OPEN ACCESS

Research Article

Interpersonal Intelligence through the Tournament Cooperative Learning Type Teams Games Model in Social Science Science Subject

Ade Taufiq Izzuddin[1], Eko Siswono[1], Fahmi Idris [1]

[1]Universitas Negeri Jakarta. Indonesia

*Corresponding Author
Ade Taufiq Izzuddin

Abstract: The purpose of this study is to improve students' interpersonal intelligence after the implementation of a cooperative learning model type teams games tournament on social studies subjects in elementary schools. This research was conducted at the Bojonggede elementary school in Bogor Regency. The subjects of this study were the fifth grade students which numbered 35 students. This research was carried out using the classroom action research method by Kemmis and Mc. Taggart is implemented using a cycle method. The results showed that an increase in the percentage starting from the pre-study students got a pretest score of ≥75 interpersonal intelligence of 48%, at the end of the first cycle it was obtained at 60% and at the end of the second cycle an increase was 84%. The results of interpersonal intelligence in cycle II have exceeded the target. Thus the implications through the application of cooperative learning models of teams games tournament on social science subjects in the learning process have achieved the desired goals in the class.
Keywords: Interpersonal Intelligence, Cooperative Learning type, Social Sciences.

INTRODUCTION

Howard Gardner is a figure who initiated the theory of multiple intellegence. Gardner (in Ariany Shurfah, 2009) defines intelligence as the ability to solve problems and create products of cultural value. Multiple intellegence is a multiple intelligence that includes eight intelligences, namely verbal-linguistic, intrapersonal, interpersonal, logic-mathematic, visual-spatial, musical, kinesthetic, and naturalist intelligence. In each individual usually only have some intelligence from the eight intelligences. Multiple intelligence between students and female sex and students with male sex tend to be different.

Research results of Shahzada, et al. (2015). The results of the study revealed that female students were estimated to have higher than their verbal / linguistic, interpersonal and intrapersonal intelligences male counterparts; and male students rated their bodily / kinesthetic and natural intelligences higher than their female counterparts; while non-significant differences between male and female students on logical / mathematical, visual / spatial, musical and existential intelligences.

Gardner in Santrock (2008) also explains that intelligence is divided into 8, namely verbal intelligence, mathematical intelligence, spatial intelligence, body-kinesthetic intelligence, musical intelligence, intrapersonal intelligence, interpersonal intelligence, and naturalist intelligence. Every child has a different dominant intelligence. Therefore, parents should not force children to be able to master all fields.

Of the several intelligences mentioned above, interpersonal intelligence is one of the important stimulated intelligences for child development. Interpersonal intelligence is an important thing in life. Interpersonal intelligence is important because basically humans cannot live alone (Safaria, 2005). Humans are basically in any activity required to connect with other people.

For children, interpersonal intelligence is very helpful in adjusting and forming social relationships with others. Interpersonal intelligence is the ability to observe and understand the intentions, motivations and feelings of others. This intelligence involves sensitivity to facial expressions, sounds and body movements from other people and is able to respond effectively in communicating (Gunawan 2005). Without interpersonal

intelligence the child will have difficulty in establishing social relationships with other people. Children who experience failure in developing interpersonal intelligence, will experience many obstacles in the social world such as loneliness, feeling worthless and prefer to isolate themselves (Safaria, 2005). The lack of interpersonal intelligence can cause children to be passive and tend to be indifferent to the surrounding environment.

In the process of learning in class, interpersonal intelligence is very necessary. This interpersonal intelligence is needed to interact with other people, with teachers and classmates during the learning process. All subjects in school require interpersonal intelligence, especially during the learning process of Social Sciences.

According to Nur in Isjoni cooperative learning is a learning model that groups students for the purpose of creating learning approaches that integrate social skills that are academically charged (Isjoni, 2009). Some experts state that the cooperative learning model is not only superior in helping students grow the ability to cooperate, think critically, and develop students' social attitudes. But it is also superior in growing the cooperative skills needed for success in facing the demands of employment that are currently oriented towards teamwork. Because of the importance of interaction in teams, the application of cooperative learning becomes even more important.

In the cooperative learning model there are also variations in the model, one of which is the Teams Games Tournament (TGT) or Team Game Match. In this model students play games with team members to get additional points for their team scores or do weekly tournaments where students play academic games with other team members to contribute points to their team scores (Slavin, 2005). Therefore, through the implementation of the Cooperative Learning model type Teams Games Tournament (TGT) in the classroom, students can interact actively with various students in the classroom, then students often work together because students are always placed in groups, and students will be trained to have attitudes found in interpersonal intelligence. Anderson in Safaria states that interpersonal intelligence has three main dimensions, namely social sensitivity (social sensitivity), social awareness (social insight), and social communication (social communication), (Safaria, 2005).

