

The influence of the team's games tournament model with *Kokami* on student collaboration skills

by

Nur Aswiyana & Ratna Puspitasari

Institute Agama Islam Negeri Sheikh Nurjati Cirebon

Email: aswinur90@gmail.com

Article History

Submitted: 04-08-2023

Revised: 22-09-2023

Accepted: 23-09-2023

Keywords:

Teams Games Tournament

Kokami

Collaboration skills

Abstract

The research aims to determine the significant differences in the collaboration skills of grade nine students taught through the team's games tournament learning model using Kokami and groups of students taught through conventional learning in grade nine of SMP Negeri 14 Cirebon City. The research method used is quantitative, with an experimental approach and a quasi-experimental design. The population in this study is 155 students, while the sample is 60—data collection techniques conducted through observation, questionnaires, and documentation. The data obtained is analyzed using descriptive and inferential statistics with the help of SPSS 22. The research results showed differences in the collaboration skills of students who used the team's games tournament model with Kokami media and conventional methods. Based on the paired sample test results, a significance value of 0.000 was obtained. Because the significant value was $< \text{sig level } 0.05$ and $t\text{-count } (55.316) > t\text{-table } (1.672)$, then H_0 was rejected, meaning there is a substantial difference between the experimental class post-test and the control class post-test. Therefore, it can be concluded that using the team's games tournament learning model using Kokami influences students' collaboration skills in Social Studies subjects at SMP Negeri 14 Cirebon City.



Introduction

Education is a means of improving human resources (HR) quality. Education can play a role. It must be linked to the world of work, meaning that education graduates must have abilities and skills that follow the demands of the world of work so that education contributes to the economy. The high and low quality of human resources (HR) is demonstrated, among other things, by the presence of elements of creativity and productivity manifested in good results or performance individually and in groups (Rahmat, 2014). The functions and objectives of national education are as follows:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga Negara yang demokratis serta bertanggung jawab (Undang-Undang Number 20 year of 2003, Pasal 3).

The functions and objectives of national education have a unique character, follow Indonesian culture, and fully meet the skills requirements of the 21st century. It produces quality human resources if these 21st-century skills can be applied or obtained successfully (Susanto, 2017). Wahyuni and Ahmad (2018) state that 21st-century skills include problem-solving, critical thinking, collaboration, and communication. One of the skills of the 21st century is collaboration. Collaboration in the learning process is a form of cooperation, helping and complementing each other to carry out specific tasks to achieve predetermined goals.

Education expects the students to have cooperation skills, where people depend on others. In line with Greenstein's view in Lina (2018) that students living in the 21st century must be proficient in science, have metacognitive skills, be able to think critically and creatively, and be able to communicate or collaborate effectively, this situation illustrates a gap between expectations and reality (Rahayu, 2019). Yani and Ruhiman (2018; 50) state that collaboration skills are one of the skills that need to be developed in the 21st century. Collaboration is a form of social interaction, namely cooperative activities that aim to achieve common goals by helping and understanding each other's tasks. Students are challenged to build positive interactions with other students. Students interact with empathy, respect each other, and accept each other's weaknesses or strengths. Collaboration is a valuable ability for students to connect with others and be responsible for themselves and others (Sholikha & Fitrayati, 2021; Sudrajat, Saliman, Supardi, 2023).

On the other hand, Trilling and Fadel (2018) state that collaboration skills are essential in learning because they can improve academic achievement and students' social lives. Collaboration is one of the skills that today's students need to be ready when entering the world of work. Today's students must be able to collaborate in the school environment and with the global community. Apart from being prepared to enter the world of work, cooperation skills guide students so that students can achieve a harmonious life, namely living with other people, respecting opinions equally, being able to improve job prospects, and being able to foster a commitment to participation in society. Sunbanu et al. (2019) state that collaboration skills are a learning process that takes place together to balance differences in points of view and knowledge and play a role in discussions by giving advice, listening, and supporting each other. Collaboration skills are the ability to work together to accomplish a single goal. The more opportunities children have to do things together, the faster they learn. Collaborative skills are fundamental to training children from an early age; with a collaborative process in learning, students can develop social skills; this requires teachers to teach using appropriate learning models to improve students' skills collaboratively and improve student learning outcomes.

