

The Effect Of The Team Games Tournament (TGT) Cooperative Learning Model On Fourth-Grade Students' Learning Outcomes In Pancasila Education

¹Meilaniska, ²Arna Juwairiyah, ³Erwin Eka Saputra

^{1,2,3}Universitas Sulawesi Tenggara, Indonesia

¹meilaniska01@gmail.com ²arnajuwairiyah89@gmail.com

³erwinekasaputra08@gmail.com

ABSTRACT : This study examined the effect of the Team Games Tournament (TGT) cooperative learning model on fourth-grade students' learning outcomes in Pancasila Education. The study was motivated by the need to improve student achievement through more active, collaborative, and engaging instructional practices. A quantitative approach with a quasi-experimental two-group pretest–posttest design was employed. The study involved an experimental class that received instruction using the TGT model and a control class that received conventional instruction. Data were collected using validated and reliable multiple-choice tests administered as pretests and posttests. The data were analyzed using descriptive statistics and an independent-samples t-test with SPSS 26 for Windows. The results showed that the mean score of the experimental class increased from 68.18 on the pretest to 86.14 on the posttest, representing a gain of 17.96 points. Meanwhile, the control class mean increased from 59.40 to 72.40, representing a gain of 13.00 points. The independent-samples t-test produced a significance value of $0.000 < 0.05$, indicating a statistically significant difference in learning outcomes between the two classes. These findings demonstrate that the Team Games Tournament (TGT) cooperative learning model had a significant positive effect on fourth-grade students' learning outcomes in Pancasila Education. TGT is therefore recommended as an active, collaborative, and engaging alternative instructional model for improving learning outcomes in elementary Pancasila Education.

Keywords: Team Games Tournament (TGT), Learning Outcomes, Pancasila Education, Cooperative Learning, Elementary School

INTRODUCTION

Education is a fundamental instrument for developing students' intellectual, social, emotional, and moral potential. Its function extends beyond the transmission of knowledge to the formation of individuals who are capable of thinking critically, interacting constructively, demonstrating responsibility, and contributing positively to society. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System defines education as a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and the skills required by themselves, society, the nation, and the state. Consequently, the quality of education is closely related to the quality of learning

processes that provide students with meaningful opportunities to actively construct knowledge and develop their competencies.

Learning outcomes constitute one of the important indicators for evaluating the effectiveness of the learning process. Somayana, as cited in Ulhaq et al. (2025), explains that learning outcomes are reflected in students' achievements demonstrated through examinations, assignments, and active participation in asking and answering questions. Learning outcomes should not be understood solely as numerical scores but also as changes in students' knowledge, skills, attitudes, appreciation, and behavior resulting from learning experiences. Similarly, Susanto, as cited in Alfira and Syofyan (2022), defines learning outcomes as changes experienced by students in the domains of knowledge, skills, and attitudes. Therefore, the achievement of optimal learning outcomes requires instructional processes that engage students actively and provide meaningful learning experiences.

Waston and Nurhasan, as cited in Putri et al. (2021), further explain that learning outcomes refer to abilities acquired by students through learning that they were previously unable to demonstrate. These outcomes encompass knowledge, skills, attitudes, values, and patterns of action developed through interaction during the learning process. In this context, learning outcomes are influenced by the quality of instructional interaction, the instructional model applied, students' active participation, and the learning environment created by the teacher. Learning that encourages students to interact, discuss, solve problems, and collaborate provides greater opportunities for students to develop a more comprehensive understanding of the learning material.

The development of learning outcomes is also closely associated with students' ability to engage actively with learning materials. Saputra et al. (2025) demonstrated that students' critical reading ability is related to their academic achievement, indicating that students' active engagement with learning content contributes to their learning performance. This finding reinforces the importance of instructional processes that do not position students merely as recipients of information but encourage them to process, discuss, and construct knowledge actively. Similarly, the use of attractive and interactive learning media can contribute to the creation of more engaging learning experiences. Saputra and Parisu (2024) showed that digital comics can function as visual media that support students' engagement in elementary school learning. These findings suggest that instructional innovation, whether through learning models or learning media, is important for creating learning experiences that can improve students' participation and learning outcomes.

Pancasila Education has a strategic position in elementary education because it contributes not only to students' cognitive development but also to the formation of

character and civic values. Through Pancasila Education, students are introduced to the values underlying the Indonesian state, including mutual cooperation, responsibility, tolerance, respect for differences, justice, and social concern. Muhyidin, as cited in Ulhaq et al. (2025), explains that Pancasila Education introduces students to the fundamental values, history, background, and significance of Pancasila as the foundation and ideology of the Indonesian state. Therefore, Pancasila Education should be implemented through learning experiences that enable students to understand values conceptually and apply them through social interaction and collaborative activities.

The importance of active and collaborative learning in Pancasila Education is increasingly relevant to the demands of contemporary education. Saqjuddin et al. (2025) explain that the transformation of Pancasila Education in elementary schools needs to be directed toward the development of 21st-century competencies, including critical thinking, collaboration, communication, creativity, and active participation. Accordingly, Pancasila Education should not be limited to the memorization of concepts and values but should provide opportunities for students to interact, exchange ideas, solve problems, and develop social responsibility through meaningful learning activities.

