

Improving Student Activity and Learning Outcomes in Science Content Using the "RING TOURNAMENT" Learning Model in Class IV SDN KuinCerucuk 5 Banjarmasin



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ABSTRACT: The target of the research implemented is to describe teacher activities, analyze activities, and student learning outcomes in solving problems in the science content of various styles of material through a combination of the RING TOURNAMENT learning model (*Guided Inquiry, Mind Mapping, and Teams Games Tournament*) . CAR research implemented in 3 meetings. The research data analysis used is qualitative and quantitative. Based on the implementation of the results of this research, it can be concluded that the combination of the RING TOURNAMENT model (*Guided Inquiry, Mind Mapping, and Teams Games Tournament*) can increase activity and student learning outcomes in the science content of various styles of class IV SDN Cerucuk 5 Banjarmasin. Therefore the stated hypothesis can be accepted.

KEYWORDS: Student Activities, Learning Outcomes, RING TOURNAMENT

INTRODUCTION

The high demands of competition in the era of globalization to create a competitive society Therefore, a change in education is needed in this era of globalization. These changes include changes from the perspective of the global community's life itself, changes from a social point of view to participation which is very important for life, and changes in terms of education as well. Education is also an important thing for human life that cannot be abandoned, especially to create a generation that is superior, valuable and has character.

Therefore, one of the government's efforts in the national curriculum system in this era of globalization is the implementation of the 2013 curriculum. The 2013 curriculum is a development of the previous curriculum to respond to future challenges in education.

According to (Mulyasa, 2014), the implementation of the 2013 curriculum requires optimal collaboration between teachers, thus requiring effective and efficient learning and even using fun learning in the form of collaboration and discussion in learning. The 2013 curriculum is also a strategic step in facing globalization and the demands of the Indonesian people in the future because this will prepare Indonesian people who have character, are innovative, creative, and even productive.

Learning is a process of student interaction with learning resources in a learning environment. The learning environment consists of elements, objectives, lesson materials, learning strategies, learning tools and media, students, and teachers (Sumartono & Astuti, 2018).

Learning is very important in inculcating new knowledge and skills, especially in learning in elementary schools. Elementary School (SD) is one of the formal and tiered educational institutions at the basic education level, strategic enough to realize the government's mandate in the field of education. The KBM process (teaching and learning activities) also includes interactions between teachers and students in optimizing existing learning. Therefore, to prepare learning in this elementary school, the teacher plays an important role in realizing effective and efficient learning. One of the learning content contained in the 2013 curriculum is Natural Sciences (IPA).

The 2013 curriculum has a theme that includes learning content. One of them is the content of learning Indonesian. In the 2013 curriculum, learning is no longer centered on the teacher, but on the students themselves.

Science learning is one of the subjects in school, which can provide roles and experiences for students. Science learning outcomes can also be influenced by the motivation of the students themselves. Both internal motivation and external motivation. Science learning in elementary schools is carried out with various efforts, one of which is through increasing interest and motivation in learning and also through a scientific approach students will be stimulated by their creativity, getting space to explore the knowledge they already have to bring up new perceptions.

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This condition makes students happy because learning is very actual and directly related to the environment where they can feel its presence. The learning activities are intended to create an active learning condition.

However, the fact is that what happened at SDN Kuin Cerucuk 5, West Banjarmasin District, Banjarmasin City. Based on the results of observations, interviews and observations, in September 2019, classroom learning has implemented certain learning methods, but there are still many students who have not been directly involved with learning, and the lack of use of learning media in elementary schools makes children's understanding less to the material.

Based on the data obtained, several fourth grade students have low abilities, one of which is material about these kinds of styles, of the 30 students in the 2018/2019 academic year at SDN Kuin Cerucuk 5, only 11 children seen from their learning outcomes, namely around 36.7% were able to answer correctly and according to the KKM. Then 19 people or about 63.3 % still haven't achieved the minimum completeness criteria in elementary school, which is 65. The rest still need guidance on learning materials about various styles. Based on this, that student learning outcomes are influenced by their learning activities.

If this is allowed to continue, it will make students trained to wait for an explanation from the teacher without being able to analyze the existing learning. This results in students in understanding science learning less than optimal or even making human resources below average, which will later be difficult to compete in the era of globalization, especially in this 4.0 revolution era.

