IMPLEMENTATION OF THE TGT COOPERATIVE LEARNING MODEL WITH THE ASSISTANCE OF ANIMATION VIDEO MEDIA TO IMPROVE STUDENTS' LEARNING OUTCOMES OF CLASS VIIIE SMPN 1 WAINGAPU

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Abstract

The low student learning outcomes of SMPN 1 Waingapu motivated this research. This study aims to demonstrate how the application of the TGT cooperative learning paradigm in class VIII E of SMPN 1 Waingapu is combined with animated video content to improve student learning outcomes. This research is a classroom action research (CAR) involving 28 students in pre-cycle, cycle I, and cycle II activities. Utilizing quantitative descriptive in data analysis. While the emotive domain uses an evaluation rubric, the cognitive domain uses a pretest and posttest. Based on the findings of this study, students' science learning outcomes at SMPN 1 Waingapu can be improved with the TGT learning model with the help of animated video media. The number of students who completed 2 with a percentage of 7% obtained an average of 63 overall student learning outcomes during the pre-cycle. The cognitive component was then completed by 15 students in cycle I with a percentage of 54%, and by 13 students with a percentage of 47%. The emotional component of the first cycle has an average value of 36.5 and the average percentage is 66.7%. The results of the second cycle of student learning show. The average value of the emotional component of the second cycle is 75.5 with a high percentage of 100.0%. Thus it can be stated that the use of the TGT cooperative learning paradigm in class VIIIE of SMPN 1 Waingapu with the use of animated video media can improve student learning outcomes.

Keywords: Team Games Tournament cooperative learning model, learning outcomes

Abstrak

Rendahnya hasil belajar siswa SMPN 1 Waingapu menjadi pemicu dilakukannya penelitian ini. Penelitian ini bertujuan untuk mengkaji bagaimana penerapan paradigma pembelajaran kooperatif TGT dalam kaitannya dengan konten video animasi dapat meningkatkan hasil belajar siswa kelas VIIIE SMPN 1 Waingapu. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang melibatkan 28 siswa pada kegiatan prasiklus, siklus I, dan siklus II. Menggunakan deskriptif deskriptif, menganalisis data. Sedangkan ranah emosional menggunakan rubrik evaluasi, ranah kognitif menggunakan pretest dan posttest. Berdasarkan temuan penelitian ini, hasil belajar IPA siswa di SMPN 1 Waingapu dapat ditingkatkan dengan model pembelajaran TGT dengan bantuan media video animasi. Jumlah mahasiswa yang menyelesaikan 2 mata kuliah dengan persentase 7% diperoleh rata-rata 63 total hasil belajar mahasiswa selama pra siklus. Komponen kognitif kemudian diselesaikan oleh 15 siswa pada siklus I dengan tingkat ketuntasan 54%, dan oleh 13 siswa dengan tingkat ketuntasan 47%. Komponen emosional siklus I memiliki nilai rata-rata 36,5 dan persentase rata-rata 66,7%. Hasil belajar siswa pada siklus II memiliki skor rata-rata 85 untuk seluruh siswa. Dari mereka yang menyelesaikannya, 26 orang merupakan 93% dari kelompok, sedangkan 3 siswa sisanya merupakan 7%

dari kelompok. Nilai rata-rata komponen emosi siklus II sebesar 75,5 dengan persentase predikat tinggi yaitu 100,0%. Berdasarkan hal tersebut dapat disimpulkan bahwa penggunaan model pembelajaran kooperatif Team Games Tournament (TGT) yang didukung dengan media video animasi dapat meningkatkan hasil belajar siswa kelas VIII E SMP Negeri 1 Waingapu.

Kata kunci: model pembelajaran kooperatif *Team Games Tournament*, hasil belajar.