The selection of an appropriate instructional model is therefore essential for achieving learning objectives. Teachers need to select learning models that correspond to students' developmental characteristics and the objectives of the subject matter. Instructional models that provide opportunities for interaction, collaboration, discussion, and healthy competition can create a learning environment that is more engaging and student-centered. One cooperative learning model that can be implemented in elementary schools is the Team Games Tournament (TGT) model.

The TGT model is a cooperative learning model that organizes students into heterogeneous groups and combines group learning with academic games and tournaments. Wahyudi, as cited in Ulhaq et al. (2025), explains that TGT encourages students to learn collaboratively, work together to understand learning materials, and participate in academic games and tournaments that can increase learning motivation. Through this model, students are encouraged to take responsibility for both their individual learning and the success of their group. The integration of teamwork and academic competition can also make learning more engaging and encourage students to participate actively.

The implementation of TGT generally involves several stages, including the presentation of learning objectives and materials, team formation, group discussion, academic games or tournaments, and group recognition. Fauzi and Masrupah (2024) explain that TGT places students in heterogeneous groups consisting of four to six members with differences in ability, gender, and background. Through the stages of

group learning, games, and tournaments, students are provided with opportunities to understand the material collaboratively while developing cooperation, responsibility, respect for others' opinions, and fair competition.

The game component in TGT provides an additional advantage because it can create a more enjoyable learning atmosphere. Dalimunthe and Syafitri (2024) explain that game-based activities in the TGT model can increase student engagement and create a supportive learning environment while fostering responsibility, honesty, cooperation, and healthy competition. Alawiyah, as cited in Fauzi and Masrupah (2024), further explains that academic games provide opportunities for students to exchange ideas, interact with group members, and solve problems together. Thus, TGT has the potential to influence not only students' cognitive learning outcomes but also their social interaction and collaborative skills.

The application of cooperative learning also transforms the role of the teacher in the learning process. Rather than functioning solely as the primary source of information, the teacher acts as a facilitator who guides students in constructing knowledge and developing their competencies. Nazari and Suharyanto (2024) state that cooperative learning shifts the learning process from teacher-centered instruction toward active student participation through small-group interaction. This approach is particularly relevant to Pancasila Education because the subject contains values that are more effectively understood through social interaction, cooperation, responsibility, and direct experience.

Despite the potential of cooperative learning models, preliminary observations in fourth-grade Pancasila Education indicated that students' learning outcomes still required improvement. Students generally demonstrated a basic understanding of the material, while their achievement had not yet reached an optimal level. Learning activities were also still frequently conducted individually, thereby limiting opportunities for students to discuss, exchange ideas, collaborate, and deepen their understanding through interaction with peers. Preliminary information obtained from the classroom teacher also indicated the need for a more interactive and collaborative instructional model that could encourage students to participate more actively in the learning process.

The use of innovative learning models is increasingly important because the achievement of learning outcomes is influenced by the interaction between students, teachers, learning materials, and instructional strategies. Saputra et al. (2025) emphasize the importance of students' active engagement with learning content in supporting academic achievement, while Saputra and Parisu (2024) demonstrate the potential of interactive visual media to increase student engagement in elementary learning. In the context of Pancasila Education, the TGT model offers a learning

structure that integrates collaboration, interaction, academic games, and healthy competition, thereby creating opportunities for students to understand learning materials through active and meaningful experiences.

Previous research by Fauzi and Masrupah (2024) found that the TGT cooperative learning model had a significant effect on fourth-grade students' mathematics learning outcomes. Students who participated in TGT-based learning demonstrated better learning improvements than students who experienced conventional learning. These findings indicate that the combination of teamwork, games, and tournaments can encourage students to participate more actively, collaborate with peers, and become more motivated to learn. However, the effectiveness of TGT in the context of fourth-grade Pancasila Education requires further investigation because the characteristics of the subject matter differ from those of mathematics.

The relevance of TGT to Pancasila Education is also strengthened by the need to develop learning that integrates cognitive achievement with collaboration and 21st-century competencies. Saqjuddin et al. (2025) emphasize that Pancasila Education in elementary schools needs to be transformed through learning experiences that develop critical thinking, communication, collaboration, creativity, and character. In this regard, TGT provides a potentially relevant instructional framework because students are required to work together, communicate, solve academic problems, demonstrate responsibility, and participate in fair competition.

Based on the preceding discussion, the present study aimed to examine the effect of the Team Games Tournament (TGT) cooperative learning model on the learning outcomes of fourth-grade students in Pancasila Education. This study is expected to contribute empirical evidence regarding the application of TGT as an innovative cooperative learning model in elementary Pancasila Education. The findings may provide practical implications for teachers in selecting instructional models that are active, collaborative, engaging, and aligned with the development of students' cognitive and social competencies. More broadly, this study is expected to support efforts to improve the quality of Pancasila Education through learning processes that enable students to understand subject matter while simultaneously developing cooperation, responsibility, communication, and other competencies required in contemporary education.

