

Implementation of the Time Game Tournament (TGT) Model to Improve Learning Outcomes of 3rd Grade Elementary School Students on the Material on the Wealth of My Tribe

Maria Susilkawati Lelo¹, Moh. Farid Nurul Anwar², Firsta Bagus Sugiharto³

^{1,2}, Universitas Tribhuwana Tungadewi

Co-author: m-farid.pgsd@gmail.com

Abstract

This study aims to improve student learning outcomes on the topic "Cultural Wealth of My Ethnic Group" through the implementation of the Time Game Tournament (TGT). The study also examines the improvement of student and teacher activities during the learning process. This research is a Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of this study were 23 third-grade students of SDN 2 Mulyoagung Dau in the second semester of the 2025 academic year. Data collection techniques included observation, learning outcome tests, and documentation using instruments such as observation sheets for teacher and student activities as well as evaluation questions. Data were analyzed using descriptive quantitative methods. The results showed an increase in student learning outcomes, with the initial average score of 65.00 and a mastery level of 45.45%, rising to 72.27 (63.64%) in the first cycle, and reaching 84.55 (90.91%) in the second cycle. Learning activities also improved, with students becoming more actively engaged and teachers facilitating the learning process more effectively. The Time Game Tournament model enhances a more engaging, interactive, and contextual learning environment. The combination of problem-solving and visual media helps students understand the material more easily, boosts focus and learning motivation, and creates a more dynamic and collaborative classroom atmosphere.

Keywords: learning model, Time Game Tournament, Learning Outcomes.

INTRODUCTION

Education is a crucial part of human resource development because it provides students with more than just knowledge; it also helps build character, social skills, and emotional intelligence. As time goes by, education in the digital era faces the challenge of employing effective learning approaches that actively engage students and foster critical thinking and collaboration skills. The success of modern education is measured not only by academic achievement but also by students' ability to apply knowledge in everyday life, as well as by equipping them with 21st-century skills such as creativity, communication, and collaboration (Wijaya, 2019).

Based on the results of observations conducted by researchers at SDN 2 Mulyoagung Dau, especially class III, observations conducted by researchers on learning process activities in the classroom show that out of 24 students, 13 students achieved the expected standard with an average score above 75. Meanwhile, 11

students have not completed or are still below the minimum completeness criteria (KKM) of 75. Teachers' efforts to improve student learning outcomes include 3 main strategies, namely providing additional motivation, implementing interactive learning methods, and conducting periodic evaluations to help less active students to participate better. Teachers as facilitators and motivators in the classroom have not optimized the use of effective learning media, approaches, strategies, methods and learning models so that some students have not been able to achieve good value standards. To overcome the problem of learning activity so that it is not sustainable, researchers propose a solution by implementing a cooperative learning model. (Alfiah. S, 2021)

One of the results of research conducted by Hikmah et al. (2019) concluded that the implementation of the Team Games Tournament (TGT) learning model has an impact on student motivation and learning outcomes. Cooperative learning models provide opportunities for students to interact openly and create a pleasant atmosphere, fostering positive interdependence, face-to-face interaction, fostering individual assessment, fostering intergroup relationships, fostering acceptance of classmates with lower academic abilities, and enhancing self-esteem and self-confidence (Anatri D, 2012).

The advantages of using the Time Game Tournament (TGT) learning model in the "Wealth of My Tribe" topic are crucial, especially for third-grade elementary school students, who are at a crucial age for developing attitudes and character. Developing creative learning media to support the TGT model allows teachers to develop innovative and engaging learning materials, such as interactive quizzes. The use of appropriate media can accommodate various student learning styles, making the learning process more inclusive and enjoyable. In learning, not only does it make bright students stand out, but it also makes students with lower academic abilities actively participate and play important roles in their groups. This learning model makes students more enthusiastic about participating in lessons because of the inclusion of games in the form of tournaments (Micheal M. van Wyk, 2011). Furthermore, TGT (Team Games Tournament) can also increase student activity and participation. Using the TGT (Team Games Tournament) learning model, which combines elements of play and competition, students are more motivated to actively participate in class.

