The Influence of Cooperative Learning Model Type Teams Tournament Games to Students' Emotional Intelligence

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Abstract

Improved student learning outcomes is the main objective in the process of learning. Many factors influence the improvement of student learning outcomes either intrinsically or extrinsically. One of the intrinsic factors that plays an important role, namely students' ability in managing emotional (emotional intelligence). Increased emotional intelligence is rated important because it is an "asset" that is long term. Many ways that can be done to improve emotional intelligence students, ranging from personal approach among teachers and students, guidance counseling, until by the time the learning process takes place. This research aims to know the influence of the application of the learning Teams model Games Tournament (TGT) against increased Emotional Intelligence (EI) students of Class XI IPS Senior High School in Sukoharjo Regency. Cooperative model type TGT was chosen because it has the stages corresponding to the existing indicators on EI. The method of data collection using the instrument the test results now and learn EI of students. This research uses the associative method with linear regression data analysis techniques is simple and Independent sample test (t-test). The results showed that cooperative learning model type TGT has an impact on EI on students.

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INTRODUCTION

The main objective in the process of learning is increasing student learning outcomes. Currently, the results of the study are likely to be identical to the final value of a learning process. But when understood learning outcome in depth, not just the value at the end of learning, but including a variety of changes that have occurred from before to after the learning process takes place. The form of a change in attitude and behaviour of the students is one product or the results of the learning process. According to Djamarah (2011:15), a learning Outcome is the changes that occur in the individual through the learning activities". Meanwhile, according to Jihad (2013:14) is the achievement of Learning Outcomes form changes the behavior that tends to settle from the realm of cognitive, affective, and psikomotoris of the learning process". Based on some of the opinions we can see that the results of the study are not only a value generated by students at the end of the study, however, including a change in attitude and behaviour of the students.

The quality of a nation can be seen from the development of education in the country. One of the standards should be developed in order to achieve a quality education is a standard process. Standards are national standards of education with regard to the implementation of the study on the educational unit to achieve the competency completion. Innovation in learning is very necessary in order to deliver a memorable learning experience for learners. It is in accordance with Act No. 20 Year 2003 of the national education system where on article 40 paragraph 2 mentions that educators and educational personnel shall be obliged to create a meaningful education, fun, creative dynamic and dialogis. The experience gained will be increasingly effective learners in the learning process are obtained as the result of understanding and discovery of the learners themselves.

The learning process in educational units need to be organized in an interactive, inspiring, fun, challenging, motivating students to actively berpartisipatif, as well as providing enough room for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For every unit of education need to do planning of learning, implementation of the learning process as well as the assessment of the learning process to improve efficiency and effectiveness to achieve the competency graduates.

In accordance with the standards of competence of graduates, targeted learning includes the development of realm of attitudes, knowledge and skills in the elaborations for each unit of education. The third realm of competence has a trajectory of gains (psychological processes) are different. The attitude is obtained through the activities of "receiving, running, cherish, appreciate, and practice". The knowledge gained through the activities of "remembering, understanding, applying, analyzing, evaluating, and created". The skills obtained through the activities observed objects, ask, try, elucidate, presentation, and created ". The learning process is fully directed at the development of the third world as a whole, which means that the development of one domain can not be separated by other domains. Thus, the learning process as a whole will bear the personal attitudes, knowledge, and skills.

The learning process in schools is a process that is complex and comprehensive. Society in general assume that students who are successful students with high scores, though many other factors that influence the success of one of these, namely the ability of the students in managing their emotions. EI is a person's capability in controlling his emotions intelligently based on emotional intelligence indicators, such as: Recognizing the emotions themselves, manage and control the emotions, motivating oneself, recognizing emotions in others (empathy), the ability to memrna
relations (cooperation), with others, as well as to understand and control the emotions of oneself and others, so that it can manage and use well the emotion into a positive thing.

Further, the ability of students in the management of emotions capable of motivating students in increasing interest in learning so that more makes it easy for students to interact with other people and the environment as well as being the deciding success either in the present or in the future that will come. If students are not able to manage the emotional well, then those students would not be able to optimize the intellectual aspects of intelligence effectively.