METHODS

This study employed a quantitative approach with a quasi-experimental design to examine the effect of the Team Games Tournament (TGT) cooperative learning model on fourth-grade students' learning outcomes in Pancasila Education. The TGT cooperative learning model served as the independent variable, whereas students'

learning outcomes, measured through pretest and posttest scores, served as the dependent variable. A quantitative approach was selected because the data obtained in this study were numerical and analyzed using statistical procedures.

A quasi-experimental design was employed because the study involved two existing classes and did not involve the random assignment of individual students to experimental conditions. The study was conducted at SD Negeri 81 Kendari during the second semester of the 2025/2026 academic year. The research was designed to compare learning outcomes between students who received instruction through the TGT cooperative learning model and those who received conventional instruction.

The research design employed a two-group pretest-posttest design. Before the treatment, students in both the experimental and control classes completed a pretest to determine their initial learning abilities. The experimental class subsequently received instruction using the Team Games Tournament (TGT) cooperative learning model, which involved team formation, group learning, academic games, tournaments, and group recognition. Meanwhile, the control class received conventional learning instruction. After the instructional process was completed, both groups were administered a posttest to measure their learning outcomes. The comparison between pretest and posttest results, as well as between the experimental and control groups, was used to determine the effect of the TGT model on students' learning outcomes.

The population of this study comprised all 334 students enrolled at SD Negeri 81 Kendari. The sample consisted of 47 fourth-grade students from Classes IV A and IV B. Class IV A consisted of 22 students and was designated as the experimental class, whereas Class IV B consisted of 25 students and served as the control class. The sample was selected using purposive sampling. The selection was based on several considerations, including the suitability of the Pancasila Education material under investigation, the availability of two classes at the same grade level, comparable instructional conditions, and the feasibility of implementing experimental and control treatments.

Data were collected through observation, tests, and documentation. Observation was conducted to obtain preliminary information regarding the implementation of Pancasila Education and the learning conditions of fourth-grade students. The test served as the primary instrument for measuring students' learning outcomes. The pretest was administered before the treatment to determine students' initial abilities, whereas the posttest was administered after the treatment to assess learning outcomes following the implementation of the respective instructional approaches. Documentation was used as supporting evidence and included learning materials, student score records, photographs of learning activities, and other documents relevant to the research process.

The research instrument consisted of a multiple-choice learning achievement test developed for the Pancasila Education topic "Mutual Cooperation to Achieve Common Goals." The test items were constructed based on learning objectives and indicators relevant to the competencies being measured. The instrument was designed to measure students' cognitive learning outcomes after participating in the learning process. Before being used for data collection, the instrument was subjected to validity and reliability testing. The validity test was conducted to determine whether each item appropriately measured the intended learning competency. An item was considered valid when the calculated correlation coefficient exceeded the critical value. Instrument reliability was assessed using Cronbach's alpha to determine the consistency of the test. An instrument was considered reliable when the obtained Cronbach's alpha coefficient met the predetermined reliability criterion.

The collected data were analyzed using descriptive and inferential statistical procedures with IBM SPSS Statistics version 26 for Windows. Descriptive analysis was conducted to summarize students' learning outcomes in the experimental and control classes. The descriptive statistics included the minimum score, maximum score, mean, and standard deviation for the pretest and posttest results. These statistics were used to provide an overview of students' learning achievement before and after the instructional treatment.

Before hypothesis testing, the data were subjected to prerequisite tests. The normality test was conducted to determine whether the learning outcome data were normally distributed. The homogeneity test was performed to examine whether the variances of the experimental and control groups were statistically homogeneous. When the assumptions of normality and homogeneity were satisfied, the independent-samples t-test was used to determine whether a statistically significant difference existed between the learning outcomes of students in the experimental and control groups.

The research hypothesis was tested at a significance level of 0.05. If the significance value was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating a statistically significant difference in learning outcomes between students who received the TGT cooperative learning model and those who received conventional instruction. Conversely, if the significance value was greater than 0.05, H_0 was not rejected, indicating that no statistically significant difference was found between the two groups. Through this analytical procedure, the study determined whether the Team Games Tournament (TGT) cooperative learning model had a significant effect on fourth-grade students' learning outcomes in Pancasila Education.

RESULT AND DISCUSSION

RESULT

A. Research Instrument Validity and Reliability

The research was conducted with fourth-grade students at SD Negeri 81 Kendari and involved two classes, namely Class IV A and Class IV B. Class IV A was designated as the experimental class and received instruction using the Team Games Tournament (TGT) cooperative learning model, whereas Class IV B served as the control class and received conventional instruction. The study focused on the Pancasila Education topic *"Mutual Cooperation to Achieve Common Goals."*

The research procedure consisted of three main stages: the administration of the pretest, the implementation of the learning treatment, and the administration of the posttest. Before the research instrument was used to measure students' learning outcomes, the test items were first subjected to validity and reliability testing. This procedure was conducted to ensure that the instrument was appropriate for measuring students' learning outcomes in Pancasila Education.

The instrument consisted of 30 multiple-choice items developed based on the learning indicators of the topic *"Mutual Cooperation to Achieve Common Goals."* The validity of each item was examined using the Pearson product-moment correlation. The results of the validity test are presented in Table 1.

