

Research Article

## Implementation of Team Games Tournament Model to Improve Fourth-Grade Students' Science Learning Outcomes

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### ABSTRACT

The study aims to determine the application of the Team Games Tournament (TGT) learning model to improve the learning outcomes of science subjects on the subject of me and my needs in fourth-grade elementary school students. This study uses a Classroom Action Research (CAR) approach using the Kemmis and Mc. Taggart research design which is carried out through two cycles covering four stages consisting of planning, implementation, observation, and reflection. The research subjects consisted of 18 fourth-grade elementary school students. Data collection techniques used through observation and written tests. Data analysis in this study uses qualitative data analysis, namely with statistical models such as tables and diagrams from the results of observations and values of each cycle and uses quantitative data analysis by comparing data obtained from the implementation of cycle I and cycle II activities. The results of the study indicate that the application of the TGT learning model can improve student learning outcomes in science subjects with an average value of 66.67 in cycle I and obtaining the highest score of 90 with a percentage of 11.1%. in cycle II the average value is 84.44 with the highest score of 100 and a percentage of 22.2%. It can be concluded that the TGT learning model can improve the science learning outcomes of fourth-grade elementary school students.

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### INTRODUCTION

According to Khoiri & Nopitasari, (2024) learning is a process in which students interact with teachers and learning resources in a learning environment. Positive interactions between teachers and students will produce positive results in the process. On the other hand, if the interaction is not good, the results will not be optimal. If students are actively involved in learning, the relationship between teachers and students can run well (Inggritiya et al., 2024). According to Putra, (2021), active learning is defined as a situation or activity in which students actively participate in the learning process. The active learning process requires the professionalism of a teacher. Aslamiyah & Abun, (2023) states that the professionalism of a teacher is shown by the actions of students when teaching, such as when students use various teaching models during the teaching process. Andreani & Gunansyah, (2023) says that through the independent curriculum pocket book, it states that science and social studies subjects

are combined into the subject of Natural and Social Sciences (IPAS). The subject of IPAS is a science that studies living things and inanimate objects in the universe and their interactions, and studies human life as individuals as well as social beings who interact with their environment (Septiana & Winangun, 2023). The subject of IPAS requires students to memorize and understand the material. Memorizing a lot of material makes students feel bored to learn so that it affects student learning outcomes (Azhar et al., 2022; Kristin & Ubaidila, 2024).

Many students complain of boredom when teaching and learning activities take place. This is caused by several factors, one of which is the lack of creativity of teachers in delivering the material being taught, this is what causes students to feel bored and do not understand what the teacher is saying. It can be said that the quality of teaching and learning that is carried out is of poor quality so that to overcome this boredom, teachers must use alternative learning models that are varied, so that communication can run in two directions, and students can play an active role in learning activities.

There are various learning models that can be applied as an alternative learning, namely the Team Games Tournament (TGT) learning model. The Teams Games Tournament (TGT) learning model is one type of cooperative and easy learning if applied, because it involves all student activities without having to have any differences in status, implies the active role of students as peer tutors, and contains elements of games and reinforcement (As'idah, 2021; Hajar et al., 2022; Ma'rifany et al., 2024). Learning with the TGT model which is packaged with this game process can be arranged by the teacher in the form of a quiz consisting of questions related to the material that will be given by the teacher (Farkhah et al., 2023; Silaban et al., 2023).