Monir Kalantar (2013:470-474), “emotional intelligence and self esteem have increased in posttest and follow-up phases. In related to emotional intelligence, this educational method has improved level of recognition and awareness of the students of their own capability.” Based on the results of such research, it can be said that the emotional intelligence and confidence may improve results post phase and the next phase of the test. In relation to emotional intelligence, this method of education has increased the awareness of participants of the didikakan capability/capabilities they have. The results of such research States that emotional intelligence can affect student learning outcomes. Emotional intelligence among students that one of the other students with different tentuya in addition, some studies have shown that emotional intelligence affect student learning outcomes, therefore the very student emotional intelligence interesting to further examined.

Cooperative learning emphasizes that students need to learn to think, solve problems, and learn to apply knowledge, concepts, and skills that he has to the other students in need within the group. According to Johnson and Johnson (2004) in Aziz (2010:54) "over 550 experimental studies have been conducted on Cooperative Learning (CL) in different disciplines, and the results show the effect of CL promote more positive attitudes toward the task as well as cooperation tends to promote higher achievement." Thus, it is assumed that the effective cooperative learning model in order to improve student learning outcomes.

Cooperative learning is one of the many active learning methods in which small heterogeneous groups work together to achieve a goal, and the members of the Group mutually dependent upon one another for their roles in a groups (Bilen, 2010:4873). Small heterogeneous group is a division of the Group randomly without seeing a difference background, ability, ethnicity, and is divided into 3 to 6 people in each group. This is in line with the opinion of Perihan (2009:371) which says that in cooperative learning, classes are divided into small groups that usually contain 3 to 6 students with heterogeneous should try to solve a problem or master the task.

According to Shimazoe and Aldrich (2010:54), “there are some benefits of using cooperative learning to the students. First, cooperative learning improves understanding of learning materials in depth. Second, students achieve better grades in comparison with competitive cooperative learning or learning individuals. Third, students learn social skills and values kemasyrakatan. Fourth, students learn high level by using critical thinking skills. Fifth, cooperative learning enhances personal growth. And in the end the students develop positive attitudes towards learning independently”. Cooperative learning is a form of teaching that is no longer made the teacher
as a center of learning, but centered to the students. The role of the teacher in the learning process are more likely as a facilitator and a controller at the time of learning is taking place.

In learning in school, teachers have an important role in developing a wide range of potential students. Through cooperative learning, students not only able to improve learning outcomes in the cognitive, but including the other two aspects, namely affective and psychomotor. One of the cooperative learning model that is allegedly influential on students “emotional intelligence is a model of cooperative type TGT. Study on the model of TGT, students are placed in study groups with five to six people with abilities, genders, and races or tribes. The existence of heterogeneity, the students are expected to motivate each other in the mastery of the subject matter. The model of learning is a learning model that TGT fun and according to the characteristics of the senior high school level students where students easily bored in lecture method is dominated by teachers and preferred learning pasted games capable of emotional digging faster students.

On the other hand, the selection of cooperative learning model type because the TGT stages on learning model of the TGT has compliance against existing indicators on emotional intelligence. TGT learning model provides an opportunity to the students to play the game with other team members to earn additional points or score their team. Research results Lai, et al. (2012) stated that when the students play games, they can focus more on the learning activities of the cooperative. During the games at the time the learning process progresses, students feel interested and motivation to improve student learning outcomes. These results are in accordance with research conducted by Van Wyk (2011:183), stating that “The results indicated that the achievement test score for the TGT group was 52.99, while the control group's Lecture was 50.13. This implies that the TGT group performed better in the achievement test compare to the control group. The retention test for both groups were very similar. The treatment group indicated the positive attitude towards TGT as a teaching strategy for economics education”. Based on these quotes, Van Wyk (2011:183) stated that the final value of the cooperative learning model of type i.e., 52.99 TGT was higher compared to the control class that is of 50.13. It is shown that cooperative learning model type TGT is better compared to the control class. Treatment on learning cooperative type indicates a positive thing TGT as learning strategies in education economics.