The use of the paper folding game is expected to improve student memory and facilitate individual understanding of the subject matter in a more enjoyable way. The use of word chain games can also increase student attention and participation. This visual media is particularly suitable for students with a visual learning style, as it facilitates them in understanding what is being taught more clearly and engagingly (Sanjaya, 2015).

Previous research conducted by Jacobs (2004), entitled "Cooperative Learning: Theory, Principles, and Techniques," explains that cooperative learning is a learning technique involving small, heterogeneous groups to help students work together more actively and effectively. The average learning engagement of students participating in the Team Game Tournament (TGT) cooperative learning model is higher than that of students participating in conventional learning.

Research by Herabudin (2017) examined the application of the TGT model and concluded in the journal "Implementation of the TGT Model for Character Learning in Elementary Schools" that this method is effective for character education in elementary and middle grades. Through this method, students not only understand the material but also develop social skills such as cooperation, tolerance, and empathy.

RESEARCH METODE

Qualitative research plays a crucial role and is an integral part of the Classroom Action Research (CAR) method. While CAR itself is inherently qualitative, quantitative data can also be used to support findings. Therefore, qualitative research serves as the primary foundation for CAR because it enables teachers to holistically understand classroom phenomena, identify problems in depth, and analyze the impact of corrective actions (Kusumah, 2010). The type of research used is Classroom Action Research (CAR). Classroom Action Research (CAR) is a research approach conducted by educators in the classroom with the primary goal of improving the quality of learning and improving educational practices. CAR involves teachers as researchers who are actively involved in the teaching and learning process, enabling them to identify emerging problems and seek appropriate solutions through systematic action. According to (Suharsimi Arikunto, 2019), CAR aims to identify problems in the teaching and learning process and seek solutions through systematic action. This research focuses not only on the final outcome but also on the learning process itself. The data collection techniques used in this study are as follows: (1) Observation, conducted to collect data on student and teacher activities during the learning process. The observation sheet prepared will be used as a guide in observing and recording activities that occur during the learning cycle. (2) Learning Outcome Test, used to measure the level of understanding and learning outcomes of students after each cycle of action. The data from this test will be analyzed to determine improvements in student learning outcomes from cycle to cycle. (3) Documentation, used to collect visual and written data during the learning process. This documentation aims to provide concrete evidence regarding the implementation of the Time Game Tournament (TGT) cooperative learning model, specifically how students work in small groups. These instruments were developed based on the

research objectives and their validity was tested through consultation with the supervising lecturer and data triangulation to ensure the validity of the research results.

Data analysis was conducted using two approaches: quantitative and qualitative data analysis. Quantitative data analysis was conducted by calculating the average score of student learning outcomes using a simple statistical formula: the average score is obtained by dividing the total number of student test scores by the number of students taking the test. The learning completion percentage was also calculated using a percentage formula: the frequency of students achieving completion divided by the total number of students, then multiplied. This approach aims to numerically determine the level of student learning achievement in each learning cycle. Meanwhile, qualitative data analysis was obtained from interviews and questionnaires, which were analyzed descriptively to understand student and teacher perceptions and responses to the implementation of the Time Game Tournament model. This analysis provided a more comprehensive picture of the learning model's effectiveness in improving student learning outcomes and supported the quantitative results with more in-depth information regarding the classroom learning process.

The research procedure was carried out in two cycles, each consisting of planning, implementation, action and observation, and reflection. In the first cycle, initial observations were conducted, action plans were developed, learning implementation using the Time Game Tournament model was implemented, observations of student activities and learning outcomes, and reflection on the implementation results. The reflection results from the first cycle were used as improvement materials for the second cycle, with the goal of optimally improving student learning outcomes and activities.

