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Implementation Of Teams Games Tournament Learning Model Using Snakes And Ladders Media To Improve Learning Activities And Outcomes

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ABSTRACT
The objectives of this research are to describe the learning outcomes of students using the Teams Games Tournament method with the Snakes and Ladders media, and describe the learning activities of students using the Teams Games Tournament method with the Snakes and Ladders media. This research employs a qualitative approach with classroom action research. Data collection techniques were conducted through observation. The findings of this study indicate that the application of the Teams Games Tournament method using the Snakes and Ladders media has a positive impact on improving student learning outcomes, as evidenced by 32 out of 40 students, or 82.50%, achieving the minimum score. This positive increase in activity occurred after implementing the cooperative learning method Teams Games Tournament using the Snakes and Ladders media.

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INTRODUCTION

Learning is one of the key factors that plays an important role in the formation of an individual's personality and behavior (Sofiani, Fadli, and Saputra 2024). Nana Syaodih Sukmadinata (2005) stated that most individual development occurs through the learning process. The learning process is basically a mental activity that is not directly visible; that is, changes that occur in a person while learning cannot be observed physically (Ibrahim 2000; Setiawan 2017). However, these changes can be seen through behavioral symptoms that appear. Therefore, learners, in this case students, must be considered as dynamic individuals who must be given the opportunity to determine their own hopes and goals (Anton and Usman 2020). Meanwhile, lecturers or educators act as guides, guides, and partners in the learning journey. Lecturers are not the only source of knowledge, so learning must be centered on learners and not rely entirely on textbooks or textual teaching methods (Baharuddin and Wahyuni 2015; Hidayat 2016; Rahman 2021).

The learning process has several characteristics that can be summarized as follows: learning is marked by relatively permanent changes in behavior. These changes do not have to be seen immediately during the learning process, but are potential (Supardi 2015). The changes in behavior that occur are the result of reinforced practice or experience (Fathurrohman 2017). In carrying out teaching duties, a lecturer needs to pay attention to

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several important principles, namely: whatever is learned by students, they are the ones who must learn, not others (Anwar 2018). Each student learns according to their respective levels of ability, and learning will be more effective if they receive direct reinforcement at every step they take (Wibowo 2020).

In accounting learning, the main goal is to understand the process of recording and identifying financial transactions that occur in a company. The main function of accounting is to produce financial reports that are easy to read and understand by interested parties, both from within and outside the company. Internal parties such as directors, managers, and shareholders use this report to analyze the company's financial condition in order to make the right decisions. Meanwhile, external parties such as investors and the government use this report to assess the stability and profitability of the company and determine the tax burden that must be paid (Marina, Wahjono, and Suarni 2018).

Accounting also plays an important role in the business world because it is considered the language of business that provides information about the company's financial flow in detail and regularly. With accounting, companies can measure progress and identify whether they are experiencing profits or losses. Accounting also functions as an evaluation tool, financial controller, and information provider for decision-making both within the company and for external parties such as investors. With accurate financial information, companies can allocate resources efficiently and maximize profits (Zamzami, Nusa, and Faiz 2021).

Accounting education is often considered a complex and uninteresting subject for many students, as it involves many theoretical concepts and complicated calculations. This challenge is even greater when students find it difficult to be actively involved in the learning process, which can have a negative impact on their learning outcomes (Uno and Mohamad 2022). Therefore, innovation in learning methods is needed to make accounting subjects more interesting and easier to understand. One approach that can be applied is the Teams Games Tournament (TGT) learning model using the snake and ladder game media, which is specifically designed to improve accounting learning activities and outcomes (Sholicha et al. 2021).

The Teams Games Tournament (TGT) learning model is one form of cooperative learning that has been proven effective in increasing student participation and strengthening understanding of difficult concepts, such as those found in accounting. By involving students in games that combine elements of competition and teamwork, TGT is able to create a dynamic and fun learning environment. The snakes and ladders game media, which is often used in various educational contexts, can be adapted to present accounting material in a more interactive way. Through this game, students can practice solving accounting problems in a more relaxed but still challenging atmosphere (Puspitasari 2011).

