International Journal of Computer Applications Technology and Research
Volume 12–Issue 07, 21 - 28, 2023, ISSN:-2319–8656
DOI:10.7753/IJCATR1207.1004

Cooperative Learning Model Type Teams Games Tournament Aided by Kokami Media: Analysis of Differences in Activities and Social Studies Learning Outcomes

Tengku Marni Adriyah
Education Technology,
Postgraduate,
Universitas Negeri Medan, Medan,
West Sumatera,
Indonesia

Abdul Muin Sibuea
Education Technology,
Postgraduate, Lecturer,
Universitas Negeri Medan, Medan,
West Sumatera,
Indonesia

Farihah
Education Technology,
Postgraduate, Lecturer,
Universitas Negeri Medan, Medan,
West Sumatera,
Indonesia

Abstract: The purpose of this study was to find out the differences in social studies learning activities in classes using the cooperative learning model of the TGT type assisted by Kokami media and classes using conventional learning models, and to find out the differences in social studies learning outcomes in classes using the cooperative learning model type TGT assisted by Kokami media with classes that using conventional learning models. This study used a Quasi-Experimental Design research design. The subjects in this study were students of class VII at SMPN 10 Vocational Junior High School. Determination of the sample was carried out by selecting two classes, namely classes VII-1 and VII-2, totaling 60 people. The results showed that: (1) the average learning activity for the control class was 62.90, and the average for the experimental class was 78.96; (2) the post-test scores of the experimental class were mostly in the range of values between 70 to 85. While the post-test scores of students in the control class were 60 to 70. The results of this study indicate that the TGT-type learning model assisted by Kokami media has an influence on increasing activity and student learning outcomes compared to conventional models.

Keywords: cooperative learning; teams games tournament; kokami media; activities; social studies learning

1. INTRODUCTION

One of the lessons that must be learned by students is social studies. Social studies education is one of the lessons that make a significant contribution to overcoming social problems. Because social studies lessons have a significant role in shaping and improving human resources. Humans who are social beings need the provision of knowledge about dignity and the procedures for interacting with other social beings. So skills and knowledge are needed regarding social procedures based on the values and norms that apply in society, or what we usually call social intelligence.

Social Studies Learning Objectives According to Widiyanto [1], students have the ability about concepts related to community life and the environment, master the basic skills to think critically and logically, solve problems, curiosity, inquiry, and social skills in social life, responsible, able to communicate, cooperate, and compete in a pluralistic society at local, national and global levels without leaving local socio-cultural values.

One learning model that aims to develop students' activeness, both in the aspects of social skills, cognitive skills, and students' attitudes is the cooperative learning model. Trianto in Darmadi [2] writes that the function of the learning model is as a guide for learning designers and teachers in carrying out learning. Hasanah, Suparman [3] states that this learning is based on the philosophy of Homo, Homini, and Socius. This philosophy emphasizes that humans are social beings, so there needs to be interdependence between one another. Interactive dialogue (social interaction) is the key to all social life.

One type of learning that uses the principle of working cooperatively is the Teams Games Tournament (TGT) learning type. The TGT type of cooperative learning model is a group learning model with elements of games and competitions. In practice, the TGT learning model consists of presenting classes, forming study groups, playing games, conducting competitions, and giving prizes to groups with the highest points.

TGT learning should be done if the questions asked are convergent or if there is only one right answer. This model also motivates students to help each other in mastering competencies that can be completed. This learning involves the activities of all students without any difference in status, involves the role of students as peer tutors, and contains elements of play and reinforcement. TGT learning provides learning opportunities that are more relaxed, responsible, cooperative, healthy competition, and learning involvement [4].

1.2 Learning Activity

Learning activities are learning activities. Learners who learn can be sure to have learning activities. Learning activities are efforts to form oneself through activities that are carried out physically, mentally, and emotionally to obtain success and benefits from an activity facilitated by educators and students themselves [5].

According to Kurniati [6], learning activities are a series of activities carried out by students in the learning process by providing opportunities for students to be able to learn on their own or carry out activities on their own to gain knowledge, understanding, and aspects of behavior. other.

Yohana [7] learning activities are all activities in the classroom during learning to form an attitude that affects learning outcomes. According to Sudjana in Sundahri [8] Indicators of student learning activities seen in the learning process are as follows: (1) Students seek and provide information; (2) Students

ask questions both to the teacher and other students; (3) Students submit opinions on information submitted by teachers or other students; (4) Students give a real response to the learning stimulus carried out by the teacher; (5) Students have the opportunity to conduct their assessment of the results of their work, as well as improve and perfect the results of work that is not yet perfect; (6) Students make conclusions about lessons in their language; and (7) Students make optimal use of learning resources or the learning environment around them.