The results of observations conducted on fourth-grade students of MI Muhammadiyah Sukarame, researchers found that there were problems with learning activities in the form of a lack of variation in using learning models. Teachers tend to often use simple lecture models which result in passive students so that they affect their ability to achieve maximum learning outcomes. This is what influences the low learning outcomes of students. Based on the results of interviews conducted with fourth-grade teachers, it was revealed that there were problems with student learning outcomes which were still below the maximum completeness criteria (KKM). From the pre-cycle value data, classical learning completeness was only 55%. This shows that it is less than 70% which is the limit of the maximum completeness criteria. In simple terms, learning outcomes are competencies that students have successfully achieved in academic terms through evaluation tests and assignments, question and answer activities that can support the achievement of these learning outcomes (Listiani, 2024; Marlita et al., 2023; Tama et al., 2025). Learning outcomes are the most important part of learning. Cahyani et al., (2023); Fatmawati et al., (2021); Neliwati et al., (2023) states that learning outcomes are a number of experiences obtained by students including the cognitive, affective, and psychomotor domains.

There are previous studies related to the TGT learning model such as in the study Fathurohman & Purbasari, (2020); Herawati, (2022); Miftia & Widiyanti, (2023); Pratiwi et al., (2023) Lestari et al., (2023) that the TGT model can improve students' learning outcomes and interests with the help of media such as DAPER (Question Wheel), monopoly, and Crossword Puzzle. From several of these studies, there are similarities, namely the learning model used the TGT model, while the difference is that this study only uses tournament games techniques without media. Based on the explanation above, the purpose of this study is to determine the application of the Team Games Tournament (TGT) model in improving the learning outcomes of the Social Sciences Material Me and My Needs Class IV of Elementary Madrasah.

## RESEARCH MEHODS

This study uses the Classroom Action Research (CAR) method. Classroom action research (CAR) is an action research conducted with the aim of improving the quality of classroom learning practices and emphasizing the teaching and learning process in the classroom (Nurlaela et al., 2023). The subjects of the study were 18 fourth grade students, consisting of 3 male students and 15 female students. The location of the study was carried out at MI Muhammadiyah Sukarame Bandar Lampung because the location is strategic and the students tend not to understand the subject of science.

The data collection techniques in the study include observation, interviews, tests and documentation. Observation sheets are used to observe the activeness of students during the implementation of the Team Games Tournament (TGT) learning model. Observations are made by ticking the available column every time students carry out active activities according to the aspects observed during the implementation of learning. Interviews are conducted when collecting data in the form of problems complained about by teachers and students in Class IV MI, while written tests are given at the end of the learning process to determine the increase in learning outcomes after the action is taken. This study is categorized as successful if it obtains a score of >80% of students who complete learning by obtaining a score above the KKM (70). Data analysis in this study uses qualitative data analysis, namely with statistical models such as tables and diagrams from the results of observations and values for each cycle and using quantitative data analysis by comparing data obtained from the implementation of cycle I and cycle II activities.

The research design model used in this classroom action research adopts the Kemmis & Mc. Taggrat model. Each meeting consists of four stages of activity, namely the first stage of *planning*, *action*, *observation*, and *reflection*. Figure 1 explains the flow of PTK.

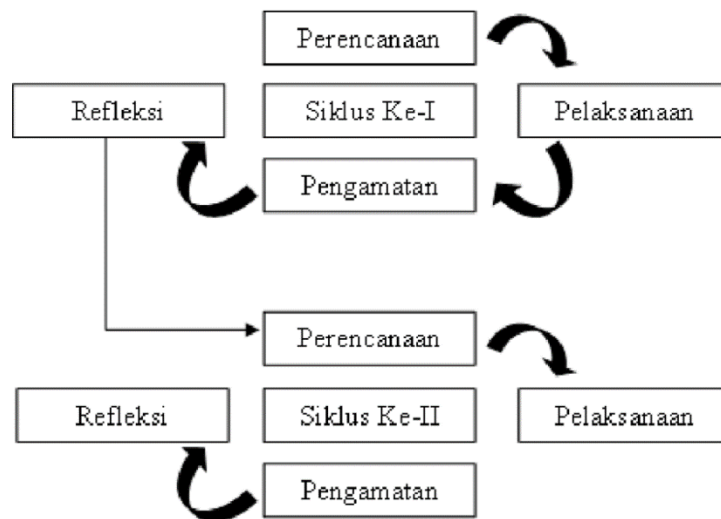


Figure 1 PTK Stages (Fatimah et al., 2024)

At the planning stage, the preparation of the Learning Implementation Plan (RPP) for cycle 1 and cycle 2 was carried out. The next step involved the preparation of the learning process by implementing the TGT model. During the learning activity, the teacher provided an explanation related to the IPAS subject on the material me and my needs, then students were asked to create a team games tournament where each group competed to answer questions quickly and accurately. At the closing stage, students and teachers together concluded the material about me and my needs, and ended the session with an evaluation.

