



APPLICATION OF THE TEAM GAMES TOURNAMENT (TGT) COOPERATIVE LEARNING MODEL IN IMPROVING CIVICS LEARNING RESULTS

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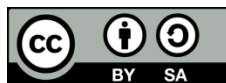
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ABSTRACT

Current learning activities demand that teachers can meet the learning needs of students and provide stimulation for the development of students' unique potential, including their talents, interests and creativity, so choosing suitable learning methods will have a positive impact on improving the quality of students' learning. At SMP Negeri 6 Medan, the main problem experienced is the decline in Civics learning outcomes of students in class 7-B. One of the efforts taken to improve it is by implementing a cooperative learning model with the Teams Games Tournament (TGT) model in Civics learning in the classroom. This study aims to determine the effect of the TGT type cooperative learning model which is a solution in making improvements in learning outcomes. The research method used is Classroom Action Research (PTK) using a qualitative approach. Data from learning outcomes and student participation after the implementation of the TGT model. Thus, it can be concluded that the Teams Games Tournament (TGT) cooperative learning approach succeeded in providing an increase in learning outcomes and student learning involvement in Civics subjects in the classroom.

Keywords: Civics Education, Classroom Action Research, Cooperative Learning, Student Learning Outcomes, Teams Games Tournament

1. INTRODUCTION

Education is the main and most important foundation for building a young generation that has quality, and is able to adapt to changing times, and is talented in contributing to the development of society and the nation (Yulandari et al., 2022). In the era of globalization and advances in information technology, learning transformation is very important. Teachers as educators have a major role in providing effective and relevant learning (Suryadi, 2014). The challenges faced by teachers are not only limited to the

delivery of subject matter, but also to the development of character and the diverse potential of each learner. In this case, teachers are required to carry out complex learning activities. Teachers are not only required to deliver information accurately and clearly, but also to be able to understand the needs and characteristics of each learner. Each learner has different talents, interests, and creativity. Improving academic skills alone is not enough, but it is necessary to increase and develop the potential so that students can develop holistically.

The challenges faced by teachers today are more than just delivering subject matter. Teachers are required to do more than transfer information; they are also expected to shape the character and explore the unique potential of each learner. The more complete the global environment and the individual diversity of learners will increase the level of difficulty in carrying out the task of education. To overcome this diversity of challenges, learning activities carried out by teachers are also required to be more comprehensive. Teachers are not only expected to present material using clear and accurate methods, but also to have in-depth knowledge of the unique characteristics and needs of learners (Yani et al., 2022). All humans have diverse talents, interests and creativity, and can optimize this unique potential, which is one of the main goals of modern education.

Academic ability alone cannot be used as the main measure of the success of an education. Increased intellectual ability needs to be followed by increased development of the unique potential and personality of students. The need to develop non-academic aspects such as talents and interests cannot be ignored, because this plays a major role in shaping human beings who are empowered and think critically. In this case, teachers are faced with increasingly complex and diverse tasks. Teachers are required not only to provide knowledge but also to guide students in developing their potential (Amaliyah & Rahmat, 2021). This challenge becomes more significant because of the differences between one learner and another. Because all humans have unique characteristics, as well as talents, interests, and creativity that must be recognized and shaped.

Developing the unique potential of learners is an aspect that needs to be emphasized in the context of modern education. The talents and interests possessed by all humans must be recognized and shaped so that they can develop optimally. In addition to this, it is necessary to stimulate creativity which is the main factor to form innovative learners and have the ability to think critically. Therefore, teachers are required to be able to design learning methods that are effective in transferring knowledge, but can also stimulate the unique potential and creativity of students.

Education also plays a crucial role in building quality individuals and societies. Improving the quality of learning is the most important goal of supporting the achievement of an educational goal. One factor that has an influence on the quality of learning is the learning method used. Learning methods have a major role in providing facilities to students in achieving optimal learning outcomes (Adwir, 2022). In the world of education, cooperative learning models have become the main concern of educators and researchers. The cooperative learning model emphasizes collaboration and interaction among students in the learning process. One type of cooperative learning model that is considered effective is Team Games Tournament (TGT) (Iskandar, et al 2018; Sururi &

Wahid 2022). TGT is a learning approach that combines game elements in group learning, which aims to encourage interaction, participation, and participation of students in understanding learning materials (Octavia 2020; Aje 2022).

