

The Effect of Implementing the Team Game Tournament (TGT) Type Cooperative Learning Model on Increasing the Activeness of Grade V Elementary School Students



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ABSTRACT: This study aims to determine and analyze the influence of the implementation of the Team Games Tournament (TGT) type cooperative learning model on increasing the activeness of 5th grade students at State Elementary Schools. Banyuwangung III, Surakarta. The approach used is an experiment with data collection methods in the form of observation, documentation, and data analysis. From the research that has been conducted, it shows that the level of active participation of students in learning using the cooperative learning model of the Team Games Tournament (TGT) type is higher than the conventional model used previously. Based on observations and data obtained, the results of the study at SD Negeri Banyuwangung III showed an increase in student participation activity from 50% before the implementation of TGT to 100% after the implementation of TGT. This model has proven effective in increasing student activity, especially in PPKN learning with the material of life norms. Thus, the TGT cooperative learning model can be concluded as a method that has a positive influence in increasing the activeness of grade 5 students at SDN Banyuwangung III, Surakarta. The TGT type cooperative approach can be used to maximize the participation of each student in the learning process. The results of this study can be used as a reference or input for both teachers and educators to improve the quality of effective learning by considering the right learning model. The TGT learning model can be used as an alternative in an effort to increase the active participation of students in learning activities.

KEYWORDS: Learning Model, Team Games Tournament (TGT) Type, Student Activeness, Elementary School

I. INTRODUCTION

Learning activity is a condition, action, or activity in students when they are learning known as student learning activity. Student participation in the learning process is characterized by their ability to ask questions, provide comments, complete assignments, answer instructor questions, work cooperatively with other students, and be responsible for the tasks given to them. The most important learning element that influences the success of the learning process is student learning activity. (Hamalik in (Fadilah, 2021) student activity is defined as a teaching and learning process that emphasizes achieving learning outcomes in the form of guidance between cognitive, affective, and psychomotor components during class, the learning process known as "student activity" emphasizes the physical, mental, intellectual, and emotional activity of students.

One of the fundamental elements that is very important in achieving the objectives of the learning process is student activity. Activity includes mental and physical activities, such as thinking and doing in a series that cannot be separated (Wibowo, 2016)

Student activity in the learning process is one of the important indicators in achieving effective educational goals. Students who are actively involved in learning activities tend to have a better understanding of the material provided, and gain a more meaningful learning experience (Sutarto et al., 2020). Opinion (Widiyanto, 2015) Based on the results of research conducted at SMK Institut Kotoarjo regarding the Influence of Student Activity, Creativity, and Learning Motivation on Learning Achievement of Measuring Instrument Competencies, student learning activities have an impact on learning achievement. This indicates that student activity is an important component of classroom learning. Active involvement of students is not only limited to cognitive aspects, but also includes affective and psychomotor aspects. In elementary schools, student activity is a major concern because this phase is an important foundation for further development. At this stage, students are still in a critical phase of development, where they need a conducive learning environment and interesting learning in order to be actively involved. Unfortunately, there are still many learning processes in elementary schools that tend to be teacher-centered, so that they provide less opportunity for students to participate actively. Several previous studies have revealed that the activeness of students in elementary schools is influenced by various factors, for example learning strategy factors, learning motivation, classroom environment, and the characteristics of the students

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themselves. Different learning activities created by teachers can also affect student activeness in learning. Students will become more independent and involved in their learning activities through innovative learning activities (Ariyawong & Phongsatha, 2017).

In the learning process, the teacher is a communicator. A teacher must be able to establish procedures or conditions that can guide students in completing learning tasks. According to Sufairoh's view in (Agustina et al., 2020) which states that in order for students to develop the attitudes, information, and abilities needed to meet the goals that have been set, learning is a process of interaction between students, students with educators, and students with other learning resources in an educational environment. Educators are the dominant factor that determines learning so that it can achieve its goals optimally (Rohmawati, 2015). How the learning process takes place determines the quality of education in order to achieve maximum goals, there needs to be cooperation between educators and students (Andrijanto, 2023). In improving students' understanding of the lessons learned, teachers must be innovative, motivators, and facilitators, as well as creative (Susetio & Fitri, 2022) as a result, a teacher will always be involved in the use of techniques, media, and tactics used in the hope of improving learning outcomes.