Evaluation of student learning outcomes is done by calculating the average class score which is then converted into a five-scale Benchmark Assessment (PAP). Measurement of learning outcomes is done through a test consisting of 20 multiple-choice questions. The calculation of the average class score applies the following formula:

$$\text{Average value} = \frac{\text{Jumlah (skor x frekuensi)}}{\text{Jumlah Siswa}}$$

Information :

Average value : a group of numbers or average data

Total (score x frequency) : the sum of all students' scores (values) multiplied by the frequency.

Number of students : the number of students studied.

The results of the calculation of the average class value are then compared with table 1. Benchmark Assessment (PAP) scale five. If the average value is in the high category, then the implementation of the TGT model on the material me and my needs will be stopped.

Table. 1 Benchmark Assessment Criteria (PAP) (Nurmanto & Ashari, 2023)

No.	Satisfaction Level	Category
1.	90-100%	Very high
2.	80-89%	Tall
3	65-79%	Enough
4	55-64%	Low
5	0-54%	Very Low

Table. 1 Benchmark Assessment Criteria (PAP) is a way to determine graduation using a number of benchmarks. In the table, students are said to have completed if their average mastery level and learning completeness each reach a minimum score of 70. Meanwhile, this study is said to be successful if the average class value, absorption capacity, and class completeness reach a percentage of mastery level between 80% -89% with high criteria.

## RESEARCH RESULTS AND DISCUSSION

### Results

In the pre-cycle before the action research was conducted in class IV of MI Muhammadiyah Sukarame, it is known from Table 2 that the majority of the number of students, namely 14 students, had science learning outcomes that were still in the low criteria, as many as 4 students were in the medium criteria, and no students had reached the high category.

Table 2. Pre-Cycle Student Scores

Mark	Number of Students
40	5
50	4
60	5
70	4
80	-
90	-
100	-
Amount	18

The score data from the pre-cycle evaluation was analyzed by tabulating and calculating the percentage in Table 3. The list of values was processed by grouping and calculating the number of the same values, percentage, and average value.

Table 3. Distribution of Student Learning Outcomes

Score(s)	Frequency (f)	Percentage (%)	S*F	Pre Cycle Average Score
40	5	27.8%	200	54.44
50	4	22.2%	200	
60	5	27.8%	300	
70	4	22.2%	280	
80	-	0.0%	0	
90	-	0.0%	0	
100	-	0.0%	0	
Amount	18	100%	980	

The distribution of student learning outcomes in the pre-cycle reached an average score of 54.44, students who had not completed the course numbered 14 students with a percentage of 77.8% while those who completed the course numbered 4 students with a percentage of 22.2%.