At a time when the development of education is currently increasingly dynamic, SMP Negeri 6 Medan faces challenges in improving students' Civics learning outcomes, especially in class 7-B. Low learning outcomes and not meeting graduation standards are a serious concern, considering that good learning outcomes are an indicator of the achievement of educational goals that reflect students' understanding of the subject matter presented. Therefore, an effective solution is needed in overcoming this problem. The TGT type cooperative learning model has the potential to improve student learning outcomes in Civics subjects (Iskandar, et al 2018; Sururi & Wahid 2022). In this method, learners work in small groups, support each other, and collaborate in order to achieve a common goal. Through games connected to learning, this model creates an environment that is interesting, fun, and stimulates active participation of learners. In the game process, learners compete in groups to get the highest score, which in turn encourages learners to learn and work well together.

Based on previous research reflects positive results related to the application of the TGT type cooperative learning model. Furthermore, some previous studies also show that this model can increase learning motivation, learner participation, and learner learning outcomes (Sulistyo & Mediatati 2019; Harahap 2018). However, it is necessary to adjust the application of the learning model to the specific context of the school and learners, as is the case at SMP Negeri 6 Medan. Therefore, this study aims to investigate the extent to which the application of the TGT-type cooperative learning model can improve the learning outcomes of students in class 7-B in Civics subjects at SMP Negeri 6 Medan. By knowing the effectiveness of the learning model in a specific context, it is expected that the results of the research can provide useful contributions to the development of more effective and innovative learning strategies in the school. In addition, this research is also expected to contribute to further understanding of the use of cooperative learning models to overcome learning challenges at the junior high school level. So this research obtained a problem formulation, namely "Is there an Effect of the Application of Teams Games Tournament Type Cooperative Learning in Improving Students' Civics Learning Outcomes in the Classroom Learning Process?"

2. RESEARCH METHODE

This research takes a qualitative approach based on Classroom Action Research (PTP) which aims to improve student learning outcomes in Civics subjects. Classroom Action Research (PTK) can be carried out more or several times not only once as to obtain the target the researcher wants (Mulyatiningsih 2015), with an increase in students' Civics learning outcomes in the application of Teams Games Tournament type cooperative learning. This class action research has a research setting and research time. The subjects in this study were students of class 7-B of SMP Negeri 6 Medan in the 2022/2023 school year with a total of 31 students, the object of the research was the learning outcomes of

students' Civics after the implementation of Teams Games Tournament type cooperative learning. In this study there are four stages of the activity process, namely 1) Planning, 2) Action, 3) Observation, 4) Evaluation and reflection, where evaluation and reflection are needed in order to find out what is lacking in the implementation of actions that have been implemented (Sukendra et al, 2022). Furthermore, the instruments and data collection tools used in this research are interviews, observation during the implementation of teaching and learning activities, and documentation.

3. RESULT AND ANALYSIS

Before the researchers carried out data processing activities, the researchers first conducted a pre-test to the students in order to obtain the data needed for the implementation of the research. The results of the data analysis showed a significant increase in students' Civics learning outcomes after the implementation of Team Games Tournament (TGT) type cooperative learning. The average score of the Civics learning outcomes test after the application of the TGT type cooperative learning model experienced a significant increase compared to before the application of the TGT type cooperative learning model. Furthermore, the questionnaire results also illustrate where students give positive responses to the Civics learning experience with the application of the TGT type cooperative learning model.

In order to improve Civics learning outcomes in class 7-B of SMP Negeri 6 Medan, the application of the Team Games Tournament (TGT) type cooperative learning model begins with a diagnostic assessment by the Civics teacher. This is very necessary in identifying the various characteristics and needs of students. This method is implemented in two cycles and begins with the pre-cycle stage which focuses on diagnostic assessment, which includes initial cognitive tests and the application of non-cognitive assessments related to students' interests and learning styles. This assessment is used as the basis for implementing differentiated learning in Civics subjects that are carefully planned so that they can meet the needs of students, in this case in line with the views of researchers (Mustamiin 2016; Sofyan, Arhesa, and Al Fazri 2020; Yulia, Juwandani, and Mauliddya 2020).