Paul B. Diedrich in Sardiman [9], learning activities (activities) include reading, writing, arithmetic, which can be described as follows: (1) Visual Activities, namely learning activities in the form of reading, paying attention to pictures, demonstrations, experiments; (2) Oral Activities, namely learning activities in the form of stating, formulating, asking questions, giving suggestions, expressing opinions, interviews, discussions; (3) Listening Activities, namely learning activities in the form of listening to descriptions, speeches, conversations; (4) Writing Activities, namely learning activities by writing stories, composing, scientific work reports, copying lessons; (5) Drawing Activities, namely learning activities by drawing, making graphs, maps and diagrams; (6) Motor Activities, namely learning activities to do with fine and gross motor skills, including conducting experiments, making constructions, playing; (7) Mental Activities, namely learning activities involving elements of inspiration including responding, remembering, solving problems, analyzing, making decisions; (9) Emotional Activities, namely learning activities involving emotional elements such as interested, happy, enthusiastic, brave, calm; and (10) learning activities as above, if actually implemented in learning environments and situations, meaningful learning activities will be formed which are characterized by learning conditions that are dynamic, creative, active, constructive, applicable and contextual.

In this study, the learning activities that were measured included visual activities (observing and reading), oral activities (asking, answering questions, and giving suggestions), listening activities (listening to teacher explanations), motor activities (conducting group discussions and working on LKS), mental activities (remembering material and solving problems), emotional activities (having interest and enthusiasm, being brave and confident).

1.1 Social Science Learning Outcomes

Social Sciences according to Rofiq [10] is a blend of several subjects (science) whose content emphasizes the formation of good citizens rather than emphasizing the content and discipline of the subject. IPS has two main functions, namely fostering knowledge, intelligence, and skills that are beneficial for the development and continuation of student education and fostering attitudes that are in harmony with the values of Pancasila and the 1945 Constitution.

Social science is a science that studies human behavior and studies humans as members of society. All aspects of human behavior in society such as economic aspects, attitudes, mentality, culture, and social relations, Zuhroh [11] based on the opinion above, it can be concluded that social science is a science that studies human behavior to have an attitude that is in harmony with the values of Pancasila and the 1945 Constitution.

Said Hamid in Susanto [12] explains that the purpose of learning social sciences, especially social sciences, can be seen from three categories, namely having the characteristics of the category of developing students' intellectual abilities, developing abilities and a sense of responsibility as members of society and nation, as well as self-development of students as individuals. The three characteristics can be described in full as follows: (1) the purpose of developing intellectual abilities; namely aiming to develop students' ability to understand social science disciplines, think in social science disciplines, as well as professional abilities in seeking information, processing information and communicating findings; (2) the purpose of developing the ability to feel social responsibility; namely aiming for students to be able to communicate with other members of society, a sense of responsibility as a state and citizen of the world; and (3) the purpose of developing personality abilities; namely with regard to the development of attitudes, values, norms, and morals that become the role models of students, such as the willingness to continue to develop themselves through learning at further education levels and outside the school education level, the formation of positive habits for their personal lives, and a positive attitude towards themselves to spur self-development as a person, the progress of the nation's society and also science, is a goal that is included in the personality development of students.

1.3 Cooperative Learning Model

The learning model is a systematic procedure or pattern that is used as a guide to achieving learning objectives in which there is a strategy. techniques, materials methods, media, and tools [13].

According to Ishaac [14] A learning model is a pattern or plan designed to create effective and efficient classroom learning to achieve learning objectives. The learning model forms the basis of the practical implementation of learning and is based on educational psychology theories, and is designed based on various analyzes whose application is by the applicable curriculum in the education system.

The learning model according to Yoana [15] is an activity scheme that can be used to produce curriculum, design learning materials, and guide learning activities. According to Ariswan [16] One of the learning processes that promote collaboration, which makes the atmosphere fun and can make students more active is cooperative learning.

According to Putra [17] cooperative learning is learning that demands cooperation between students in teaching and learning activities to achieve learning goals. So that in the completion of the task. In the group, each member of the group must work together and help each other to understand the subject matter or give each other opinions, so that each student besides having individual responsibilities also has responsibilities in the group.

Isjoni in Parwanti [18] describes the elements of cooperative learning, including (1) Students must have the perception that they "sink or swim together"; (2) Students must have responsibility for other students or students in the group, in addition to responsibility for themselves in studying the material at hand; (3) Learners must think that they must have the same goal; (4) Students divide tasks and various responsibilities among group members; (5) Students are given an evaluation or award which will influence the group evaluation; (6) The students share leadership while they acquire cooperative skills during learning; and (7) Each student will be asked to individually account for the material handled in cooperative groups.

