

Use of Learning Model Cooperative Learning Type Team Games Tournament (TGT) to Improve Interpersonal Intelligence of Students in Social Studies Learning.

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Abstract. The research was distributed by early observations in Class VII-5 Junior High School 1 Bandung. Observation results showed low interpersonal intelligence the learners that are happening in the learning process, problems that arise are: 1) the students who are less appreciative of other learners, 2) lack of healthy communication between learners, 3) lack of social sensitivity of the learners. To solve the problem of the study, researchers conducted a study class act with a design model Kemmis and McTaggart uses learning model cooperative learning-type team games tournament. This research was carried out through three cycles each cycle consisting of a single action. In the first Act, the study was conducted in two stages using intelligent game closely. The first Act shows the interpersonal intelligence in the category of "enough". In the second action, learning using games crossword puzzles. The second Act shows a significant increase in interpersonal intelligence to the "good" category. In the third Act, learning to use the reverse-benar-salah games. The third Act shows an improvement to the "good" category, the majority of the three indicators of interpersonal intelligence shows the value of "good" so that researchers do not continue the action. As for the use of cooperative learning model summary of learning-type team games tournament in IPS can improve learning interpersonal intelligence of learners, suggestions for further research in order for researchers to be a benchmark in the interpersonal intelligence and research for teachers to use the student center learning model, so learning more fun and the material carried.

Keywords: intelligence, interpersonal, interpersonal intelligence, cooperative learning, team games tournament.

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A. INTRODUCTION

The stages of human development is inseparable of interaction, both with fellow man and nature itself, but of course the development is limited by the ability of each human. Therefore it takes education as one of the efforts to optimize the ability to add insights so that individual development can last is optimized.

In terms of education in general is the process of transfer of knowledge from one person to another person. In a study are indeed intended for the development of the potential that exists within the learners. One of the objectives of education in permendiknas above is to develop the necessary skills themselves and society. Role in the formation of skills to be community plunge in, either as someone who understands the feelings of others and can accommodate other people's feeling of yesteryear through the action, the establishment of these skills can be done through social studies learning.

Social studies as one area of knowledge, has a role in addition to a knowledge, i.e. in the formation and development of human resources, social skills has a social care and are able to communicate both verbal and non verbal, which is some aspect of interpersonal intelligence. Interpersonal intelligence is the ability to feel and transmit feelings, desires, motivations and moods of others. Outline of interpersonal intelligence is the ability to manipulate the feelings of the other person were derived from knowledge and implemented in the social life. Individuals who have interpersonal intelligence will be able to empathize, interact and develop a harmonious relationship as well as being able to establish good communication with others. Curriculum core competencies in 2013, there are contents which States:

"appreciate and live the honest behavior, discipline, responsibility, caring (tolerance, mutual), polite, confident, in

interacting effectively with the social and natural environment within the reach of the association and its existence"

From the statement above is obtained that the formation of interpersonal intelligence is already implanted through a curriculum created by the government. In this case indirectly teachers required to form the learners who have interpersonal intelligence as the basis for being good citizens in the social environment as well as interact with other citizens.

The results of the observation pre-research in class VII 5 in SMPN 1 Bandung, researchers found the problem experienced by learners in the classroom, including 1) when teachers explain the material, students who sitting in behind doesn't pay attention to learning and prefer talking to a friend of his, 2) contemned teacher when the time for discussion is finish, 3) ethics and social sensitivity is low from the learners. At the time of learning taking place there even learners who shouted to the teacher to get the first order and to other learners to favor his group.

The above condition shows the lack of interpersonal intelligence belonging to learners. This is based off the opinions of Jasmine (2007, p. 267) that there are some characteristics that people have interpersonal intelligence, namely: 1) learned very well when you are in situations that build up between one another, 2) more connect with other people more happy, 3) feel bored and not excited when learning by his own, and 4) very caring and attentive on issues and social issues.

So be one barrier in the delivery of the learning material of the social studies. In fact of any interpersonal intelligence according to Gardner, there are the driving factors to facilitate the progress of learners.