### Cycle I

In cycle I stage, **planning** is done through observation. And observation about condition school, condition class, condition student, infrastructure Which support learning and models used in implementation learning, formulating objective learning For increase results Study student through implementation model TGT learning, preparing Plan Implementation Learning (RPP), create design instrument And sheet evaluation, prepare sheet observation. Then In **the implementation of** learning in fourth-grade in the subject of science, the approach applied involves learning activities by implementing the TGT model. The process of implementing learning improvements begins with students reading narrative texts in the science textbooks, then the teacher provides an explanation related to the material me and my needs, then students are asked to form a team games tournament, the teacher provides directions related to the game to be played, in the game students compete to answer questions related to the material me and my needs quickly and accurately. The team that gets more points will be given a reward. All students then conclude the material me and my needs together. Evaluation of learning outcomes is carried out through multiple choice questions related to the material me and my needs. The use of the TGT model is carried out in groups to encourage teamwork and student activeness in learning. **Observation** during process learning in progress with use observation sheets that have been created. Observations are made to know directly how the student learning process is and activity student on moment learning ongoing. From the results of observations during the learning process, it was still found a number of student which still no focus follow the learning, students are still confused in following the game, some teams have not been able to answer the questions given quickly and correctly. Of the 18 students, only six were able to answer the questions given. In the assessment of learning outcomes through tests, only five students achieved scores above the minimum completion criteria (above 70). Although the results of observations prove an increase in student learning outcomes, the increase is still limited, because this stage is the beginning of the implementation of a new learning model.

After implementation action and observation, step next is reflection. **Reflection** is done to identify obstacles and lack Which experienced in implementation action cycle I. Based on the results of observations of the implementation of the IPAS learning material me and my needs through the Team Games Tournament (TGT) learning model on cycle I not yet implemented in a way optimal. Matter This is due to obstacles or deficiencies in the implementation. learning on stage I. Lack Which found among them Some students have not been able to complete the task well, especially in

distinguishing human needs and wants and the various types of needs. In addition, 9 out of 18 students scored below 70. Model learning Which used not enough effective so that time Which used not enough, Still There is a number of student Which not enough active or Still There is student Which play Alone. Whereas the advantages is student moreeasy understand material Which taught. Based on reflection the Teacher can take conclusion For repair learning. With use model learning Which varies expected attention And results Study student on cycle II more both from cycle I. Therefore, it is necessary to plan learning improvements in cycle II in order to achieve optimal results. Table 4 is the achievement of student scores in cycle I.

Table 4. Student Scores in Cycle I

Mark	Number of Students
40	-
50	4
60	5
70	4
80	3
90	2
100	-
Amount	18

There were nine students who got scores below the KKM, while four students got scores above the KKM and five students got scores above the KKM. The score data from the evaluation of cycle I in Table 5 were analyzed through tabulation and percentage calculations. The list of scores was processed by grouping and calculating the number of the same scores, percentages, and average scores.

Table 5. Distribution of Student Exercise Results

Score(s)	Frequency (f)	Percentage (%)	S*F	Average Score of Cycle I
40	-	0.0%	0	66.67%
50	4	22.2%	200	
60	5	27.8%	300	
70	4	22.2%	280	
80	3	16.7%	240	
90	2	11.1%	180	
100	-	0.0%	0	
Amount	18	100%	1,200	

The distribution of student training results in cycle I reached an average score of 66.67, students who had not completed the task were 9 students with a percentage of 50% while those who completed the task were 9 students with a percentage of 50%.

## Cycle II

In the **planning stage** of cycle II, the learning model is designed with the aim that students can better understand the material “I and my needs”. At this stage, the action plan carried out in the improvement learning, namely starting from initial observation, determining objectives learning, make plan learning, to design instrument, And make sheet observation. Then **the implementation stage** In

cycle II, students are divided into several teams again, then students work together in teams to answer questions that have been provided on the board using colored paper that has been pasted to make it more interesting, technically each team stands in a row backwards then the team answers questions alternately, one team with another team competes to answer quickly and accurately for 10 minutes, the team that gets the most scores will be given a reward in the form of new ballpoint pens for the number of team members. With a game like that, all students can understand the material independently and also encourage teamwork. During the learning activity, the researcher made observations by filling out the observation sheet which has been prepared by the researcher. The researcher conducted **observation** during the activity learning from beginning until end. Implementation of cycle II learning on Science learning with the TGT model Already in accordance with planning Which has arranged, process learning also already walk smoothly. Based on results observation to activity student on stage II that in a way overall student actively participate in learning according to the model steps TGT learning. They look more enthusiastic as well as actively participate compared to with cycle I. At this stage, all students show existence improvement of learning outcomes in science learning using the TGT model. Seen from results student learning cycle II experience improvement, students already follow learning with use TGT model optimally. Table 6 describes the students' score acquisition in cycle II.