Based on these problems, a solution is needed to overcome them, namely through a learning model that can involve the active role of students, create an interesting and fun learning atmosphere, make it easier for students to understand learning and can increase student enthusiasm in the learning process. According to (Suriansyah, Aslamiah, Sulaiman, & Noorhafizah, 2014) revealing that the learning model is a systematic procedure in organizing learning experiences to achieve certain goals as well as a teacher's guide in teaching.

alternative that is done by researchers to solve the problem above is that researchers use the Ring Tournament learning model, this learning model is a model that results from a combination of the Guided Inquiry learning model combined with *Mind Mapping* and *Teams Games Tournament*.

The reason the researcher uses the model with this new name is to increase the reader's interest in the results of the written work later. A Ring Tournament model name (guided **RI inquiry**, **ING mind map**, and **TOURNAMENT games teams**) can be seen from the writing in big letters and in bold print where the researcher got a new name. This Guided Inquiry is the main model because this model can solve the problem of students' lack of active participation.

The advantage of the guided inquiry learning model is that it allows students to learn to solve problems in their own way, and be able to think critically. This is able to bring students to learn in real life.

The advantages of the *Mind Mapping model* can overcome problems that cannot be overcome by the main model, namely the learning model used by the teacher in learning is still not able to make students easy and fast to understand and conceptualize the material being studied. So that through this model it can foster creativity from students, because in making concept maps it can be made in such a creative way as possible, so not only understanding the material but also being able to build creativity for children. Students' ability to think can also be trained through assignments to make *mind* maps or concept maps (Ristiasari, Priyono, & Sukaesih, 2012).

The advantages of the *Teams Games Tournament (TGT)* learning model are that students are active, students are enthusiastic in participating in learning, foster a sense of togetherness and respect for competition in groups, and students are happier in participating in learning activities (Shoimin, 2014).

Through this learning model, it can overcome the problem of learning that students do not understand, and make students more active during learning. This learning model makes students more enthusiastic in participating in the learning process. Because in this learning the teacher can give awards to the best students or groups (Shoimin, 2017).

The formulation of this problem is to identify teacher activities and whether there is an increase in activity and learning outcomes for fourth grade students at SDN Kuin Cerucuk 5 Banjarmasin science content by using a combination of the RING TOURNAMENT learning model.

The purpose of the study was to identify teacher activities and analyze activities and learning outcomes for grade IV SDN Kuin Cerucuk 5 Banjarmasin science content by using a combination of the RING TOURNAMENT learning model.

This is supported by relevant research, namely, according to research by Yunita Sari (2017), Risa Arianti (2017), Vinny Delfanny (2015), and Lizyar Ruzmani (2016), according to some of these studies which state that through a combination of the RING TOURNAMENT model can increase activity. and student learning outcomes in learning.

METHOD

The research approach carried out by researchers in conducting research at SDN Kuin Cerucuk 5 Banjarmasin is a type of qualitative research approach.

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The type of research used by researchers is classroom action research (CAR). Classroom action research is a research oriented towards the application of certain actions to solve problems in a group of subjects being studied and observe the level of success or results of these action activities if they increase or are still below the standard, to then be given further action that is perfect so that obtained better learning outcomes than before (Danim, 2013)

In line with the above opinion, classroom action research is also defined as a process to examine a problem in learning that takes place in the classroom through self-reflection and carrying out an effort to solve the problem by carrying out various planned actions in real situations and analyzing the effects of the action (Sanjaya, 2013)

Based on the explanation above, it can be concluded that classroom action research (CAR) is an action taken by the teacher with the aim of improving and improving the quality of learning.

This classroom action research consists of four stages that will be passed to conduct research, namely: (a) planning, (b) implementation, (c) observation, and (d) reflection (Arikunto, 2012:20).

The stages in this research, the first is planning, in this case the researcher plans the concept of learning, learning settings, lesson plans, learning media, LKK and LKS as well as observation sheets for teacher and student activities. Second, the implementation of the action, namely the implementation of the plans that have been designed. The third is observation or observation, there are observations of teachers, students and learning outcomes. Fourth, namely reflection, activities carried out to repeat or review what has been done.

The implementation of CAR at SDN Kuin Cerucuk 5 Banjarmasin is located on Jalan Belda Gg. Simpang Rahmat, Kuin Cerucuk, Kec. West Banjarmasin, Banjarmasin City, South Kalimantan 70129. The subjects were 23 grade IV students (14 male students and 9 female students).