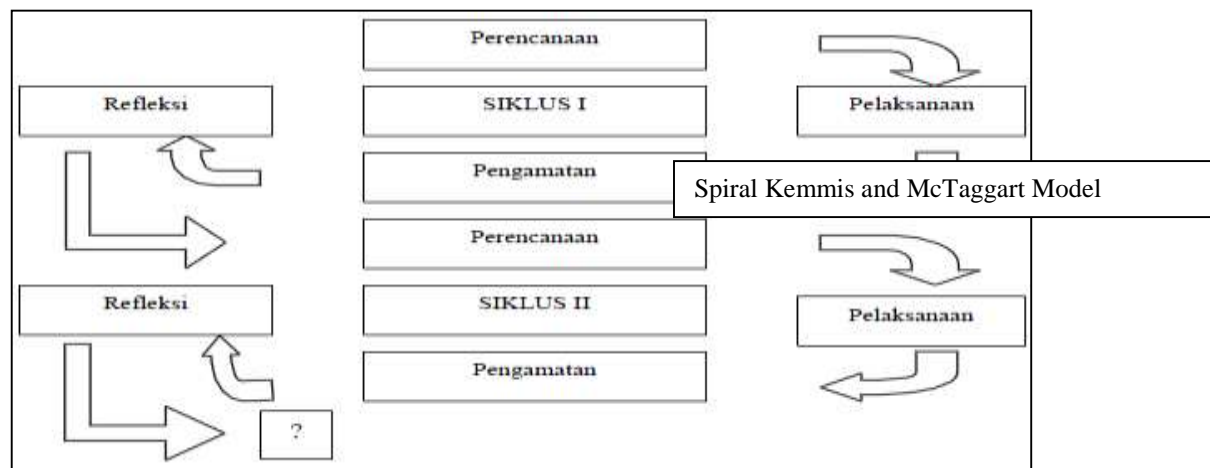
Given the importance of interpersonal intelligence for life learners in interactions, creating social studies learning oriented interpersonal intelligence is important for the teacher. For it required learning methods

which can develop the ability of cooperation, communication and dissemination, so that it can enhance interpersonal intelligence of learners. Cooperation in groups is very suitable for the teaching of interpersonal intelligence, because it gives a chance to students to work as a social units into a simulation for the social life.

involves activities the whole learners, engaging the learner's role as a peer tutor and contain elements of a fun game as well as the existence of the reinforcement.

B. METHOD

This research uses methods class



According to Armstrong (2013, p. 10) individuals who have interpersonal intelligence has the ability to differentiate, observe and respond appropriately against mood, tempramen, motivation and desires of others. So they are accepted by others in the socialize well in school or social life. It affirmed Safaria (Rizki, 2016 p. 3) that the students who failed to develop intelligence interpersonalnya, will experience a lot of obstacles in learners social world.

According to Yaumi (2012, p. 149) there are various appropriate learning activities to foster interpersonal intelligence owned learners, among which was the first cooperative learning model, apply the second, create groups, the third makes teamwork, and all four discussion groups. In Komalasari (2010, p. 67) learning activities with games designed in cooperative learning TGT type allows learners can learn more relaxes beside foster responsibility, cooperation, competition, and involvement in learning. Then according to researchers that learning model that is considered able to improve interpersonal intelligence learners i.e. Cooperative Learning-type Team Games Tournament (TGT), a model of learning is considered suitable because it

action research. Class action research as revealed by Hopkins in (Wiriaatmadja 2012, p. 11) that the class action research is research that combines research with the procedure the substantive act, an act which is done in the discipline of inquiry, or a business person to understand what was going on, all the while engaged in a process of improvement and change. While according to Arikunto (2015, p. 1) class action research is research that exposes the occurrence cause and effect of the treatment, as well as expose what happens when treatment is given, and lays out the whole process from the beginning the granting of preferential treatment to the impact of such treatment.

Several models of action classes, which researchers use namely spiral model of Kemmis and Taggart (Undang, 2009, p. 104). Researchers using the spiral model class action research as outlined below:

As for the research instrument used is the execution plan learning, sheets of observation, observation in the form of guidelines check list, as well as documentation. While the data analysis techniques used for member check,

triangulation and expert opinion as according to Hopkins in (Wiriaatmadja, 2012, p. 168).

C. RESULTS AND DISCUSSION

The results of this study refers to the formulation of the problem. This research was carried out school class VII-5 SMPN 1 Bandung in academic year 2017/2018.

First, on planning the first action researchers compile material, indicators and goals, learning schemes, evaluation tools, as well as in the stages of TGT. Tools are used card games instructions, learning scheme (RPP), and the questions that had already been concluded within the learning scheme has been made.

Second, the implementation of the first action is the teacher divides students into five groups. Activities continued with the awarding of the games instructions card, then follow the instruction that learners are in the card instructions, the group that won the comeback award will be given careful consideration by the teacher. Instruction should be implemented learners are masaing each group was asked to review the material that was submitted by the teacher, then from some members of the newly appointed spokesman for the intelligent in-game closely. The teacher made a chart of the match helped by some representatives of the group. After 20 minutes of review, representatives of each group advanced to the next grade to determine the groups that will be countered by means of "hompimpa". From this first action, students still do not dare to express an opinion, because when the election spokesman learners actively progressing. While still only a passive silence. Of several groups they've some learners who can direct the members to be able to assist in reviewing the material. So the atmosphere is more lively and active groups.

In the second action, teachers explain further material and pursuing four kingdoms

i.e. Sriwijaya, Medang, Kediri and Majapahit. After that, the teacher asked the students to form groups in accordance with the study last week. Then the teacher gives the card the hint. The second is on the action games crossword puzzles. The teacher gives the card the hint and crossword puzzles to each group. After 20 minutes, the Group of the most quick and precise in answering will be awarded from the teacher. Cooperation within the group is visible on the second game, some members take the initiative to look for answers and not awkward in conveying the idea.