Table 6. Student Scores in Cycle II

Mark	Number of Students
40	-
50	-
60	1
70	3
80	5
90	5
100	4
Amount	18

There was one student who got a score below the KKM, while there were three students who got a score above the KKM and ten students who got a score above the KKM. The score results from cycle II in Table 7 were analyzed through tabulation and percentage calculations. The list of scores was processed by grouping and calculating the number of the same scores, percentages, and average scores.

Table 7. Average Score Obtained in Cycle II

Score(s)	Frequency (f)	Percentage (%)	S*F	Average Score of Cycle II
40	-	0.0%	0	84.44
50	-	0.0%	0	
60	1	5.5%	60	
70	3	16.7%	210	
80	5	27.8%	400	
90	5	27.8%	450	
100	4	22.2%	400	
Amount	18	100%	1,520	

The distribution of student training results in cycle II reached an average score of 84.44, students who had not completed were 1 student with a percentage of 5.5% while those who completed were 17 students with a percentage of 94.5%. Table 8 describes the comparison of cycle I and cycle II.

Table 8. Comparison of Learning Outcomes in Cycle I and Cycle II

Information	Pre Cycle	Cycle I	Cycle II
KKM	70	70	70
Complete Value	4	9	17
Incomplete Value	14	9	1
The highest score	70	90	100
Lowest Value	40	50	60
Average value	54.44	66.67	84.44

From the comparison of the assessment results between pre-cycle, cycle I and cycle II, it can be observed that there was an increase in the achievement of scores. In the pre-cycle, there were 14 students who did not complete the test, while in cycle I, there were 9 students who did not complete the test and in cycle II, there was 1 person. Meanwhile, in the pre-cycle, there were 4 students who received a passing score, while in cycle I, there were 9 students who received a passing score and in cycle II, there were 17 students. In the pre-cycle, the highest score obtained by students was 70, while in cycle I, the highest score achieved by students was 90, and cycle II obtained 100. In the pre-cycle, the lowest score obtained was 40, cycle I obtained 50, and cycle II obtained 60. The comparison of pre-cycle, cycle I and cycle II scores is described in Figure 2.

