

The Value of Solidarity in Learning

by Solidarity Learning

Submission date: 19-Jun-2023 10:04PM (UTC+0700)

Submission ID: 2119101654

File name: document_1.pdf (286.56K)

Word count: 7934

Character count: 45550



The Value of Solidarity in Learning Activities Integrated with Traditional Games

Putri Minang¹, Edhy Rustan^{2*}, Hisbullah³ 

^{1,2,3} Pendidikan Guru Madrasah Ibtidaiyah, Institut Agama Islam Negeri Palopo, Palopo, Indonesia

ARTICLE INFO

Article history:

Received November 07, 2022

Revised November 10, 2022

Accepted January 23, 2023

Available online February 25, 2023

Kata Kunci:

Nilai Solidaritas, Pembelajaran

Kooperatif Teams Games

Tournament, Permainan

Tradisional

Keywords:

Value of Solidarity, Cooperative

Learning Teams Games

Tournament, Traditional Games



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Peran teknologi telah mempengaruhi nilai solidaritas siswa, sehingga perlu aktivitas pembelajaran terintegrasi permainan tradisional. Tujuan penelitian ini untuk memformulasi aktivitas pembelajaran kooperatif tipe TGT terintegrasi permainan tradisional benteng-bentengan dalam meningkatkan nilai solidaritas siswa. Jenis penelitian ini adalah kualitatif deskriptif. Subjek penelitian ini adalah siswa kelas V yang berjumlah 20 orang. Pengumpulan data dalam penelitian dilakukan menggunakan metode observasi, wawancara, dan dokumentasi dengan instrument penelitian berupa pedoman wawancara, pedoman observasi pelaksanaan nilai solidaritas siswa, serta dokumentasi terhadap perangkat pembelajaran. Data penelitian yang telah dikumpulkan dianalisis dengan tematik. Hasil menunjukkan bahwa aktivitas pembelajaran yang dilakukan guru belum optimal. Indikator nilai solidaritas yaitu kebersamaan, saling menghargai, dan saling membantu siswa belum terpenuhi dengan baik. Pembelajaran kooperatif tipe TGT terintegrasi permainan tradisional benteng-bentengan yang seharusnya dilakukan terdiri atas membuka pembelajaran dengan kegiatan bermuatan keagamaan, pemberian apersepsi dan motivasi, penyampaian judul dan pokok materi, pembagian kelompok dengan suit, diskusi, pertanyaan rebutan, evaluasi materi, pemberian penghargaan, review, serta pemberian refleksi dan motivasi. Formulasi aktivitas pembelajaran kooperatif tipe TGT terintegrasi permainan tradisional benteng-bentengan dapat menjadi solusi dalam meningkatkan nilai solidaritas siswa.

ABSTRACT

The role of technology has affected the value of student solidarity, so it is necessary to integrate learning activities with traditional games. The purpose of this study was to formulate cooperative learning activities of the TGT type integrated with traditional fortification games to increase student solidarity's value. This type of research is descriptive qualitative. The subjects of this research were 20 students of class V. Data collection in the study was carried out using observation, interview, and documentation methods with research instruments in the form of interview guides, guidelines for observing the implementation of student solidarity values, and documentation of learning tools. The collected research data were analyzed thematically. The results show that the teacher's learning activities could be more optimal. Indicators of solidarity values, togetherness, mutual respect, and helping each other have yet to be fulfilled properly. Cooperative learning of the TGT type is integrated with traditional games of fortifications, which should be carried out consisting of opening learning with religiously charged activities, providing apperception and motivation, conveying titles and subject material, dividing groups by suit, discussion, questions overtakes, evaluation of material, awarding, review, as well as providing reflection and motivation. The formulation of the TGT-type cooperative learning activities integrated with traditional fortification games can be a solution to increasing the value of student solidarity.

1. INTRODUCTION

The combination of learning and playing activities can encourage students to actively interact and enjoy receiving the lessons given (Syamsurrijal, 2020; Yansaputra & Pangestika, 2020). It is because elementary school students are happy to play, move, learn in groups, and do something directly (Birhan et

Corresponding author

*E-mail addresses: edhy_rustan@iainpalopo.ac.id (Edhy Rustan)

1 al., 2021; Istiqomah & Suyadi, 2019). So, to meet their learning needs, students need adaptive learning designs that contain game elements and allow them to study in groups (Beaumont et al., 2021; Fernández-Gavira et al., 2021; Rahayu, 2019). In addition, providing opportunities for students to involve themselves in the teaching and learning process also needs to be developed the teacher (Anisah & Holis, 2020; Saragih & Wedyawati, 2019). One form of learning that can involve students directly is group learning, which integrates a game (Fauziah & Anugraheni, 2020; Rusmiati & Nugroho, 2019). The game can be played by study groups formed by the teacher and get points for each group. The impact of these activities students become happy and excited in the learning process because they learn while playing (Abda'u et al., 2020; Wijiningsih, 2022). Such a learning process will certainly increase student interest and motivation.

It is just that the reality on the ground shows that not all teachers can apply the process of learning while playing well (Mustika et al., 2020; Wuyung & Widiastuti, 2020). It is in line with the observations and interviews conducted in grade five at SDN 141 Minanga Tallu, North Luwu Regency. The results of observations and interviews show that in the learning process, the teacher only directs students to read the text contained in the textbook. In addition, the group learning process was only carried out by dividing students into groups based on gender and then directing students to the field and rows according to the group, directing representatives whistling to determine which group carried out the attack first on the opponent's fortification, asking questions to students who wanted to save their friends from captivity. The opponent directs students to step on the opponent's fortification to win the game, then enter the classroom and close the lesson. Applying such learning causes students to get bored because the teacher does not randomize the group division. The value of student solidarity is reduced, as indicated by the attitude of students not respecting differences of opinion with group mates. In addition, students needed to cooperate better with their group mates to save their friends from being held captive by their opponents. If left continuously, the learning process that seems less attractive will impact the lack of interest in learning and the ability to cooperate with students.