INTRODUCTION

Education is an important tool in improving the quality of Human Resources (HR) in order to achieve the development of a nation. Good education will be created if students can understand the concept of learning and are able to develop their potential (Darayatun and Rahmawati, 2017: 75). Based on the Republic of Indonesia Law Number 20 of 2003 which regulates the National Education System Chapter II Article 3 explains that the purpose of national education is to give birth to abilities as well as foster the character of students for the advancement of a nation that has dignity to create an intelligent nation that will later become human beings who believe and pious to God Almighty".

Learning is a process of effort that is carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience which he does continuously in interaction with his environment (Slameto, 2010: 2). Learning outcomes are the most important part of learning (Sadjana, 2010) defining student learning outcomes in essence is a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields.

Learning is the process of creating a positive relationship between educators and students as an effort to achieve learning goals. Success Of course this is obtained from aspects that affect the teaching and learning process, namely the achievement of learning objectives (Emda, 2018: 173). In addition, according to (Kadir 2017: 400) learning can be said to be going well and successful if educators are able to increase students' self-awareness for learning. An educator is declared successful in educating if he is able to make students active both physically, mentally and socially, and is able to improve student mastery of competence for the better, so that it can be stated that educators are elements that influence student learning success.

In accordance with Article 1 PERMENDIKBUD No. 53 of 2015, which regulates how teachers and educational institutions evaluate student learning outcomes in primary and secondary education, procedures for collecting data on students' attitudes, knowledge, and skills are planned and systematic.

Based on information through the results of an interview (Monday, November 7, 2022) with the science subject teacher at SMP Negeri 1 Waingapu class VIII E, the teacher explained that in science subjects the direct the only active participant in the learning process is the instructor, while the students

only memorized and read learning material, this will cause students to become passive when participating in ongoing learning. In addition, the teacher uses lecture, discussion, and question and answer methods. In this lecture method it is seen that only the teacher plays an active role while the students do not. so that this teaching-centered education. Due to the large number of students, the activation process in class is less effective are not active because they are only busy with their own activities in class, do not focus when the teacher explains the material and also focus their attention on the work given by the teacher. Meanwhile, the media is chart media that only uses pictures/charts. Where this chart media is used for a small number of students can cause misunderstandings because it is two-dimensional, and students do not always know how to read (interpret) images. The teacher stated that students used media more actively and enthusiastic about learning. But there are still many students who do not understand the use of media. The teacher also stated that students were lazy to study. At the time of their test students were unable to work on the questions so that student learning outcomes decreased. Data on student midterm exam scores in semester I of the 2022/2023 school year under the KKM completeness in science subjects at the school was 75, it was found that there were 37% of students who passed and 63% of students who did not complete with scores below KKM 75.

The Team Games Tournament (TGT) cooperative learning model assisted by animated video media is considered very suitable to overcome this problem. The learning outcomes of students who are taught with the TGT cooperative learning model are higher than other cooperative learning models (Dewa, 2019: 24) because the TGT cooperative learning model in the implementation process contains activities that contribute to improving cognitive learning outcomes. The TGT cooperative learning model contributes to increasing student activity because the activities contain academic games which greatly affect cognitive learning outcomes. Game activities in this learning model can help attract students' attention to learning, so that this interest will help increase student learning motivation. This is bearing in mind that students' learning motivation is one of the internal factors that can affect students' cognitive learning outcomes. In accordance with Hamalik's theory, it states that interest in participating in learning determines the level of success or failure of student learning activities which can be seen through learning outcomes (Purnamayanti, 2019: 3). Indirectly, game activities in tournaments can contribute to improving students' cognitive learning outcomes (Dewa, 2019: 24). In addition to the selection of learning models, the media used also greatly influences the learning outcomes. The Purpose of the Cooperative Learning Model According to Slavin in (Taniredja., 2013: 60) that the purpose of cooperative learning is to create a situation where individual success is determined or influenced by the success of the group.