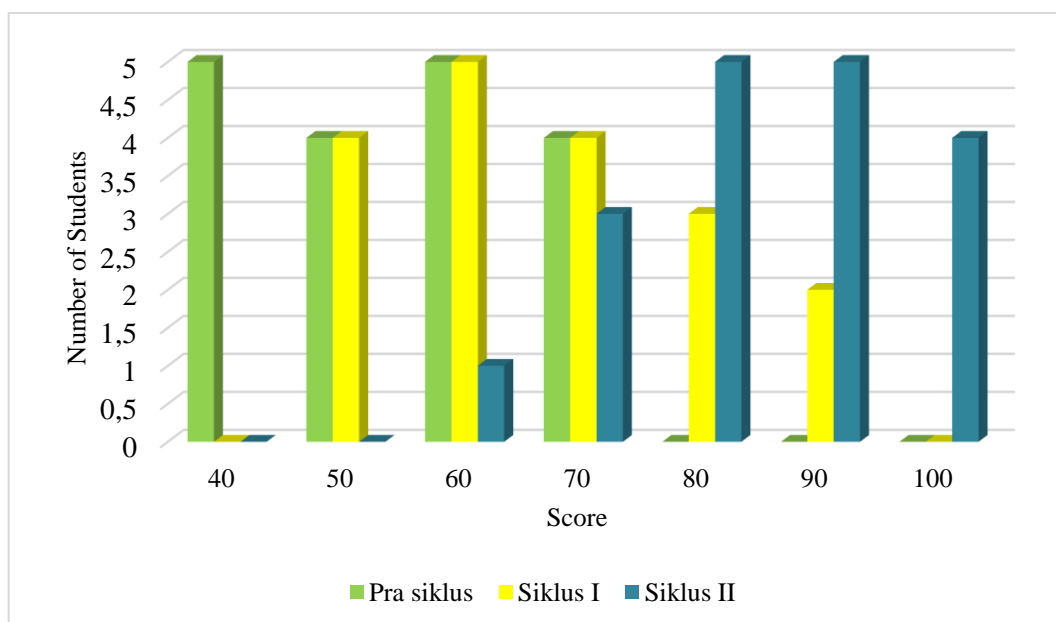


Figure 2 Bar Diagram of Distribution of Values in Pre-Cycle, Cycle I and II

The implementation of the TGT model achieved an increase in student learning achievement. In the pre-cycle stage, the average score was recorded at 54.44 with the highest score of 70 which had a percentage of 22.2% while in cycle I, the average score was recorded at 66.67 with the highest score reaching 90 and having a percentage of 11.1%. While in cycle II, the average class score increased to 84.44 with the highest score reaching 100 having a percentage of 22.2%.

## Discussion

In the TGT type cooperative learning model, there are elements of academic games that make students more interested and challenged in participating in learning (Oktaviani et al., 2024). The TGT learning model facilitates comfortable learning for students while still prioritizing healthy competition, teamwork, honesty, and a sense of responsibility to increase students' enthusiasm in participating in the learning process (Dinlombok, 2022; Sunardin, 2020; Wardani et al., 2023). Analysis of the average percentage of mastery of the material I and my needs in the pre-cycle reached 54.44 which when converted to the PAP conversion table on a five-scale scale, proved that the mastery of the knowledge competency I and my needs in the pre-cycle was in the low criteria. In cycle I it reached 66.67 which when converted using the PAP conversion table on a five-scale scale, proved that the mastery of the knowledge competency of the material I and my needs in cycle I was still in the sufficient criteria. Therefore, further learning improvements are needed, considering that student learning outcomes in the final test of cycle I have not met the desired criteria.

Improvement refers to the observation results in cycle I. The obstacle found was the lack of student understanding of the material explained, so they could not answer the questions given during the game tournament. In cycle II, learning outcome data was obtained through objective tests in the form of multiple-choice questions with a total of 20 items. The average learning outcomes of IPAS in cycle II reached 84.44, when converted using the PAP conversion table on a five-scale scale, proving that the mastery of the knowledge competency of the material I and my needs in cycle II was at a high criterion. Thus, learning improvements were not continued to the next cycle.

Student learning outcomes in cycle II prove that this activity has significant implications for increasing student activity in understanding the material. This is reflected in the increase in student understanding of the science and science material in fourth-grade from cycle I to cycle II. The Teams Games Tournament (TGT) learning model is one type of cooperative and light learning when applied, because it involves all student activities without having to have differences in status, implies the active role of students as peer tutors, and contains elements of games and reinforcement (Aprimadedi et al., 2024; Ma'rifany et al., 2024; Ramadillah & Yatri, 2024). Farkhah et al., (2023); Silaban et al., (2023); Ummah & Maghviroh, (2022) stated that learning with the TGT model which is packaged with this

game process can be arranged by the teacher in the form of a quiz consisting of questions related to the material that will be given by the teacher.

