**APPLICATION OF TEAM GAMES TOURNAMENT (TGT) TYPE COOPERATIVE LEARNING MODEL TO IMPROVE LEARNING OUTCOMES OF PPKN CLASS V AT SD NEGERI 48 LUBUKLINGGAU**

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**Abstract**: The learning process of Pancasila and Citizenship Education (PPKn) in elementary schools is often dominated by conventional, teacher-centered methods, resulting in low student participation and learning outcomes. This condition was also observed in Grade V students at SD Negeri 48 Lubuklinggau. To address this issue, a more engaging and interactive learning model is needed—one that promotes cooperation, active involvement, and motivation. This study aims to determine the effectiveness of the Team Games Tournament (TGT) type cooperative learning model in improving PPKn learning outcomes. The research employed a quantitative approach using a quasi-experimental method with a one-group pre-test and post-test design. The subjects were 21 Grade V students. Data collection involved multiple-choice tests conducted before and after the treatment, as well as observations of student learning activities. The results showed that the average pre-test score of 50.40 increased to 80.50 in the post-test. Additionally, the number of students who met the Minimum Completeness Criteria (KKM) rose from 9 to 19 students. These findings confirm that the TGT learning model is effective in enhancing student learning outcomes and fostering collaborative, competitive, and enjoyable learning experiences. In conclusion, the TGT model can serve as an effective strategy for improving learning outcomes in theoretical subjects like PPKn. Practically, it offers teachers an innovative alternative to reduce student disengagement. Academically, the model holds potential for further development. Future studies are recommended to integrate TGT with digital tools or apply it in different subjects and education levels to evaluate its broader impact.

**Keywords:** Team Games Tournament, Learning Outcomes, PPKn, Cooperative Learning Model, Elementary School

**INTRODUCTION**

Education is the main foundation in shaping human beings with character and knowledge. One of the important aspects of basic education is civic education, or in the context of the Indonesian curriculum known as Pancasila and Citizenship Education (PPKn). PPKn has a strategic function in shaping the attitude and personality of students as democratic, responsible, and upholding the values of Pancasila and the spirit of nationalism.

However, in its implementation in elementary schools, PPKn learning is often considered boring by students. Normative and theoretical material is often delivered in a one-way lecture or learning method that does not encourage active student participation. The results of initial observations carried out in grade V of SD Negeri 48 Lubuklinggau showed that most of the students seemed passive during the PPKn learning process. Teachers dominate classroom interactions, while students are just listeners. This has an impact on students' low learning outcomes and lack of development of their critical thinking skills and social skills.

The low learning outcomes can be seen from the average PPKn score of students who have not reached the Minimum Completeness Criteria (KKM), and only a small number of students are able to master the material completely. One of the materials that students consider difficult to understand is about norms in social life. Understanding norms requires the ability to reason, argue, and discuss, all of which require a more communicative and collaborative approach to learning.

To overcome these problems, a learning model is needed that not only focuses on the cognitive aspects of students, but is also able to increase motivation, social interaction, and emotional involvement of students in the learning process. One of the recommended models is Team Games Tournament (TGT) type cooperative learning model. This model was developed by Slavin as part of a cooperative learning approach that emphasizes cooperation in heterogeneous groups, combined with elements of fun games and tournaments.

The TGT model has five main stages, namely: (1) presentation of materials, (2) group work, (3) games, (4) tournaments, and (5) group awards. Through this model, students are invited to work together in teams, complete assignments, take quizzes or games in the form of academic competitions, and earn rewards for group achievements. This not only spurs students' enthusiasm for learning, but also fosters a sense of responsibility, cooperation, and sportsmanship.

Based on this background, the formulation of the problem in this study explicitly is: Are the learning outcomes of PPKn students in grade V of SD Negeri 48 Lubuklinggau significantly complete after the implementation of the Team Games Tournament (TGT) type cooperative learning model?

The purpose of this study is to determine the effect of the use of the TGT model on student learning outcomes in PPKn subjects, especially in norm materials in daily life. This research is expected to provide more fun, effective, and meaningful learning alternatives for students and become a reference for teachers in implementing active learning strategies based on teamwork and healthy competition.

**RESEARCH METHODOLOGY**

**Types and Approaches to Research**

This research is a quantitative research with a type of **eksperimen semu** (*quasi-experiment*). This approach was chosen because the researcher did not have full control over the external variables, but still wanted to know the effect of treatment on the dependent variables. In this context, the treatment in question is the application of the TGT learning model to student learning outcomes.