Based on a preliminary description above, it can be seen that the emotional intelligence memiki an important role in the improvement of student learning outcomes. Therefore, there is need for efforts in improving emotional intelligence of students. One effort that can be done by the teacher is to do a variety of innovations in learning. The application of cooperative learning model is one way that can be used to achieve the learning objectives as expected. This research aims to know the extent of the influence of cooperative learning model in particular cooperative model type TGT against emotional intelligence which belonged to students.

**METHODS**

The methods used in this research is a method of associative with ex post facto approach and the survey. Sugiyono (2011:16) "associative methods can be defined as research that aims to find out the relationship between the variables of one variable with another." The purpose of this research is the verifikatif that is to determine the level of influence of the variables within a condition.

The population of the region is the generalization consists of: the object/subject who has certain qualities and characteristics set by the researchers to learn and then drawn the conclusion (Sugiyono, 2011:117). The population in this research is the whole grade
XI IPS Senior high school in Sukoharjo Regency Years Lessons 2015/2016. The taking of the sample in this research is carried out by means of random sampling is obtained as many as 101 students from 3 grade 3 school in Sukoharjo Regency i.e. Senior high school 1 Kartasura, Senior high school 1 Mojolaban, and Senior high school 1 Polokarto. The instruments used in this research is the question form EI test results students and studied economics. Technique of data analysis in this study using a simple linear regression analysis and Independent sample test (t-test). Prerequisite test data analysis used in this study is testing its homogeneity and normality test.

RESULTS AND DISCUSSION

Test data shows that all the instruments of the research instrument is valid and reliability so that the instrument meets the criteria as a good instrument in research to find out the results of student learning using the cooperative model type TGT and EI of students. The result of the test of hypothesis test prerequisite to conclude that all the samples come from a Gaussian population as well as population are homogenous. After a test of hypotheses as well as the prerequisite for the fulfillment of prerequisites to perform hypothesis testing then the testing continued with the hypothesis test using Independent sample test analysis (t-test).

The influence of CL Model to EI

<table>
<thead>
<tr>
<th>Table 1. Analysis of influence of TGT to EI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model Summary</strong></td>
</tr>
<tr>
<td>Model</td>
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<tr>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Table 2. Coefficients</th>
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</thead>
<tbody>
<tr>
<td><strong>Unstandardized Coefficients</strong></td>
</tr>
<tr>
<td><strong>Model</strong></td>
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<tr>
<td>-----------</td>
</tr>
<tr>
<td>Constant</td>
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<tr>
<td>TGT</td>
</tr>
</tbody>
</table>

Based on the results of sports data that has been done, can be seen in the table above that the cooperative learning model type TGT have influence of 44.3% to EI of students. The rest amounted to 55.7% is determined by other factors not included in the study. Furthermore, based on the calculations further obtained t-stat of 8.874 with t-table of 1.99. The results show that the results of student learning with a model cooperative type TGT has a relationship with the EI intelligence of students.

Cooperative model type TGT gives a positive impact to the EI of students. The better the results of student learning with a model of TGT then will the better students EI level anyway, as otherwise declining student learning results, it will also decrease the level of students ' ability in managing emotions. Thus, it can be concluded that if the results of student learning with application of model type TGT increases, then the students' ability to manage emotions that are owned (emotional intelligence) has also increased.
Comparison of the high EQ and midle EQ are on the learning model TGT

**Table 3.** Comparison of the high EQ and midle EQ are on the learning model TGT

<table>
<thead>
<tr>
<th>EI</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Result</td>
<td>High</td>
<td>30</td>
<td>88.47</td>
<td>5.191</td>
</tr>
<tr>
<td>Medium</td>
<td>41</td>
<td>82.15</td>
<td>5.067</td>
<td>.791</td>
</tr>
</tbody>
</table>

**Table 4.** Levene’s Test for Equality of Variances

<table>
<thead>
<tr>
<th>Learning Result</th>
<th>Equal variances assumed</th>
<th>F</th>
<th>Sig</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances not assumed</td>
<td>5.119</td>
<td>.000</td>
<td>6.320</td>
<td>1.235</td>
<td>3.852</td>
<td>8.789</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparison of the high EQ and low EQ are on the learning model TGT