International Journal of Computer Applications Technology and Research
Volume 12–Issue 07, 13 - 20, 2023, ISSN:-2319–8656
DOI:10.7753/IJCATR1207.1003

1.4 Teams Games Tournament (TGT) Assisted by Media Komika

The TGT learning model is cooperative learning which aims to increase students' abilities and interests in understanding subject matter through games and competitions [19].

Slavin in Karim [20] says that in the learning process, the TGT model consists of five stages, namely the first stage is class presentation, the second stage is learning in groups, the third stage is games, the fourth stage is competition, and the final stage is the award for the winning group.

Chairani [20] states that learning activities with games designed in the TGT cooperative learning model allow students to learn more relaxed while fostering responsibility, cooperation, healthy competition, and learning involvement.

Based on some of the expert opinions above, the authors conclude that the TGT type cooperative model is a type of learning with a group learning pattern that uses a game pattern with a tournament system to get score points for each team. In the TGT-type cooperative model, there are two stages of group division, namely the heterogeneous origin group and the homogeneous tournament group. The division of this group is based on the qualification level of the academic ability of the students in the class. In its application, the cooperative model of the TGT type aims to improve the basic abilities, achievement, positive interactions between students, self-esteem, and the attitude of acceptance of each student in a heterogeneous class.

Kokami stands for mysterious rhyme card box. At first, this media was called Kokami, short for box and mystery card which was a game media consisting of a box containing question cards taken at random.

Media Kokami was first introduced by Abdul Kadir, who is a teacher at SMP Negeri 15 Mataram, West Nusa Tenggara. Abdul Kadir introduced this game media at the 2003 IPSK Field of Junior High School Level Teacher Creativity Competition organized by the Indonesian Institute of Sciences (LIPI) and won second place in this event [21].

This Kokami media can be made in a simple way that functions as a container for envelopes containing message cards. While message cards contain subject matter to be conveyed to students, formulated in the form of orders, instructions, questions, understanding pictures, bonuses, or sanctions.

Figure 1. Kokami Media (Mysterious Pantun Boxes and Cards)

The research problem is formulated as follows: (1) Are there differences in social studies learning activities in classes that use the TGT cooperative learning model assisted by Kokami media and classes that use conventional learning models for students?; and (2) Are there differences in social studies learning outcomes in classes that use the TGT cooperative learning model assisted by Kokami media and classes that use conventional learning models for students?

2. METHOD

This study uses a quantitative approach, and the data analysis technique used is statistical analysis techniques. The design used in this study is Quasi-Experimental with Nonequivalent Control Group Design, which is an experiment that has treatments, impact measurements, and experimental units, but does not use random placement. According to Sugiyono in Suwandi [22], "Quasi-experimental design has a control group, but it does not fully function to control external variables that affect the implementation of the experiment. This design can be described in Table 1 below:

Table 1. Research Design of Student Learning Outcomes

Class	Initial Conditions	Treatment	Final Condition
Experiment	O_1	X_1	O_2
Control	O_3	X_2	O_4

Source: Sugiyono dalam Edi Suwandi [22]

Information:
X1 : Treatment with the Kokami media-assisted TGT model
X2 : Treatment with conventional models with lecture and discussion methods
O1 : Pretest experimental group
O2 : Posttest experimental group
O3 : Pretest control group
O4 : Posttest control group

Table 2. Research Design of Student Learning Activities

Class	Initial Conditions	Treatment	Final Condition
Experiment	---	X_1	O_1
Control	---	X_2	O_2

Source: Fatchan, Soekamto, Utaya, & others [23]

Information:
X1 : Treatment with the Kokami media-assisted TGT model
X2 : Treatment with conventional models with lecture and discussion methods
O1 : Experimental group learning activities
O2 : Control group learning activities

Based on this design, this Quasi-Experimental study involved two groups of students, namely the experimental group and the control group. The experimental class was given the Kokami-assisted TGT learning model, while the control class was not given the Kokami-assisted TGT learning model but studied using the conventional model that is usually used by teachers, namely the lecture and group discussion methods.

This research was conducted at SMPN 10 Vocational Junior High School, Aceh Tamiang. The population in this study were all class VII students of SMPN 10 Vocational Junior High School, totaling 185 students. The sample in this study was students in classes VII-5 and VII-6, totaling 60 students. Sampling was done randomly.