**Research Design**

The design used is **One Group Pretest-Posttest Design**, that is, one group of students is given a pre-test, then given treatment (learning with the TGT model), and ends with a final test (post-test). With this design, researchers can compare learning outcomes before and after the application of the model to see whether there is an improvement or not.

Design scheme:  
**O₁ → X → O₂**  
Description:O₁ = Pre-test (before treatment)X = Treatment (learning the TGT model)O₂ = Post-test (after treatment)

**Research Location and Time**

This research was carried out in **SD Negeri 48 Lubuklinggau**, especially in class V during the odd semester of the 2024/2025 school year. The selection of this school is based on real problems found in the field and the support from the school in the implementation of research.

**Population and Research Sample**

The population in this study is all grade V students of SD Negeri 48 Lubuklinggau which totals 21 people, consisting of 14 male students and 7 female students. Since the population is relatively small, the **total sampling**, i.e. all members of the population were used as research samples.

**Data Collection Instruments and Techniques**

The main data in this study was collected using **Learning Outcome Test Instruments** In the form of 10 multiple-choice questions that are compiled based on indicators of competency achievement from the norms in life material. The test is given twice:

1. **Pre-test**, to measure the student's initial ability before treatment.
2. **Post-test**, to measure improvement after the learning process with the TGT model.

In addition to the test, the researcher also used **Observation sheet** to record student activities during learning, such as activeness in discussions, participation in tournaments, and collaboration in groups.

**Instrument Validity and Reliability**

The test instrument is first tested for validity using **korelasi point biserial**, with the help of expert validation to ensure the relationship between the questions and the competencies being measured. Meanwhile, **Reliability Test** done using the formula **KR-20 (Kuder-Richardson Formula 20)** which shows consistency between question items. The results of validity and reliability show that the instrument is feasible to use for research.

**Data Analysis Techniques**

Data analysis was carried out in a quantitative descriptive manner. The researchers calculated:

1. Pre-test and post-test average scores
2. Percentage of student completeness
3. Improvement of individual and group student learning outcomes

The data was also analyzed to see the distribution of grades, the highest scores, the lowest, and the number of students who met the KKM (≥70). In addition, to support the analysis, observation sheets are used as supporting data that explain the dynamics of student behavior during learning.

**RESEARCH RESULTS**

**Research Results**

After the learning is carried out using a cooperative learning model Team Games Tournament (TGT)During several meetings, quantitative data was obtained from the results of the pre-test and post-test as well as observation data from student activities during the learning process.

Before the treatment (pre-test), students showed relatively low learning outcomes. The average pre-test score obtained is **50,40**, with the highest value of **80** and the lowest value of **40**. Out of a total of 21 students, only **9 people (42.86%)** that achieve a score above the Minimum Completeness Criteria (KKM), which is 70.

After the implementation of the TGT model, a post-test is carried out. The average value increases to **80,50**, with the highest score **100** and lowest value **50**. The number of students who complete the project has increased to **19 people (90.48%)**, while the other 2 students almost reached KKM.

**Comparison Table of Pre-test and Post-test Results**

|  |  |  |
| --- | --- | --- |
| **Information** | **Pre-test** | **Post-test** |
| Grade Point Average | 50,40 | 80,50 |
| Highest Score | 80 | 100 |
| Lowest Score | 40 | 50 |
| Number of Students Completed | 9 | 19 |
| Completion Percentage | 42,86% | 90,48% |

**Results of Student Activity Observation**

During the learning process, observations were also made of student activities. Observations were carried out using assessment sheets with indicators such as:

1. Student activeness in group discussions
2. Participation in academic games
3. Enthusiasm and attitude towards tournament activities
4. Responsibilities in completing group tasks

The results of the observations showed an increase in students' active participation from meeting to meeting. Most of the students were actively involved in answering group quiz questions, discussing, and showing sportsmanship in tournament activities. Students are also more enthusiastic about learning because they feel happy and motivated by the healthy game and competition system that the TGT model offers.

**Discussion**

The significant increase in PPKn learning outcomes after the implementation of the Team Games Tournament (TGT) type cooperative learning model shows that this approach is very effective in improving students' cognitive achievements. The increase in the average score from 50.40 in the pre-test to 80.50 in the post-test, as well as the increase in the number of students who completed from 9 to 19 students, is concrete evidence that the TGT model is able to overcome the problem of low student understanding of normative material such as norms in people's lives.