Based on the results of initial observations in the field carried out by researchers at SMP Negeri 14 Cirebon City, especially in grade nine, in carrying out teaching and learning activities, teachers have not implemented methods that are appropriate to what students need

so that learning patterns are not following student needs. In initial observations in the field, researchers also observed that during group discussions in class, students' collaboration skills, especially in Social Studies subjects, were still lacking when they were divided into study groups. Students chose friends as their group mates, relying only on members they felt were competent to do the assignments. In contrast, other members did not cooperate in group assignments given by the teacher. They lacked awareness of completing assignments given by the teacher and felt bored and lazy discussing with their group members. Students cannot work together or collaborate well and lack responsibility for the tasks the teacher gives.

However, it is necessary to implement innovative and exciting learning for students to make learning more meaningful and facilitate students' understanding. One alternative can be implemented is the Teams Games Tournament (TGT) model. The reason for choosing this model is the advantage of the model, which is to increase student activity in the classroom and make the class more enjoyable. Applying the model in learning increases self-confidence, cooperation, responsibility, healthy competition between classmates, a deeper understanding of discussion topics, good character, sensitivity, and tolerance between students and students.

The Teams Games Tournament (TGT) learning model also allows students with low cognitive abilities to compete with students with high cognitive skills. With this competition, the learning outcomes of students with low cognitive abilities will increase (Utami, 2018). Applying this model will be more meaningful if games support the learning process. The game will aim to create fun and interest in the learning process. Games generate competition and challenges, reducing the monotonous and tedious nature of the class. Games also make fun, increase the attractiveness of the class, and help generate interest in the lesson (Suyatno, 2019). These social studies learning used *Kotak Kartu Misterius* (KOKAMI) media. Alwi's (2015) explanation is that Kokami media combines media and games to provide motivation and attract students' interest in actively participating in the learning process.

It is said to be *Kokami* because it consists of a box and a mysterious card. It is said to be ghostly because the card is put in an envelope and then placed in a box, so its contents are unknown. Kokami games can stimulate students' thinking power to understand the message or material provided and encourage students to achieve group goals by answering the problems on the cards (Sudarsono et al., S. 2016;). This media helps implement TGT-type cooperative learning because students will play games in the TGT learning model. In this activity or stage, students will answer questions that will later be taken in the question box media (Paisah, 2017).

Research Methods

Hence, the research method used is quantitative. The type of approach used is an experimental approach. The research design used is quasi-experimental with a non-equivalent group design or control group pretest-posttest design. The population in this study were all

grade nine students of SMP Negeri 14 Kota Cirebon, totaling 155 students. The researcher took 60 students to the sample and divided them into two classes: control and experiment.

The data collection techniques used in this research are observation, questionnaires, and documentation. The type of observation used is non-participant observation because, in this observation, the observer observes participants without interacting directly with the students who will be studied. This technique records or collects student activities by applying the Teams Games Tournament learning model using *Kokami*, which is implemented at SMP Negeri 14 Kota Cirebon. Meanwhile, closed questionnaire techniques called pre-test and post-test are used in this research. Researchers use this questionnaire as a primary data source where these data are needed to measure the results of students' collaboration skills. This research used a Likert questionnaire type and documentation in the form of photos of learning activities in the experimental class and control class.

The data analysis technique used in this research begins with descriptive statistical tests, normality tests using Kolmogorov-Smirnov and Shapiro-Wilk, and then homogeneity tests using the Levene Test for Equality of Variance. The statistics used in this research are parametric because the data obtained are regular and homogeneous. The hypothesis test used is the paired sample t-test. The characteristic of this paired sample t-test is that there are differences in treatment between the experimental and control groups to determine the effect of the *Kokami*-mediated Teams Games Tournament Model on students' collaboration skills (Payadnya & Jayantika, 2018, p. 85; Sholeh et al., 2023).

Results and Discussion

The control group in this study consisted of students in class IX-C who used the conventional learning model, namely lectures. In contrast, the experimental group, class IX-A, used the team's games tournament learning model using *Kokami*. The learning in the experimental class utilizing the team's games tournament model using *Kokami* was held in two meetings. The observation data shows that overall, students have implemented the steps of the team's games tournament model using *Kokami*, which has been prepared in the lesson plan. It is known that from the results of observations of student activities in implementing the team's games tournament learning model using *Kokami* in the experimental class, they got a total score of 95. Implementing the team games tournament learning model using *Kokami* is included in the "Very Good" category.

