



TGT For Student Collaboration In Elementary School Pancasila Education: An Effective Solution Or Just An Alternative?

Neo Fanda Bintang Purnalyta¹, Nita Dwi Ariyanti², Maya Candra Dewi³, Deni Zein Tarsidi⁴

^{1,2,3,4} Primary School Teacher Education, Universitas Sebelas Maret Surakarta, Indonesia

*Corresponding Author: neofanda@student.uns.ac.id

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ABSTRACT

One of the main functions of education is to develop collaboration and cooperation skills among students, especially in Pancasila Education learning. However, the low collaboration skills of students in the classroom often hinder the effectiveness of the learning process. Therefore, a learning approach is needed that can create a fun, engaging, and interactive learning atmosphere to enhance students' collaboration skills. This study aims to analyze the use of the Team Games Tournament (TGT) type of cooperative learning model as a solution to improve students' collaboration skills. The TGT model is implemented through the stages of class presentation, team formation, games, matches, and group awards. This study uses a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation to gain an in-depth understanding of the implementation of TGT in learning. The research results show that the implementation of the TGT learning model has a positive impact on the improvement of students' collaboration skills. This model is capable of creating an interactive learning environment, enhancing the active involvement of students, and strengthening teamwork, especially in Pancasila education. Additionally, this model also encourages healthy competition among groups, which can enhance the overall learning motivation of students. Thus, TGT can become one of the effective learning models to support the achievement of educational goals that not only focus on understanding the material but also on developing collaboration skills as preparation for social life.

Keywords: Collaboration, Civic Education, Solution, Team Game Tournament.

1. INTRODUCTION

The educational landscape in elementary schools today increasingly demands innovative teaching approaches to foster collaboration among students (Ammar et al., 2024; Li & Zhang, 2024). However, traditional learning methods often limit students' interaction and teamwork, focusing instead on individual achievements (Michaelsen et al.,

2023; Suhendar & Rambe, 2023). According to Kemendikbud (2022), only 40% of elementary school students actively engage in collaborative activities during classroom learning (Sujarwati, 2023; Budirahayu & Saud, 2023). This data indicates a gap in teaching strategies that promote effective teamwork, especially in subjects such as Civic Education, which inherently requires a collaborative understanding of social and moral values (Chowdhury, 2018; Suhendar, 2022).

Team Games Tournament (TGT), as part of the cooperative learning model, has been widely recognized as an effective method for enhancing collaboration among students (Najmi et al., 2021; Kholil et al., 2024). Research by Slavin (2015) shows that TGT not only improves teamwork skills but also increases students' engagement and motivation by incorporating elements of competition and cooperation (Wahjusaputri et al., 2024). Furthermore, the study highlighted that students participating in TGT demonstrated better comprehension of complex concepts compared to those taught using traditional methods (Wyk, 2011). This approach aligns with Vygotsky's (1978) theory of the Zone of Proximal Development, which emphasizes the role of peer interaction in facilitating effective learning (Xue, 2023; Cai et al., 2024).

This paper aims to investigate the effectiveness of the TGT model in fostering collaboration among students in Civic Education at the elementary school level. By examining how TGT can be implemented and its impact on students' engagement and understanding, this study seeks to determine whether this method is a viable solution or merely an alternative to current teaching practices. Additionally, the research aims to provide practical recommendations for educators to integrate TGT into their teaching to create a more collaborative and dynamic learning environment.

Based on the social facts and literature reviewed, this paper argues that the implementation of TGT in Civic Education has the potential to address the lack of collaboration in classroom settings effectively. The hypothesis proposed is that TGT can significantly enhance student collaboration and engagement, making it not just an alternative but an effective solution for improving the quality of learning in Civic Education. Furthermore, TGT could serve as a model for other subjects requiring a collaborative approach to learning, fostering skills that are crucial for students' future social and academic success.