Learning activity is one of the keys to success in accounting learning. Through the application of the TGT model with snakes and ladders media, students are not only invited to understand accounting material, but are also encouraged to interact and compete with their classmates. This game is designed to make students more active in the learning process, so that they are not only passive recipients of information, but also play an active role in applying

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the concepts that have been learned. High learning activity is expected to strengthen students' understanding of accounting material and improve their analytical skills.

Learning outcomes are the main indicator in assessing the effectiveness of a learning method. In accounting learning, the application of the TGT model with snakes and ladders media is expected to produce a significant increase in students' understanding of the material being taught. Interactive and fun games not only help students remember important concepts but also provide them with the opportunity to test their understanding directly. Thus, students can more easily identify their mistakes and correct them, which will ultimately improve their learning outcomes.

METHOD

This research was conducted in the D3 Accounting and D4 Tax Accounting Study Programs of the Faculty of Economics, Pamulang University. Through this research, it is expected that there will be changes in the teaching methods used by lecturers, to be more innovative, creative, and varied so that they can have a positive impact on student learning outcomes. This study also aims to test the effectiveness of the Teams Games Tournament (TGT) learning model using snakes and ladders media in increasing student activity and learning outcomes, especially in the Introduction to Trading Company Accounting course.

This research was conducted in the Even Semester, from February to June 2023, and was implemented in two cycles. Each cycle consisted of three meetings, namely two meetings for delivering the material and one meeting for the test. In the first cycle, the material was delivered in two meetings followed by the first cycle test. The second cycle also followed the same pattern, with modifications based on reflections from the first cycle to improve learning effectiveness.

The object of this research is 40 second semester students, focusing on their learning outcomes in the Introduction to Trading Company Accounting course. This research is included in the category of Classroom Action Research (CAR), where research is conducted in the classroom by providing certain actions to improve and enhance the quality of learning. According to Suharsimi Arikunto, CAR consists of three main elements: research, action, and class, where this research aims to obtain data or information that is useful for improving the quality of learning through actions carried out in the form of a series of activity cycles in the classroom.

The research procedure is divided into two cycles of activities, where each cycle consists of three meetings covering four main activities: planning, implementing actions, observing, and reflecting. In the pre-research stage, the researcher prepared a proposal, obtained permission from the Head of the Study Program, and coordinated with students to ensure their readiness to participate in this research. Furthermore, in the implementation stage, the first cycle was carried out by applying the TGT method using snakes and ladders media, followed by observation and testing to evaluate student learning outcomes.

In the first cycle, several obstacles were found, such as students' lack of understanding of the rules of the game and ineffective group division. Reflections from the first cycle showed the need for revisions in learning, including reducing the number of groups and improving the

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material. The second cycle was carried out by correcting the shortcomings found in the first cycle, such as clarifying the material, increasing the number of groups, and arranging a more conducive playground to improve learning effectiveness.

Data collection techniques in this study include observation, testing, and documentation. Observations were conducted to observe the activities of students and lecturers during the learning process, while tests were conducted at the end of each cycle to evaluate student learning outcomes. Documentation, such as activity notes and photographs, were also used to support and complete the data needed in this study. The data obtained were then analyzed using the Percentage Descriptive technique, where the results of observations and tests were presented in percentages to obtain a picture of the success of the study.

The success indicators in this study are based on the results of the first and second cycle tests, which reflect students' understanding of the concepts taught. Success is measured by the increase in positive activities and student learning outcomes, with a target of at least 85% of students achieving a passing grade in the Introduction to Trading Company Accounting course, with a minimum grade of B. It is expected that through the implementation of this learning model, students will not only be able to understand the material better, but also be more motivated and active in the learning process.