**Table 5.** Comparison of the high EQ and low EQ are on the learning model TGT

<table>
<thead>
<tr>
<th>EI</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Result</td>
<td>High</td>
<td>30</td>
<td>88.47</td>
<td>5.191</td>
</tr>
<tr>
<td>Low</td>
<td>30</td>
<td>75.73</td>
<td>4.920</td>
<td>.898</td>
</tr>
</tbody>
</table>

**Table 6.** Levene’s Test for Equality of Variances

<table>
<thead>
<tr>
<th>Learning Result</th>
<th>Equal variances assumed</th>
<th>F</th>
<th>Sig</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances not assumed</td>
<td>9.752</td>
<td>.000</td>
<td>12.733</td>
<td>1.306</td>
<td>10.119</td>
<td>15.34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As for the test criteria as follows.
1. **criteria for t-testing**
   1. If t count < t table, it means Ha was rejected
   2. If t count > t Ha it means accepted
2. **criteria for F-testing**
   1. If F count < f table it means Ha was rejected
   2. If F count > f Ha it means accepted

Based on the above calculations, obtained the first t-count of 5.119 > t-table of 1.99, and second t-count of 9.752 t-table > 2.00. As for
the f-count of 9.368 \( >f\)-table of 3.94. It is this means \( H_a \) received. Thus, it can be said that at the student cooperative learning models applied the type TGT, the results of the economic study of students who have a high level of emotional intelligence is better compared to the results of the study students who have emotional intelligence level of medium and low.

According to Shimazoe and Aldrich (2010:54), there are several benefits of using cooperative learning to the students. First, cooperative learning improves understanding of learning materials in depth. Second, students achieve better grades in comparison with competitive cooperative learning or learning individuals. Third, students learn social skills and values kemasyrakatan. Fourth, students learn high level by using critical thinking skills. Fifth, cooperative learning can enhance personal growth and ultimately students are able to develop a positive attitude towards learning. One of the cooperative learning model TGT.

At the time of model learning type TGT is applied, the results of the economic study of students who have high emotional intelligence is better compared to students with emotional intelligence. This can happen because the students who have high emotional intelligence is able to manage his emotions well. According to Monir Kalantar (2013:470-474), emotional intelligence and self esteem have increased in posttest and follow-up phases. In related to emotional intelligence, this educational method has improved the level of recognition and awareness of the students of their own capability. The research results showed that emotional intelligence and confidence may improve results post phase and the next phase of the test. Management of emotions relating to how the students are able to motivate himself and his friends in the teaching and learning activities, able to rise up in a failure, being able to discuss and work well together and shared student cooperative the other, and so on.

On the cooperative learning model type TGT where students are invited to actively participate in a learning naturally very influential with the ability to manage the emotional students. Various activities in the TGT as discussions, games, and tournaments with interrelated elements that exist within the emotional intelligence. Students with high emotional intelligence can certainly be well past discussions, games, and tournaments are given by the teacher. This can occur because the students with high emotional intelligence is able to manage emotions in themselves in order to be in tune with the learning process a TGT is granted. By the time the students with high EI failure then the students would quickly rise and more vibrant study in order for the test results on selanjutkan will be better again. As was the case at the time of discussion, games, as well as the tournament progresses. Students with high EI will easily adapt and follow the direction provided students with high EI sehingga can understand the subject matter presented optimally.

CONCLUSION

Based on the research results obtained in the above conclusions as follows:
1. cooperative learning Model type TGT has influence on the emotional intelligence of students.
2. At the time of application of the model of cooperative learning, the result of TGT type student with high EI better learning results compared to students with medium and low EI.

Advice from the research is going to be better if teachers continue to make innovations in the application of the model of learning in schools, in particular the cooperative model type TGT. It is because it has been proven that the cooperative model type TGT able to improve results student learning and also the effect on the emotional intelligence of students. EI is rated important because it will affect the
attitude and behavior of students of up to in the future.

REFERENCES