Based on the existing conditions, it is necessary to carry out improvements by reconstructing learning carried out in schools with an orientation towards growing student solidarity. The learning activities carried out by internalizing the strengthening of solidarity values in Team Games Tournament cooperative learning are integrated with traditional games. The value of solidarity is honesty, cooperation, empathy, and sharing with others (Fernández-Gavira et al., 2021; Pujihartati & Wijaya, 2019). Increasing the value of solidarity can be implemented by applying the Team Games Tournament learning model, where the Team Games Tournament is a type of cooperative learning that places students into small groups. These groups consist of 5-6 students who have different abilities, gender, and ethnicity or race. The model consists of 5 steps: class presentation, teams, games, tournaments, and team recognition (Handayani, 2022; Rahmadani, 2019). In addition to adding excitement to students, the Team Games Tournament model helps students understand difficult learning material (Handayani, 2022; Rahmadani, 2019). The Team Games Tournament model can also foster cooperation, responsibility, fair competition, and student involvement in the learning process (Sariyasa & Gunamantha, 2021; Suciati, 2021).

The application of the Team Games Tournament model will be more effective if accompanied by traditional-based games. It is because traditional games are games that grow and develop in certain areas and are taught from generation to generation to the next generation (Amania et al., 2021; Anisah & Holis, 2020). Traditional games can develop children's thinking skills, train courage, and train honesty and sportsmanship in children. Traditional games can also train children to solve problems, develop language and social skills, and express emotions (Pic et al., 2019; Suryani, 2019; Yilmaz et al., 2022). Traditional games can also encourage children to work together and care for the people around them. In addition, children can be creative and innovative through the traditional games they play (Pic et al., 2019; Rustan & Munawir, 2020).

Previous studies revealed that applying the Team Games Tournament learning model in the Cublak-Cublak Suweng game can significantly increase student learning motivation (Wuyung & Widiastuti, 2020). The results of other studies also revealed that implementing Team Games Tournaments assisted by traditional games can improve students' social attitudes (Widiani et al., 2020). The results of other studies indicate that the Team Games Tournament method, integrated with clog games, can improve students' understanding of natural science subjects (Kurniyatun & Royana, 2018). Based on some of the results of these studies, it can be the Team Games Tournament model, assisted by traditional games, can significantly improve student learning outcomes and social attitudes. In previous studies, no studies specifically discussed the value of solidarity in integrated learning activities of traditional games. So this research is focused on this study to formulate cooperative learning activities of the Team Games Tournament type integrated with traditional games of bastions to increase student solidarity's value.

2. METHOD

This research belongs to the descriptive qualitative research used to understand the facts experienced by research subjects by observing actions which are then poured into written form. Descriptive qualitative design is a research method that utilizes qualitative data and describes it descriptively. The design intends to develop a theory built on the data obtained at the research location. This study used a descriptive qualitative design to describe the learning activities in class and the students' solidarity values. This research was conducted at SDN 141 Minanga Tallu, North Luwu Regency. The subjects were 20 fifth-grade students consisting of 12 boys and 8 girls and a fifth-grade teacher. Heterogeneous student characteristics in terms of academic ability, gender, ethnicity, race, and religion are in one group. Heterogeneous groups can make students practice mutual respect or tolerance among others. The data collected in the research was carried out by interview, documentation, and observation methods which were the techniques used in data collection. The interviews were conducted with indicators of solidarity values: togetherness, mutual respect, responsibility, and mutual assistance. The interview and observation instruments for teachers, principals, and students used in data collection can be seen in Table 1 and Table 2.

Table 1. Interview Guideline Instrument

Indicator	Question
1. Togetherness	1.1. What is the attitude of students towards their group mates? Do all students get along well with their group mates or only some? 1.2. How is the cooperative relationship between students and group mates to give friends from prisoners?
2. Mutual respect	2.1. What is the student's attitude towards their group mates who are prisoners of the opponent? Do students not look at friends who will be rescued from captivity regarding differences in religion, ethnicity, language, and others in cooperative learning of the Teams Games Tournament type, which integrates traditional games (fortification)?
3. Responsibility	3.1. How is the student's attitude towards the rules that apply in the game of fortification? Do students obey these rules?
4. Help each other	4.1. How is students' attitude toward helping their friends being chased by opponents while playing fortification? 4.2. What are the steps taken by the students to help their friends get free from the captives of their opponents?

Table 2. Observation Guideline Instruments

Indicator	Sub Indicator
1. Togetherness	1.1. Get along well with group mates 1.2. Collaborate in groups
2. Mutual respect	2.1. Students have an attitude of tolerance or mutual respect by not looking at differences in religion, ethnicity, language, and others.
3. Responsibility	3.1. Students obey the rules that apply in the game.
4. Help each other	4.1. Help each other between students 4.2. Students help each other in groups.

The data obtained in the study were then analyzed concerning the Miles and Huberman model, which was carried out by collecting, condensing, presenting, verifying, and drawing research conclusions.

3. RESULT AND DISCUSSION

Result

The results of data analysis on increasing the value of solidarity in integrated learning activities of traditional games show several main findings, including the first finding relating to the learning activities carried out. Based on the document search of the prepared learning tools, it was found that the implementation of learning consisted of 6 learning activities consisting of directing students to be ready to learn, dividing groups based on gender, starting the game of fortification, evaluating the subject material or the core of the game of fortification, determining groups the winner of the game of fortification, and the closing of learning. In carrying out these learning activities, the teacher applies the reaction principle as a

1
facilitator in the learning process. Students are required to learn more independently with a cooperative learning system.

Based on the learning activities applied, several learning activities were obtained that could have been more optimal in the first activity. In this activity, the teacher does not carry out activities that can increase students' interest and motivation to learn, but the teacher directly directs students to read textbooks. The second activity could be more optimal; the distribution of student groups is always the same in each lesson, making students less enthusiastic and bored. The results of the interviews illustrate the division of groups carried out by the monotonous teacher, so students who answer the teacher's questions in the game quiz are also certain. As a result, an unbalanced game results in boredom in the game. The third activity, directing group representatives to whistle, needs to be improved by giving questions to students who are group representatives and giving 10 points if students answer correctly. The fifth activity also needs to be improved by giving questions to the group that wants to step on the opponent's fortification and get 10 points if they answer correctly. The sixth activity also needs to be improved into two learning activities: giving students reflection and motivation.