This planning is a strategy that will be applied in the implementation of differentiated learning in Civics subjects. Part of this planning includes the preparation of learning objectives that will be obtained. Next, is the execution stage which consists of the stages of implementing differentiated learning in Civics learning in cycle I and Cycle II, which can be found in detail in the table presented.

This Classroom Action Research aims to investigate the effectiveness of the Team Games Tournament (TGT) Cooperative Learning Model to improve the learning outcomes of Civics of students in class 7-B of SMP Negeri 6 Medan. The TGT type cooperative learning model is used as an option in order to encourage social and collaborative interaction between students, and has the potential to increase engagement and understanding of concepts. The following stages of the class action research that has been carried out are shown in Figure 1

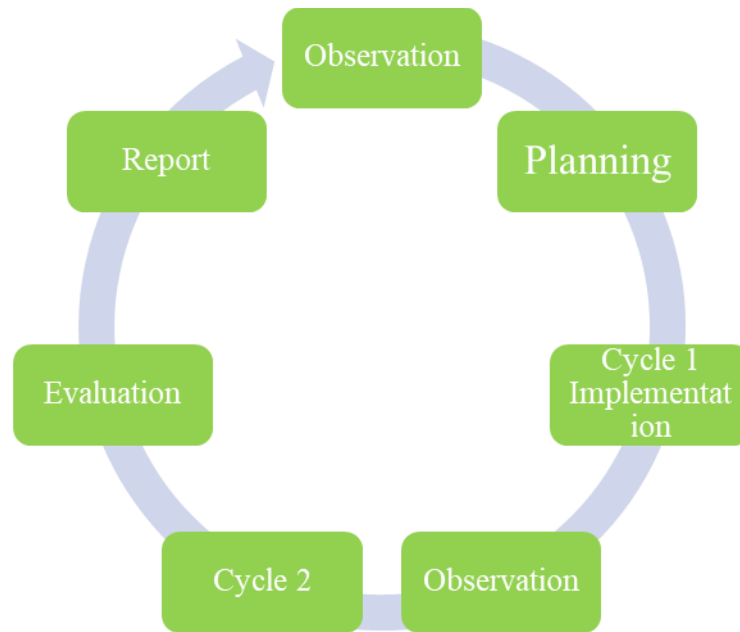


Figure 1 stages of class action research

a. Observation: Initial Survey to Assess Existing Conditions

Prior to the research, the researcher first conducted an initial survey to find out the existing conditions in class VII-B SMP Negeri 6 Medan. The survey results showed that the dominant learning method was the lecture method, and this had an impact on the low level of participation and student learning outcomes. The survey conducted became the basis for the need for innovation in learning methods.

b. Planning: Preparation of lesson plans with TGT type cooperative learning model.

From the survey results at the initial stage, the researcher developed a lesson plan that integrated the Time Games Tournament (TGT) cooperative learning model. This lesson plan was developed as part of improving interaction between learners and focusing on more specific learning objectives.

c. Cycle I: Implementation of TGT Model in Class VII-B

The next stage is implementation (Cycle I), the TGT type cooperative learning model is implemented in Civics subjects in class 7-B. The teacher carried out learning activities by giving a brief explanation of the material to be learned, then dividing students into small groups. Each group was responsible for doing the tasks that had been set and competing in an educational game.

At the implementation stage of Cycle I, the Civics learning process in class 7-B SMP Negeri 6 Medan began with initial preparation, namely the teacher preparing teaching materials, assessment tools, and tools and materials needed in educational games that would be used in the TGT type cooperative learning model. Next, the teacher started the class by giving greetings and taking attendance of the students. Next, the teacher explains the general description of the topic to be covered and explains the TGT cooperative learning model, including the rules of the game and the assessment system that will be used.