2. RESEARCH METHODE

This study uses a case study method with a qualitative approach. The research steps of the case study according to (Rusandi & Rusli, 2021) are as follows: 1) Selection of themes, topics, and cases; 2) Reading literature; 3) Formulation of focus and research problems; 4) Data collection; 5) Data refinement; 6) Data processing; 7) Data analysis; 8) Data analysis process; 9) Theoretical dialogue; 10) Triangulation of findings; 11) Conclusions of research results; and 12) Research report. The subjects used in this study were homeroom teachers and grade IV students. The sources of research data were obtained from relevant literature such as: books, journals, scientific papers or articles, websites, and so on that are related to the relationship with the core of the discussion. The data

collection techniques used in this study were documentation, observation and interviews. This observation focuses on observing the Pancasila Education learning process by paying attention to the collaborative learning methods used by educators. Interviews were conducted to obtain more in-depth information regarding the implementation of PKN learning at the school, especially regarding the application of collaborative methods in the teaching and learning process.

3. RESULT AND ANALYSIS

Problems of Student Collaboration in Pancasila Education Subjects

Based on the results of observations carried out in one of the elementary schools in Surakarta City, we found that grade IV students did not show strong collaboration activities. This is one of the main obstacles in learning Pancasila Education, especially in the material on Cultural Diversity. Several factors causing low collaboration skills are: 1) Students are more accustomed to working independently; 2) Lack of experience working in groups; 3) Differences in abilities and characters among students; and 4) Learning methods that are less varied. This is in line with the research of Wahyuningih et al. (2024) which states that students' collaboration skills are low because they are not used to learning in groups and discussing with their friends. In addition, when students are grouped randomly, only some are actively working, while others tend to depend on their friends. After the analysis, it is necessary to select and apply the right learning model to increase the collaboration activities of grade IV students. So, to overcome this problem, it is necessary to apply an effective learning model for students, one of which is the Team Games Tournament (TGT) type cooperative learning model. The TGT type cooperative learning model aims to create an interactive and enjoyable learning environment, so that students are more motivated to actively participate in learning. With this approach, it is expected that students' collaboration skills can be improved, so that the learning process becomes more effective and educational goals can be achieved.

Basic Concept of the Teams Games Tournament (TGT) Cooperative Learning Model and Its Implementation

In a study conducted by Sholicha et al. (2021), the TGT (Team Games Tournament) collaborative learning model is a strategy developed by Slavin and is known for its collaborative nature. According to Hasanah & Himami (2021), the TGT learning model is a type of cooperative learning that is easy to implement. This model involves all students without distinction of status, encourages students to become peer tutors, and contains elements of games and reinforcement. Learning activities through games in the TGT model allow students to learn more relaxedly, while fostering a sense of responsibility, cooperation, healthy competition, and active involvement. The main components in TGT type cooperative learning according to Hasanah & Himami (2021) include: class presentation, group formation, games, tournaments, and group awards.

In the TGT learning model, the learning process begins with a class presentation. The teacher begins the learning process by delivering the material through a presentation in

front of the class. The teacher also explains the learning objectives, material topics, and provides brief information about the student worksheets (LKPD) that will be distributed to each group. After that, the teacher forms groups by considering various factors, such as the academic abilities of students from previous tests, gender, ethnicity, and race, so that each group consists of five to six students. The formation of this group aims to make it easier for students to understand the material together with their group members, as well as to prepare them to be able to work optimally when participating in game activities or other activities.

After the groups are formed, students then participate in a game designed to test their understanding of the material that has been presented in the class presentation and discussed in groups. The game consists of a series of simple questions related to the subject matter. After the game is finished, the activity continues with a tournament that is part of the learning structure. The tournament is usually held at the end of the week after the teacher has finished presenting the material and the groups have worked on the LKS.

At the end of the process, educators give awards to groups that have achieved the best results in the tournament. This award is given to teams or groups that win competitions at the end of the week or after a learning unit is completed. The awarding of awards aims to motivate students to be more enthusiastic in learning, increase collaboration, and develop healthy competition among them.