Table 1. Validity Test Results of the Learning Outcomes Instrument

Classification	Item Numbers	Total
Valid	1, 3, 4, 6, 7, 9, 11, 12, 13, 14, 17, 18, 19, 21, 22, 23, 24, 27, 28, 30	20
Invalid	2, 5, 8, 10, 15, 16, 20, 25, 26, 29	10
Total	1-30	30

As shown in Table 1, the validity test was conducted using the Pearson product-moment correlation with a critical value of 0.312 at a significance level of $\alpha = 0.05$. The results showed that 20 of the 30 items met the validity criterion, whereas 10 items were classified as invalid. An item was considered valid when its calculated correlation coefficient was greater than or equal to the critical value ($r_{\text{calculated}} \geq 0.312$). This result indicates that the valid items had an adequate relationship with the total test score and were therefore considered appropriate for measuring students' learning outcomes. Conversely, items with a calculated correlation coefficient below 0.312 were considered invalid and were excluded from the instrument used during the data collection stage. Thus, the validity analysis provided 20 items that could be used to measure students' learning outcomes in the subsequent research.

After the validity test, a reliability test was conducted to determine the consistency of the instrument. Reliability analysis was performed using Cronbach's alpha through IBM SPSS Statistics 26. The instrument was considered reliable when the Cronbach's alpha coefficient exceeded the minimum criterion of 0.600. The results are presented in Table 2.

Table 2. Reliability Test Results of the Learning Outcomes Instrument

Cronbach's Alpha	Number of Items	Classification
0.816	30	Reliable

Table 2 shows that the learning outcomes instrument obtained a Cronbach's alpha coefficient of 0.816. This value exceeded the minimum criterion of 0.600, indicating that the instrument had good internal consistency. The result demonstrates that the items included in the instrument were sufficiently consistent in measuring the same construct, namely students' learning outcomes in Pancasila Education. Therefore, the instrument was considered reliable and suitable for use in the research. The combination of the validity and reliability results indicates that the test instrument had adequate measurement quality to support the collection of empirical data.

B. Descriptive Statistics of Students' Learning Outcomes

After the research instrument had been tested, data collection was conducted through pretests and posttests in both the experimental and control classes. The pretest was administered before the learning treatment to determine students' initial learning abilities. Subsequently, the experimental class received instruction through the TGT cooperative learning model, while the control class received conventional instruction. After the learning process was completed, a posttest was administered to both classes.

The pretest and posttest scores were analyzed using descriptive statistics to provide an overview of the distribution of students' learning outcomes. The analysis included the number of students, range, minimum score, maximum score, mean, and standard deviation. The results are presented in Table 3.

Table 3. Descriptive Statistics of Students' Learning Outcomes

Group	N	Range	Minimum	Maximum	Mean	Std. Deviation
Control Class Pretest	25	35	40	75	59.40	10.638
Control Class Posttest	25	30	55	85	72.40	9.256

Experimental Class Pretest	22	40	45	85	68.18	11.603
Experimental Class Posttest	22	35	65	100	86.14	10.343

As presented in Table 3, the learning outcomes of both groups increased after the learning process. In the control class, the mean score increased from 59.40 on the pretest to 72.40 on the posttest, representing an increase of 13.00 points. Meanwhile, the experimental class showed an increase in the mean score from 68.18 on the pretest to 86.14 on the posttest, representing an increase of 17.96 points.

The descriptive results indicate that the increase in the experimental class was greater than that in the control class. In addition, the experimental class achieved a higher posttest mean and maximum score than the control class. The experimental class obtained a maximum posttest score of 100, whereas the control class obtained a maximum score of 85. These findings provide an initial indication that the implementation of the TGT cooperative learning model may have contributed to improved student learning outcomes. However, descriptive differences alone are insufficient to establish statistical significance; therefore, further inferential testing was conducted.

C. Normality Test

Before testing the research hypothesis, an assumption test was conducted to determine whether the data were normally distributed. The Shapiro–Wilk test was used because the number of students in each class was fewer than 50. The data were considered normally distributed when the significance value was greater than 0.05.

The normality test results for the control class are presented in Table 4.

Table 4. Normality Test Results for the Control Class

Data	Shapiro–Wilk Statistic	df	Sig.	Criterion	Conclusion
Pretest	0.940	25	0.145	0.145 > 0.05	Normally Distributed
Posttest	0.927	25	0.075	0.075 > 0.05	Normally Distributed

As shown in Table 4, the significance value of the Shapiro–Wilk test for the control class pretest was 0.145, while the significance value for the posttest was 0.075. Both

values were greater than 0.05. Therefore, the pretest and posttest data of the control class were normally distributed. This result indicates that the distribution of learning outcome scores in the control class did not significantly deviate from a normal distribution. Consequently, the data met the normality assumption required for the subsequent parametric statistical analysis.

The normality test results for the experimental class are presented in Table 5.