METHOD

This research is in the form of classroom action research (Action Research). This study aims to improve interpersonal intelligence in fifth grade students of Bojonggede 02 elementary school in Bogor Regency. In this research the applied learning model is a model of cooperative learning type TGT.

This research was conducted at the Bojonggede 02 elementary school in Bogor Regency. The subjects involved in this study were the fifth grade students of Bojonggede 02 elementary school in Bogor Regency, totaling 35 students, consisting of 16 male students and 19 female students. The participants involved in this study were the principal and a colleague as an observer who was considered to understand the learning of Social Sciences and interpersonal intelligence.

Procedure for implementing improved learning with classroom action research methods in collaboration with colleagues to identify problems encountered in two cycles of planned learning. Then hold a discussion on how to solve problems that occur in understanding the application of interpersonal intelligence. The results of the discussion of the need for improvement can be seen in the implementation of the cycle. The description of the effectiveness of actions carried out through the initial planning stages consists of feeling the problem, analyzing the problem, formulating the problem.

The stages of action planning consist of learning scenario makers, preparing supporting facilities and facilities needed in the classroom, preparing instruments for recording and analyzing data about the processes and results of actions, carrying out simulations of implementing corrective actions to test the implementation of the design. The implementation of the action which includes the action scenario that has been planned, carried out in the actual situation. At the same time this activity was also accompanied by observation and interpretation activities and followed by reflection activities.

In the observation section, data recording is carried out which includes the process and results of the implementation of activities. The purpose of the observation is to collect evidence of the results of the action so that it can be evaluated and made the basis for reflection. In the reflection section data analysis is carried out on the processes, problems, and obstacles encountered and continued with a reflection on the impact of the implementation of the actions taken.

RESULTS

Based on the results of research in the field of the process of increasing interpersonal intelligence through the application of the TGT cooperative learning type model in class V, there were two aspects observed by researchers and observers including teacher observation and student activities at the time of learning activities. In the reflection of learning cycle I, it is an assessment of aspects of success and failure that have been achieved by researchers in carrying out actions in class. Based on observations obtained from the observation stage of the teaching and learning process through learning in Cycle I, the results achieved have not achieved the desired results, especially in the activities of students in the application of interpersonal

intelligence in social studies subjects through the TGT cooperative learning model because the teacher has not directed all students to be actively involved during the learning process. The teacher has not fully directed students in heterogeneous group formation, and the teacher does not motivate students to work together with their groups. This is because the teacher does not re-read the planned implementation of learning that has been designed. The teacher also still seems not fully prepared to begin the learning process. But in this initial activity the teacher has reached an indicator to bring students to pray together and check the presence of students.

At the core activities there are still shortcomings made by the teacher who make no achievement of indicators that have been made such as the use of learning media that are ineffective and inefficient, and do not foster active participation of students that make students not conducive when guided to control the material. However, there are indicators that have been reached, such as giving sufficient time in giving assignments when students work in groups and in delivering material.

In the final activity the teacher has reached the indicators of closing properly but does not carry out reflections on learning with students. In addition, the scores on the questionnaire sheets of interpersonal intelligence of students also have not fully achieved the desired results, namely completeness 70%. From the results in cycle one it indicates that a second cycle of social studies learning needs to be conducted through a cooperative model of TGT learning so that students' interpersonal intelligence can improve. This is done to minimize the negligence done by the teacher so that the desired results in the teacher's activities and student activities can be achieved entirely.

Based on observers' notes, the application of the TGT cooperative learning type model in enhancing interpersonal intelligence in the second cycle experienced an improvement from the previous cycle of teacher and student activities and the results of the desired initial reading ability had achieved the desired results which were above 70%. In accordance with the expected results, the research action to increase interpersonal intelligence can be stopped in the second cycle and not continued in the next cycle. In the learning process through the application of the TGT cooperative learning type model in improving cycle interpersonal intelligence both teachers have carried out the steps well so that students can be conducive in the classroom, students appear enthusiastic, happy and active when given explanations and assigned to group work due to pleasant conditions it makes students better understand the material given.

The research was conducted in two cycles, namely cycle I and cycle II. Cycle II is a follow-up of the first cycle because the research target has not been achieved. Each cycle of the teacher applies the TGT cooperative learning type model with its application packaged in a fun learning process. Each cycle is carried out in three meetings. The research instruments used were interpersonal intelligence questionnaires and written and non-test questions with the teacher and student action observation sheet as many as 20 statements. Learning Outcome Analysis.