Next, the teacher distributes learners in small groups of 4-5 members by ensuring that each group has a variety of abilities, genders, and characters to make a heterogeneous group. In the group learning session, learners are required to read and study the material together with their group. In this session, the teacher goes around the class to ensure that all groups are focused on the task and provides assistance and clarification if needed.

When the group learning session is complete, the teacher then makes a session for class discussion aimed at discussing the material that has been learned. Learners representing each group are given the opportunity to explain in front of the class what their group has learned. Furthermore, the teacher provides facilities to students in the form of games and quizzes based on the material that has been learned. Each group will get a score based on the results of the game or quiz. The scores obtained are then accumulated and announced at the end of the session.

Next, the teacher evaluates the whole learning process, including the effectiveness of the TGT cooperative learning model. This evaluation can include receiving feedback from students through questionnaires and open discussions. In the closing session, the teacher summarizes the material that has been taught and announces what will be learned next at the next meeting, while giving appreciation to groups and learners who have shown good performance. After the implementation of this first cycle, it is expected that the application of the TGT type cooperative learning model in class VII-B can be carried out effectively and can obtain the goal of increasing students' activities and learning outcomes.

d. Observation: Observing and Recording Data During the Teaching and Learning Process Reflection

During the implementation stage, observation was carried out as a tool to observe classroom dynamics, learner participation, and the effectiveness of TGT-type cooperative learning in the learning process. Then the data collected in the form of field notes, learning outcome tests, and students' responses were collected through questionnaires.

e. Cycle II: Implementing Improvements and Implementation for the Next Cycle

From the results of the reflection, then an improvement session was held on the TGT type cooperative learning that had been implemented. The improvements made were expected to further increase the effectiveness of the learning process. Cycle II also involved observation and evaluation in ensuring whether the improvements made were effective.

f. Evaluation

Based on the results obtained after completing all cycles, the researchers then carried out a comprehensive analysis of all the data that had been collected. This analysis includes qualitative and quantitative evaluation in measuring the extent to which the researcher's objectives have been achieved.

The TGT (Team Games Tournament) learning model is one of the types and models of cooperative learning that is easy to implement, which involves the activities of all students regardless of status differences, and makes students as peer tutors and contains elements of play. Civics learning activities by implementing the TGT type cooperative learning model allow students to learn more relaxed in addition to fostering responsibility, cooperation, healthy competition, and learning engagement (Fuji Astuti et al. 2022; Sewang and T 2020; Yuliani 2019). The implementation of the TGT (Team Games Tournament) learning model also makes Civics learning more interesting and not boring. The following steps of the Team Games Tournament (TGT) Cooperative Learning Model are shown in Figure 2

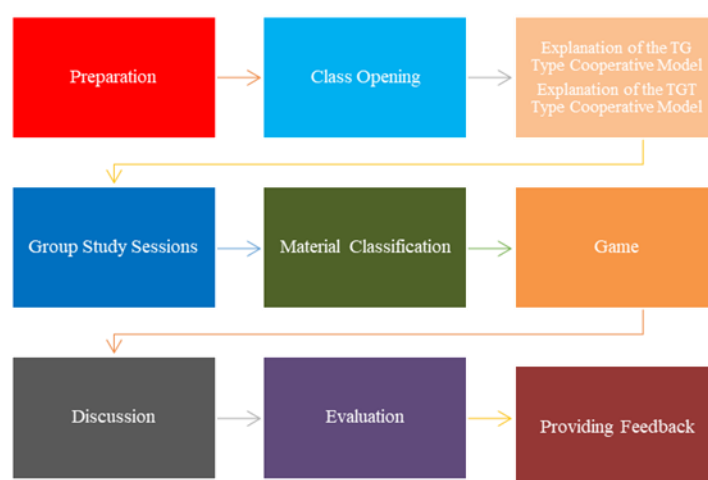


Figure 2 Stages of Team Games Tournament (TGT)

In the application of differentiated learning in cycle I and II, the teacher uses the syntax of Cooperative Learning. Furthermore, students are directed in making groups according to the interests and learning styles of students in class 7-B, after which the teacher provides adjustments about the problem or conflict that is used as a discussion or topic of each group, then makes plans to determine the tasks and products that will be made according to the topic that has been determined, then carries out investigations by gathering information to investigate cases, after that preparing to make a final report, and students make presentations which are the final report of the results and group discussions by identifying the problems of the case that have been selected, in every learning process the teacher continues to guide students from the beginning to the end of learning activities.