RESULTS AND DISCUSSION

The Time Game Tournament model was chosen because it encourages students to be active in the learning process through concepts, understanding, skills, and knowledge needed by students. It is hoped that through this combination of strategies, students will not only experience improved cognitive learning outcomes but also demonstrate development in critical thinking skills, communication skills, and social attitudes throughout the learning process.

This classroom action research was conducted at SDN 2 Mulyoagung Dau for third-grade students, focusing on the topic of the wealth of my ethnic group. This research aims to improve student learning outcomes through the application of the Time Game Tournament (TGT) model. The research was conducted in two cycles, with each cycle consisting of planning, action implementation, observation, and reflection.

The steps for implementing the Time Game Tournament (TGT) model in this study refer to the following stages: (1) forming groups of six students; (2) the teacher prepares the lesson and assigns team members to work on the LKS and LKPD activity sheets; (3) students play the Folding the Paper tournament game with varying abilities; (4) Awarding picture books to the group that achieves the highest score; (5) Students take individual quizzes to determine their level of success. These steps align with the opinion of (Setiawan & Lastya, 2021).

The implementation of the Time Game Tournament model provides significant benefits. TGT is a learning model that applies a team learning system and tournament game elements to earn points for their team's score. Cycles I and II are implemented based on systematically designed learning components to achieve learning objectives. Carefully designed learning components will achieve optimal results. The success of cycles I and II cannot rely solely on student learning outcomes. The implementation of learning in cycles I and II went well.

The results of the study indicate that the implementation of the Team Games Tournament model can improve student learning outcomes on the topic of the wealth of my ethnic group. This improvement in learning outcomes can be observed by comparing student learning outcomes at the initial stage (pre-cycle), cycle I, and cycle II. In the initial stage, the average class score was only 63.0, with a completion percentage of 45.45%. This low achievement is due to the conventional learning process and the minimal use of engaging learning media for students. The implementation of the Team Games Tournament model in Cycle I resulted in an increase in the class average score to 73.04, with a completion percentage of 56.52%. This represents a significant increase compared to the initial conditions.

Tabel 1. APKG Observation Results

No	Assessment Aspect	Cycle	Score	Max. Score	Average (%)
1.	APKG1 (plan)	I	44	48	92%
		II	45	48	94%
2.	APKG2 (plan)	I	63	68	93%
		II	65	68	96%
3.	Personality and social competencies	I	45	48	94%
		II	46	48	96%

The results of the study showed a significant improvement in student learning outcomes after the Team Games Tournament model was implemented on the "Kekayan Suku Bangsaku" (My Tribe's Wealth) topic. This improvement can be seen from the comparison between learning outcomes in the pre-cycle, cycle I, and cycle II stages, as shown in Table 2 below:

Tabel 2. Average Learning Outcomes and Completion

No	Indicators	Learning Outcomes		
		Initial Conditions	Cycle 1	Cycle 2
1	Average	65,0	73,04	85,22
2	Max Score	80	90	100
3	Min score	40	40	70
4	ketuntasan	45,45%	56,52%	91,30%

Based on the research results, in the pre-cycle stage, the average student learning outcomes were achieved. Implementation of the Team Games Tournament model in Cycle I resulted in an increase in the class average score to 73.04, with a completion percentage of 56.52%. This was a significant improvement compared to the initial conditions, although it did not fully meet the established success indicators. In Cycle II, learning was improved based on reflection on the previous cycle. The class average score increased to 85.22, and the completion percentage reached 91.30%, indicating that the majority of students had achieved the established Minimum Completion Criteria (KKM).

This improvement in learning outcomes aligns with the theory proposed by Sulorante (2023). Team Games Tournament (TGT) is an educational competition using tests and a point system to assess student progress. Each team representative competes against other teams of similar ability. The TGT model is considered an effective learning model due to its diverse range of variations, including lectures, teamwork, games, tournaments, and team awards. This model actively engages students in learning. The teacher plays more of a counselor and source of constructive criticism (Saragih & Wedyawati, 2019). In its implementation, students are faced with a problem that must be solved through collaboration or independently, while building knowledge. This approach emphasizes not only mastery of the material but also the development of collaboration and communication skills.