In reality, the learning process is sometimes boring, with instructors acting as material deliverers and students as material recipients. Students will have a great opportunity to improve their potential, including their level of activeness, if they receive the right learning support from their teachers (Toharudin & Rukyati, 2020). Teachers have not used learning models to encourage students to be involved and enthusiastic in learning (Fitri Ahra & Nurdin, 2022) stated that "teachers must be able to implement and create learning that is more interesting and enjoyable for students, of course with student-centered learning".

To overcome this problem, researchers apply the Cooperative learning model, one type of cooperative learning is the TGT method, which assigns students into a study group of 4-6 students with different skills, genders, and racial backgrounds. In addition, this method allows students to develop new habits by collaborating frequently and developing academic skills. (Andesti & Jamna, 2021). O'Mahoni in (Merti, 2020) stated that research shows that TGT increases children's independence, positive interactions with each other, acceptance of classmate priorities, and basic skills. The study entitled "Development of Ludo Learning Media Based on Team Games Tournament (TGT) on Fraction Material in Class V of SD Negeri 112298 Aek Kanopan Labuhanbatu Utara". This study creates learning materials, namely ludo based on team game tournaments (TGT) that can be applied, are useful, and are efficient for educational purposes. The findings of this study state that the use of ludo learning materials based on team game tournaments (TGT) is very good and useful. The final evaluation findings from all validators provide evidence of this, with the practicality expert receiving a percentage of 92.5%, the media expert validator receiving a percentage of 89%, and the material expert validator receiving a percentage of 92.5%.

Research in 2022 conducted by Ni Luh Sri Armidi entitled "Implementation of Team Game Tournament Information System of Type A Cooperative Learning Model to Improve Social Studies Learning Outcomes of Grade VI "Elementary School Students" explains that the team game tournament learning model can improve social studies learning outcomes. In addition, the TGT learning model was also put forward by Dian Utama with the title "The Effect of the TGT Learning Model on Social Studies Learning Outcomes", Team Game Tournament on High School Students' Interest in "Learning Geography" in 2018 that there was an influence on the learning interests of class X students at SMA Negeri 1 Tuba.

Based on the research that has been conducted, the team game tournament learning model can be used as an alternative learning for students to achieve learning goals. Research on the TGT learning model on interest in learning PAI at SMP Negeri 2 Cipanas Cianjur obtained the results of the application of game tournaments in increasing interest in learning in experimental class students (Julianto et al., 2024)

To increase student involvement in the learning process, a learning model is needed that can make the classroom atmosphere fun and attract students' interest in the subject matter. Namely through the use of a cooperative learning approach similar to the Team Games Tournament (TGT). According to previous research findings, choosing the right learning model can increase student learning activities (Febriani et al., 2022). Therefore, learning exercises must be planned to encourage student participation. (The success of the learning process depends on the educator, and how to package the teaching and learning process to be more interesting so that it can create an active learning atmosphere. The learning paradigm so far considers the learning process to be sourced only from the teacher, this makes the learning process run in one direction which is dominated by the teacher) The success of the learning process depends on the educator, and how to package the teaching and learning process to be more interesting so that it can create an active learning atmosphere. The learning paradigm so far considers the learning process to be sourced only from the teacher, this makes the learning process run in one direction which is dominated by the teacher)

Several previous studies have shown a significant increase in learning that applies the cooperative learning model of the Teams Games Tournament (TGT) method. This study provides something new regarding the effectiveness of the TGT method in improving students' learning concentration at elementary and secondary education levels. One of the relevant studies that has been conducted related to the use of the Teams Games Tournament (TGT) Method to improve students' learning concentration was conducted by Xie in (Robiatussadiyah et al., 2023) who implemented the model in elementary school classes to improve students' learning concentration. The results of the study showed that the use of this method was able to significantly increase students' learning concentration compared to conventional learning methods. If there is a high level of student participation, it basically varies

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depending on the student's ability - learning activities can be said to be successful. If a student has the desire, then it is proven that they are participating in the process. Efforts must be made to build a new environment that can maintain students' strong interest in the learning process if they want to participate at a higher level (Wihartanti, 2022).