Table 3. Descriptive Analysis Qualification Criteria Conversion Guidelines

Criteria	Qualification
> (Mi + 1,5 SDi)	Very High
(Mi + 0,5 SDi) s/d (Mi + 1,5 SDi)	Tall
(Mi – 0,5 SDi) s/d (Mi + 0,5 SDi)	Currently
(Mi – 1,5 SDi) s/d (Mi – 0,5 SDi)	Low
< (Mi – 1,5 SDi)	Very low

Source: Hopkins & Antes [24] in (Gunawan [25])

Information:
Mi = average (mean) ideal
= ½ (ideal maximum score + ideal minimum score)
SDi = ideal standard deviation
= 1/6 (ideal maximum score – ideal minimum score)

To determine the qualifying scores for student learning activities in the control and experimental classes in social studies subjects, the qualifying score for activity scores is calculated according to the predetermined univariate analysis conversion guidelines. The ideal mean (Mi) = ½ x (100 + 0) = 50, and the ideal standard deviation (SDi) = 1/6 x (100 – 0) = 16.67.

Based on the results of these calculations, the score qualifications as a reference for the level of student learning activity profiles are as follows:

Table 4. Classification of Student Learning Activity Scores

Criteria	Qualification
> 75	Very High
58,33 – 75	Tall
41,67 – 58,33	Currently
25 – 41,67	Low
< 25	Very low

Source: Muhajirin[26]

In conducting data analysis to test the hypothesis, a statistical data processing application was used, namely SPSS for Windows version 20. The data used in testing this hypothesis must be tested for analysis requirements first which include the normality test, and homogeneity test before analyzing the mean difference test (t-tests). If the results of the prerequisite test analysis are met, then proceed with testing the hypothesis using the Independent Sample T-test. However, if the results of the two prerequisite tests show that the data are not normally distributed and homogeneous, then hypothesis testing is carried out with the Mann-Whitney U-test.

Test the Student Learning Activity Hypothesis
The main aspect that forms the basis for testing the hypothesis in this learning activity research is the average score of learning activities obtained from the implementation of learning in the control and experimental classes. Hypothesis testing is carried out using the Independent Sample T-test, with the assumption that the results of the analysis prerequisite test are normal and homogeneous. However, if the prerequisite test results are not normally distributed, then the test is carried out using the Mann-Whitney test.

Interpretation of the results was tested at the significance level (p) 0.05. The hypothesis in this study of learning activity data is as follows:

Ho_1: there is no difference in social studies learning activities in the experimental class using the TGT learning model assisted by Kokami media and the control class using conventional learning models.

Ha_1: There are differences in social studies learning activities in the experimental class using the TGT learning model assisted by Kokami media and the control class using conventional learning models.

Student Learning Outcomes Hypothesis Test
The main aspects that form the basis for testing the hypothesis in this study of learning outcomes data are the pretest and posttest results obtained from the implementation of learning in the control and experimental classes. According to Sugiyono in Supriadi [27] to get real test results, it is necessary to do two analyzes. The first analysis is to examine the difference in pretest results between the control and experimental classes (O1 : O2). The expected result is that there is no significant difference between the pretest results in the control class and the experimental class.

The second analysis is to test the proposed hypothesis, namely "there are differences in social studies learning outcomes in the experimental class using the TGT learning model assisted by Kokami media and the control class using conventional learning models. The data tested is the average gain score obtained from the pretest and posttest results. The gain score of learning outcomes is calculated using the Hake formula, the Average Normalized Gain Score (N-Gain), or the average normalized gain score [28].

Furthermore, Hake in Nur and Sari [29] classify this increase in gain into several levels of interpretation. The normalized gain index can be seen in Table 5 below.

Table 5. Index of Normalized Gain Value (N-Gain)

Gain Value	Interpretation
$g \geq 0.70$	High
$0,70 > g \geq 0,30$	Currently
$g < 0,30$	Low

Source: Adaptation from Hake (Nur & Sari, [29])

The average gain score obtained is then analyzed using the Independent Sample T-test or the statistical formula used to compare data from two different sample groups (Independent). The interpretation of the t-test values was tested at a significance level (p) of 0.05. The hypothesis in this study of learning outcomes data is as follows:

Ho2: There is no difference in social studies learning outcomes in the experimental class using the Kokami media-assisted TGT learning model and the control class using conventional learning models

Ha2: There are differences in social studies learning outcomes in the experimental class using the TGT learning model assisted by Kokami media and the control class using conventional learning models

3. RESULTS AND DISCUSSION

3.1 RESULTS

The results of the analysis of learning activity data in the control class and the experimental class can be seen in Table 6 below.

Table 6. Data Description of Learning Activity Scores of Control and Experiment Class Students

Class	Ideal Score	Minimum Score	Maximum Score	Range	Mean
Control	100	54,86	77,08	22,22	62,90
Experiment	100	72,22	86,11	13,89	78,96

Source: Calculation Results, 2023

Based on the data in Table 6, the learning activities of students in the control class showed that the highest score obtained by students was 77.08 while the lowest score obtained by students was 54.86. Based on the maximum and minimum acquisition scores, it shows a score range of 22.22. The average score of learning activities for the control class is 62.90.