The research factor is the flow of the teacher's activity process, activities, and learning outcomes of fourth grade students at SDN Kuin Cerucuk 5 Banjarmasin using a combination of the RING TOURNAMENT learning model, namely:

The teacher activity factors studied in implementing the RING TOURNAMENT learning model are:

- a. Teachers foster responsiveness to students.
- b. The teacher divides the group
- c. The teacher delivers the material
- d. The teacher guides both in formulating hypotheses and discussions
- e. Teachers provide facilities and make learning more enjoyable.

Student activities are observed and examined in the processes and activities of students in participating in learning activities, group work or individual student performance when carrying out learning with the RING TOURNAMENT learning model using observation sheets that have been prepared according to the following aspects:

- a. Students pay attention to the explanation given
- b. Students work together with groups to identify problems
- c. Students formulate hypotheses for answers to problems
- d. Students discuss answers to create a concept map or mind map regarding their opinion about learning.
- e. Student me n y a mpaik a n / present the results of the discussion . Students in carrying out *games* and *tournaments*
- f. Students do *games and tournaments* .

Paying attention to learning outcomes on various styles of class IV SDN Kuin Cerucuk 5 using an evaluation sheet that is measured quantitatively, which is said to be complete if it exceeds the school KKM score of 65 or more than 80% classical completeness.

Success Indicator

Teacher activities are categorized as successful if the learning process carried out reaches a score on the observation sheet with a range between 34-40 in the Very Good category.

The research is said to be successful if the student's activity reaches the predetermined indicator, namely the classical "Very Active" category with a percentage of 80%.

The research is successful if students' learning outcomes are classically 80% of students get a score of 65. Which is done through a final evaluation containing questions.

RESULTS

Based on the results of the data findings obtained through observations made and then described in accordance with the data obtained in the field, both regarding teacher activities, activities, and student learning outcomes on the science content of various styles of class IV SDN Kuin Cerucuk 5 Banjarmasin at meeting 1 to meeting The 3 results are as follows:

Teacher activity in the process of learning activities has increased, namely meeting 1 got a score of 29 with good criteria, meeting 2 got a score of 34 with very good criteria, and meeting 3 got a score of 38 with very good criteria.

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The increase in teacher activity occurs because some aspects of teacher activities in carrying out learning are getting better. This is because from every meeting the researcher tries to improve the shortcomings of the learning activities carried out properly .

Tabel 1.1 Rekapitulasi Aktivitas Guru

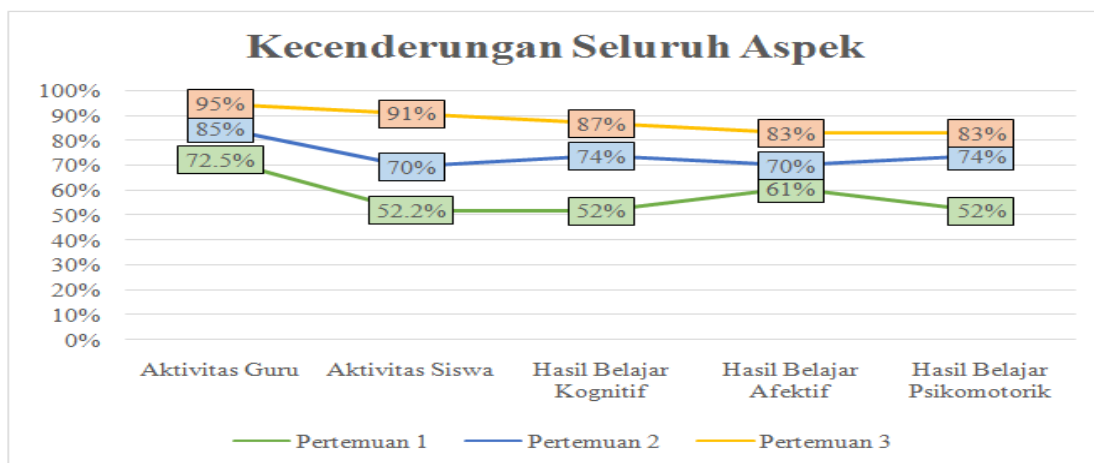
Pertemuan	Skor	Kriteria
1	29	Baik
2	34	Sangat baik
3	38	Sangat Baik

The results of the observation of student activity in meeting 1 showed that the percentage of student activity classically reached 52.2% in the less active category and still below the specified criteria, meeting 2 had an increase of 70% in the active category but had started to increase in meetings, and meeting 3 an increase classically reached 91% with a very active category. By using a combination of the RING TOURNAMENT learning model, student activities have continued to increase because the teacher has reflected on each meeting.