The results of this study are also supported by previous research: By Sudamayanto (2014) entitled "Implementation of the TGT Type Cooperative Learning Model Assisted by Media Pictures to Improve Science Learning Outcomes of Class V Elementary Students 27 1 Mundeh Kangin", This increase can be seen from the results of learning science reaching the average percentage of the first cycle is 72.17% (medium criteria) and the second cycle is 79.00% (high criteria). Classical completeness in cycle I was 40%, cycle II reached 100% completeness.

the Team Games Tournament (TGT) cooperative learning model assisted by animated video media for learning the human respiratory system class VIII SMP Negeri 1 Waingapu. Cognitive fields related to thinking skills, especially the ability to memorize, are the subject of this research, understand, apply and analyze. (9). In addition, the affective domain includes everything related to emotions, such as feelings, values, appreciation, enthusiasm, interests, motivation, and attitudes.

The benefits of this study are the practical benefits for SMP Negeri 1 Waingapu students to improve learning outcomes through the application of the *Team Games Tournament* (TGT) cooperative learning model to the material on the human respiratory system. For research teachers, if they can provide input and broaden their horizons in applying the *Team Games Tournament* (TGT) cooperative learning model at SMP Negeri 1 Waingapu.

THEORETICAL BASIS

The learning model is a teacher's strategy in designing interesting learning and the learning material delivered can be well received by students. Joyce & Weil in (Rusman , 2013: 133) argues "That learning model is a plan or pattern that can be used to form a new curriculum (long-term learning plan), design learning materials, and guide learning in the classroom. Various kinds of learning models can be used by teachers according to the characteristics of students in the class, which means that teachers may choose learning models that are in accordance with their learning objectives. In addition, according to Arends (Suprijono, 2010 : 46) suggests "The learning model refers to the approach used, including learning objectives, stages of learning activities, learning environment, and classroom management". The learning model includes the application of an approach, method, and learning technique.

Some of these opinions can be concluded that the notion of a learning model is a pattern in the form of a framework of learning procedures used by teachers in interesting lesson plans to meet instructional goals. Based on the goals and characteristics of students, teachers can choose the best learning model.

Characteristics of cooperative learning

According to Rusman (2011: 207) it can be explained as follows **:**

1) Team Learning

Cooperative learning is learning that is done as a team. The team is a place to achieve goals. Therefore, the team must be able to make every student learn. Each team member must help each other to achieve learning goals.

2) Based on cooperative management

Management as we have studied in the previous chapter has three functions, namely: the management function as an implementation plan shows that cooperative learning is carried out according to the plan, and the learning steps have been determined. For example, what goals must be achieved, how to achieve them, what must be used to achieve goals, and so on.

3) Willingness to cooperate

The success of cooperative learning is determined by the success of the group, therefore the principle of togetherness or cooperation needs to be emphasized in cooperative learning. Without good cooperation, cooperative learning will not achieve optimal results.

4) Skills to work together

The ability to work together is practiced through activities in group learning activities. Thus, students need to be encouraged to interact and communicate with other members in order to achieve the learning objectives that have been set.

Steps in implementing the *Team Games Tournament Learning Model* consists of five stages, namely the stage of class presentation *(Class presentation)*, learning in groups *(teams)*, games (*games)*, competitions *(tournaments)*, and awards *(Team Recognition)* (Taniredja, 2012: 67).

1) *Class Presentation*

Class presentation is the stage where the teacher delivers material directly to students.

2) *Teams*

Students study in small groups (teams) consisting of 3-5 people who are heterogeneous, both in terms of ability, gender, race, and characteristics.

3) *Games*

Students play games with other team members to earn additional points for their team's score. Games are composed of lesson-relevant questions designed to test students' knowledge and understanding. The game is played on tournament tables.

4) *Tournaments*

Each tournament table consists of representatives from different groups, but of equal ability. Each student will compete with other students at the same tournament table by taking cards containing questions. Students who can answer these questions will get points. This tournament allows students of all ability levels to contribute to their team.

5) *Team Recognition*

Team recognition is obtained from the scores obtained by each team member during the tournament. The team with the highest score will receive a reward *from* the teacher.