Table 5. Normality Test Results for the Experimental Class

Data	Shapiro–Wilk Statistic	df	Sig.	Criterion	Conclusion
Pretest	0.946	22	0.261	$0.261 > 0.05$	Normally Distributed
Posttest	0.944	22	0.242	$0.242 > 0.05$	Normally Distributed

Table 5 shows that the significance value for the experimental class pretest was 0.261, whereas the significance value for the posttest was 0.242. Both values exceeded 0.05, indicating that the pretest and posttest data of the experimental class were normally distributed. Thus, the learning outcome data from both the experimental and control classes fulfilled the normality assumption. Based on these results, the data were appropriate for further analysis using parametric statistical procedures, including the independent-samples t-test.

D. Homogeneity Test

After the normality assumption was fulfilled, a homogeneity test was conducted to determine whether the variances of the experimental and control groups were statistically equal. The homogeneity test was performed using Levene's test. The data were considered homogeneous when the significance value was greater than 0.05.

The results of the homogeneity test are presented in Table 6.

Table 6. Homogeneity Test Results

Data Type	Levene Statistic	df1	df2	Sig.	Criterion	Conclusion
Pretest	0.152	1	45	0.698	$0.698 > 0.05$	Homogeneous
Posttest	0.170	1	45	0.682	$0.682 > 0.05$	Homogeneous

As presented in Table 6, the significance value of the homogeneity test for the pretest data was 0.698, while the significance value for the posttest data was 0.682. Both values were greater than 0.05. These results indicate that the variances of the experimental and control classes were homogeneous for both the pretest and posttest data. In other words, there was no statistically significant difference in the variance of the two groups. Therefore, the data fulfilled the homogeneity assumption and were suitable for analysis using the independent-samples t-test with the equal variances assumed criterion.

E. Independent-Samples t-Test

The independent-samples t-test was conducted to determine whether there was a statistically significant difference in learning outcomes between students who received instruction through the TGT cooperative learning model and those who received conventional instruction. The analysis focused on the posttest scores of the experimental and control classes.

Because the homogeneity test indicated that the variances of the two groups were homogeneous, the interpretation was based on the **Equal Variances Assumed** row. The results are presented in Table 7.

Table 7. Independent-Samples t-Test Results

V	Le	S	t	(	S	Me	Std	9	9
ar	ve	i		f	i	an	.	5	5
ia	ne	g			g	Dif	Err	%	%
bl	's	.			.	fer	or	C	C
e	F				(	enc	Dif	I	I
					2	e	fer	L	U
					-		enc	o	p
					t		e	w	p
					a			e	e
					il			r	r
					e				
					d				
					)				
P	0.	0	-	4	0	-	2.8	-	-
os	17	.	4	4	.	13.	58	1	7
tt	0	6	.		0	73		9	.
es		8	8		0	6		.	9
t		2	0		0			4	7
R			6					9	9

The results in Table 7 show that the independent-samples t-test produced a significance value of 0.000. Since $0.000 < 0.05$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding indicates that there was a statistically significant difference in learning outcomes between the experimental class and the control class.

The mean difference was -13.736, indicating that the posttest mean of the experimental class was higher than that of the control class. This result is consistent with the descriptive statistics, which showed that the experimental class achieved a posttest mean of 86.14, whereas the control class achieved a mean of 72.40. Therefore, the statistical analysis demonstrates that the Team Games Tournament (TGT) cooperative learning model had a significant effect on the learning outcomes of fourth-grade students in Pancasila Education.

Overall, the results indicate that the implementation of the TGT cooperative learning model produced better learning outcomes than conventional instruction. The combination of teamwork, academic games, and tournaments provided students with opportunities to interact, discuss, practice understanding, and actively participate in the learning process. Consequently, TGT can be considered an effective cooperative learning model for improving students' learning outcomes in Pancasila Education.

DISCUSSION

The findings demonstrate that the Team Games Tournament (TGT) cooperative learning model had a significant effect on the learning outcomes of fourth-grade students in Pancasila Education at SD Negeri 81 Kendari. This effect was reflected in the different levels of improvement between the experimental class, which received instruction through the TGT model, and the control class, which received conventional instruction. The TGT learning process involved several systematic stages, including the presentation of learning materials, the formation of heterogeneous teams, group learning activities, academic games, tournaments, and group recognition. In contrast, learning in the control class was primarily conducted through conventional instructional activities, including teacher explanations, individual assignments, and question-and-answer sessions.

The descriptive results showed that the mean score of the control class increased from 59.40 in the pretest to 72.40 in the posttest, representing an increase of 13.00 points. Meanwhile, the mean score of the experimental class increased from 68.18 in the pretest to 86.14 in the posttest, representing an increase of 17.96 points. Although

both classes demonstrated improvement, the experimental class achieved a greater increase in learning outcomes. This difference indicates that the implementation of TGT provided additional instructional benefits compared with conventional learning. The higher posttest achievement of the experimental class suggests that the combination of cooperative learning, academic games, and tournament activities created learning conditions that encouraged students to engage more actively with the learning material.

The results of the independent-samples t-test further confirmed the descriptive findings. The analysis produced a significance value of 0.000, which was lower than the significance level of 0.05. Therefore, H_0 was rejected and H_1 was accepted. This result demonstrates that there was a statistically significant difference in learning outcomes between students who learned through the TGT cooperative learning model and those who received conventional instruction. Thus, the use of TGT had a significant effect on the learning outcomes of fourth-grade students in Pancasila Education.