The results of the normality test of learning outcomes data in the experimental and control classes can be seen in Table 7 below

Table 7. Results of Normality Test of Learning Activity Data for Experiment Class and Control Class

Class	Statistics	Df	Sig.
Eksperimen	0,104	31	0,200
Kontrol	0,196	29	0,006

Source: Calculation Results, 2023

Based on the data in Table 4.7 above, testing the normality of learning activity data in the experimental class, a significance value of p = 0.200 was obtained, so that p> 0.05 and the significance of the control class was p = 0.006, so that p <0.05. Thus, it can be concluded that the learning activity score data in the experimental class is normally distributed, but the learning activity scores in the control class are not normally distributed. These results indicate that the Independent Sample T-test cannot be tested on the hypothesis testing of student learning activity data. Further hypothesis testing was carried out using the Mann-Whitney U-test.

Table 8. Significance Test of Learning Activity Scores of Experiment Class and Control Class Students

Description	Score
Mann-Whitney U	15,500
Wilcoxon W	450,500
Z	-6,425
Asymp. Sig. (2-tailed)	,000

Source: Calculation Results, 2023

Based on Table 8 above, shows a U value of 15.50 and a W value of 450.50. When converted to a Z value, the magnitude is -6.425. From these results, it is known that the Asymp.sig (2-tailed) value is 0.000, so Asymp. sig. 0.000 < 0.05. So according to the decision-making in the Mann-Whitney test it can be concluded that Ho1 is rejected and Ha1 is accepted. This means that there are differences in social studies learning activities in the experimental class using the TGT cooperative learning model assisted by Kokami media and the control class using conventional learning models.

The pretest results of students in the experimental class and control class can be seen in Table 9 below.

Table 9. Data on Pretest Results of Experiment Class and Control Class Students

	Number of Samples	Minimum Score	Maximum Score	Range	Mean
Experiment	31	25	70	45	48,54
Control	29	25	70	45	44,22

Source: Calculation Results, 2023

Based on the data in Table 9 above, it can be seen that the average pretest score in the experimental class was 48.54 and the average pretest score in the control class was 44.22. The highest pretest score obtained by students in the experimental class was 70 and the highest pretest score in the control class was 70. Meanwhile, the lowest pretest score obtained by students in the experimental class and control class was the same, which was 25.

The results of the normality test of learning outcomes data in the experimental and control classes can be seen in Table 10 below

Table 10. Results of the Normality Test for Social Studies Learning Outcomes in Experiment Class and Control Class

Class	Statistics	Df	Sig.
Experiment			
Pretest	0,153	31	0,231
Postest	0,134	31	0,123
Kontrol			
Pretest	0,95	29	0,531
Postest	0,129	29	0,298

Source: Calculation Results, 2023

Based on the data in Table 10 above, the normality test in the experimental class, a significance value was obtained for the pretest p = 0.231, so that p > 0.05 and posttest p = 0.123, so that p > 0.05. Thus, it can be concluded that the data on learning outcomes in the experimental class are normally distributed. The normality test in the control class obtained a significant value for the pretest p = 0.531 so that p > 0.05 and posttest p = 0.298 so that p > 0.05. Thus, it can be concluded that the data on learning outcomes in the control class is normally distributed.

Table 11. Results of Homogeneity Test Data on IPS Learning Outcomes in Experiment Class and Control Class

Description	Lavene Statistics	df1	Df2	Sig.
Pretest	0,161	1	58	0,690
Postest	0,212	1	51	0,647

Source: Calculation Results, 2023

Based on the data in Table 11 above, the pretest significance results obtained were 0.690 > 0.05 and the posttest significance was 0.647 > 0.05. Thus, it can be concluded that the two learning outcomes above are homogeneous.

Table 12. Test of Significance of Pretest Results of Experiment Class and Control Class Students

International Journal of Computer Applications Technology and Research
Volume 12–Issue 07, 13 - 20, 2023, ISSN:-2319–8656
DOI:10.7753/IJCATR1207.1003

Description		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2 tailed)
Pre test	Equal variances assumed	0,157	0,693	5,470	58	0,00
	Equal variances not assumed			5.484	59,96	0,00

Source: Calculation Results, 2023

Based on the results in Table 12, it is known that the sig. (p) is 0.102. Thus, it means p> 0.05, meaning that there is no difference in the pretest results in the experimental class and the control class.

Then an analysis was carried out on the average gain score of the two classes to test the proposed hypothesis. The average gain score of students in the experimental class and control class can be seen in Table 13 below..