The advantages of the TGT learning model include:

1) All have the opportunity to learn to express their opinions or gain knowledge from the results of discussions by interacting among their group members.

2) Heterogeneous grouping of students (ability, gender, or race) is expected to form respect and mutual respect among students.

Weaknesses of the TGT cooperative learning model include:

1) If the teacher's ability as a facilitator is inadequate or the facilities are not sufficiently available, learning implementing the Teams Games Tournament (TGT) paradigm is challenging.

2) For beginners, this model requires a long time and a lot of money.

This study uses video animation media derived from the word "animation" which in English means "to animate" which means moving. Definition of animation According to Ibiz Fernandes in his book Macromedia Flash Animation & Cartoon Animation is a process of recording and playing back a series of static images to get an illusion of movement. (Widiyanto, 2018: 7) Animated video media is a series of fast-moving images that continuously have a relationship with one another, initially from moving image pieces so that they look alive. Animated video media that is assembled from pieces of images that look alive, when used in learning besides being able to facilitate the teacher in delivering material in class and can also increase interest or attract more students' attention because of its unique and interesting nature. In addition, the application of animated video media in learning has a deep relationship and influence on students both in terms of attention, interest, motivation, and so on (Ferry, 2019: 2).

The learning outcomes are changes in behavior as a whole, not just one aspect of human potential (Suprijono, 2013: 7). Learning outcomes are also defined as the abilities possessed by students after they receive their learning experience. After a learning process ends, students obtain a learning outcome. Learning outcomes have an important role in the learning process. The main goal to be achieved in learning is learning outcomes. Learning outcomes are used to determine the extent to which

students can understand and understand the material. Based on the above framework, the hypothesis in this study can be formulated: "Implementation of the *Team Geam Tournament cooperative learning model (TGT)* assisted by video animation media can improve student learning outcomes in class VIII E of SMP Negeri 1 Waingapu in components of the human respiratory system The following is an explanation of the conceptual basis of this study:

RESEARCH METHODS

In this research using Classroom Action Research (CAR) with a descriptive quantitative research approach. The subjects in this study were students of class VIII E of SMP NEGERI 1 WAINGAPU. Jl. IH Doko no. 06. RT 31/RW 11 Prailiu sub-district, Kambera District, East Sumba district. This research was conducted at the beginning of semester 2 of the 2022/2023 academic year semester 2 of 28 students who were given *a posttest.* In this study, the data collection method used is the instrument questions used to measure cognitive outcomes after completing the learning activities in order to know the *TGT learning model* and learning media in the form of animated videos. The questions used are in the form of multiple choice tests of 15 observation questions, and documentation. Data analysis techniques were carried out quantitatively which were then processed into descriptive data. Kemmis and Mc model PTK design. Taggart with a four-stage research flow, namely: planning, implementing, observing, and reflecting.
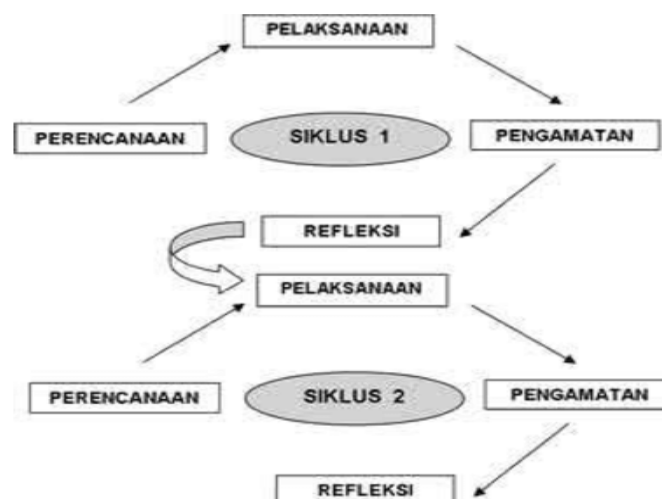