The effectiveness of TGT can be understood from the characteristics of the model, which combines cooperative learning with academic games and tournaments. In TGT, students do not merely receive information from the teacher but are actively involved in discussing, explaining, answering questions, and solving problems with their group members. Such learning activities provide students with greater opportunities to construct their understanding through interaction and collaboration. This is consistent with the view that learning outcomes reflect not only the acquisition of knowledge but also the development of students' abilities through active interaction during the learning process (Ulhaq et al., 2025). Saputra et al. (2025) similarly emphasize that students' academic achievement is related to the development of abilities that support their understanding and learning performance.

The findings are consistent with Fauzi and Masrupah (2024), who reported that the TGT cooperative learning model was more effective in improving students' learning outcomes than conventional instruction. The effectiveness of TGT was attributed to the integration of teamwork, games, and tournaments, which encouraged students to become more actively involved in learning. Similar findings were reported by Sabila et al. (2025), who found that TGT created a more enjoyable learning environment and contributed to improved student achievement. These findings strengthen the argument that instructional models that provide active and enjoyable learning experiences can support the improvement of students' academic outcomes.

The active learning environment created through TGT is particularly relevant to the characteristics of elementary school students. Students at the elementary level generally require concrete, interactive, and enjoyable learning experiences. The game and tournament components of TGT can reduce the monotony of learning and

stimulate students' attention. Rather than simply listening to explanations, students are encouraged to participate in group discussions, answer questions, compete in a healthy manner, and contribute to their team's success. This learning process can increase students' engagement and provide them with opportunities to understand learning materials through repeated interaction.

The findings also support the perspective that learning occurs through interaction between students and their learning environment. Manalu and Margareta (2023) explain that learning involves changes that develop through interaction between individuals and their environment. Within the TGT model, students interact not only with the teacher and learning materials but also with their peers. These interactions enable students to exchange ideas, explain concepts, ask questions, and correct misunderstandings. Sinubulan et al. (2025) similarly found that students who learned through TGT tended to be more active and could understand learning materials more quickly than students who received conventional instruction.

The heterogeneous group structure represents another important factor contributing to the effectiveness of TGT. Students with different levels of ability are placed in the same group and are encouraged to work together to understand the learning material. Higher-achieving students can assist classmates who experience difficulties, while students with lower achievement levels receive opportunities to learn through peer interaction. This process creates a form of peer tutoring that can support the development of students' understanding. Alfira and Syofyan (2022) explain that TGT emphasizes teamwork, problem solving, quizzes, and academic tournaments while simultaneously supporting the development of students' social abilities. Nianti et al. (2025) likewise state that the integration of group work, games, and tournaments can create collaborative and competitive learning conditions that support conceptual understanding.

In the context of Pancasila Education, the collaborative characteristics of TGT are particularly relevant. The learning topic of "Mutual Cooperation to Achieve Common Goals" requires students to understand the importance of cooperation, shared responsibility, mutual assistance, and respect for others. The TGT model does not merely provide an opportunity for students to learn these concepts theoretically but also allows them to experience the principles of cooperation directly through group activities. During the learning process, students must communicate with their group members, share responsibilities, respect different opinions, and work together to achieve group success. Therefore, the instructional process is consistent with the values promoted through Pancasila Education.

The findings are also in line with Saqjuddin et al. (2025), who emphasize the importance of transforming Pancasila Education through learning approaches that

develop 21st-century competencies. Learning should provide students with opportunities to develop collaboration, communication, critical thinking, and active participation. In this regard, TGT provides an appropriate learning environment because students are encouraged to interact, solve problems, make decisions, and work together to achieve common goals. The implementation of TGT can therefore support both academic achievement and the development of competencies relevant to contemporary elementary education.

The use of games and tournaments also contributed to students' enthusiasm during the learning process. Academic games provide students with opportunities to review learning materials in a less formal and more engaging atmosphere. The tournament stage further encourages students to demonstrate their understanding individually while still contributing to the success of their respective teams. This combination creates a balance between individual responsibility and group cooperation. Students are encouraged to prepare themselves because their individual performance can contribute to their group's achievement.

Group recognition may also have contributed to the effectiveness of the TGT model. Recognition for successful groups provides students with a sense of achievement and encourages them to participate actively in the learning process. Supriandono et al. (2023) argue that the TGT model can improve learning outcomes through active and innovative instructional strategies. Similarly, Indrastuti and Shofiyah (2025) explain that recognition of students' or groups' achievements can strengthen motivation, participation, teamwork, and understanding. In the present study, group recognition may have encouraged students to take greater responsibility for their learning activities and to support their peers.

The use of appropriate learning media also strengthened the implementation of the TGT model. Learning activities were supported by LKPD and other instructional materials that helped students understand the topic under study. The use of learning media can make abstract concepts more concrete and provide students with visual and practical support during learning. Kasmawati et al. (2025) emphasize that the transformation of learning media plays an important role in supporting the development of more innovative learning processes in elementary education. Although the primary intervention in this study was the TGT model, the use of supporting learning materials helped create a more structured and engaging learning environment.