Table 13. Gain Score Social Studies Learning Outcomes Experiment Class and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment	31	0,19	0,78	0,58	0,12
Control	29	0,22	0,72	0,40	0,11
Valid N (listwise)	29				

Source: Calculation Results, 2023

The average gain score in Table 13 above shows that the experimental class obtained an average gain score of 0.58. And the control class gets an average gain score of 0.40. These results show that both the experimental class and the control class are at the moderate gain index level. The average gain score data obtained were then analyzed using the Independent Sample T-test to test the research hypothesis. The results of the hypothesis significance test of student learning outcomes data can be seen in Table 14 below.

Table 14. Significance Test of Social Studies Learning Outcomes Hypothesis

Description		t-test for Equality of Means						
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Gain_ Score	Equal variances assumed	5,470	58	0,000	,1733	,0316	,1098	,2367
	Equal variances not assumed	3,584	57,9	0,000	,1733	,0316	,1110	,2365

Source: Calculation Results, 2023

Based on the results in Table 14, it is known that the sig. (p) value is 0.000, which means p <0.05. Thus the alternative Ho2 is rejected and Ha2 is accepted. This means that there are differences in social studies learning outcomes in the experimental class using the TGT cooperative learning model assisted by Kokami media and the control class using conventional learning models.

3.2 DISCUSSION

Research shows that the control class, which is only taught by conventional models, has high learning activity qualifications. This high learning activity is caused by the teacher's ability to master the class and the very good material. So the learning activities of students in the class also tend to be high. However, when compared to the experimental class, the qualifications for learning activities with the conventional model are still lower than the Cooperative learning model of the TGT type assisted by Kokami media. The results showed that learning activities in the experimental class had very high qualifications for learning activities.

These results are to the conclusions of Syilvi's [30] research; Rastika and Ariswoyo [31]); and Laksana [32] who said that the learning activities of students in classes using the TGT model and also Kokami media were high and very active. The results of this study also provide a clear picture that classes using the Cooperative learning model type TGT assisted by Kokami media have higher learning activity qualifications when compared to classes using conventional learning models. So it can be concluded that the Cooperative learning model of the TGT type assisted by Kokami media is very effectively used to increase student learning activities, especially in social studies subjects.

The very active learning activity in the experimental class was caused by several factors, namely: first, the tournament activities carried out in the TGT model proved to encourage students in the experimental class to study more actively when compared to the control class. This is what was concluded by Rusyanto's [33] research which states that the TGT model encourages the learning success of each student, where the success of a group lies in the success of each member of the group. So that by themselves students learn harder and are more responsible for understanding the material so that they can contribute to the success of the team. Second, the discussion group in the experimental class was considered more interactive than the control class. Even though each student in the original group in the experimental class had different individual abilities, they were seen helping each other and cooperating in learning the material provided by the teacher. This is in line with Chairani's [34] research which concluded that cooperative learning using the TGT model is very effectively applied in class to increase the positive attitude of students in the class, which consists of students with different characters and individuals. The three uses of Kokami media during the tournament turned out to have a pretty good influence on the activities of students in the experimental class, where students seemed to be more enthusiastic and motivated when carrying out tournaments with this Kokami media.

The higher learning outcomes in the experimental class are caused by the application of the TGT learning model which has more interesting learning variations than the control class, namely in the form of games and tournaments. Because there is an element of fun games and the emergence of a desire to compete openly and fairly, this ultimately motivates students to be more actively involved in participating in the learning process. Sumarmi (Syilvi [35]) said the TGT model makes students more positive, tolerant, enthusiastic, and very actively involved in learning, where the demands of contributing to their home group encourage students to learn more independently and not just stick to the knowledge taught by a teacher only. However, it cannot be denied that there are also some conspicuous weaknesses in the use of the Kokami media-assisted TGT cooperative learning model. This weakness lies in the variation in the level of difficulty of the questions each student gets when choosing a question card. The difference in the level of difficulty of the questions is a lucky factor for adding student scores, where students who get questions with a low level of difficulty will very easily answer the questions on the question cards. While students who get question cards with a high level of difficulty will have more difficulty answering. So, with findings like this, more attention should be paid to the technique of making question cards with a more equal level of difficulty.

In addition, the use of Kokami media turns out to provide challenges for each student. They are motivated to be able to solve every question on the card they choose. This kind of learning atmosphere ultimately has a positive impact on students' understanding of the material being studied. Questions originating from Kokami media automatically make students trained in solving problems better. Which in turn has a positive effect on improving student learning outcomes in the experimental class.

The results of this study are in line with some of the results of previous studies which are used as references in this study. As mentioned by Rani [36] and Kahar [37] in their research concluded that the learning outcomes of the experimental group increased significantly compared to the control class after being given treatment with the TGT model. It was also stated that the post-test results in classes using the TGT model showed higher results than conventionally taught classes. In addition, Syilvi [38] also said in his research that student learning outcomes increased after being given the application of learning by utilizing Kokami media. So it can be concluded that the TGT learning model combined with Kokami media in this study proved to have a positive and significant impact on improving social studies learning outcomes compared to conventional learning models.