Figure 2. Kemmis and Mc model PTK cycle scheme. Taggart

1. Pre Cycle

The pre-cycle was carried out by researchers to find out the initial conditions of students before applying the learning model used by researchers, namely the application of the TGT cooperative

learning model assisted by animated video media. The implementation of the research begins with the pre-cycle of cycle I and cycle II. With 1 meeting for 3 study hours (JP), 1 JP consists of 45 minutes. The following describes the results obtained during the study. The pre-cycle activities were carried out on Thursday 16 February 2023. Based on student learning outcomes in pre-cycle activities prior to When this learning model is practiced, it can be seen that student learning outcomes for the pre-cycle are presented in table 2 of students with a percentage of 7% who complete, and 26 students with a percentage of 92% who do not complete.. Researchers conducted a pre-cycle with the aim of observing the initial state, especially student learning outcomes before cycles I and II processes were applied. The pre-cycle was carried out without using the learning model used for research, namely the TGT learning model so that student learning outcomes were low, the learning process still applied the lecture model so that there were students who were less enthusiastic about learning, the class atmosphere was tense so that the student learning process became passive.

2. Cycle I

a) In the planning stage, this activity is the researcher before carrying out the action the researcher prepares various things so that the learning process using the *Team Games Tournament cooperative learning model* assisted by animated video media can run optimally. Preparing lesson plans, syllabus, textbooks, making data collection tools in the form of multiple choice posttest sheets , providing animated video media to support learning activities, observation sheets, and *prizes* for the best team during *the tournament.*

b) The implementation stage, at the beginning of the activity, begins with the teacher introducing the researcher to all students, then the teacher invites the researcher to open the lesson by praying, then performs student attendance. The researcher again introduced himself to the students then explained that the learning process on this occasion would be carried out using the TGT learning model. Before starting *the Teams Games Tournament,* the researcher first gave an apperception by explaining the learning objectives and scenarios of the *Teams Games Tournament* (TGT) Cooperative Learning Model with the help of animated video media. The researcher invited students to watch an animated video about the human respiratory system, the infocus could not be used because of a power outage. So researchers use laptops only. Core activities, the researcher divides students into small groups consisting of 5-6 students heterogeneously, the researcher explains material about the respiratory system to students by means of lectures. In the lecture session students are given several opportunities to ask questions if there is material that is not understood. Then Research opportunities allow whole group to

discuss some of the questions that had been provided by the researcher. The researcher distributed material handouts and worksheets to each group. The researcher conveyed the sub-topic about the structure of the respiratory organs and the mechanism of breathing in humans. Discuss material on the mechanics of breathing based on the handout given. Provide opportunities for groups to work on worksheets that have been provided by researchers. After discussing the students presented the results of group discussions. After the discussion session is over, it will be continued with game sessions and tournaments. In game and tournament sessions, the researcher divided all students into 5 tournament tables where each tournament table consisted of 5 students. In one tournament table consists of students with equivalent academic abilities. Enter the games tournament group to play games tournament games. Students play games with other team members to earn additional points for their team's score. Games are composed of lesson-relevant questions designed to test students' knowledge and understanding. The game is played on tournament tables. Each small group table is heterogeneous based on the odd semester UTS results. After all students are divided into

c) the tournament table is made up of representatives from different groups, but of equal ability. Students will compete with other students who are at the same tournament table by taking cards that contain questions students can answer these questions will get points. This tournament allows students of all ability levels to contribute to their team. the researcher clarified the answers that were still not quite right. After finishing the researcher announced the acquisition of group scores. The last session of team recognition was obtained from the scores obtained from each team member during the tournament. The team with the highest total score will receive a reward from the teacher. Before the learning process was closed, *a posttest was carried out* to determine the achievement of student learning outcomes. Students are given 15 multiple choice questions to measure student learning outcomes. final activity, the learning process ends by drawing conclusions from the opportunity learning process. Furthermore, the researcher also said that the next meeting would be continued with material on the human respiratory system by providing follow-up by asking to explore further material. After that, the teacher closed the lesson by praying and greeting the students.