The second finding relates to the value of student solidarity in learning. The value of solidarity, which is an aspect of assessing students, integrates with cooperative learning activities of the TGT type integrated with traditional fortification games. The first activity is an indicator of mutual respect because praying according to each religion and belief is a form of mutual respect or tolerance between people by respecting religious differences that exist in students; The second activity includes indicators of togetherness and mutual respect. Student togetherness is shown by students gathering with group friends. Indicators of mutual respect are shown by not reproaching or being hostile towards fellow group mates in learning; The third activity has indicators of mutual respect as shown by the attitude of students who can accept and appreciate the opponent's victory. The third stage also includes indicators of responsibility which are shown by students who dare to be group representatives in answering questions; The fourth activity has indicators of mutual respect shown by students who save their friends from being held captive by opponents regardless of the differences that exist. In addition, the fourth learning activity also includes indicators of mutual assistance shown by saving friends from being chased by opponents; The fifth activity has indicators of togetherness and mutual assistance shown by students struggling together and helping each other with their group mates so they can step on the opponent's fortification. The sixth activity is an indicator of mutual respect shown by accepting defeat over the opponent's victory in the fortification game.

The integration between cooperative learning activities of the Teams Games Tournament type, which consists of 6 activities with solidarity values of 4 indicators. However, the learning activities are more focused on one indicator of the value of solidarity, mutual respect. The learning activities have yet to spread to strengthen the value of solidarity, so from the observations, aspects still need to be fulfilled. The results of interviews related to learning activities have yet to strengthen the value of solidarity fully. The results of interviews with class teachers with questions related to the attitude of students getting along in groups showed that only some students got along well with their group mates. Sometimes there is mutual encouragement between students in groups to answer questions from the teacher and save friends from the opponent's cage. Likewise, the results of interviews related to harmony, which the principal responded to. Some students get along well with other students. There was often pushing and shoving between male students because they had to free their group mates held captive by the opposing group. The results of confirmation with students regarding this material showed that a harmonious attitude between students is sometimes created and sometimes not. Students point fingers at each other, and it takes a long time to come forward to save friends held captive by opponents because they are afraid of the questions posed by the teacher. Even though they have played games, the learning activities have yet to foster togetherness, mutual assistance, and responsibility in the group. Students are still often encouraged by their group mates to come forward to save friends held captive by opponents. Thus, indicators of responsibility, togetherness and mutual assistance of students still need to be improved.

As for the observation results from the implementation of the six learning activities carried out by the teacher, it shows that three aspects of the assessment are fulfilled by students from the eight aspects of the overall assessment, students helping each other between friends in groups, shown by helping each other when being chased by opponents in fortification games; Students comply with the rules that apply in the game, are seen stepping back on the fortification if they have entered the lamo category; and Students get the same treatment even though they have different religions, ethnicities, and languages which is reflected in the actions of Muslim students rescuing non-Muslim group friends from being held captive by opponents. Furthermore, five aspects are not fulfilled by students; Students do not get along when playing games, as shown by pushing each other between students to save group mates from being held captive by opponents; Students do not work together with group mates, which is shown through more capable

1 students who are always pushed forward to answer questions; Students do not respect each other's differences of opinion with group mates as evidenced by the fact that students always balk at opinions that differ from group mates and always refer to their opinions as group decisions; Not all students in one group get the opportunity to answer questions. This is reflected in the actions of students who always encourage certain students in the group to answer the teacher's questions, and Students do not give each other ideas to express their own opinions in the group, which is indicated by the attitude of students whom someone in the group only dominates.

The third finding relates to learning activities that should be carried out. The teacher carries out the less optimal application of cooperative learning type Teams Games Tournament integrated with traditional fortification games, so it is necessary to improve learning activities. The data consists of 6 activities carried out by the teacher and 11 activities formulated as a prototype of the Teams Games Tournament type cooperative learning design integrated with traditional fortification games, which can be seen in Table 3.

Table 3. Prototypes of Learning Activities that Should Be

No	6 Cooperative Learning Activities Type Teams Games Tournament Integrated Traditional Games (fortification)	11 Cooperative Learning Activities Type Teams Games Tournament Integrated Traditional Games (fortification)
1.	Activity 1: Direct students to be ready to learn	Activity 1: Carry out activities with religious content as an opening lesson Activity 2: Giving apperception and motivation Activity 3: Submission of the title and subject material
2.	Activity 2: Division of groups based on gender	Activity 4: Group division Activity 5: Discussion
3.	Activity 3: Beginning of the game of fortification	Activity 6: Giving specific questions to determine which group will start the game
4.	Activity 4: Evaluate the subject material or the core of the fortification game	Activity 7: Evaluation of subject material and collection of points
5.	Activity 5: Determining the winning group fortification	Activity 8: Reflective questions to determine the winning group Activity 9: Giving awards
6.	Activity 6: Closing of learning	Activity 10: Reviews Activity 11: Providing reflection and motivation

The formulation of learning activities becomes 11 that are more specific and detailed in cooperative learning activities of the Teams Games Tournament type, integrated with traditional games of fortification while still adopting the advantages of the six previous learning activities. The strategy or method used to foster the value of togetherness in students in cooperative learning of the Teams Games Tournament type integrated traditional games of bastions are found in activities 1, 2, 5, 10, and 11. Mutual respect by students in cooperative learning of the Teams Games Tournaments integrated with traditional games of fortification are found in activities 1, 4, 6, 8, 9, and 10. Responsibilities include aspects of awareness and courage contained in activities 6 and 8 in cooperative learning of the Teams Games Tournament type integrated traditional games of fortification. The attitude of helping each other is found in activities 7 and 8 in cooperative learning of the Teams Games Tournament type integrated with traditional games of fortification.