4. CONCLUSION

1. The average score of students' learning activities using conventional learning models can be said to be high. The average score of students' learning activities in the experimental class showed a total score of 78.96. These results indicate that the learning activities of students in classes using the TGT cooperative learning model assisted by Kokami media are said to be very high.
2. There are differences in social studies learning activities in classes that use the Cooperative type TGT model assisted by Kokami media and classes that use conventional learning models. The results showed that the Cooperative model of the TGT type assisted by Kokami media had a better effect on increasing social studies learning activities than the conventional model.
3. There are differences in social studies learning outcomes in classes that use the Cooperative learning model of the TGT type assisted by Kokami media and classes that use conventional learning models. The results showed that the Cooperative Learning model of the TGT type assisted by Kokami media had a better effect on improving social studies learning outcomes than the conventional model.

5. REFERENCES

[1] Widiyanto, J.. 2018. Evaluasi Pembelajaran. Jawa Timur: Unipma Press, p.50
[2] Darmadi. 2017. Pengembangan Model dan Metode Pembelajaran dama Dinamika Belajar Siswa.Yogyakarta:Deepublish, p.38
[3] Suparman, & Husen, D. N. 2015. Peningkatan Kemampuan Berpikir Kreatif Siswa Melalui Penerapan Model Problem Based Learning. Bioedukasi Universitas Khairun, 3(2), 367–372
[4] Rusyanto. 2021. TGT (Teams Game Tournament) dalam Pembelajaran IPS.Jakarta: Penerbit NEM, p.16
[5] Miranda, A. 2019. Mengelola aktivitas Pembelajaran di Sekolah Dasar. Kalbar: PGRI Kalbar dan Yudha English Galery
[6] Kurniati, S. 2022. Metode Pembelajaran LBS untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa. Pekalongan: PT.Nasya Expanding Management, p.5.
[7] Yohana, S. 2022. Kooperatif Tipe Investigation Dan Aktivitas Belajar. Lombok Tengah: Penerbit P4I Management, p.46.
[8] Suhdahry. 2022. Variabel Penelitian Bidang Pendidikan. Klaten: Penerbit Lakeisha, p.107
[9] Sardiman. 2018. Interaksi dan Motivasi Belajar Mengajar. Depok: PT. Rajagrafindo Persada, p.101
[10] Rofiq A. M. 2020. Konsep Dasar Ilmu Pengetahuan Sosial Berorientasi HOTS (Higher Order Thinking Skills) untuk Pendidikan Sekolah Dasar (PGSD). Semarang: CV. Pilar Nusantara, p.24.
[11] Zuhroh, dkk.2021. Pengembangan Materi dan Metodologi Pembelajaran IPS. Jakarta
[12] Susanto, A. 2019. Pengembangan Pembelajaran IPS di SD. Jakarta: Penerbit Kencana, p.15.
[13] Octavia, S. 2020. Model-Model Pembelajaran. Sleman: Deepublish, p.12.
[14] Ishaac, M. 2020. Pengembangan Model-Model Pembelajaran Pendidikan Agama Islam. Jakarta: Guepedia, p7.
[15] Yoana, N., dkk. 2022. Model-Model Pembelajaran. Sukabuni: Penerbit Haura Utama, p.9.
[16] Ariswan. 2022. Team Games Tournament. Jakarta: CV.Azka Putra, p.5.
[17] Putra, A. 2021. Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw untuk Sekolah Dasar. Surabaya: Jakad Media Publishing, p.5.
[18] Parwanti.2020. Pembelajaran Kooperatif Model Permainan dalam Pembelajaran IPS SMP. Jawa Barat: Penerbit Adab, p.36.
[19] Musdalifa, Razak, F., Jaya , A. 2022. Buku Panduan Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Berbasis Media Ular Tangga. Solok : CV. Mitra Cendekia Media., p25.
[19] Karim, A. dkk. 2020. “Pengembangan Media Pembelajaran Matematika Berbasis Android Di Kelas 4 Sekolah Dasar”. Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika. 1(2),91 https://ojs.uniska-

bjm.ac.id/index.php/jurnalmuallimuna/article/view/952. Diakses 25 Februari 2022.

[20] Chairani. 2021. Upaya Meningkatkan Kualitas Pembelajaran PKn Melalui Metode Team Game Tournament (TGT) pada Siswa Kelas VII SMP Negeri 06 Lebong T.A. 2021/ 2022. Purwokerto: CV. Tatakata Grafika, p.35.