d) Observation stage, in this activity the researcher makes observations simultaneously with the learning process taking place, the researcher writes/fills in the observation sheets that have been prepared. There were students who mostly paid attention, but there were still those who were engrossed in chatting or playing with their desk mates, working in groups and not daring to

express opinions and there were only 4 or 3 students who asked questions regarding material they had not understood. The enthusiasm of the students was seen when the teacher told them that they would give games in learning, but the enthusiasm of the students was accompanied by an atmosphere that was starting to get excited. When starting the game, the atmosphere was noisy because they didn't understand, so they asked the teacher about the game being instructed. When the game started, the atmosphere was sometimes noisy because of mutual discussion and at certain moments the atmosphere started to calm down a bit because the students were trying to solve problems on the questions.

e)   Reflection stage, Reflection at this reflection stage, the researcher identified the weaknesses in learning cycle I: 1) students were not used to cooperative learning *Team Games Tournament,* 2) when dividing into groups, the class atmosphere became rowdy and there were some students who did not want to join their group mates, 3) when the researcher explained the material there were students who did not pay attention to the explanation among them there were still chatting and disturbing other friends, 4) There were some students who were not ready to answer questions while doing games in the form of card boxes containing questions that were played at tournament tables, 5) during the evaluation test, students still copied their friends' answers and 6) the increase in learning outcomes did not meet the target of 80% to achieve KKM.

Based on the learning results of the first cycle, only 15 people scored > 75 according to the KKM. Therefore there needs to be kindness in learning cycle I to learning cycle II.

Based on the deficiencies above, the researcher decided to do cycle II with the following improvements:

1.   Researchers must manage the class well by going around to study groups so that students can focus more on learning.

2.   Researchers must always provide motivation and enthusiasm to students in spurring students' self-confidence so that they do not hesitate or feel embarrassed when answering questions and asking about material that they have not understood.

3.   Researchers closely supervised when students took the final test of learning so that no students cheated or discussed in working on the test questions.

3. Cycle II

Cycle II activities are a continuation of cycle I, the flow carried out in cycle II is the same as in cycle I by making improvements or adding various weaknesses in accordance with the reality on the

ground based on the results of reflection in cycle I. The evaluation phase of cycle II is carried out after the meeting in cycle I, then reflection is done to determine how much changes in student learning outcomes from cycle I to cycle II as a result of the application of the TGT cooperative model that has been applied in the learning process in class.

RESULTS AND DISCUSSION

Results

The following tables and diagrams on student learning outcomes in the cognitive and affective domains. Student learning outcomes that have been obtained by researchers can be seen from the results of student recapitulation from the beginning of learning activities in In the table below, pracycle, cycle I, and cycle II:

Table 4.7 Results of Class VIII E Students Learning Values Recapitulation

Learning Activities	Average value	Number of students who completed	Percentage %	Number of students who did not complete	Percentage %
Pracyclus	63	2	8%	26	92%
Cycle I	75	15	54%	13	48%
Cycle II	85	25	93%	3	7%
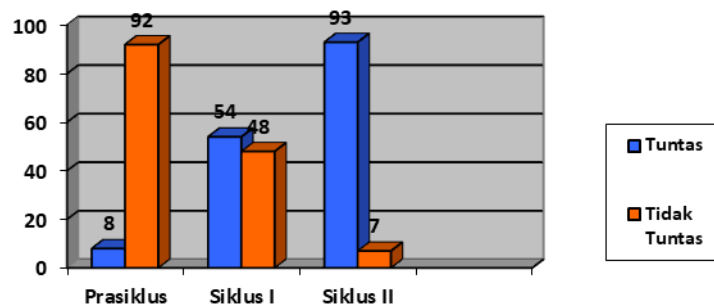
Figure 4. Diagram of student learning outcomes in the cognitive domain

Based on Figure 4, the comparison of The results of the action lead to the conclusion that is the start of the pre-cycle of 8%, cycle I with 15 students who successfully completed with a percentage of 54%, did not complete 13 people with a percentage of 48% and cycle II 25 people with a percentage of 93% , incomplete 3 students with a percentage of 7%. The application of *the Team Games Tournament*

(TGT) cooperative learning model assisted by animated video media to improve the learning outcomes of class VIII E students of SMP Negeri 1 Waingapu has proven successful.