Discussion

Based on the results of data analysis, three main findings were obtained in this study: the first finding relates to learning activities that are less than optimal, especially in teacher activities, to increase student interest and motivation at the beginning of learning. The teacher directs students to read the textbook. It contradicts the opinion which states that early learning activities need to be given motivation to students before entering the core (Birhan et al., 2021; Hisbullah & Firman, 2019). The learning process is successful if students are motivated to learn (Syamsurrijal, 2020; Yansaputra & Pangestika, 2020). Therefore, teachers need to optimize learning motivation for students so that effective student learning behavior can be formed (Hapsari et al., 2021). Learning activities could be more optimal in the distribution of groups that need to be more diverse. Dividing groups in various ways serves to explore the material with group mates. This is done so that group members can work together optimally when learning or playing (Fauziyah & Anugraheni, 2020; Rahmawati & Muqdamien, 2016; Rusmiati & Nugroho,

1
2019). Groups are formed in the classroom so that students complement each other and work together in completing assignments from the teacher (Abda'u et al., 2020; Wijiningsih, 2022). It means that the division of groups must be done heterogeneously.

Learning activities that direct group representatives to whistle without other learning activities to determine the winner are considered less contributive. Orienting the learning activities by giving questions to determine the winner is necessary. It can hone students' knowledge from reading material and previous discussions. Giving points in learning while playing as a reward or reward for groups that answer questions correctly so that students become more active and enthusiastic (Mustika et al., 2020; Wuyung & Widiastuti, 2020). Appreciation or reward is an educational tool that can stimulate children to feel happy about the activities they do (Feblyna & Wirman, 2020; Pujihartati & Wijaya, 2019). The teacher's activity announces the winning group and gives the nickname Super Team, Great Team, and Good Team based on the score obtained as awards. Giving a nickname is also a tribute to the group that has tried to win the game of fortification (Lestari et al., 2018; Mubarok, 2021). Learning activities in closing activities are carried out by providing reflection and motivation to students. Reflection is carried out on activities and material studied as a form of teacher feedback to students (Abrianto & Prihatnani, 2019; Busrial, 2022). Reflection is an important component of learning that is deliberately carried out to assess the learning process (Jinyoung, 2020; Nagle & Foli, 2020). While giving motivation at the end of learning aims to increase students' academic motivation. Motivation is the urge or desire to achieve a certain level of success (Elshemy, 2017; Wu, 2019).

The second finding relates to the results of data analysis regarding the value of student solidarity in learning. Solidarity is the state of a person who feels that he has become part of a group or society (Fusnika & Dua, 2019; Safitri & Suharno, 2020). Solidarity refers to relationships between individuals or groups based on shared moral feelings and beliefs and strengthened by shared emotional experiences (Fatmahandayani et al., 2019; Funay, 2020). Solidarity arises when individuals feel compatible with others and eventually give birth to a mutual agreement to be mutually committed to a goal (Rifa'i & Hamida, 2022; Rusdi et al., 2020). Likewise, cooperative learning with the integrated Teams Games Tournament type of traditional games of bastions can be an alternative to instilling the value of solidarity in students. In addition, the inculcation of good character values, such as the value of solidarity, can later form a good personality in children (Pitaloka et al., 2021; Romdoni & Malihah, 2020). Teachers need to have a strategy so that students can apply the value of solidarity to themselves and togetherness (Syahril et al., 2019). Togetherness among students is very important to instill because togetherness can foster good moral and ethical values, have many friends, work becomes lighter and completed quickly, and creates a comfortable learning atmosphere. Togetherness cannot be built quickly, but with habituation through the learning process in class, you can also get used to applying this togetherness value (Handayani, 2022; Rahmadani, 2019). Habituation at school can be done through discussion activities (Ummah & Syarafuddin, 2019).

Teachers also need strategies so that students can appreciate differences with other physically and psychologically different people, which is a form of mutual respect or tolerance. This agreed with Djohan Effendi, who stated that if a person respects differences with other physically and psychologically different people, it can be called a form of mutual respect or tolerance (Marintan & Priyanti, 2022; Sariyasa & Gunamantha, 2021; Suciati, 2021). Mutual respect by students in cooperative learning of the Teams Games Tournament type integrated with traditional fortification games can be done through the activity of giving questions over and over. A separate strategy by the teacher is also very necessary so that there is responsibility for students, which is the ability possessed by someone to determine attitudes towards actions and risks they carry. Being responsible is an attitude of doing something seriously and being ready to take all the risks and actions taken. All efforts have certain consequences, and this is what everyone must be responsible for. In this study, responsibility includes aspects of awareness and courage that arise when giving scramble questions. Furthermore, the ability to help each other students also needs to be instilled through the learning process, which is an attitude that benefits others who need help. Mutual assistance is an attitude that benefits others who need help more than oneself (Wulandari & Masrukhi, 2022). This study fosters an attitude of mutual assistance by collecting points and answering scramble questions to determine the winner. Through these activities, students in one group help each other to become winners.

The third finding relates to the results of the analysis regarding the learning activities that should be carried out. The formulation of 11 cooperative learning activities of the Teams Games Tournament type is integrated with traditional fortification games, first carrying out religiously charged activities as the opening of learning by greeting and inviting students to pray together according to their respective religions and beliefs. Praying together according to each religion and belief is a form of mutual respect between people for different religions and beliefs (Marintan & Priyanti, 2022). Greeting is the duty of a Muslim toward other Muslims (Rosyidah, 2019). Praying is a form of applying religious values because

1 prayer is one of the acts of worship that must be performed before carrying out activities such as studying (Kurniawan et al., 2021). These activities provide encouragement and space for students to get used to thinking, to behave, and acting according to the demands of religious teachings.

The second is giving apperception. Apperception explores students' experiences with the material taught with question-and-answer activities (Octaviani et al., 2020; Sakti, 2020). Implementation of apperception activities as a form of realizing a sense of togetherness between teachers and students through question-and-answer activities between the two (Saumi et al., 2021; Syahrial et al., 2019). The third activity requires the teacher to convey the title and subject material. This activity is a reference for students to carry out the opening of learning (Asmil & Hasrul, 2020; Fauzi, 2021). Teachers who always carry out open learning activities are said to have carried out an activity that helps create effective learning in the classroom. The fourth activity is that the teacher divides into groups. Implementing homophily activities as a form of achieving indicators of mutual respect with study groups consisting of students who differ in terms of academics, religion, ethnicity, and others (Marintan & Priyanti, 2022). The group selection method is applied in groups so students can explore the material with diverse group mates and work optimally when studying or playing (Rahmawati & Muqdamien, 2016).