Analysis of research instruments at a significance of 0.05 with an r table of 0.254 and Cronbach's alpha of 0.733 shows 20 valid statement items, 5 invalid items, and 20 reliable items. The data resulting from the collaboration skills that have been obtained are then analyzed. A summary of the data on the results of student collaboration skills can be seen in the following table:

Table 1
Score collaboration skills.

Data	Experiment	Control
The highest score	97.78	26.67
Lowest value	83.02	5.66
Mean	90.94	16.31
Median	91.00	16.47
Standard Deviation	4.72	6.28
Variation	22.29	39.51

Next, prerequisite tests are carried out as normality and homogeneity tests. The results of it can be seen in the following table:

Table 2
Normality test results

Kolmogorov-Smirnov class			Statistics	Df	Sig.
Class Experiment	Pre- Test	0.102		30	0.200
	Post- Test	0.108		30	0.200
Class Control	Pre- Test	0.101		30	0.200
	Post- Test	0.102		30	0.200

Table 2
Results homogeneity test

Skills	Levene Statistical	Df1	Df2	Sig.
Collaboration	1,210	1	58	0.276

The table above shows that the Sig values in the experimental class and control class in the Kolmogorov-Smirnov test are more significant than 0.05, so it is concluded that the data is usually distributed. Likewise, the green levyne results show a Sig value greater than 0.05, so it can be concluded that the data is homogeneous. After the prerequisite tests were met, an independent t-test was conducted to see the effect of the team's games tournament learning model using Kokami on students' collaboration skills in Social Studies subjects at SMP Negeri 14 Kota Cirebon. The t-test results can be seen in the following table:

Table 3
Results of Independent t-test

t-test for equality of means		
Q	df	Sig (2-tailed)
55,316	58	0.000

The table above shows the value of Sig. (2-tailed) of 0.000 is smaller than 0.05, which means that the team's games tournament learning model using Kokami significantly influences students' collaboration skills at SMP Negeri 14 Kota Cirebon. The calculation results of this observational research in the application of the teams games tournament learning model using Kokami show that the results are 95% adjusted to the interpretation of the observation results and are classified in the "Very Good" category because they produce a score of 90% - 100%. This is reinforced by the observation sheet regarding implementing the learning model teams games tournament using Kokami in the experimental class. The observation sheet shows that all the steps in implementing the team's games tournament learning model using Kokami are carried out very well, so in class, students experienced significant changes in their collaboration skills in Social Studies subjects.

This research aims to measure the influence of the team's games tournament learning model using Kokami on improving students' collaboration skills in Social Studies subjects. The team games tournament model using Kokami is a cooperative learning model using academic tournaments and quizzes, where one person comes forward as a representative from each team with the same academic knowledge. The students can actively collaborate in learning activities to gain knowledge and real work experience. The Kokami-mediated team's games tournament learning model is applied to the experimental class as a form of treatment to determine changes in students' collaboration abilities. In contrast, for the control class, the learning model usually applied by researchers or Social Studies teachers at the school uses the conventional model. The Paired Sample T-test is used to measure the influence of the Kokami-mediated team games tournament learning model in this research.

The data analysis using SPSS 22 shows that the sig value is $0.000 < 0.05$, so H_0 is rejected and H_1 is accepted. It can be concluded that the team games tournament learning model using Kokami influences students' collaboration skills in Social Studies subjects at SMP Negeri 14 Kota Cirebon. These results agree with the research by Miroh (2020) that there is a significant influence of students who received treatment with the team's games tournament learning model on students' collaboration abilities at SMP Negeri 5 Ungaran.

From the results of the hypothesis testing above, it can be concluded that using the team's games tournament learning model using Kokami increases students' collaboration abilities. This can be seen from the data processing results in the N-Gain Score test for the experimental class, which showed a significant improvement compared to the control class with an average value. The average scores of the experimental and control classes are 90.94 and 16.31. In the experimental class, the collaboration ability of students using the Kokami-mediated team's games tournament learning model is improved and better than the conventional learning model.