The increase in student activity cannot be separated from the activities carried out by the teacher in the learning process by making improvements to the steps in applying the combination model . Teacher activities demand to provide facilities or space for students to be active when KBM (teaching and learning activities) takes place .

This also has an impact on student learning outcomes, it is proven that learning outcomes in 3 meetings have increased in meeting 1 as many as 12 people from 23 students in the class get a complete score with a percentage of 52%, meeting 2 to 17 students get a complete score with a percentage of 74%, and meeting 3 to 20 people from 23 students get a complete score with a percentage of 87%. So that at meeting 3, the expected success indicators have been achieved, namely the number of students who have completed 80% of the total number of students or with a KKM score of 65.

This data is able to prove that at every meeting there is always an increase. This can be realized because the three aspects studied are related to one another. So, for clarity, the trend of all aspects observed and assessed at meetings 1 to 3 can be seen in the following graph:



Gambar 1.1 Kecenderungan Seluruh Aspek

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Based on Figure 1.1 above, the improvement that has been obtained at meeting 1 to meeting 3 in activities and learning outcomes shows that good teacher activities in preparing to carry out science learning content in various styles of material provide good results for students through a combination of learning models. RING TOURNAMENTS.

The hypothesis reads that through the Ring Tournament learning model, learning activities and learning outcomes on the science content of various styles of material in grade IV SDN Kuin Cerucuk 5 Banjarmasin can be increased and are easy for students to understand and can be accepted.

DISCUSSION

Based on the results of observations of teacher activities in carrying out learning, observing student activities in the learning process, and testing student learning outcomes through a combination of the RING TOURNAMENT learning model (*Guided Inquiry, Mind Mapping, and Team Games Tournament*) on the science content of the various styles implemented as many as 3 meetings.

The teacher's activities at meetings 1 and 2 showed good results, but there are still many things that need to be improved. Meanwhile for meeting 3 the results have increased and can reach the predetermined indicators of completeness.

Increasing teacher activity in carrying out learning with the Ring Tournament learning model at each meeting. Improvements continue to occur in teacher activities. This shows that some aspects of teacher activities in carrying out learning are getting better. This increase in teacher activities occurs because from each meeting the researchers try to improve the shortcomings of the learning activities carried out properly. Thus it has been proven that teachers are able to optimally carry out the learning process and are able to improve their abilities in accordance with expectations.

The improvement of learning in question is an increase in learning in a structured, directed, and effective manner. This is in accordance with (Trinova, 2012) opinion that the teacher acts as a facilitator who must be able to plan in such a way that all the potential of students is fulfilled. Thus, learning indicators are changes in a person's knowledge, actions and behavior which can be seen from the process of seeing, observing, and understanding something.

The other factors that influence the teacher's success in improving learning and getting very good criteria are the teacher is able to manage classroom learning well and the teacher is able to create a conducive and calm environment but remain active in the classroom.

This is in line with the opinion of (Susanto, 2013) who said that a teaching atmosphere created by a teacher, a calm teaching atmosphere, the occurrence of dialogue between students and teachers and fostering an active atmosphere among students, this will certainly give a positive value to the process of teaching and learning activities and determine student success can be seen in learning. So that in the teaching process the teacher must be able to regulate the teaching atmosphere so that student success in learning can increase to the maximum.

In addition, learning is also carried out well because the teacher has quality competence, is skilled and can use learning infrastructure well and the teacher's accuracy in applying the learning model.

This is in line with the opinion of (Rusman, 2016) which states that teachers who have loyalty to a job are always trying to improve or develop their professional needs in order to balance the growing demands of education.

In accordance with the opinion above, a teacher before choosing a strategy must understand in depth the rationale of a learning model and strategy. This aims to improve the learning strategy, and what skills will grow as a result of a model or learning strategy that is prepared (Suriansyah et al., 2014)

The use of learning models is very important with the aim of maximizing learning, one of which is the use of cooperative or compound learning models. This is in line with the opinion of (Suriansyah et al., 2014) that in group learning, the teacher does not only carry out the teaching process but also guides and regulates students and also the class in order to create a conducive atmosphere.

Through the group learning model, teachers can be able to improve student activities and learning outcomes in the KBM process (teaching and learning activities).