The fifth activity is the teacher directing students to read and discuss with their group mates. Reading activities at school make it easy for students to understand a subject (Rahmi & Marnola, 2020). Discussion is a conversation between several group members to exchange opinions about a problem or subject material (Dari et al., 2017; Syahrial et al., 2019). The sixth activity gives scramble questions to group representatives to determine the attacking group at the start of the game of fortification and gives 10 points if answered correctly. The seventh activity is that the teacher gives questions to students who want to save their friends and gives 10 points if they answer correctly. Giving points is intended as an award or reward for students to be more enthusiastic and active and feel happy about their activities (Ahmad et al., 2021; Feblyna & Wirman, 2020).

The eighth activity is that the teacher gives scramble questions to the group that wants to step on the opponent's fortification to win the game and gives 10 points to the group that answers correctly. This activity facilitates students in cultivating mutual respect by accepting defeat for the victory of the opposing group, mutual assistance with group mates if they cannot answer questions from the teacher, and an attitude of responsibility for their group by answering questions from the teacher correctly to get 10 points (Anggraini et al., 2019; Febianti, 2018). The ninth activity of awarding the teacher is announcing the winning group and the nicknames obtained from the total score. The nickname is based on the score obtained. If the score is 70 or more, the nickname is Super Team. If the score is 50 to 60, then you get the nickname Great Team, and you get the nickname Good Team if the score is 40 and below (Lestari et al., 2019).

In the tenth activity, the teacher directs students into the classroom to review the learning process that has been carried out. This activity aims to strengthen togetherness and train mutual respect between students (Abrianto & Prihatnani, 2019; Syahrial et al., 2019). Motivating by singing together and clapping at the beginning and end of learning is important for students to be enthusiastic in welcoming and closing learning (Hero & Nalu, 2022). The results of this study align with previous research, which also revealed that applying the Teams Games Tournament learning model in the Cublak-Cublak Suweng game can significantly increase student learning motivation. (Wuyung & Widiastuti, 2020). The results of other studies also revealed that implementing Teams Games Tournament assisted by traditional games can improve students' social attitudes (Widiani et al., 2020). The results of other studies indicate that the Teams Games Tournament method, integrated with clog games, can improve students' understanding of science subjects (Kurniyatun & Royana, 2018). Based on the results of data analysis supported by previous research, applying the Teams Games Tournament model assisted by traditional games can significantly improve student learning outcomes and social attitudes.

4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that cooperative learning activities of the Teams Games Tournament type integrated with traditional games carried out by the teacher only focus on aspects of mutual respect. Learning activities have yet to be able to increase the value of student solidarity in the aspects of responsibility, togetherness, and mutual assistance. To increase the value of student solidarity, the development of learning activities needs to add group division activities using suits, giving scramble questions, and group appreciation. Through formulated learning formulations, it is recommended that teachers and researchers be able to develop and conduct further effectiveness trials to instill the value of solidarity in students.