In the third Act, the initial activity carried out similar actions before. Game on the third act it is right-wrong-go back. Representatives of the groups taking the card the hint and reviewing material that had already been delivered. After 20 minutes, the teacher asked each group to make a lineup for this game.

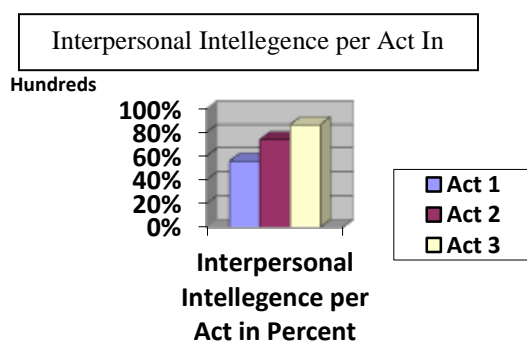
Third, a reflection on the implementation of the type of TGT to improve interpersonal intelligence of learners is the first action of the first learning a little longer. This is due to the selection of games that are time consuming, so that even though the material is carried out well, but some students less interpersonal intelligence shows that increasing. On each of the second and third acts, the researchers chose a simple game but all members can active in the game. Second, the lack of ideas that emerged from the learners in early action. Because the students are still unfamiliar with the group who is not a friend nearby, so there's still a sense of awkward. On the next act, learners are more active in expressing his idea, so the atmosphere is bustling each group is increasingly positive. Third, the difficulty in designing content that can be enhance interpersonal intelligence of learners. Yet every action researchers always conduct discussions with the observer and teacher partners, so that further action on problems

in the design of the material could be overcome.

Fourth, interpersonal intelligence of learners has increased in each of its actions. This shows that the model of cooperative learning, TGT type can enhance interpersonal intelligence of learners. It is in accordance with the opinion of the Yaumi (2012, p. 149) there are various appropriate learning activities to foster interpersonal intelligence owned learners, including 1) applying cooperative learning model, 2) create groups, 3) make teamwork, and 4) discussion groups. To learn how to increase interpersonal intelligence of learners, then the below presented diagram of interpersonal intelligence assessments every action as follows:

It also shows that interpersonal intelligence learners have already acquired either with the percentage of the third act i.e., 85.4%. If categorized, interpersonal intelligence of learners already showing good results. The action is one based on a diagram last obtained a score of 56.4%. A percentage of the first act is set in the range of value of 33.4% - 66.6% so it can be said to be quite good. On the second act increased 18.3% reaching the indicated.

The improvement of interpersonal intelligence of learners accompanied by a proper method to create active learners, i.e. cooperative learning model type TGT. Steps in the model of cooperative learning, TGT type became one way to improve learners interpersonal intelligence.



A significant increase when the second act to reach 74.7%, so it can be

known that interpersonal intelligence learners already good but still a lot of indicators that have not been filled to the maximum. In this action solidity between groups is visible from the immediacy of the work assignment that the teacher provide as well as the availability of teachers provided 20 minutes to review and workmanship but when 15 minutes there are two groups who have been collecting and crossword puzzle other groups followed by lam later. In the third act increase in any case, reach 85.4%. Interpersonal intelligence learners reach a point of saturation and nearly all members of the group were more solid in his group, boldly suggested idea, disproving the words good and polite, don't cut her friend was being argued and able to reconcile the conflicts that exist within the group.

D. CONCLUSION

Summary based on the results obtained by the research done that through the use of cooperative learning model of learning-type team games tournament (TGT) to improve interpersonal intelligence learners on learning social studies in class VII 5 SMPN 1 Bandung. As for the summary specifically can the author pointed out as follows:

First, the planning of the implementation of the social studies through learning model cooperative learning type TGT to improve interpersonal intelligence of learners in the first act got a mean "enough" and on the next two acts got the mean "good". As for planning activities does is determine the basic competencies, materials, making learning implementation plans, instructions and card game ditiap actions.

Second, the implementation of the social studies through learning model cooperative learning type TGT to improve interpersonal intelligence of learners. On the implementation of the TGT, almost the same in every action that is 1) teaching, 2) study group, 3) games, and 4) rewards. In any action, researchers using different

games so that learners do not feel bored and enjoy learning more.

Third, after the implementation of the actions through reflection learning model cooperative learning type TGT to improve interpersonal intelligence of learners is the ability of teachers in split time during learning, less solidity of the group established teachers on early action. This can be seen when the appointment of a spokesman and less active member in each group. To overcome it, teachers create games that can make all the members of the group plays an active role in the settlement of games or tasks are also not forget teachers give awards to a group of every action. The other obstacle is in the designing of the material and the corresponding game, so can improve interpersonal intelligence of learners. However by the presence of the observer and teacher discussion with partners after the act, those problems could be overcome.

Fourth, the result of this research shows that through cooperative learning model type TGT can enhance interpersonal intelligence learners so that each group reach the mean "good". It can be seen from the rise in interpersonal, intelligence percentage of 55.6% in the first cycle then rose to 73.7% in the second act and in the third act reached 86.2%.

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