RESULTS AND DISCCUSION

Research Results

This study consists of two cycles, each consisting of two learning meetings and one meeting for the test. The material discussed is a special journal, which is given in the even semester. The study was conducted from February to June 2023. The results of the study are presented in the following tables:

Table 1. Initial Data Before Research

No	Aspect Study	Before Action Meeting I	Reflection
1	Student Learning Interests and Activities	Not enough	• Lecturers need to motivate students. • Must evaluate learning steps.
2	Lecturer activities	Enough	• It is a good idea to write down learning objectives. • Convey learning objectives in stages. • Not giving students enough opportunity to ask questions.
3	Obstacles faced	• There are still students who arrive late. • There are students chatting during	

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No	Aspect Study	Before Action Meeting I	Reflection
		learning. • There are students who just keep quiet. • Need to find a solution immediately. • Students need to change their learning methods. • Need to evaluate more effective learning steps.	
4	Test results	• Lowest score 50: 8 people (20.00%) • Score 60: 14 people (35.00%) • Score 70: 7 people (17.50%) • Score 80: 9 people (22.50%) • Score 90: 1 person (2.50%) • Score 100: 1 person (2.00%) • Immediately change the learning method by trying the Teams Games Tournament using snakes and ladders media.	Hard work is needed to improve completion
5	CompletenessClassical Learning	• Of the 40 students, 11 students or 27.50% completed the study.	It takes hard work to improve completion

Table 2. Observation Results for Each Aspect in Cycle I

No	Aspect Study	Before Action Meeting I	Reflection
1	Student Activities	As many as 19 students or 47.50% were active in their group discussions, while 21 students or 52.50% were not active in their team discussions.	Many students are still confused about the steps of the Teams Games Tournament method using snakes and ladders media, so lecturers have to try harder to direct students.
2	Lecturer activities	Enough	More directing students because they do not understand enough just by listening to the lecturer's explanation
3	Constraint faced	• Lack of time to summarize the material and provide reinforcement. • Students are not yet familiar with the Teams Games Tournament method using snakes and ladders media. • Setting up a play area takes time. • The group division is too small. • Students determine their own group	

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No	Aspect Study	Before Action Meeting I	Reflection
		members, so that some groups tend to be filled by smart students, while other groups filled by less smart students tend to feel less confident. • There are still some students who do not participate in learning. • Determining the material discussed is too much. • Learning is considered a failure.	
4	Test results	• The lowest value of 65 is 10 • people = 25.00% • The value of 70 is 12 people = 30.00% • The value of 80 is 8 people = 20.00% • The value of 85 is 4 people = 10.00% • The value of 90 is 4 people = 10.00% • There are 2 people with a value of 100 = 5.00%	• Learning outcomes through motivation. • Lecturers need to evaluate learning steps.
5	Classical Learning Completion	• There was an increase in the number of students who achieved learning completion, namely 18 people (45.00%). • The level of difficulty of the questions needs to be considered. • The number of questions needs to be increased so that there are more alternatives. • There were 22 students (55.00%) who had not completed their studies.	It needs to be improved further to reach the ideal completion level, which is 85%.

Table 3. Observation Results for Each Aspect in Cycle II

No	Aspect Study	Before Action Meeting I	Reflection
1	Student activities	▪ As many as 90.00% of students (36 out of 40 students) are active ▪ Each Students are already familiar with Teams Games Tournament Media Snakes and Ladders ▪ Guidance and supervision from lecturers is needed so that learning activities can run smoothly. more quality ▪ Need add Learning	

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No	Aspect Study	Before Action	Reflection
		Meeting I	
		Resources	
2	Lecturer activities	▪ Pretty good ▪ Activity Beginning, Core Activities and Final Activities have been carried out systematically in accordancewith RPS.	• The lecturer should explain the main points of the material before the Snakes and Ladders Media Teams Games Tournament begins. • In order to provide a more varied source book • Do motivation in every • Learning
3	Obstacles faced	Reference books for learning materials are less varied	
4	Test results	• Lowest score 70: 7 people (17.50%) • Score 75: 5 people (12.50%) • Score 80: 8 people (20.00%) • Score 85: 6 people (15.00%) • Score 90: 7 people (17.50%) • Score 95: 4 people (10.00%) • Score 100: 3 people (7.50%)	Types and forms of questions to be more varied
5	Classical Learning Completion	Of the 40 students, 33 (82.50%) have achieved learning completion. There are 7 students (17.50%) who have not completed their studies.	