The TGT model is a form of cooperative learning strategy designed to encourage active student participation in a fun learning atmosphere. TGT combines elements of teamwork, educational games, healthy competitions, and awards. This creates a more lively and interactive classroom climate. In the context of PPKn learning, where the material tends to be theoretical and abstract, the TGT model is a solution because it presents a concrete and applicative learning experience.

In TGT activities, students not only listen to the teacher's explanations, but also engage in an active learning process through group discussions, answering questions in a game format, and competing healthily between groups. This process not only hone students' thinking skills, but also train communication, cooperation, and sportsmanship skills. In other words, learning becomes **More meaningful** Because students experience and undergo the learning process, not just receiving information.

This is in accordance with the theory **constructivism** which states that students build their own knowledge through active and collaborative learning experiences. Vygotsky (1978) stated that social interaction is an important component of the learning process, where students help each other in the proximal developmental zone (ZPD). In this context, TGT allows students who are better able to help other students in their group, thus creating a mutually beneficial learning process.

In addition to the cognitive aspect, the TGT model also has a positive impact on **Affective Aspects** student. Observations show that students become more enthusiastic, enthusiastic, and show a positive attitude towards PPKn learning. Learning carried out in the form of games and tournaments makes students enjoy the learning process more, even students who are usually passive begin to dare to appear and express their opinions. Students' social attitudes are also seen to develop, such as cooperative attitudes, responsibility, tolerance, and empathy towards their group members.

From the aspect **Psychomotoric**, the TGT model trains students' skills in solving problems independently and in groups, as well as improving their ability to follow rules, work in teams, and manage time. Game and tournament activities involve movement and social skills, making learning not only focus on the cognitive aspect, but also develop character and life skills.

The success of the implementation of the TGT model is also determined by several supporting factors, including: (1) the readiness of teachers in designing and managing learning activities, (2) students' enthusiasm in participating in learning activities, and (3) the support of a conducive learning environment. Teachers play an important role as facilitators who direct discussions, manage academic games, and provide motivation and constructive feedback.

This finding is in line with the results of research by **Slavin (2005)** which confirms that TGT is an effective learning strategy because it actively engages students and provides opportunities to learn through social interaction. Moreover **Hasan et al. (2023)** in his research it also shows that the TGT model is able to improve students' learning outcomes and social skills in PPKn subjects.

Furthermore, PPKn learning has characteristics that are very suitable for a cooperative approach. The values taught such as democracy, cooperation, responsibility, and togetherness can be directly reflected in the TGT learning process, so that students not only understand the concepts theoretically, but also apply them in their daily learning activities.

Thus, it can be concluded that learning using the TGT model provides a complete (holistic) learning experience for students. They learn to understand the material, work in a team, compete healthily, and form characters in accordance with the values of Pancasila.

**CONCLUSION**

Based on the findings and discussions regarding the implementation of the Team Games Tournament (TGT) cooperative learning model in enhancing Civics Education (PPKn) outcomes for fifth-grade students at SD Negeri 48 Lubuklinggau, it can be concluded that TGT is an effective and engaging instructional approach. This model proves highly suitable for improving the quality of Civics learning, which is often perceived as monotonous and challenging for students.

The data indicates a substantial improvement in student performance. The average score increased from 50.40 in the pre-test to 80.50 in the post-test. Furthermore, the number of students meeting the Minimum Completeness Criteria (KKM) rose from 9 students (42.86%) to 19 students (90.48%). These results suggest that TGT significantly enhances students’ comprehension through its emphasis on collaboration, academic games, and friendly competition.

Beyond cognitive development, the TGT model also positively influences students' affective and social growth. Learners became more active, enthusiastic, self-confident, and cooperative during the learning process. The classroom dynamic shifted from teacher-centered instruction to a more interactive, student-centered environment, making learning more enjoyable and meaningful.

The teacher's role was also essential—as a facilitator and manager—guiding group activities, monitoring games, and providing fair rewards. This created a more positive and productive learning atmosphere.

In conclusion, the TGT model presents an effective solution to address issues found in traditional teaching, such as student disinterest and low engagement. It supports both academic achievement and character development, making it an excellent choice for Civics instruction in elementary schools.

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