[21] Anam. & Lia. 2016. "Pengaruh Kecerdasan Emosional, Kecerdasan Intelektual, Kecerdasan Spiritual, dan Kecerdasan Sosial Terhadap Pemahaman Akuntansi". Jurnal Sains Terapan. 1(2), 40-47.

[22] Basrowi dan Suwandi. 2009. Memahami Penelitian Kualitatif. Jakarta: PT. Rineka Cipa, p.84

[23] Fatchan, A., Soekamto, H., & Yuniarti, Y. 2015. Pengaruh Model Pembelajaran Project Based Learning Terhadap Kemampuan Berkomunikasi Secara Tertulis Berupa Penulisan Karya Ilmiah Bidang Geografi Siswa SMA. Jurnal Pendidikan Dan Pembelajaran (JPP), 21(1), 33–40. Retrieved from http://journal.um.ac.id/index.php/pendidikan-danpembelajaran/article/view/4520

[24] Hopkins, D. dan Antes, Richard L. 1990. Classroom measurement and evaluation. Itasca, Illinois: F.E. Peacock Publisher, Inc

[25] Gunawan, R. (2013). Pendidikan IPS. Bandung: Alfabeta, p.63.

[26] Muhajirin. 2020. Jurnal Pendidikan Konvergensi Oktober Sang Surya Media, p.54.

[27] Supriyadi. 2018. Pengaruh Metode Pembelajaran dan Kecerdasan Emosional Siswa terhadap Hasil Belajar. Pekalongan: Penerbit NEM, p.40.

[28] Mchunu, S. P., & Imenda, S. N. 2015. The Effects of Traditional, Outcomes Based Education (OBE) and Blended Teaching Approaches in Alleviating Conceptual Difficulties and Alternative Conceptions in Grade Twelve Mechanics. Conception Sciences, 8(2), 333–343

[29] Isman, N. dan Prawitha, S. 2023. Soft Skills Pemecahan Masalah dan Berpikir Kritis Matematika. Jawa Tengah. Penerbit Lakeisha

[30] Syilvi. 2017. Analisis Perbedaan Aktivitas dan Hasil Belajar IPS Menggunakan Model Pembelajaran Teams Games Tournament Berbantuan Media Kokami, UNM: Program Pascasarjana Prodi Pendidikan Dasar

[31] Ratika, Ariswoyo dan Nurdalilah.2021 "Analisa Peningkatan Aktivitas Dan Hasil Belajar Matematika Siswa Yang Menggunakan Model Pembelajaran Kooperatif Tipe Tgt (Teams Games Tournament) Tingkat SMP." Maju, 8(2),pp. 293-300.

[32] Laksana, Anak A. N. P., et al. 2021."Implementasi Model Pembelajaran Kooperatif Tipe Teams Games Tournament untuk Meningkatkan Aktivitas dan Hasil Belajar Teknik Passing Bola Voli." Jurnal Pendidikan Kesehatan Rekreasi, 7(1), 26 Jan. 2021, pp. 141-149, doi:10.5281/zenodo.4445059.

[33] Rusyanto.2021. TGT (Teams Game Tournament) dalam Pembelajaran IPS.Jakarta: Penerbit NEM, p.45.

[34] Chairani. 2021. Upaya Meningkatkan Kualitas Pembelajaran PKn Melalui Metode Team Game tournament (TGT) pada Siswa Kelas VII SMP Negeri 06 Lebong T.A. 2021/ 2022. Purwokerto: CV. Tatakata Grafika, p.15.

[35] Syilvi. 2017. Analisis Perbedaan Aktivitas dan Hasil Belajar IPS Menggunakan Model Pembelajaran Teams Games Tournament Berbantuan Media Kokami, UNM: Program Pascasarjana Prodi Pendidikan Dasar, p.76.

[36] Rani, Diah E. 2022. "Penerapan Pembelajaran Kooperatif Teams Games Tournament (TGT) untuk Meningkatkan Hasil Belajar Matematika." Jurnal Basicedu, vol. 6, no. 4, 2022, pp. 6068-6077, doi:10.31004/ basicedu.v6i4.3146

[37] Kahar. 2021. "Upaya Meningkatkan Hasil Belajar PKN melalui Model Pembelajaran Teams Games Tournament di Kelas IV SDN 173/X Lambur II." Jurnal Ilmiah Dikdaya, 12(1),11 Apr. 2022, pp. 234-241, doi:10.33087/dikdaya. v12i1.297

[38] Syilvi. 2017. Analisis Perbedaan Aktivitas dan Hasil Belajar IPS Menggunakan Model Pembelajaran Teams Games Tournament Berbantuan Media Kokami, UNM: Program Pascasarjana Prodi Pendidikan Dasar