

ABSTRACT

Thesis with the title "Implementation Efforts Cooperative Learning Model Team Games Tournament (TGT) To Improve Learning Outcomes Student Class V Aqidah Akhlak Praised Highlights MI Nurul Ulum Tunggangri Kalidawir Tulungagung academic year 2014/2015" was written by Fitrohtul Wulandari, NIM: 3217113042 , guided by Dr. Nurkholis, M.Pd.

Key words: Cooperative Learning Model Team Games Tournament (TGT), Student Results, Subjects Aqidah Akhlak.

The problem of this thesis are: 1) How is the ability of student collaboration in the implementation of cooperative learning model Team Games Tournament subjects Aqeedah Morals Praised subject of fifth grade students at MI Nurul Ulum Tunggangri, Kalidawir, Tulungagung 2014/2015 academic year ?, and 2) Does the application of cooperative learning model Team Games Tournament student learning outcomes subject of Morals Praised in class V MI Nurul Ulum Tunggangri, Tulungagung Kalidawir academic year 2014/2015?

This type of research is classroom action research because the problem is solved comes from classroom practice. Implementation process itself includes: (1) Develop a planning (planning), (2) Implement the action (acting), (3) Observation (observing) and (4) Reflection (reflection). Data collection technique is a method of testing, observation, interviews, field notes, and documentation.

Results of the study are: 1) The use of cooperative learning model Team Games Tournament in class V MI Nurul Ulum Tunggangri Kalidawir Tulungagung in learning Aqeedah Morals can improve cooperation with indicators of task groups as well as providing an opportunity to express their opinions in group discussions and 2) Usage This learning model can improve learning outcomes with indicators can explain the meaning of Morals Praised, mentions various commendable character and able to mention the proposition of morals commendable thereby increasing student learning outcomes begin pre test, post test cycle 1 to cycle 2 post test. It can be seen from the average value of 43.33 students (pre-test), increased to 58.16 (post test cycle 1), and increased again to 86.44 (post test cycle 2). In addition it can be seen from the average value of students. Improving student learning outcomes can also be seen from mastery learning with minimum completeness criteria (KKM) is 75. Proven defined in the pre test, of the 18 students who took the test, there are three students who pass the study and 15 students who did not pass the study. With a percentage of 16.66% completeness study. Increases in post test results of cycle 1, of the 18 students who took the test, there are five students who pass the study and 13 students who did not pass the study. With a percentage of 27.77% completeness study. Increased again in the post test results of cycle 2, of the 18 students who took the test, there are 16 thoroughly studied and 2 students who do not pass the study. With a percentage of 88.89% completeness study.

