

## ABSTRAK

**PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF  
TIPE *TEAMS GAMES TOURNAMENT* (TGT)  
TERHADAP KEMAMPUAN *MENGINGAT* DAN *MEMAHAMI*  
SISWA KELAS V SD KANISIUS SENGGAN YOGYAKARTA**

Maria Esalfa Roosari  
Universitas Sanata Dharma  
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Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya mutu pendidikan di Indonesia berdasarkan studi yang dilakukan PISA tahun 2012 dan 2015. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) terhadap kemampuan *mengingat* dan *memahami* siswa kelas V SD Kanisius Sengkan Yogyakarta semester gasal tahun ajaran 2017/2018.

Penelitian ini menggunakan jenis penelitian *quasi experimental* tipe *pretest-posttest non-equivalent group design*. Populasi yang digunakan dalam penelitian adalah siswa kelas V SD Kanisius Sengkan Yogyakarta sebanyak 100 siswa. Sampel penelitian terdiri dari dua kelompok yaitu kelas V B sebagai kelompok kontrol sebanyak 34 siswa dan kelas V C sebagai kelompok eksperimen sebanyak 33 siswa. *Treatment* dilakukan pada kelompok eksperimen menggunakan model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT). Terdapat lima langkah model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) yaitu penyajian materi (*presentation class*), kelompok (*teams*), permainan (*games*), kompetisi (*tournament*), dan pengakuan kelompok (*team recognition*).

Hasil penelitian menunjukkan bahwa. 1) model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) berpengaruh terhadap kemampuan *mengingat*. Rerata selisih skor yang dicapai pada kelompok eksperimen ( $M = 1,08$ ,  $SE = 0,08$ ) lebih tinggi daripada rerata selisih skor yang dicapai pada kelompok kontrol ( $M = 0,73$ ,  $SE = 0,09$ ). Perbedaan skor tersebut signifikan dengan  $t(65) = -2,92$ ,  $p = 0,005$  ( $p < 0,05$ ); termasuk kategori efek menengah dengan  $r = 0,34$  atau setara dengan 12% 2) Model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) berpengaruh terhadap kemampuan *memahami*. Rerata selisih skor yang dicapai pada kelompok eksperimen ( $M = 1,24$ ,  $SE = 0,10$ ) lebih tinggi daripada rerata selisih skor yang dicapai pada kelompok kontrol ( $M = 0,83$ ,  $SE = 0,10$ ). Perbedaan skor tersebut signifikan dengan  $t(65) = -2,85$ ,  $p = 0,006$  ( $p < 0,05$ ); termasuk kategori efek menengah dengan  $r = 0,33$  atau setara dengan 11%.

Kata Kunci: model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT), kemampuan *mengingat*, kemampuan *memahami*.

**ABSTRACT****THE INFLUENCE OF IMPLEMENTATION COOPERATIVE LEARNING MODEL OF TEAMS GAMES TOURNAMENT (TGT) TYPE FOR REMEMBER AND UNDERSTAND ABILITY STUDENTS FIFTH GRADE IN KANISIUS SENGGAN YOGYAKARTA PRIMARY SCHOOL**

*Maria Esalfa Roosari  
Sanata Dharma University  
2018*

*The background of this study was directed to the concern about the quality of education in Indonesia was low according study to PISA 2012 and 2015. The aims of the study was to find out the influence of the implementation cooperative learning model of teams games tournament type on the ability to remember and understand for the fifth grade students in Kanisius Sengkan Yogyakarta Primary School.*

*This study used experimental research with pretest-posttest non-equivalent group design. The population used of this study were 100 student of the fifth grade in Kanisius Sengkan Yogyakarta Primary School. The samples in this study consist of 34 students class V B as a control group and 33 students class V C as an experimental group. The treatment for the experimental group was Teams Games Tournament model. There are five steps in cooperative learning model on Teams Games Tournament type including class presentation, teams, games, tournament, and team recognition.*

*The result of this study showed that 1) cooperative learning model on the TGT type affect on the ability to remember. The difference score of the experimental group ( $M = 1,08$ ,  $SE=0,08$ ) was higher than the difference score of the control group ( $M = 0,73$ ,  $SE= 0,09$ ). This difference was significant  $t(65) = -2,92$ ,  $p = 0,005$  ( $p < 0,05$ ), however it did represent a medium-sized effect  $r = 0,34$  or equivalent to 12%. 2) cooperative learning model on the TGT type affect on the ability to understand. The difference score of the experimental group ( $M = 1,24$ ,  $SE = 0,10$ ) was higher than the difference score of the control group ( $M = 0,83$ ,  $SE = 0,10$ ). This significant  $t(65) = -2,85$ ,  $p = 0,006$  ( $p < 0,05$ ), however it did represent a medium-sized effect  $r = 0,33$  or equivalent to 11%.*

*Keywords: Cooperative Learning Model Of Teams Games Tournament Type, ability to remember, ability to understand.*