Because this study focuses more on student learning outcomes, the following is a recapitulation of test results that show student learning outcomes, namely Before Action, Cycle I, and Cycle II as follows:

No	Value	Before Action		Cycle I		Cycle II	
		Amount student	Percentage	Amount student	Percentage	Amount student	Percentage
1	50	8	20.00%	-	-	-	-
2	60	14	35.00%	-	-	-	-
3	65	-	-	10	25.00%	-	-
4	70	7	17.50%	12	30.00%	7	17.50%
5	75	-	-	-	-	5	12.50%
6	80	9	22.50%	8	20.00%	8	20.00%
7	85	-	-	4	10.00%	6	15.00%
8	90	1	2.50%	4	10.00%	7	17.50%
9	95	-	-	-	-	4	10.00%
10	100	1	2.00%	2	5,005	3	7.50%
Mean		66.00		75.75		83.13	

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Discussion

Student Activity Based on observations in action research consisting of two cycles, student activity in learning has increased. Initially, the percentage of student activity was relatively low, seen from the fact that there were still students who came late, chatted during learning, or just kept quiet. These obstacles disrupted the learning process, both due to technical problems and students' personal problems.

1. In Cycle I, student learning activities increased by 47.50%, with 19 active students out of 40 people. However, 21 students were still inactive in team discussions. In Cycle II, there was a significant increase with 90.00% of students active (36 people). This increase occurred after the use of the Teams Games Tournament Cooperative Learning Method with snakes and ladders media, which encouraged students to be more active in group discussions.
2. Lecturer Activities Observations by fellow lecturers as collaborators show that lecturer activities are quite good, although there are still some aspects that need to be improved, especially in creating learning that can improve student activity and learning outcomes. Lecturers act as facilitators and motivators, helping students understand the material and improve the quality of learning. Additional hard work is needed to achieve better learning goals.
3. Obstacles Faced Initial obstacles faced include:
   a. There are still students who arrive late.
   b. Students chat during learning.
   c. Students who just keep quiet.
   d. Learning activities are not optimal.
   e. Learning outcomes are still low.
4. To overcome these obstacles, lecturers need to improve the quality of learning with appropriate methods, such as using Teams Games Tournament with snakes and ladders media. Obstacles in Cycle I include lack of time to summarize the material, students who are not yet accustomed to new methods, time-consuming preparation of the playground, ineffective group division, and students' difficulties in concluding the material. In Cycle II, the main obstacle was the lack of variation in reference books. Gradually, these obstacles decreased along with the improvement in the quality of learning.
5. Test Results Before the action, the test results showed low scores, with the lowest score of 50, far below the target of the Entrepreneurship course of 75. After the action in Cycle I, the lowest score increased to 65, and in Cycle II it increased again to 70, showing a significant improvement.
6. Classical Learning Completion Before the action, classical learning completion reached 27.50% with only 11 out of 40 students achieving a minimum grade of B. After the action in Cycle I, completion increased to 45.00% (18 students), and in Cycle II it increased again to 82.50% (33 students). This classical learning completion can be seen in table 4.5 in the previous sub-chapter.

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The results of the analysis show the development of students' learning completion from before the action, Cycle I, to Cycle II. Before the action was taken, 22 students (55.00%) were below the Minimum Completion Criteria (KKM), with only 11 students (27.50%) achieving minimal completion. After the action was taken in Cycle I, there was a significant increase. The number of students below the KKM decreased to 10 people (25.00%), while 18 students (45.00%) managed to achieve or exceed the minimal threshold. In Cycle II, this increase continued, with only 7 students (17.50%) below the KKM and 28 students (70.00%) achieving completion above the minimal threshold. Overall, in Cycle II, 32 students (82.50%) managed to achieve minimal completion. This fact shows positive results, although it has not fully achieved the ideal learning completion success indicator target, which is 85%. However, the progress shown is quite significant in increasing students' learning success.

CONCLUSION

The implementation of the Teams Games Tournament Media Ular Tangga learning method has a positive impact on improving student learning outcomes, as evidenced by the fact that 32 students or 82.50% of 40 students achieved the minimum score. There was a significant increase in student learning activities to 90.00%, namely 36 students had followed the learning activities well. This positive increase in activity occurred after the action through the use of the Teams Games Tournament Media Ular Tangga Cooperative Learning Method, where this method requires students to actively study the material and master it to be discussed in expert team groups, students must be responsible for their tasks because they must explain it back to their original group.

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