Table. 4 recapitulation results on the affective domain of students

Observation	Average value	Number of rubrics	Percentage %	Predicate
Cycle I	36.5	75	66,7	Currently
Cycle II	75.5	151	100.0	Tall

Based on the table above, there are observations in cycle I and cycle II during the learning process, the researcher makes observations. This observation activity also took place simultaneously with the implementation activity. Observations were made to determine the affective aspects of students. This activity was also carried out in 2 cycles, cycle I with an average value of 36.5, the number of rubrics was 75 and the percentage was 66.7%, with a moderate rating. In cycle II, cycle I with an average value of 75.5, the number of rubrics is 151 and the percentage is 66.7%, with a high rating

DISCUSSION

This research was carried out by applying the *Team Games Tournament cooperative learning model* assisted by animated video media which aims to determine the increase in student learning outcomes in class VIII E of SMP Negeri 1 Waingapu in the science subject on the human respiratory system. This study consisted of two cycles with one meeting beginning with the pre-cycle, cycle I and cycle II.

Implementation of Pre Cycle

It can be seen from the pre-cycle learning activities that some children are not quite ready to participate in the learning process. During the presentation of the material by the researcher in front of the class, many students did not pay close attention. When the researcher gave the pretest, many students were in a hurry to ask each other about the pretest they didn't understand. Students have the opportunity to ask questions to researchers after the test is over. Pre-cycle student learning outcomes showed 26 students did not complete, only 2 students completed with a completeness level of 8%, while the overall average score was 63. Pre-cycle learning outcomes are known that the average value is still very low because many of them got the lower KKM score of 75. The results of pre-cycle learning in this study are the same as previous research which was stated by (Yulianto, 2011: 54) that pre-cycle

activities can answer problems in the classroom, because students only receive material, and are less active in the learning that is carried out. Therefore, models/methods and media are needed that match the student's character to improve learning outcomes, so it is hoped that the application of the *Team Games Tournament* (TGT) cooperative learning model assisted by animated video media can maximize learning outcomes.

Cycle I Actions

In cycle I, most of the students paid attention, but there were still those who were engrossed in chatting or playing with their peers, working in groups and not daring to express opinions and there were only 4 or 3 students who asked questions regarding material they had not understood. The enthusiasm of the students was seen when the researcher told them that they would provide games in learning, but the enthusiasm of the students was accompanied by an atmosphere that was starting to get excited. When starting the game, the atmosphere was noisy because they did not understand, so they asked the researcher about the game being instructed. When the game started, the atmosphere was sometimes noisy because of mutual discussion and at certain moments the atmosphere started to calm down a bit because the students were trying to solve problems on the questions.

Identification of student learning outcomes from cycle I activities, there were 13 students incomplete with a percentage of 47% and 15 students incomplete with a percentage of 54%, with the highest score of 93 and the lowest 50. Overall the average score for cycle I was 75%. Pre-cycle activities in cycle I saw a significant increase in student learning outcomes. Cycle I is considered to have poorer learning outcomes because it shows a higher proportion of completion. This is because in cycle I learning is given action by using the Team Games Tournament (TGT) cooperative learning model with the use of animated video media which makes students more active because the stages in the learning process force students. to find the concepts in the subject matter being studied. self. In the opinion of Kholifah (2018: 95), the TGT cooperative learning model will make students involved and understand the subject matter if used together with the use of learning media.