5. REFERENCES

- Abda'u, N. F., Hanurawan, F., & Sutarno, S. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament Berbantuan Permainan Tradisional terhadap Hasil Belajar Anak SD. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(1), 1. <https://doi.org/10.17977/jptpp.v5i1.13108>.
- Abrianto, O. R., & Prihatnani, E. (2019). Penerapan Metode Tutor Sebaya untuk meningkatkan Hasil Belajar dan Motivasi Belajar Siswa pada Materi Trigonometri Kelas XI MIPA 4 SMA Negeri 1 Ambarawa. *Satya Widya*, 3(1), 62–74. <https://doi.org/10.24246/j.sw.2019.v35.i1.p62-74>.
- Ahmad, F., Khairuddin, K., & Ramadani, G. (2021). Implementasi Reward dalam Meningkatkan Questioning Skill pada Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Siswa Kelas VIII MTs Nurul Huda. *Jurnal Dirosah Islamiyah*, 3(3), 428–440. <https://doi.org/10.17467/jdi.v3i3.577>.
- Amania, M., Nugrahanta, G. A., & Kurniastuti, I. (2021). Pengembangan Modul Permainan Tradisional Sebagai Upaya Mengembangkan Karakter Adil Pada Anak Usia 9-12 Tahun. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 8(2), 237–251. <https://doi.org/10.31316/esjurnal.v8i2.1230>.
- Anggraini, S., Siswanto, J., & Sukanto, S. (2019). Analisis Dampak Pemberian Reward and Punishment Bagi Siswa SD Negeri Kaliwiro Semarang. *Mimbar PGSD Undiksha*, 7(3), 221–229. <https://doi.org/10.23887/jjpsd.v7i3.19393>.
- Anisah, A., & Holis, A. (2020). Enkulturasikan Nilai Karakter Melalui Permainan Tradisional Pada Pembelajaran Tematik Di Sekolah Dasar. *Jurnal Pendidikan UNIGA*, 14(2), 318. <https://doi.org/10.52434/jp.v14i2.1005>.
- Asmil, A. D., & Hasrul, H. (2020). Studi Keterampilan Membuka dan Menutup Pelajaran (Set Induction and Closure Skills) oleh Guru PPKn di SMPN 25 Padang. *Journal of Civic Education*, 3(3), 350–359. <https://doi.org/10.24036/jce.v3i3.385>.
- Beaumont, R., Walker, H., Weiss, J., & Sofronoff, K. (2021). Randomized Controlled Trial of a Video Gaming-Based Social Skills Program for Children on the Autism Spectrum. *Journal of Autism and Developmental Disorders*, 51(10), 3637–3650. <https://doi.org/10.1007/s10803-020-04801-z>.
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences & Humanities Open*, 4(1), 100171. <https://doi.org/10.1016/j.ssaho.2021.100171>.
- Busrial. (2022). Upaya meningkatkan Aktivitas dan Hasil Belajar Siswa pada Pembelajaran Bahasa Inggris melalui Penerapan Model Siklus Belajar (Learning Cycle). *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran*, 2(1). <https://doi.org/10.54371/jiepp.v2i1.130>.
- Dari, A. W., Chandra, D. E., & Sugiyati, M. S. (2017). Analisis Kesantunan Berbahasa pada Kegiatan Pembelajaran Kelas VIII E SMPN 2 Kota Bengkulu Tahun Ajaran 2016/2017. *Jurnal Korpus*, 1(1), 10–21. <https://doi.org/10.33369/jik.v1i1.3122>.
- Elsahemy, N. (2017). Impact of Gamification Strategy on Academic Achievement and Achievement Motivation Toward Learning. *Teaching & Education Conference, April 28–52*. <https://doi.org/10.20472/tec.2017.004.003>.
- Fatmahandayani, S. I., Anggraeni, P., Haromain, N., & Komalasari, M. A. (2019). Konstruksi Solidaritas Sosial Besiru Masyarakat Di Desa Sembalun Bumbung. *Jurnal Warta Desa (JWD)*, 1(2). <https://doi.org/10.29303/jwd.v1i2.47>.
- Fauzi, W. N. A. (2021). Pelaksanaan Membuka dan Menutup Pelajaran oleh Guru Kelas 1 Sekolah Dasar Semasa Pandemi Covid-19: Indonesia. *Al-Mafahim: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 16–22. <http://ejournal.stit-alkifayahriau.ac.id/index.php/almafahim/article/view/18>.
- Fauziyah, N. E. H., & Anugraheni, I. (2020). Pengaruh Model Pembelajaran TGT (Teams Games Tournament) Ditinjau dari Kemampuan Berpikir Kritis Pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 850–860. <https://doi.org/10.31004/basicedu.v4i4.459>.
- Febianti, Y. N. (2018). Peningkatan Motivasi Belajar dengan Pemberian Reward and Punishment yang Positif. *Jurnal Edunomic*, 6(2), 93–102. <https://doi.org/10.33603/ejpe.v6i2.1445>.
- Feblyna, T., & Wirman, A. (2020). Penggunaan Reward untuk Meningkatkan Pembiasaan Disiplin Anak di Taman Kanak-Kanak. *Jurnal Pendidikan Tambusai*, 4(2), 1132–1141. <https://doi.org/10.31004/jptam.v4i2.576>.
- Fernández-Gavira, J., Espada-Goya, P., Alcaraz-Rodríguez, V., & Moscoso-Sánchez, D. (2021). Design educational tools based on traditional games to improve primary school students' social and personal skills with hearing impairment. *Sustainability (Switzerland)*, 13(22), 12644. <https://doi.org/10.3390/su132212644>.
- Funay, Y. E. (2020). Indonesia dalam Pusaran Masa Pandemi: Strategi Solidaritas Sosial berbasis Nilai Budaya Lokal. *Jurnal Sosiologi Agama Indonesia (JSIAI)*, 1(2).