Conclusion

The research results show differences in the collaboration skills of experimental class students taught using the team's games tournament learning model using Kokami media and control class students taught using conventional learning models. The mean result of the experimental class students' collaboration skills was 90.94. It is higher than the mean learning result of the control class of 16.31. Data analysis using the SPSS Statistics 22 program shows the Sig value 0.000, which is more diminutive than 0.05. Therefore, it can be concluded that applying the team's games tournament learning model using Kokami influences students' collaboration skills in Social Studies subjects at SMP Negeri 14 Kota Cirebon.

Using Teams Games Tournament in social studies learning, especially for SMP students, improves their collaboration skills. It supports 21st-century skills to prepare the Indonesian generation for the future. For teachers, it is essential to use TGT models as an alternative to teaching social studies.

Reference

- Ahmad, S. (2018). Improving the Collaboration Ability of Class XI Students at Al-Qodir Islamic High School Using the TPS Model in Reproductive System Material. Thesis Article, 3.
- Ahmad, S. (2018). Improving the Collaboration Ability of Class XI Students at Al-Qodir Islamic High School Using the TPS Model in Reproductive System Material. Thesis Article, 3.
- Alwi, S., et al. (2015). Application Method Game KOKAMI Based on Scientific LKPD in the Quantum Learning Model on the Science Competency of Class VII Students at SMPN 31 Padang. *Journal Pillar of Physics Education*. Vol. 6. 63
- Anantyarta, P and Sari, Ririn Listya. (2017). Collaborative and metacognitive skills through multimedia-based means-ends analysis collaborative skills through multimedia means-ends analysis. *Journal of biology and biological learning*, 33-43.
- Arifin Zainal. (2014). *Educational Research New Methods and Paradigms*. PT. Rosdakarya.
- Arikanto, S. (2019). *Procedure Study Something Approach Practice*. PT. Rineka Cipta
- Asma, N. (2012). Cooperative Learning Model. UNP Press
- Creswell, John W (2016). *Research Design: Approach Method Qualitative*. Sage Publishing.
- Darmadi, H. (2014). *Social Education Research Methods*. Alfabeta
- Dewi, Mia Roosmalisa, et al (2016). The Influence of Collaborative Learning Models Based on Lesson Study on Students' Critical Thinking Ability. *UNEJ Education Journal*, 29-33.
- Dewi, WAF(2020). The Impact of COVID-19 on the Implementation of Online Learning in