The purpose of this study is to determine and analyze in depth the effect of implementing the Team Games Tournament (TGT) cooperative learning model on increasing student activity and participation in elementary schools. This study aims to evaluate the extent to which the TGT model can increase student involvement in the learning process, as well as understand the factors that influence its effectiveness. In addition, this study will also discuss the practical implications of implementing the TGT model in the context of elementary education, with a focus on developing more interactive and participatory learning methods.

II. METHOD

The method used by the researcher is experimental research with a qualitative approach by conducting experiments in an elementary school in Surakarta. Moleong in (Sugiyono, 2020) defines qualitative research as aiming to understand the phenomena of what is experienced by research participants, such as actors, perceptions, motivations, actions, and others, comprehensively and descriptively using words and language in a specific natural context and by utilizing various scientific methods. The experimental method is a teaching strategy that instructs students to conduct their own experiments so that they can test and validate what they have learned (Khalida & Astawan, 2021) (Salamah & Mursal, 2017) (Hafidz & Sari, 2021) Sari, (Sudrajat, 2018).

The research with this method aims to determine the effect of implementing the Team Games Tournament (TGT) type cooperative learning model on increasing student activity in grade 5 of elementary school. Data collection techniques include data analysis, documentation, and observation. Three stages of data analysis were carried out: before, during, and after in the field. By using various data sources and data collection methods, researchers collected data while evaluating the constraints. (Rukminingsih., Adnan, G., Latief, A., 2020)

III. RESULTS AND DISCUSSION

Learning strategies are very much needed by teachers as educators to attract students' attention and make students interested and active. It is important for teachers to innovate using media that is in accordance with learning objectives so that when students carry out the learning process they avoid boredom and drowsiness (Hayati et al., 2023). (The meaning of conceptual planning is included in learning strategies, and specific learning techniques must be applied in order to put them into practice. In order to carry out the learning process, teachers must have learning strategies in place before they can be implemented. This makes learning strategies a crucial component of effective and efficient teaching). Learning strategies contain the meaning of conceptual planning and to implement it, learning methods are needed (Haudi, 2021). Learning strategies are an important part for educators so that in carrying out the learning process, strategies are needed before implementation and become one of the goals of effective and efficient education.

Cooperative learning according to Kagan in (Hosnan, 2014) is an effective teaching method in which students of varying ability levels work in small groups to improve their understanding of a subject through various learning activities. Cooperative learning is learning that uses small groups or teams consisting of several students. four and six members with different backgrounds in terms of academic ability, gender or ethnicity (Cooperative learning is facilitated by educational strategies such as team game tournaments. Learning through a combination of small teams of four to six people with varying backgrounds in terms of academic ability, gender, or ethnicity is known as cooperative learning (Fatirani, 2022). The educational method through Team Game Tournaments is one of the cooperative learning methods. Increased learning activities and academic success are two advantages of cooperative learning. Another advantage is helping students improve their oral communication skills, social skills, self-confidence, and positive relationships with each other (Hosnan, 2014)

The cooperative learning model, which is a student-centered learning approach, can be an alternative tactic to increase student contact and collaboration, which can improve the democratic process, foster creativity, and maximize learning outcomes (Nursyidah, 2020). One of the resources needed by students for learning activities is a learning model. in (Mohiyolo, 2023) Mabruroh The jigsaw type cooperative model is one of the effective models found and created. Isjoni stated in (Misno, 2020) that the cooperative model is a type of model where students complete their learning tasks in groups, working together as a team. This type of strategy aims to achieve at least three goals, namely learning outcomes, social skills development, and diversity (Priansa, 2015). The TGT learning model is one of the learning strategies characterized by groups initiated by Robert Slavin. for mastery of the material, then grouping students into five, four or three members for each group. who have different backgrounds. Slavin has found that the TGT model is able to improve student achievement, basic skills and positive interactions between students (Taufiq Irsyad, Epa Paujiah, 2022).