Furthermore, Saputra and Parisu (2024) emphasize the importance of visual media in supporting students' learning experiences. Although their study focused on digital comics in narrative writing instruction, the underlying principle remains relevant: instructional media can support students' understanding by presenting learning content in a more engaging and accessible form. In the present study, the use of LKPD and

learning activities integrated into the TGT stages provided students with structured opportunities to understand and apply the concepts of mutual cooperation.

The control class also showed an improvement in learning outcomes, increasing from a mean of 59.40 to 72.40. This improvement indicates that conventional instruction was still capable of supporting students' learning. However, the increase was lower than that of the experimental class. The difference may be related to the more limited opportunities for collaboration, interaction, and active participation in the control class. Learning that is primarily centered on teacher explanations and individual assignments may provide fewer opportunities for students to discuss concepts and construct understanding collaboratively.

This finding suggests that the improvement in learning outcomes was not solely determined by the delivery of learning material but also by the learning process through which students acquired and processed information. Students who are actively involved in learning activities have greater opportunities to understand, practice, and apply the concepts being taught. In this regard, Dewi and Saputra (2025) emphasize the importance of learning models that are oriented toward literacy competencies and the active development of students' abilities. Learning should therefore be designed to encourage students to participate meaningfully rather than merely receive information passively.

The findings of this study also demonstrate the relevance of TGT to the objectives of Pancasila Education. Pancasila Education is not limited to the development of cognitive understanding but also seeks to cultivate values such as cooperation, responsibility, tolerance, mutual respect, and social concern. Through TGT, these values can be integrated into the learning process. Students learn to cooperate with group members, respect different opinions, accept responsibility for their tasks, and compete fairly during academic tournaments. Thus, the TGT model has the potential to support both the improvement of learning outcomes and the development of students' social character.

Overall, the findings indicate that the Team Games Tournament cooperative learning model was more effective than conventional instruction in improving fourth-grade students' learning outcomes in Pancasila Education. The significant difference between the experimental and control classes was supported by the higher increase in the experimental class mean and the results of the independent-samples t-test. The effectiveness of TGT can be attributed to its integration of cooperative learning, peer interaction, academic games, tournaments, individual responsibility, and group recognition.

Accordingly, TGT can serve as an alternative instructional model for Pancasila Education, particularly for learning topics that involve cooperation, collaboration,

shared responsibility, and social interaction. Its implementation enables students to learn academic content while simultaneously practicing the values embedded in Pancasila. Nevertheless, because this study was conducted with a relatively limited sample and within a specific school context, future research should involve larger samples, different educational settings, and longer intervention periods to examine the consistency and generalizability of the findings.

CONCLUSION

This study found that the Team Games Tournament (TGT) cooperative learning model had a significant effect on the learning outcomes of fourth-grade students in Pancasila Education. Students in the experimental class who received instruction through the TGT model demonstrated greater improvement in learning outcomes than students in the control class who received conventional instruction. The mean score of the experimental class increased from 68.18 on the pretest to 86.14 on the posttest, representing an improvement of 17.96 points. Meanwhile, the mean score of the control class increased from 59.40 to 72.40, representing an improvement of 13.00 points.

The results of the independent-samples t-test produced a significance value of 0.000, which was lower than 0.05. Therefore, H_0 was rejected and H_1 was accepted, indicating a statistically significant difference between the learning outcomes of students taught through the TGT cooperative learning model and those taught through conventional instruction. These findings demonstrate that TGT was more effective in improving students' learning outcomes in Pancasila Education.

The effectiveness of TGT was supported by its integration of cooperative learning, group discussion, academic games, tournaments, peer interaction, individual responsibility, and group recognition. These components encouraged students to participate more actively, collaborate with their peers, exchange ideas, and develop a deeper understanding of the learning material. In addition to improving cognitive learning outcomes, the TGT model was also consistent with the values of Pancasila Education because it provided students with opportunities to practice cooperation, responsibility, mutual respect, tolerance, and healthy competition during the learning process.

The team games tournament cooperative learning model can be recommended as an alternative instructional model for Pancasila Education in elementary schools, particularly for learning materials related to cooperation and achieving common goals. Teachers are encouraged to adapt the TGT stages to students' characteristics, learning objectives, and classroom conditions. Schools should also support the implementation of innovative cooperative learning models by providing adequate instructional facilities

and opportunities for teacher professional development. Future researchers are encouraged to conduct similar studies using larger samples, different grade levels, longer treatment periods, and additional learning outcomes to provide broader evidence regarding the effectiveness of TGT in elementary education.