The first (initial) stage in the preparation stage, where the teacher has a very important role in determining the foundation of success for the application of the Team Games Tournament (TGT) cooperative learning model, which is the first step, the teacher must make a Learning Implementation Plan (RPP) that has received adjustments to the framework and principles of the TGT type cooperative learning model. This involves determining learning objectives, activities to be implemented, and suitable evaluation methods. Furthermore, teachers are also required to prepare teaching materials that can be used during the Civics learning process. Civics learning materials that must be prepared

by teachers are not only not limited to texts and reading sources, but also include game tools and materials that will be used in the Team Games Tournament (TGT) type learning model. The tools prepared can be such as question cards, scoreboards, and other interactive media to support activities. The final stage, teachers must prepare evaluation tools, in the form of tests, quizzes, and appropriate lin assessment tools, as a measure of learning effectiveness and goal achievement. By making careful preparations, teachers can ensure that the application of the TGT type cooperative learning model can run well and be effective in improving the Civics learning outcomes of class 7-B students at SMP Negeri 6 Medan.

In the opening stage of the class, the teacher starts the session by greeting all students, then creates a comfortable and conducive atmosphere before carrying out learning. This is followed by checking the attendance of the students to ensure that they are present and ready to participate in the learning session. This is very important, not only as part of class administration but also as a way of knowing the dynamics of students who are active during the teaching and learning process. After that, the teacher explains a brief overview of the material covered in the class. It also serves as the highlight and main points of the material, as well as the learning objectives that students are expected to achieve. The explanation serves as a roadmap that helps students understand the context and importance of the material, and what is expected of them in the learning process. Therefore, this opening stage sets the tone and expectations for all sessions, preparing students to explore to the fullest the Team Games Tournament (TGT) cooperative learning model applied.

Furthermore, after the opening stage is carried out (Agus Simaremare and Thesalonika 2021), the teacher then moves on to the explanation stage of the Team Games Tournament (TGT) model and rules to ensure that all students understand how to participate in what they will do and what they expect. The teacher clearly provides explanations and learning mechanisms, starting with students being made into heterogeneous small groups so that the rules of the game in tournaments and quizzes are carried out. This is all done to ensure that each learner, regardless of background and academic ability, has an equal chance of contributing to the group and at the final stage of the tournament.

After the teacher has completed the explanation, the teacher then divides the learners into groups of 4-5 learners. The group is organized in such a way as to get a heterogeneous composition, in terms of academic ability, gender and other backgrounds. The teacher then gives time to each group to study the material that has been prepared. During this study session, the teacher supervises the class by walking around to monitor the learning dynamics of the groups, to ensure that all learners play an active role, and to provide assistance and clarification to groups that need it. This is an opportunity for the teacher to identify barriers and challenges that learners may encounter in understanding the material, so that they can be overcome as soon as possible in order to maximize the effectiveness of learning. Therefore, teachers strive to create an inclusive and effective learning environment that matches the principles of the TGT cooperative learning model.

Before entering the game and tournament stages, the teacher first classifies the material and sub-topics of the Civics subject that will be the focus of each group. This is done to

ensure that the material is in line with the learning objectives and is relevant for use with all students. After that, the teacher conducts a game (tournament) that has been adapted to the material and sub-topics that have been chosen. Then all groups participate, compete in answering questions and completing tasks, and the scores given to each group are based on the results of the games and quizzes.

The next stage is debriefing and class discussion, where at this stage the teacher will explain related to the answers and results of the games and quizzes, as well as clarify, and answer questions that will be asked by students. This is the most important moment in reflection and deeper understanding of the material that has been learned. Then the group that has a high score will be given points and prizes as a reward and a form of recognition as a material to motivate all students in the classroom.

