning for Class V Students at SDN 1 Wonodadi Wetan. Thesis. Pacitan: STKIP PGRI Pacitan, 2021.*

The learning model Teams Games Tournament (TGT) is learning in groups or teams that compete to get the highest points so that they get rewards for their teams. This study aims to (1) Usage Model Cooperative Learning Teams Games Tournament (TGT) On the Effectiveness of Student Class V Elementary School (2) Knowing the results Model Cooperative Learning Teams Games Tournament (TGT) Student Class V Elementary School (3) Knowing the benefits of Model Cooperative Learning for Teams Games Tournament (TGT) Class V Elementary School Students.

This research method is in the form of qualitative research. This research was conducted from April to July 2021. The research subjects were students of SDN 1 Wonodadi Wetan. The place of research is at the house of the fifth-grade teacher at SDN 1 Wonodadi Wetan, Pacitan Regency with a total of 6 students consisting of one class. Data analysis used source triangulation and technique triangulation. Data collection techniques used are observation techniques, interview techniques, and documentation techniques.

The results showed that (1) the use of the TGT learning method increased student learning activities. Students are more active in learning and the learning model is easy to use. The TGT learning model is able to attract students to learning games so that the learning process is not saturated and rigid. The use of the TGT learning model makes students compete with each other, causing students to work together. (2) The results of the maximum ability shown by students on each indicator, namely on the indicator of student attention there are 5 students who achieve good abilities. Indicators of group

discussion are that 6 students achieve good ability. Indicators of observation in the process are that 5 students achieve good ability. In the question indicator, there are 3 students who achieve good ability and 3 students who are quite good. The presentation indicator is that there are 4 students achieving quite good abilities. (3) The benefits of the cooperative learning model are Teams Games Tournament (TGT) very well received by students, students work together with their groups, respect the opinions of other groups, are able to present their opinions well, and this learning model is also used as an alternative in the learning process.

***Keywords:** Cooperative learning, learning model Teams Games Tournament (TGT), Effectiveness*