According to Sensualita in (Afifah, 2023) One type of cooperative learning approach that is easy to use and involves the activities of all students regardless of status differences is TGT (Team Games Tournament). The five phases of this learning paradigm are as follows: (1) class presentation; (2) team or group; (3) game; (4) tournament or competition; and (5) awards. A cooperative learning approach that involves team activities and tournaments will shift the focus of the learning process from being teacher-centered to

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student-centered. The Team Games Tournament (TGT) type cooperative learning model encourages students to learn while having fun. Because it can improve student learning outcomes and student activity. According to (Madio, 2014) TGT is a learning model that can be used by instructors and students in class easily. Students can participate in various student activities as peer tutors. In addition, TGT also combines game components (Seran et al., 2019).

The TGT (Teams Games Tournament) learning model is one of the cooperative learning paradigms that is easy to implement, involves all students regardless of their status, uses students as peer tutors, and combines game and reinforcement components is the Teams Games Tournament (TGT) learning model (Yulianto et al., 2016). According to (Hasanah et al., 2020), the TGT (Teams Games Tournament) learning model is one of the cooperative learning models that encourages students to be more involved in their education. This is because they have to compete in groups to answer as many questions as possible, and of course with the correct answers. Rusman in (Mawikere, 2022) stated that "Team Games Tournament (TGT) is a type of cooperative learning that places students in study groups consisting of five to six students who have different abilities, genders and ethnicities or races". Meanwhile, Sensualita in (Afifah, 2023) stated that "the TGT (Team Games Tournament) type cooperative learning model is a learning model that involves students in learning activities by forming groups with different abilities". TGT is a learning model that groups students into small groups of five to six people who have different abilities, gender, race, and ethnicity is the Teams Games Tournament (TGT) learning paradigm. Students in this diverse group collaborate in completing assignments given by the teacher, learn from each other, and discuss in groups, so that other group members can help explain the assignment if there are group members who have difficulty understanding it. (Niria et al., 2023).

In an effort to improve learning standards, the TGT cooperative approach can be used to maximize the participation of each student in the group. (Laksana et al., 2019) TGT learning is a form of cooperative learning used in small groups of four to five people. (Nurfajriah et al., 2021) TGT cooperative learning begins with presentation of materials, group learning, and games that suit the students' learning styles (Yunita & Trisiantari, 2019) Through group games and competitions, it is believed that this type of learning system can encourage students to actively participate in their education. According to Shoimin in (Marlina et al., 2024) TGT learning offers a number of benefits, including: 1) the same role for all students, regardless of ability; 2) a stronger sense of togetherness and mutual respect for each other; 3) higher enthusiasm for learning; and 4) increased student enjoyment of the learning process due to the presence of games in the form of tournaments. Hendaryati, (2019) and Sukerta, (2020) stated that group game-based learning activities facilitate students' ability to reach their full potential, channel their passions properly, and have fun. Ultimately, this constructive and healthy interaction fosters an active learning environment and fosters cooperation among them. As stated by (Murtiyasa & Hayuningtyas, 2020), the selection of TGT cooperative techniques also facilitates communication between students by allowing them to express their thoughts and understanding. Group members who have higher cognitive abilities can help students who have lower cognitive abilities so that these students do not feel left behind and can continue to learn to meet the group's goals, namely getting as many points as possible.

The results of this study are a significant increase in student activity during the PPKN learning process in class 5 of SDN Banyuagung III Surakarta. Active in learning means that students can develop their potential to achieve learning targets (Nurhayati & Langlang Handayani, 2020) Doing assignments or exercises, listening to teacher explanations, participating in discussion activities, daring to voice opinions and ideas, daring to ask teachers or peers, and other learning activities are some examples of how students demonstrate active learning (Sareong & Supartini, 2020). According to (Nofrion et al., 2018) some of these activities can be divided into two categories of learning activities, namely basic learning activities (searching, asking/trying, and observing) and more complex learning activities (dialogue, communicating, and collaborating). Teachers must be able to create lessons that can make students more active because student involvement has a significant impact on the quality and outcomes of teaching in the classroom. One sign that high-quality teaching and learning activities are being carried out is activity.