At the end of the session, individual evaluation is conducted. Although the TGT type cooperative learning model emphasizes the group work process, the evaluation of each learner must also be carried out, considering that this is important as a measurement of the understanding of each learner towards their understanding of the Civics material they have learned. The implementation of the evaluation can be done in the form of written, oral, and other forms that support and suit the needs and context of the class. After carrying out a series of activities from this activity, starting from material classification to evaluation, the teacher then ensures that the Team Games Tournament (TGT) cooperative learning model has been applied effectively to improve students' Civics learning outcomes in the classroom.

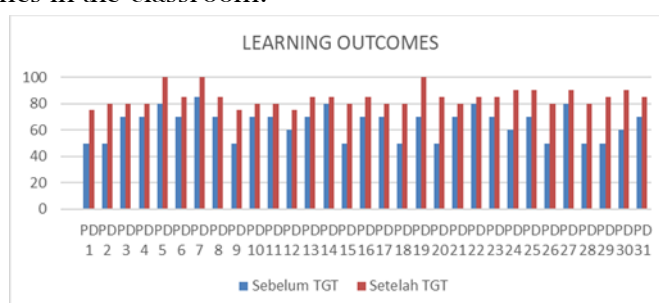


Figure 3. Civics Learning Outcomes of Students of SMPN 6 Medan

Based on Figure 3, the results of research applying the Team Games Tournament (TGT) type cooperative learning model show positive results in improving student learning outcomes. This research was carried out with two cycles, namely in each cycle, there was a significant increase in the learning outcomes of students in Civics subjects. Where in the first cycle, the scores of students' learning outcomes ranged from 50 to 95, and there were some students who scored 70 and above. Then in the next cycle, namely the second cycle, after applying the TGT type cooperative learning model, there was a consistent increase in the learning outcomes of students in Civics subjects in the classroom. The values of learning outcomes in the second cycle as a whole increased, some learners even got a very significant increase in scores, from 50 to 80 and from 70 to 100.

Next, at the analysis stage in comparing the results in cycle 1 and cycle 2, it is illustrated that almost all students experienced an increase in learning outcomes in the second cycle. The occurrence of this increase shows an improvement in understanding and mastery of

the subject matter after the implementation of the TGT type cooperative learning model. This can be indicated by the increase in scores of most learners in the second cycle. Overall, the data illustrates that the application of the TGT cooperative learning model positively affected the learning outcomes of the learners. The significant increase in learning outcome scores in the second cycle illustrates that the effectiveness of this learning approach can stimulate students' understanding and active participation in learning. Thus, it can be concluded that the TGT type cooperative learning model has a positive impact on improving students' learning outcomes in Civics subjects in the class under study.

4. CONCLUSION

Based on the results and discussion of class action research (PTK), researchers can draw conclusions, namely the results of the study show an encouraging increase. The application of the Teams Games Tournament (TGT) type cooperative learning model in the field of Civics in class 7-B SMP Negeri 6 Medan has shown significant positive results on learning outcomes and learner participation. This finding provides important implications for improving learning outcomes and learner engagement. The TGT cooperative learning approach has a very high effectiveness to stimulate the improvement of learning outcomes. The significant increase in learners' learning outcomes shows that this learning model can overcome the challenges of previously declining learning outcomes. Through games and group work integrated in TGT learning, it succeeded in making the learning environment in the field of Civics more interesting and challenging, providing motivation for students to be actively involved in the learning process.

Furthermore, this research also provides an illustration where the application of the TGT type cooperative learning model can increase the participation and involvement of students. The participation of learners is used as the most important indicator in assessing the interaction and activities of learners in the classroom. The occurrence of increased learner participation, this shows where the TGT learning model can create a dynamic, fun learning atmosphere and provide stimulation to the curiosity of students. In facing the challenges of education in the current era of modernization, the TGT type cooperative learning model can be an alternative that is used to increase the effectiveness of Civics learning in the classroom. The ability of this learning model to form social interaction, collaboration and healthy competition in the learning environment makes the learning experience very enjoyable and very valuable for students. Apart from all that, the effectiveness of TGT to improve learning outcomes is also in line with the objectives of education in creating generations who have knowledge, skills and positive attitudes.

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