As in the theoretical study put forward by Setyaningsih, (2017: 14) learning outcomes are changes in behavior related to because of cognitive, emotional, and psychomotor elements active interaction with the environment. Then Fadilah & Budiyono's research (2013: 2) says that learning outcomes are changes in the knowledge of each individual that occurs after learning, this right is influenced by external and internal factors. The identification of researchers related to the assessment of student activity in the class in cycle I in the form of affective aspects obtained an average value of 36.5 belonging to the low category and the percentage of students who were active with moderate predicates was only 66.7%

(medium category). This happens because there are still many students who are not serious about learning and are not familiar with the steps of the *Team Games Tournament cooperative learning model* assisted by animated video media. So the researchers made improvements, namely by carrying out learning cycle II to improve student learning outcomes.

Cycle II Actions

The achievement of learning outcomes in cycle II was very satisfying because many students scored above the KKM, with 26 students completing the posttest with a completeness level of 93%, three students not completing with a completeness level of 7%, and the highest score being 93 and the lowest being 60, which was 75. Furthermore, the results of researchers' observations of student activities related to affective aspects obtained a high percentage of 100% with an average of 75.5 and if categorized in the assessment criteria then it is in the very high category. This shows that the students are so enthusiastic about the ongoing cycle II learning process.

Increased learning completeness in cycle II, namely 26 people or 93% complete, but 3 people have not completed or 7% have not completed. There are several factors that cause 3 students to have not finished studying and this is influenced by internal and external factors. According to Slameto, (2010: 54-72) factors that influence learning outcomes include internal and external factors. Internal factors are factors from within students which include physical factors which consist of health and disability factors, psychological factors which include intelligence, attention, interest, talent, maturity and readiness. The fatigue factor is both physical and spiritual fatigue. One of the external factors that influence student learning outcomes is school factors which include teaching methods, curriculum, teacher-student relationship curricula, student-student relations, learning methods and homework and so on.

Based on the data obtained, there was a very high increase in learning outcomes in cycle II, which was equal to 93. This indicated that the student indicators in this study had exceeded classical completeness, namely 85 out of the number of students in the class obtained scores greater than or equal to 75 (KKM). This is in accordance with the results of research (Safrida, 2016: 45) which explains that classically, the learning process is said to be successful if a student or achieves a score of approximately 75, class learning is said to be successful if classical completeness reaches 85 out of 100% of students in the class . The results of this study can be concluded that the application of the *Team Games Tournament* (TGT) cooperative learning model assisted by video animation media can improve student learning outcomes in class VIII E of SMP Negeri 1 Waingapu on the subject of the human respiratory system. This is in line with Umrah's research (2020: 53) which explains that with the help of animated video

media, students' learning activities are more active in learning and provide their own satisfaction for students. Students are satisfied with learning that makes them feel happy because learning with the help of animated video media can add a dimension of joy obtained from using a game students are more engaged and enthusiastic in the learning process when presented with questions in the form of a card box so as to improve student learning outcomes (Anjani & Safitri, 2023; Raka Siwa et al., 2018; Safitri, 2017). In line with Ariwan's research (2015: 7) that TGT cooperative learning is able to make students actively construct their own knowledge capable of compiling, solving problems by thinking critically, creatively, innovatively and productively, thereby having a positive influence on student learning outcomes.

CONCLUSION

Based on the results of the study, the average value of the Pre-test of the experimental class before being treated was 45.59 and the control class was 49.72, while the average value in the experimental class after being given treatment using the Direct Learning learning model was 83.2 and in the control class which was given learning with conventional methods obtained a value of 73.8.

Furthermore, from the results of the t test at a significant level, and degrees of freedom (dk-50) obtained = 4.565 greater than = 2.000. This means that the hypothesis proposed HO is rejected and Ha is accepted. So it can be concluded that there is an effect of Direct Learning learning model on social studies learning outcomes of VIII grade students at SMP Negeri 1 Muara Lakitan.

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