- <https://doi.org/10.22373/jsai.v1i2.509>.
- Fusnika, F., & Dua, F. L. (2019). Kontribusi Budaya Lokal Gawai Dalam Menumbuhkan Nilai Solidaritas Generasi Z Pada Suku Dayak Mualang. *Jurnal Pekan : Jurnal Pendidikan Kewarganegaraan*, 4(2), 149–158. <https://doi.org/10.31932/jpk.v4i2.554>.
- Handayani, S. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) terhadap Motivasi Belajar Matematika Siswa Kelas IV MI The Noor. *Jurnal Studi Kemahasiswaan*, 2(2), 100–107. <https://jurnal.stitujombang.ac.id/index.php/irsyaduna/article/view/471>.
- Hapsari, F., Desnaranti, L., & Wahyuni, S. (2021). Peran Guru dalam Memotivasi Belajar Siswa selama Kegiatan Pembelajaran Jarak Jauh. *Research and Development Journal of Education*, 7(1), 193–204. <https://doi.org/10.30998/rdje.v7i1.9254>.
- Hero, H., & Nalu, N. D. (2022). Peran Guru sebagai Motivator dalam Meningkatkan Prestasi Belajar Siswa pada Masa Pandemi Covid-19 di SDI ST. Yosef Maumere. *Jurnal Pendidikan Tambusai*, 6(2), 12928–12936. <https://doi.org/10.31004/jptam.v6i2.4510>.
- Hisbullah, & Firman. (2019). Penerapan Model Pembelajaran Snowball Throwing Dalam Meningkatkan Hasil Belajar Ilmu Pengetahuan Alam Di Sekolah Dasar. *Jurnal of Primary Education*, 2(1), 100–113. <https://doi.org/10.30605/cjpe.222019.231>.
- Istiqomah, H., & Suyadi, S. (2019). Perkembangan Fisik Motorik Anak Usia Sekolah Dasar Dalam Proses Pembelajaran (Studi Kasus Di SD Muhammadiyah Karangbendo Yogyakarta). *El Midad*, 11(2), 155–168. <https://doi.org/10.20414/elmidad.v11i2.1900>.
- Jinyoung. (2020). Learning and Teaching Online During Covid-19: Student Teachers' Experiences in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi.org/10.1007/s13158-020-00272-6>.
- Kurniawan, M. A., Ysh, A. Y. S., & Artharina, F. P. (2021). Penerapan Nilai-Nilai Religius dalam Pembentukan Karakter Siswa di SDN Jambean 01 Pati. *Jurnal Pendidikan Dasar Dan Menengah*, 2(2), 197–204. <https://doi.org/10.35473/dwjaloka.v2i2.1174>.
- Kurniyatun, E., & Royana, I. F. (2018). Pengaruh Model Pembelajaran Teams Games Tournament (TGT) Berbantu Permainan Tradisional “Bakiak” Terhadap Hasil Belajar IPA Siswa Kelas V SD Negeri Mlilir 02. *Jurnal Guru Kita (JGK)*, 2(3), 57–64. <https://jurnal.unimed.ac.id/2012/index.php/jgkp/article/download/10384/9323>.
- Lestari, W., Pratama, L. D., & Jailani, J. (2018). Implementasi Pendekatan Saintifik Setting Kooperatif Tipe STAD terhadap Motivasi Belajar dan Prestasi Belajar Matematika. *AKSIOMA : Jurnal Matematika Dan Pendidikan Matematika*, 9(1), 29–36. <https://doi.org/10.26877/aks.v9i1.2332>.
- Lestari, W., Selvia, F., & Layliyyah, R. (2019). Pendekatan Open-Ended terhadap Kemampuan Metakognitif Siswa: Alternatif Pembelajaran di Kurikulum 2013. *At- Ta'lim : Jurnal Pendidikan*, 5(2), 184–197. <https://doi.org/10.36835/attalim.v5i2.263>.
- Marintan, D., & Priyanti, N. Y. (2022). Pengaruh Pola Asuh Demokratis terhadap Keterampilan Sikap Toleransi Anak Usia 5-6 Tahun di TK. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 5331–5341. <https://doi.org/10.31004/obsesi.v6i5.3114>.
- Mubarak, R. (2021). Dinamika Lembaga Pendidikan Dasar Dalam Pengelolaan Pembelajaran Daring. *Pedagogi: Jurnal Ilmu Pendidikan*, 21(1), 10–20. <https://doi.org/10.24036/pedagogi.v21i1.1033>.
- Mustika, N., Masfuah, S., & Dwi Ardianti, S. (2020). Model Teams Games Tournament Berbantuan Media Permainan Pletokan Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 6(2), 219–224. <https://doi.org/10.31949/educatio.v6i2.376>.
- Nagle, A., & Foli, K. J. (2020). Student-Centered Reflection in Debriefing: A Concept Analysis. *Clinical Simulation in Nursing*, 39, 33–40. <https://doi.org/10.1016/j.ecns.2019.10.007>.
- Octaviani, F. R., Murniasih, A. T., Dewi, D. K., & Agustina, L. (2020). Apersepsi berbasis Lingkungan Sekitar sebagai Pemusatan Fokus Pembelajaran Biologi Selama Pembelajaran Daring. *Buletin Pengembangan Perangkat Pembelajaran*, 2(2), 1–7. <https://journals.ums.ac.id/index.php/bppp/article/view/13792>.
- Pic, M., Lavega-Burgués, P., & March-Llanes, J. (2019). Motor behavior through traditional games. *Educational Studies*, 45(6), 742–755. <https://doi.org/10.1080/03055698.2018.1516630>.
- Pitaloka, D. L., Dimiyati, D., & Purwanta, E. (2021). Peran Guru dalam Menanamkan Nilai Toleransi pada Anak Usia Dini di Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1696–1705. <https://doi.org/10.31004/obsesi.v5i2.972>.
- Pujihartati, S. H., & Wijaya, M. (2019). Dinamika Kelompok Sosial Anak dalam Pelestarian Permainan Tradisional. *Jurnal Analisa Sosiologi*, 8(1), 122–123. <https://jurnal.uns.ac.id/jas/article/view/28896>.
- Rahayu, T. (2019). Karakteristik Siswa Sekolah Dasar dan Implikasinya terhadap Pembelajaran. *Jurnal Institusi Misbahul Ulum*, 1(2), 109–121. <https://jurnal.stitmugu.ac.id/index.php/misbahul>