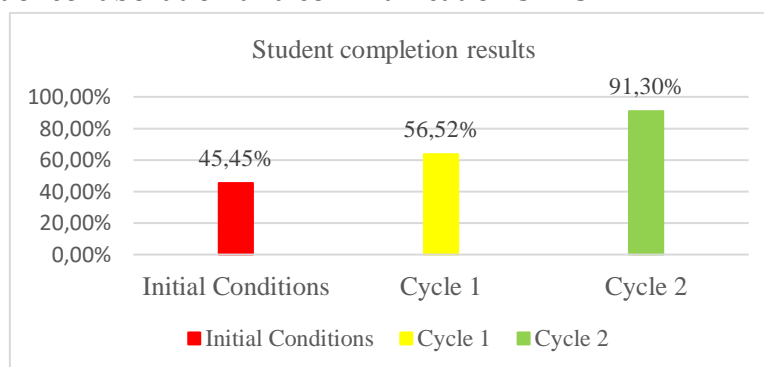


Figure 1. Graph of Improvement in Student Learning Outcomes

The diagram above shows a significant improvement in student learning outcomes from the initial conditions to the second cycle. Initially, the average student score was 65.0, with a passing percentage of only 45.45%. This indicates that most

students had not yet achieved the Minimum Passing Criteria (KKM). After the interventions in the first cycle, the average score increased to 73.04, and the passing percentage increased to 56.52%. Although some students still had not yet achieved the target, this improvement indicates that the implemented learning strategies were beginning to have a positive impact. Improvements to learning in the second cycle further strengthened these results, marked by an increase in the average score to 84.55 and a passing percentage of 91.30%. This indicates that most students had achieved passing criteria, and the learning interventions were effective in improving student understanding and overall learning outcomes. One theory supporting the results of this study was put forward by Sudjana (2019), who stated that learning outcomes are the abilities acquired by students after going through the learning process, as reflected in the evaluation scores obtained. The scores obtained by students reflect their level of mastery of the learning material and can be used as a benchmark for achieving learning objectives.

The implementation of the Time Game Tournament model achieved better learning outcomes. This success was supported by the appropriate implementation of the Time Game Tournament model, the use of engaging games, and active student involvement in the learning process. Thus, the research results and discussion indicate that the Time Game Tournament model can improve the learning outcomes of third-grade students on the topic "The Wealth of My Tribes" in Pancasila Education at SD N 2 Mulyoagung Dau. This significant improvement in learning outcomes demonstrates that this method is highly effective for daily learning.

CONCLUSION

Based on the results of classroom action research carried out through cycles I and II, it can be concluded that: The implementation of the Team Games Tournament Model on the material of the wealth of my ethnic group in grade 3 has been carried out well and in accordance with the steps of the TGT model. This is indicated by the increase in the average learning outcomes of students from cycles I and II as well as an active and enjoyable learning atmosphere.

The Team Games Tournament (TGT) model can be applied as an evaluation method or reinforcement of team-based material and games carried out after the teacher has finished delivering the lesson material and after students have conducted studies or discussions in groups (teamwork). In general, tournaments in the TGT model can be implemented whenever teachers assess students' readiness after going through the stages of class presentations and teamwork, which are generally conducted towards the end of a topic or learning unit. TGT has been proven to improve student learning outcomes. This improvement is evident in the increase in average student learning outcomes and the percentage of completion from the first

cycle to the end of the second cycle, from 7.0 in the pre-cycle to 75.2 in the first cycle and reaching 85.0 in the second cycle. Furthermore, learning completion increased from 45% in the pre-cycle to 68% in the first cycle and reaching 95% in the second cycle. This indicates that the applied learning approach has helped students understand the material better.

Further research should be carried out to develop innovative learning media to produce good and engaging learning media, thereby motivating students in learning Pancasila Education.

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