Based on the results of data calculations in the first cycle of action can be seen that students who can get a value of □ 75 as many as 21 students from 35 students. The indicator of the success of this study is the percentage of students getting a score of> 75 at least 70%, but the number of students is still lacking. This means that this first cycle has not yet reached an indicator of success because it has only reached 60% of the research target of 70%.

This is due to, among other things, the teacher has not implemented all aspects contained in the teacher's ability to assess the tools, there are things that are still missed and have not been implemented to the fullest. Besides seeing the observation results of learning actions in the first cycle, there are still some students who have not been motivated to be active in the learning process.

Whereas in the monitoring data of the actions carried out in the first cycle, the percentage of results from the actions of researchers has shown that the value of observations of researchers in implementing learning through the implementation of the cooperative learning type TGT model is 82.5%, the value of student observation through the application of cooperative learning type TGT is 77.5%.

Based on the results of data calculations in the second cycle of action can be seen that students who can obtain a value of □ 75 as many as 29 students from 35 students with a percentage of 84%. These results have exceeded the target of success standards determined by the researcher so that researchers and observers concluded that the research up to the second cycle was sufficient and the research did not need to be continued in the next cycle. Whereas in the monitoring data of the actions carried out in the second cycle, the percentage of results from the actions of researchers that showed that the observational value of the researcher in implementing learning with the application of the TGT cooperative learning type model was equal to 95%, and the results of student actions showed that the value of observations in carrying out learning by applying the TGT cooperative learning type model is 92.5%.

DISCUSSION

Comparison of achievement in completing interpersonal intelligence through the application of the

TGT cooperative learning type model on social studies subjects above shows in the first cycle, the application of the TGT cooperative learning type model has not achieved the desired classical results. But along with the improvement of the application of the TGT cooperative learning type model in the second cycle to improve the implementation of the TGT cooperative learning type model in increasing interpersonal intelligence, achievement has reached more than 70% which indicated that improvements to the TGT cooperative learning type model have helped improve students' interpersonal intelligence and You can see the picture in the table above which correlates with each other.

CONCLUSION

The results of the study showed that through the application of the TGT model cooperative learning type on social studies subjects can improve students' interpersonal intelligence. This is because the learning process through the application of the TGT cooperative learning type model puts forward work in groups. In addition, the groups created are groups that are chosen heterogeneously by teachers in terms of academic ability. Heterogeneous grouping requires students to understand and help each other in their groups.

Students enjoy learning and learning more with enthusiasm, enthusiasm and joy, so that the results of students' interpersonal intelligence are expected to be achieved. From the results of the analysis obtained from the percentage of each study experienced an increase starting from pre-research students who get a value of ≥ 75 of 48%, at the end of the first cycle obtained by 60% and at the end of the second cycle obtained an increase to 84%. The results of the interpersonal intelligence of students in the second cycle exceeded the specified target of 70%. Based on observations made by observers obtained data that shows success in increasing interpersonal intelligence and increased teacher and student activity in the learning process through the application of the TGT cooperative learning type model for teachers by 82.5% and 77.5% students in the first cycle and at the second cycle increased to 95% for teachers and 92.5% for students. Thus it can be concluded that the cooperative learning type TGT model is able to improve students' interpersonal intelligence

REFERENCE
1. Gardner, H. (2013). *Multiple Intelligences.* terjemahan Yelvi Andri Zaimur. Jakarta: Daras Books.
2. Safaria, T,.(2005). "*Interpersonal Intellegence Metode Pengembangan Kecerdasan Interpersonal Anak* ", Yogyakarta: Amra Books.
3. Santrock, J. W. (2008). *"Psikologi Pendidikan*", Jakarta: Kencana.
4. Shahzada, G, et al.,.(2015). "*Gender Differences in Self-estimated Multiple Intelligences Among Secondary School Students*", Pakistan Journal of Psychological Research, 30.1
5. Gunawan, Adi W, "*Born To Be Genius",* Jakarta: Gramedia Pustaka Utama, 2005.
6. Izzaty, Rita Eka *Et. Al.,*(2008) *"Perkembangan Peserta Didik",* Yogyakarta: UNY Press, 2008.
7. Isjoni, "*Pembelajaran kooperatif",* Yogyakarta: Pustaka Pelajar 2009.
8. Slavin, Robert E, "*Teori, Riset dan Praktik* (diterjemahkan oleh Lita)", Bandung: Nusa Media, 2009.