

ABSTRAK

Penelitian ini berfokus untuk mendeskripsikan penggunaan model kooperatif tipe Teams Games Tournament (TGT) dalam pembelajaran sejarah di kelas X SMA Negeri 1 Cihaurbeuti. Subjek penelitian ini adalah guru mata pelajaran sejarah dan peserta didik kelas X-2 serta X-9. Penelitian ini menggunakan pendekatan kualitatif dengan metode naratif, melalui teknik pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan guru menggunakan model kooperatif tipe Teams Games Tournament (TGT) untuk menumbuhkan keaktifan, motivasi, pemahaman materi, serta keterampilan peserta didik dalam pembelajaran sejarah. Tahap Persiapan meliputi penyusunan modul ajar, materi, media pembelajaran berupa susun huruf menjadi kata, serta instrumen penilaian peserta didik. Pelaksanaan pembelajaran mengikuti sintaks model kooperatif tipe Teams Games Tournament (TGT) dengan lima tahapan, yaitu penyajian kelas, pembentukan kelompok, permainan, pertandingan dan penghargaan kelompok. Model kooperatif tipe Teams Games Tournament (TGT) memiliki kelebihan menjadikan lingkungan belajar lebih menyenangkan, meningkatkan kepercayaan diri, kerja sama, serta tanggung jawab. Namun, terdapat beberapa kekurangan dalam penggunaannya seperti pengelolaan kelas yang cukup menantang karena suasana kelas menjadi lebih ramai, keterbatasan waktu, ketidakseimbangan anggota kelompok dan perlunya dukungan lebih terkait keterampilan guru dalam mengelola kelas, fasilitas yang memadai, alat, dan biaya. Secara umum, model kooperatif tipe Teams Games Tournament (TGT) mendorong peserta didik menjadi lebih aktif, kritis, dan kreatif dalam pembelajaran.

Kata Kunci: Model Kooperatif, Teams Games Tournament (TGT), Pembelajaran Sejarah

ABSTRACT

This study focuses on describing the implementation of the Teams Games Tournament (TGT) cooperative learning model in history learning for tenth-grade students at SMA Negeri 1 Cihaurbeuti. The subjects of this study were the history teacher and students of classes X-2 and X-9. This study employed a qualitative approach with a narrative method. Data were collected through observation, interviews, and documentation. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. The results of the study indicate that the teacher used the Teams Games Tournament (TGT) cooperative learning model to promote students' activeness, motivation, understanding of the subject matter, and learning skills in history classes. The preparation stage included the development of teaching modules, learning materials, learning media in the form of word-arrangement activities, and student assessment instruments. The implementation of learning followed the syntax of the Teams Games Tournament (TGT) cooperative learning model, which consists of five stages: class presentation, team formation, games, tournaments, and team recognition. The Teams Games Tournament (TGT) cooperative learning model has several advantages, including creating a more enjoyable learning environment and improving students' self-confidence, cooperation, and responsibility. However, several challenges were identified, such as classroom management difficulties due to a noisier classroom atmosphere, time constraints, imbalance among group members, and the need for greater support in terms of teachers' classroom management skills, adequate facilities, equipment, and costs. Overall, the Teams Games Tournament (TGT) cooperative learning model encourages students to become more active, critical, and creative in the learning process.

Keywords: Cooperative Learning Model, Teams Games Tournament (TGT), History Learning