REFERENCES

- Alfira, A., & Syofyan, H. (2022). Pengaruh model pembelajaran kooperatif tipe teams games tournament (TGT) terhadap hasil belajar IPA daur kehidupan hewan siswa SD. *JPGI (Jurnal Penelitian Guru Indonesia)*, 7(1), 177–183. <https://doi.org/10.29210/022080jpgi0005>
- Dalimunthe, S. I., Syafitri, E., & Syahlan, S. (2024). Keaktifan belajar siswa terhadap pembelajaran matematika yang menggunakan model pembelajaran Team Games Tournament (TGT). *Jurnal Pembelajaran dan Matematika Sigma (JPMS)*, 10(1), 43–49. <https://doi.org/10.36987/jpms.v10i1.5510>
- Fauzi, A., & Masrupah, S. (2024). Pengaruh model pembelajaran kooperatif tipe Team Games Tournament (TGT) terhadap hasil belajar siswa. *Ngaos: Jurnal Pendidikan dan Pembelajaran*, 2(1), 10–20. <https://doi.org/10.59373/ngaos.v2i1.7>
- Indrastuti, E. A., & Shofiyah, N. (2025). The application of the Teams Games Tournament (TGT) cooperative learning model assisted by Blindbox media on the science learning outcomes of junior high school students: Penerapan model pembelajaran kooperatif tipe Teams Games Tournament (TGT) berbantuan media Blindbox terhadap hasil belajar IPA siswa SMP. *Academia Open*, 10(1), 1–12. <https://doi.org/10.21070/acopen.10.2025.12353>
- Manalu, S. I. Y., & Margareta, E. (2023). Pengaruh model pembelajaran Team Games Tournament (TGT) terhadap hasil belajar IPS siswa kelas VII SMP Negeri 1 Lawe Sigala-Gala. *Jurnal Pendidikan Ekonomi dan Entrepreneurship*, 1(3), 24–33. <https://ejournal.uhn.ac.id/index.php/entrepreneurship/article/view/1404>
- Nazari, A. K., & Suharyanto, S. (2024). Upaya meningkatkan keaktifan belajar matematika dengan model pembelajaran kooperatif tipe TGT (Team Games Tournament) pada siswa kelas 2 SD Negeri Ngadirejo 03. *Jurnal Jendela Pendidikan*, 4(2), 169–176. <https://doi.org/10.57008/jjp.v4i02.751>
- Nianti, V. I., Lestari, D. A., Azizah, W. N., Utomo, S. A. W., & Anggraeni, S. P. (2025). Pengaruh model pembelajaran Team Games Tournament (TGT) terhadap hasil belajar matematika siswa kelas V MI Ma'arif 09 Pucung Lor. *Primary: Jurnal Keilmuan dan Kependidikan Dasar*, 17(1), 127–138. <https://doi.org/10.32678/primary.v17i1.11781>

- Putri, M., Giatman, M., & Ernawati, E. (2021). Manajemen kesiswaan terhadap hasil belajar. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(2), 119–125. <https://doi.org/10.29210/3003907000>
- Sabila, A. S., Nuranisa, & Hermansyah. (2025). Pengaruh model pembelajaran Team Games Tournament (TGT) terhadap hasil belajar siswa dalam mata pelajaran IPA kelas V. *Jurnal Ilmiah Pendidikan Dasar*, 10(2), 222–230. <https://journal.unpas.ac.id/index.php/pendas/article/view/28848>
- Saputra, E. E., & Parisu, C. Z. L. (2024). Peran komik digital sebagai media visual dalam pembelajaran menulis narasi pada siswa sekolah dasar. *Journal Sultra Elementary School*, 5(1), 772–785. <https://doi.org/10.64690/jses.v5i1.406>
- Saputra, E. E., Hatima, Y., Kasmawati, K., Parisu, C. Z. L., & Ahmad. (2025). Hubungan antara kemampuan membaca kritis dan prestasi belajar Bahasa Indonesia siswa kelas V sekolah dasar. *Sulawesi Tenggara Educational Journal*, 5(1), 476–483. <https://doi.org/10.54297/seduj.v5i1.1216>
- Saqjuddin, S., & Nawir, M. (2021). Character based module development for the practicality of social science learning process in elementary school. *Indonesian Journal of Primary Education*, 5(1), 105–112.
- Saqjuddin, S., Parisu, C. Z. L., & Saputra, E. E. (2025). The transformation of Pancasila education in elementary schools through deep learning focused on 21st century competencies. *Indonesian Journal of Primary Education*, 9(2), 17–26. <https://doi.org/10.17509/ijpe.v9i2.92326>
- Sinubulan, E., Surbakti, K., & Mendrofa, Y. (2025). Pengaruh penggunaan model pembelajaran Team Games Tournament (TGT) terhadap hasil belajar IPAS SD Negeri 104221 Desa Hulu TP 2024/2025. *Pendidikan, Saintek, Sosial dan Hukum (PSSH)*, 4, 1–11. <https://jurnal.semnapssh.com/index.php/pssh/article/view/782>
- Supriandono, T., Murdiono, M., & Riyanto, A. (2023). The effect of Team Games Tournaments cooperative learning model on student learning outcomes in Pancasila and Civic Education learning. *JTP—Jurnal Teknologi Pendidikan*, 25(2), 223–233. <https://doi.org/10.21009/jtp.v25i2.35184>
- Ulhaq, J. D., Rondli, W. S., & Setiawaty, R. (2025). Peningkatan hasil belajar Pendidikan Pancasila melalui model pembelajaran TGT berbantuan media Wordwall pada siswa kelas V. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 5(2), 1439–1451. <https://jurnal.spada.ipts.ac.id/index.php/JIPDAS/article/view/2871>