- [1](#)
/article/view/7.
- Rahmadani, A. (2019). Keefektifan Model Pembelajaran Kooperatif Tipe TGT (Team Games Tournament) pada Pokok Bahasan Pecahan Sederhana Kelas III SDN Tanjungsari 1 Sidoarjo. *Trapsila: Jurnal Pendidikan Dasar*, 1(1), 55–71. <https://doi.org/10.30742/tpd.v1i01.724>.
- Rahmawati, & Muqdamien, B. (2016). Peningkatan Hasil Belajar Matematika pada Materi Operasi Hitung Perkalian dan Pembagian Bilangan Pecahan dengan Menggunakan Model Team Games Tournament. *Primary: Jurnal Keilmuan*, 8(1), 107–120. <https://jurnal.uinbanten.ac.id/index.php/primary/article/view/150>.
- Rahmi, Y., & Marnola, I. (2020). Peningkatan Kemampuan Membaca Pemahaman Siswa melalui Model Pembelajaran Cooperative Integrated Reading and Comption (Circ). *Jurnal Basicedu*, 4(3), 662–672. <https://doi.org/10.31004/basicedu.v4i3.406>.
- Rifa'i, & Hamida. (2022). Strategi Humas Kepala Madin Dalam Meningkatkan Daya Saing Lembaga Pendidikan (Studi Kasus di Muallimat Mambaul Ulum Paiton). *Jurnal Pendidikan, Sains Sosial, Dan Agama*, 8(1). <https://doi.org/10.53565/pssa.v8i1.437>.
- Romdoni, L. N., & Malihah, E. (2020). Membangun pendidikan karakter santri melalui panca jiwa pondok pesantren. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 5(2), 13–22. [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).4808](https://doi.org/10.25299/al-thariqah.2020.vol5(2).4808).
- Rosyidah, E. (2019). Upaya Guru Pendidikan Agama Islam Dalam Pembentukan Akhlak Peserta Didik di TPQ Al-Azam Pekanbaru. *Jurnal Kependidikan Islam*, 9(2), 180–189. <https://doi.org/10.24042/alidarah.v9i2.5017>.
- Rusdi, M., Wabula, A. L., Goa, I., & Ismail, I. (2020). Solidaritas Sosial Masyarakat Petani di Desa Wanareja Kabupaten Buru. *Jurnal Ilmiah Mandala Education*, 6(2), 20–25. <https://doi.org/10.36312/jime.v6i2.1331>.
- Rusmiati, R., & Nugroho, A. S. (2019). Pengaruh Model Pembelajaran TGT dengan Media Pop Up Terhadap Hasil Belajar Kelas IV Tema 6 Cita-Citaku Subtema 3. *Jurnal Pedagogi Dan Pembelajaran*, 2(2), 241. <https://doi.org/10.23887/jp2.v2i2.17914>.
- Rustan, E., & Munawir, A. (2020). Eksistensi Permainan Tradisional Edukatif pada Generasi Digital Natives. *Jurnal Pendidikan Dan Kebudayaan*, 5(2), 181–196. <https://doi.org/10.24832/jpnk.v5i2.1639>.
- Safitri, A., & Suharno, S. (2020). Budaya Siri' Na Pacce dan Sipakatau dalam Interaksi Sosial Masyarakat Sulawesi Selatan. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, 22(1), 102. <https://doi.org/10.25077/jantro.v22.n1.p102-111.2020>.
- Sakti, B. P. (2020). Peningkatan Hasil Belajar pada Tema Karakteristik Geografis Indonesia di Kelas V Sekolah Dasar Menggunakan Model Mind Mapping. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 1(2), 218–229. <https://doi.org/10.37478/jpm.v1i2.659>.
- Saragih, E., & Wedyawati, N. (2019). Penerapan Model Pembelajaran TGT Untuk Peningkatan Hasil Belajar Materi Bilangan Romawi Siswa Kelas IV Sekolah Dasar. *Riemann: Research of Mathematics and Mathematics Education*, 1(1), 14–24. <https://doi.org/10.38114/riemann.v1i1.10>.
- Sariyasa, M. A. D., & Gunamantha, I. M. (2021). Implementasi Etnomatika Berbasis Permainan Tradisional Terhadap Berpikir Kritis Dengan Kovariabel Kemampuan Verbal Siswa Kelas II SD. *Pendasi: Jurnal Pendidikan Dasar Indonesia*, 5(1), 31–42. https://doi.org/10.23887/jurnal_pendas.v5i1.255.
- Saumi, N. N., Murtono, M., & Ismaya, E. A. (2021). Peran Guru Dalam Memberikan Motivasi Belajar Siswa Sekolah Dasar Pada Masa Pandemi COVID-19. *Jurnal Educatio FKIP UNMA*, 7(1), 149–155. <https://doi.org/10.31949/educatio.v7i1.892>.
- Suciati, I. (2021). Permainan “Ular Tangga Matematika” Pada Materi Bilangan Pecahan. *Kognitif: Jurnal Riset HOTS Pendidikan Matematika*, 1(1), 10–21. <https://doi.org/10.51574/kognitif.v1i1.5>.
- Suryani, N. A. (2019). Kemampuan Sosial Emosional Anak Melalui Permainan Raba-Raba Pada PAUD Kelompok A. *Jurnal Ilmiah Potensia*, 4(2), 141–150. <https://doi.org/10.33369/jip.4.2.141-150>.
- Syahrial, Kurniawan, A. R., Alirmansyah, & Alazi, A. (2019). Strategi Guru dalam Menumbuhkan Nilai Kebersamaan pada Pendidikan Multikultural di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 4(2), 232–244. <https://doi.org/10.22437/gentala.v4i2.8455>.
- Syamsurrijal, A. (2020). Bermain Sambil Belajar: Permainan Tradisional Sebagai Media Penanaman Nilai Pendidikan Karakter. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 1(2), 1–14. <https://doi.org/10.37812/zahra.v1i2.116>.
- Ummah, R., & Syarafuddin, H. M. (2019). Pengaruh Teknik Diskusi Terhadap Sikap Solidaritas Pada Siswa Smkn 4 Mataram. *Realita: Jurnal Bimbingan Dan Konseling*, 4(1), 761–770. <https://doi.org/10.33394/realita.v4i1.2156>.
- Widiani, A. A. O. V., Lasmawan, W., & Suarni, K. (2020). Pengaruh model pembelajaran TGT berbantuan permainan tradisional terhadap sikap sosial dan hasil belajar PKn siswa. *PENDASI: Jurnal*

- 1
Pendidikan Dasar Indonesia, 4(1), 13–22. <https://doi.org/10.23887/jpdi.v4i1.3076>.
- Wijiningsih, N. (2022). Penerapan Model Pembelajaran TGT Berbantuan Media "Doraku Sayang" untuk Meningkatkan Motivasi dan Hasil Belajar IPS. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 3489–3497. <https://doi.org/10.31004/edukatif.v4i3.2489>.
- Wu, Z. (2019). Academic motivation, engagement, and achievement among college students. *College Student Journal*, 53(1), 99–112. <https://files.eric.ed.gov/fulltext/EJ1232268>.
- Wulandari, S., & Masrukhi, M. (2022). Karakter Peduli Sosial Mahasiswa Penerima Beasiswa Produktif Baznas dalam Upaya Tanggap Bencana di Kota Semarang. *Unnes Civic Education Journal*, 8(1), 59–68. <https://journal.unnes.ac.id/sju/index.php/ucej/article/view/56750>.
- Wuyung, O. D., & Widiastuti, N. L. G. K. (2020). Implementasi Model Pembelajaran Kooperatif Tipe Team Games Tournament (TGT) Berbantu Media Pembelajaran Permainan Tradisional Cublak-Cublak Suweng Untuk Meningkatkan Motivasi Belajar Dalam Pembelajaran Matematika Siswa Kelas IV SD Bina Tunas. *Widya Accarya*, 11(2), 188–197. <https://doi.org/10.46650/wa.11.2.946.188-197>.
- Yansaputra, G., & Pangestika, R. R. (2020). Peningkatan Sikap Sosial Positif melalui Outing Class Permainan Tradisional Interaktif. *Aksiologi: Jurnal Pengabdian Kepada Masyarakat*, 4(2), 37. <https://doi.org/10.30651/aks.v4i2.3454>.
- Yılmaz, E., Yel, S., & Griffiths, M. D. (2022). Comparison of children's social problem-solving skills who play video games and traditional games: A cross-cultural study. *Computers & Education*, 187, 104548. <https://doi.org/10.1016/j.compedu.2022.104548>.

The Value of Solidarity in Learning

ORIGINALITY REPORT

98%

SIMILARITY INDEX

100%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

ejournal.undiksha.ac.id

Internet Source

98%

Exclude quotes Off

Exclude matches < 2%

Exclude bibliography Off