The implementation of the cooperative learning model type Team Games Tournament (TGT) in class V SDN Banyuagung III Surakarta using puzzle media and question sheets attached to the board, the parties involved in the implementation of this model are Mrs. Parjiati as a teacher as the TGT coordinator and class V students totaling 18 children as TGT participants. The following are the results of the researcher's observations documented in the form of images regarding the implementation of Team Games Tournament (TGT):



Figure 1. The teacher prepares TGT media

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The teacher provides TGT media in the form of puzzle paper and sheets of paper containing questions related to the learning material. On the sheets of paper containing the questions, there is already an answer key which is covered using a paper cover that has been given glue.



Figure 2. The teacher attaches the question paper to the board.

The teacher attaches tape to a sheet of paper and then sticks it to the board, the number of question sheets corresponds to the number of groups to be formed so that each group has its own playing area.



Figure 3. The teacher explains the TGT game

The teacher explains the TGT game that students will be divided into several groups, each group competes to complete the puzzle challenge that will be given, groups that have completed the puzzle can come forward alternately between group members to answer the questions that have been posted on the board.



Figure 4. The teacher divides students into 3 groups.

The teacher divided the class participants into 3 groups named the strawberry group, the cherry group, and the pineapple group.



Figure 5. The teacher distributes puzzle paper.

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The teacher gives puzzle paper to each group.



Figure 6. Students working on a puzzle

Students compete to complete the puzzle so they can immediately continue working on the questions.



Figure 7. Students who successfully complete the puzzle can take turns working on the questions on the board.

Students work on the questions alternately with other group members until all the questions have been answered.



Figure 8. Students open the answer key

After all groups have completed the questions, each group comes forward to open the answer key by opening the paper that covers the answer key.



Figure 9. The teacher reviews the material on life norms using the media that has been used for TGT.

The teacher re-explains the material and reviews the TGT questions that are linked to the answer key, then the teacher gives appreciation to the group that gets the most points .

After implementing the Team Games Tournament (TGT) type cooperative model in class V of SDN Banyuagung III Surakarta, the researcher observed a difference in the level of student activity before the TGT model was implemented and after the TGT model was implemented in the learning process as shown in the data presented in the following table:

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No.	Number of Grade V Students of Banyuagung III Elementary School, Surakarta	Number of active students before implementing the Team Games Tournament (TGT) Model	Number of active students after implementing the Team Games Tournament (TGT) Model
1.	18 Children	9 Children	18 Children
2.		50%	100%

Based on the table, the researcher found that students were interested in participating in class learning with enthusiasm. This can be seen during the observation that before the implementation of TGT there were only a few students who were active in participating in learning, while after the implementation of TGT all students in the class were actively involved in learning. In the TGT model, Student Center Learning applies so that the concentration of learning activities is more focused on students who are more dominant and active, unlike before which still applied Teacher Center Learning. So that the cooperative-based learning model is very much needed and influences the success of the learning process.

In implementing the team game tournament model, several things are implemented. First, the teacher or student receives an explanation of the material through group presentations; Second, students will learn in groups of four to six people; Third, students play in groups with other groups to get additional group points through questions that the teacher has prepared related to the material; Fourth, each member of the playing group competes individually at the tournament table by answering questions on the table; Fifth, the group and students who get the highest total score are given awards (EP Lestari & M. Hidayat, 2023)

The advantage of TGT type learning is that it combines academic tournaments into the learning process, where each group member represents their group to conduct a tournament (AP & Amir, 2018). (Susanna, 2017) the advantages of the TGT (Teams Games Tournament) learning model include: higher learning motivation, better learning outcomes, increased kindness, sensitivity, and tolerance, increased time devoted to tasks, acceptance of individual differences, and the ability to master the material in depth with little effort from the student. This is in accordance with what Agustina stated in (D. Lestari & Mutahharah, 2021) Students have the freedom to communicate and express their points of view, their self-confidence increases, their enthusiasm for learning increases, and they gain a deeper understanding of the subject matter when team activities are used together with a project-based cooperative learning approach.