This observation of teacher activity is reinforced by the results of research conducted by several researchers, namely: Agusta (2015) using the *inquiry learning and team games tournament* model, Ridani (2017), using the *mind mapping model*, Ansyari (2019) using the guided inquiry model and mind mapping, and Novitasari, Sri and Yohanes (2019) using the *team games tournament* model. The results of research related to the model conducted by researchers show that there is an increase in the quality of teacher activities.

Student activity during the learning process by using the RING TOURNAMENT learning model continues to increase at each meeting held. This shows that the use of the learning model can create effectiveness, fun, and student activity during the learning process.

This is in line with the opinion of (Uno & Mohamad, 2017) which states that motivation can basically help in understanding and explaining the behavior of an individual, including individual behavior when carrying out learning activities. Where the role of

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motivation itself in learning and learning is (1) determining things that can be used as learning reinforcement, (2) clarifying the learning objectives to be achieved, (3) determining the variety of control over learning stimuli, and (4) determining learning persistence. .

In addition, teaching and learning activities carried out in groups can train and familiarize students to share knowledge, interact with each other, and be responsible.

This is in accordance with the opinion of (Rusman, 2016) which states that cooperative learning has a role as a teacher facilitator as a connecting bridge towards a higher understanding of children.

Based on the description above, that in group learning should be able to increase student activity and student understanding of the material being studied. Therefore, the application of the RING TOURNAMENT learning model is considered appropriate because it can create a pleasant learning atmosphere in the classroom, as well as being able to build creativity and student activity in learning.

Observations of student activities were strengthened based on the results of research conducted by several researchers, namely: Nelly (2017), Ridani (2019), and Ansyari (2019). The results of research related to the model conducted by these researchers showed that there was an increase in student activity along with the increase in teacher activity.

Overall learning outcomes on cognitive, affective and psychomotor aspects showed an improvement in each meeting. Improving student learning outcomes cannot be separated from the role of the teacher who provides presentations of information that will be learned by students during learning, so that students have an overview of achieving learning objectives. When students already have an overview of the subject matter, the teacher guides students to determine the concept so that the distribution of student understanding is wider by asking questions between students and the teacher.

In addition, success in improving student learning outcomes also cannot be separated from the role of teachers in *learning by process* or learning through processes in every meeting. The *learning by process* carried out by the teacher in each meeting gave positive results in the research conducted.

This is in accordance with the opinion of (Suriansyah et al., 2014) which states that learning takes place by prioritizing students through a process (*learning by process*), not based on results (*learning by product*). Learning through the process can enable the achievement of learning objectives in all aspects, namely cognitive, affective and psychomotor.

Learning outcomes are used as a benchmark for students' success in understanding the information/material that has been given by the teacher because from there it will be clear that the students' ability to explore knowledge has been done.

The increase in student learning outcomes is also influenced by the cognitive dimensions of students in learning activities. According to (Suprihatiningrum, 2016) said that learning outcomes related to cognitive aspects are students' abilities related to thinking, knowing, and solving problems.

Knowing student learning outcomes through evaluation at the end of each meeting. Through an evaluation at the end of each lesson which really helps researchers in knowing the extent of students' understanding of the material presented by the teacher using the Ring Tournament learning model.

The use of the Ring Tournament learning model has affected student learning outcomes, in this study learning outcomes have met the indicators of research success, namely increasing and already exceeding the classical mastery set that is 80%.

The success of students in carrying out learning outcomes is due to the interest and motivation that exists in students towards learning, and students are also required to be active and involved in learning activities .

Daryanto which states that motivation can be useful for meeting needs and achieving goals or conditions and readiness in individuals that encourage their behavior to do something in achieving certain goals. Effective teaching and learning conditions are the interest in attention. students in learning (Daryanto, 2013).

the results of research conducted by several researchers, namely: Agusta (2015), Nelly (2017), Ridani (2019), and Ansyari (2019) . with increasing teacher activity and student activity in the teaching and learning process.

CONCLUSIONS

Based on the explanation above, it can be concluded that the teacher's activities, activities and student learning outcomes in carrying out the learning of science content materials are of various styles using a combination of the RING TOURNAMENT model (*Guided Inquiry, Mind Mapping, and Team Games Tournament*) for fourth grade learning at SDN Kuin Cerucuk 5 Banjarmasin has been implemented with the criteria of very good, very active, very good and achieving the predetermined indicators of completeness.

Suggestions that can be addressed are, to: The principal, to be used as a reference for him in assisting teachers and as a contribution to future improvements. Teachers, as input in implementing learning by using a combination of models. Other researchers, so that it can be used as a reference in their research.

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