The study Amri et al., (2022) showed that the application of the TGT (Teams Games and Tournament) can improve students' mathematics learning outcomes in elementary schools, in addition to the application of the TGT (Teams Games and Tournament) model can also improve teacher activity, student activity and student collaboration. While the study Lestari et al., (2025) said that there is an influence of the Teams Games Tournament (TGT) learning model assisted by jellyfish media on the mathematics learning outcomes of grade V students of SD Negeri 2 Kayuagung with decimal multiplication material, this can be seen from the results of the hypothesis test using the independent sample t-test obtained that the sign value. (2-tailed) is  $0.000 < 0.05$  and the  $t_{\text{count}}$  value is 8,640 while  $t_{\text{table}} = 1.680$  with  $df = 42$  where the number of experimental classes is 22 and the control class is 22 so  $n = 44$  and the  $\alpha$  level = 0.05 then  $t_{\text{table}} = 1.680$ . Furthermore, the study Sahmar et al., (2023) stated that the learning motivation of students in the experimental class obtained pretest results of 6 students in the very good category. While for the posttest, 21 students were in the very good category. Regarding the value of student activity in the experimental class, the pretest results were 18 students in the fairly active category. While for the posttest category, 21 students were in the active category. The learning outcomes of students in the experimental class obtained pretest results of 8 students in the medium category, 16 students in the low category, 6 students in the very low category. While for the posttest category, 10 students were in the very high category, 17 students in the high category and 33 students in the medium category.

Some of the research results are in accordance and in line with what was studied that by using or conducting TGT learning can increase students' enjoyment of learning so that it motivates learning and student learning outcomes are also affected. Introducing games and competitions into the classroom will improve the learning atmosphere and keep students from getting bored easily. Students' knowledge and understanding will continue to develop along with the progress of the TGT learning model phases. In addition, the TGT learning model includes stages of group appreciation that are in line with Maslow's hierarchy of needs and demands for recognition. Giving Rewards to students can increase their self-esteem and enthusiasm for learning. Rewards provide the dual benefit of encouraging and motivating students to continue trying and succeeding while also helping to focus their attention in class (Sridadi, 2020; Suwindo & Binggo, 2023).

The game component in the TGT learning model can trigger students' curiosity in learning and act as peer tutors. Learning objectives are integrated into educational games. Ginting, (2024) argue that cooperative learning models such as TGT have an impact on students' willingness to learn. Wulandari et al., (2022) emphasizes that student-centered active learning can replace teacher-centered passive

learning with the TGT paradigm. By using the competition model and group discussion, students can expand their knowledge and gain a comprehensive understanding. To increase student participation in learning through the use of this learning model, it can help students in reading, writing, and observing. In addition, this model encourages them to participate in mental and physical tasks including problem solving, analysis, and decision making. Students' memory of the learning outcomes that they express themselves will be stronger than the learning outcomes that are given entirely by the teacher. In addition, students learn through group projects that allow them to share ideas with each other. As a result, students will learn more meaningfully, and better learning outcomes will be achieved.

## CONCLUSIONS AND IMPLICATIONS

### Conclusion

The Team Games Tournament (TGT) model has been proven to improve student learning outcomes where in cycle I, the average class score reached 66.67 with sufficient criteria. While in cycle II, the average social studies learning outcomes reached 84.44 with high criteria. This study has several limitations that need to be considered. *First*, the research sample was limited to a small number of students from one elementary school making the research results difficult to generalize to a wider population. *Second*, the duration of the study was relatively short so that it was not enough to capture changes in student learning motivation that took longer to develop. *Third*, the variation of the TGT learning model was only with simple tournament games, so further research with more complex and challenging tournament games. As a suggestion, teachers should use the right learning model to encourage interesting and dynamic learning so that it can improve student learning outcomes, teachers. In this TGT learning model, teachers can apply it to other subjects besides social studies and can also be applied to other class levels. This study is expected to be a reference for further researchers.

### Implication

Further researchers are advised to consider other variations of active learning models, such as Cooperative Learning or Project-Based Learning, to compare the effectiveness of each model. In addition, it is important to develop a more comprehensive evaluation tool, which includes qualitative and quantitative assessments, to measure the increase in student interest and engagement. Then, technology can be used in the Team Games Tournament learning process to increase interaction and collaboration between students.

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