According to previous research, the use of TGT in the classroom can improve the quality of learning both in terms of activities and learning outcomes. According to research (Armidi, 2022), TGT learning can improve the social studies learning outcomes of sixth grade elementary school students. In addition, TGT learning has been proven to increase the average economic learning outcomes of students by 8.12 and learning activities by 44.44%, according to (Haslansyah et al., 2024). TGT is suitable for use in improving student learning outcomes in mathematics and social studies (Aulia & Handayani, 2018).

TGT learning has also been used with learning media, especially the Mouse Target Board, as shown by (Aulia & Handayani, 2018), where TGT improves the quality of learning by increasing students' average scores. Word cards, another type of media used in TGT learning, have been shown to inspire students and improve their reading skills (Sutrisna, 2017).

Another relevant study was also conducted by (Ho, 2021) who also tested the effectiveness of the TGT method in improving the concentration and learning ability of elementary school students. The results consistently showed a positive impact on students' learning abilities and academic achievement. The involvement and activeness of students in the cooperative learning model of the Team Games Tournament (TGT) method also increased significantly. Students are more involved in the learning process, more focused on the tasks given, and actively participate in discussions with their group members. The studies conducted to test the Teams Games Tournament (TGT) method provide evidence that this learning model can be an alternative solution in improving students' learning concentration. Researchers can conclude that the use of the TGT method has the potential to improve students' concentration and learning abilities. Learning activities with games designed in TGT type cooperative learning allow students to learn more relaxed in addition to fostering responsibility, honesty, cooperation, healthy competition and learning involvement (Fauhah & Rosy, 2020). TGT improves students' concentration and learning activity, with significant improvements in test scores observed in a study involving high school students (Tarumingi & Koraag, 2024) Based on research findings (Eviota & Liangco, 2020) in Collaborative PTK: Increasing Student Engagement in Chemistry Learning with TGT Cooperative Learning. With CTA Games Implementing TGT learning with the help of CTA games can improve chemistry learning that requires active engagement. Teachers may find that using TGT learning combined with CTA games is an alternative method to increase student engagement during learning.

IV. CONCLUSIONS AND IMPLICATIONS

This study found that the cooperative learning model of the Team Games Tournament (TGT) type significantly influenced the increase in participation or activeness of students in the learning process in class 5 of State Elementary School III Banyuagung

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Surakarta. In the learning process, students actively participated in the learning process as a whole from before the Team Games Tournament (TGT) was implemented. Games Tournament (TGT) only a few students actively participate in learning. The results of this study, it can be concluded that the cooperative learning model type Team Games Tournament (TGT) is an effective and influential way to increase student participation or activeness in learning.

The implications of this study include both theoretical and practical implications. Theoretical implications relate to the development of learning theories and practical implications relate to the findings by researchers in the form of learning models developed. From the research that has been done, it has resulted in the level of active participation of students in learning using the cooperative learning model type Team Games Tournament (TGT) which is higher compared to the previous conventional method, namely using the lecture method, question and answer, and assignments. The use of the TGT learning model directs students to be more actively involved in learning and can also work well together in their groups. In line with the theory put forward by several experts that the TGT type cooperative approach can be used to maximize the participation of each student in the learning process. Students who experience difficulties in learning will also find it easier to understand if assisted by peers so that learning becomes more effective. Researchers use previous research with the same topic and theory but different research subjects as a reference. Previous research states results that are in accordance with the results found by researchers in the field that the cooperative learning model of the Team Games Tournament (TGT) type shows real results that have an effect on increasing the active participation of students during the learning process. The results of this study can be used as a reference or input for teachers and educators to improve the quality of effective learning by paying attention to the right learning model. The TGT learning model can be used as an alternative to increase the active participation of students.

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