- Elementary Schools. Education: *Journal of Educational Sciences*, 2(1), 55-61
- Fahmi, F & SS, H. (2019). The Influence of Information Services Using Film Media on Students' Awareness of Sexual Harassment in Class VIII-C SMP N 1 Matesih 2018/2019 Academic Year. *Journal of MediCons*. Vol.5 No. 2.34-49.
- Goddess, A. P. (2020). Profile Skills Collaboration Student on. *Pedagogy Journal Knowledge Education*, 57- 72.
- Grace, A. (2014). Introduction Education Theory, Concept, And Application. Ideas Publishing.
- Hikmah, M., Anwar, Y., & Riyanto. (2018). Application of Learning Models Team Games Tournament (TGT) on Student Motivation and Learning Outcomes in Class X Animal World Material at SMA Unggul Negeri 8 Palembang. *Journal of Biology Learning*. Vol. 5, No. 1 No. 46-56.
- Indrawan, R. (2014). *Qualitative, Quantitative, and Mixed Research Methodologies*. Surabaya: Refika Aditama
- Ismawan, Muhammad Gilang. (2020). *Quasi Experiment*. Lombok: Nashir Al-Pole Indonesia
- Marga, Kristina Mudali, et al. (2018). The Influence of KOKAMI (Mysterious Card Box) Media on Critical Thinking Skills and Learning Motivation of Class VIII Students of SMP Negeri 19 Mataram in the 2017/2018 Academic Year. *Journal of Study Results, Innovation and Applications in Physics Education*, 18-22.
- Miroh, et al. (2019). The influence of the Team Games Tournament (TGT) learning model on students' collaboration abilities at SMPN 5 Ungaran. National Physics education seminar.
- Muhammad Fathurrohman (2015). *Innovative Learning Models Alternative Fun Learning Designs*. Ar-Ruzz Media.
- Neliwati. (2018). *Methodology Study Quantitative (Study Theory And Practice)*. CV. Widya Puspita
- Nugraha, C, and Subroto, W. (2020). The Effect of Implementing the Teams Games Tournament (TGT) Learning Model with Role Card Media on Motivation Study And Results Study Eye Lesson Economy Student Class X SMA Negeri 2 Kediri. *Journal of Economic Education*. Vol.08 No. 03.70 - 75.
- Paisah, N. (2017). Application of Kokamidani Mysterious Karu Box (Kokami) Media to Increase Students' Learning Activities and Completeness on Volleyball Topics in Class XII MIPA 1 SMAN 2 Pekanbaru. *Journal Education economy accountancy FKIP UAR*. Vol 5 No 2. 2598- 3253.
- Paradise, FS(2019). Enhancement Skills cooperation through Team games tournament (TGT) type cooperative learning for fifth grade elementary school students. *Journal of Elementary School Teacher Education*. Vol.4, No(3), 127-133.
- Payadnya, Putu, AA, et al (2018). Guide to experimental research along with statistical analysis using SPSS. CV Budi Utama.
- Rukmi, Jayanti Noor Purbo, et al (2020). Effectiveness of the Team Game Tournament Learning Model for High School Students on Coordination System Material. *Journal of Educational Technology Studies*. Vol 3 No (4), 456-465.
- Russia, Y. (2014). Use of Kokami Media in Science Subjects to Improve Learning Outcomes of Class VA Students at SDN Darungan 01, Tanggul District, Jember Regency. *Journal of Pancaran Pendidikan* . Vol. 3, no. 4, pp. 183-192.
- Saenab, Siti, et al. (2019). The Influence of Using the Project-Based Learning Model on the Collaboration Skills of Science Education Students. *BIOSEL. Journal of Science and Education Research*, 29-41.
- Sipayung, Hani Diana (2019). The Influence of the Collaborative Inquiry Learning Model on Students' 4C Skills in High School. *Journal of Physics Education*, 29-38.
- Sudrajat; Saliman; Supardi (2023). *Sketsa pembelajaran IPS: menuju pembelajaran abad 21*. Penerbit Adab.
- Sunbanu, HF. et al. (2019). Improving Student Collaboration Skills Using the Two Stay Two Stray Cooperative Learning Model in Elementary Schools. *Basic Journal*. Vol 3, No 4.
- Teladaningsih, O., et al. (2019). Implementing the Teams Games Tournament Learning Model Improves the Collaborative Skills of Grade 4 Elementary School Students. *Scientific*

- Journal of Basic Education*, 2477-2143.
- DD Utami, N Alfiyani, M Lingga, S Sudrajat (2023). Application of the Combined Learning Model of JIGSAW and AIR (Auditory, Intellectually, Repetition) Learning Methods in Social Sciences Subjects, *JURNAL PENDIDIKAN IPS* 13 (2), 278-283
- Hastuti, D; Sudrajat (2022). Gender Gap in Education and Employment in Asia: Indonesia and South Korea Compared *Proceedings of the International Conference of Social Science and Education (ICOSSED)*, 2352-5398. https://doi.org/10.2991/978-2-494069-55-8_16
- Imron, A., Pamungkas, D., Marzuqi, M., & Larasati, D. (2023). Pengaruh penggunaan media pembelajaran Word Wall terhadap motivasi belajar IPS. *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia)*, 10(1), 43-56. doi: <https://doi.org/10.21831/jipsindo.v10i1.53199>
- Shasliani, S., Arafah, N., & Septiantoko, R. (2023). Model Pembelajaran IPS di SMP Negeri I Atap Palangka Kabupaten Sinjai. *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia)*, 10(1), 25-42. doi:<https://doi.org/10.21831/jipsindo.v10i1.53048>
- Sholeh, M., Affandi, I., Komalasari, K., & Wiyanarti, E. (2023). Model hipotetik pendidikan IPS berbasis pesantren untuk membangun kecerdasan sosial. *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia)*, 10(2), 188-206. doi:<https://doi.org/10.21831/jipsindo.v10i2.63359>
- Sudarsono, A., Sudrajat, S., & Wibowo, S. (2016). Pendidikan karakter di smp negeri 2 klaten dan mts. Wahid Hasyim Yogyakarta. *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia)*, 3(1), 1-23. doi:<https://doi.org/10.21831/jipsindo.v3i1.9663>