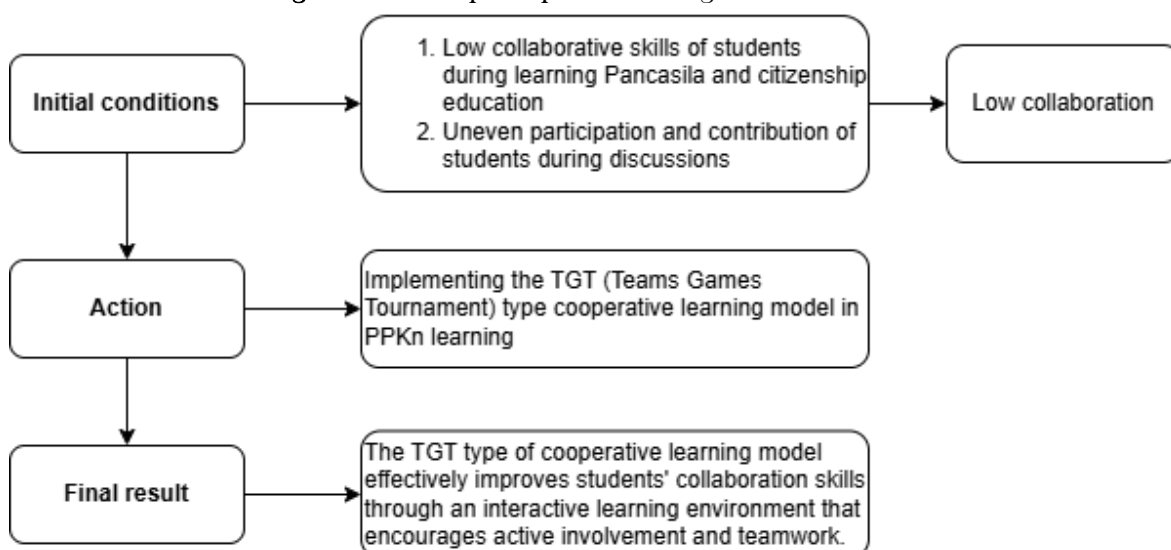
Table 1. Research Findings on the Implementation of the TGT (Teams Games Tournament) Type Cooperative Learning Model

Research	Title	Result
Wahyudi, W. (2024).	Implementasi <i>Teams Games Tournament</i> Untuk Meningkatkan Keterampilan Kolaborasi Siswa Kelas Sekolah Dasar. <i>Scholaria: Jurnal Pendidikan Dan Kebudayaan</i>	Research conducted by Wahyudi (2024) showed an increase in the collaboration skills of fifth grade students at elementary schools in Salatiga City through two cycles. In the first cycle, 24% of students were in the "Very High" category, 44% in the "Collaborative" category, and 32% had not reached the minimum score. However, in cycle 2, 88% of students succeeded in meeting the collaboration skills indicators, achieving the set targets. In both cycles, learning activities used letter stacking games, flower games and crossword puzzle relays. The methods used included presentation of materials by educators, division of heterogeneous groups, educational games, tournaments between groups, and awarding awards to teams with the highest scores. The results of this study show the effectiveness of this method in improving student collaboration.
Dewantari, O., Zainuddin, A., & Solekah, A. (2024)	Penerapan Model Pembelajaran <i>Team Games Tournament</i> untuk Meningkatkan Keterampilan Kolaborasi Peserta Didik Kelas V Sekolah Dasar. <i>FONDATA</i> .	According to research conducted by Dewantari, et al. (2024) at SD Muhammadiyah Alam Surya Mentari class V, the application of the Teams Games Tournament (TGT) learning model in the Pancasila Education subject has proven effective in improving students' collaboration skills. The results of data analysis showed an increase in students' collaboration skills, which initially in the pre-cycle showed an average collaboration skill of 49.58% with sufficient criteria. In cycle I, students' collaboration skills increased to 68.80% with good criteria, and in cycle II increased again to 82.23%, reaching very good criteria. The implementation of TGT is carried out through several stages. First, educators prepare learning materials. Second, educators divide students into heterogeneous groups to ensure that there is diversity of abilities in each group. Furthermore, educators hold

		games or quizzes as a form of understanding evaluation. Fourth tournament. Finally, the group with the highest score receives an award.
Irawan, S. B., Nurlaela, E., & Sembiring, L. C. (2024).	Penggunaan Model Pembelajaran Kooperatif Tipe <i>Team Games Tournament</i> (TGT) untuk Meningkatkan Kolaborasi Siswa Kelas V di SDN 134 Panorama Kota Bandung. <i>Jurnal Jendela Pendidikan</i> , 4(03), 355-363.	According to research conducted by Irawan, et al. (2024), students' collaboration skills during the learning process in class VB SD Negeri Panorama 134 Bandung in the Pancasila Education subject were low. The results of classroom action research showed that the application of the Teams Games Tournament (TGT) cooperative learning model succeeded in improving students' collaboration skills during the learning process. In cycle I, there was an increase in collaboration skills after the first and second meetings, with an average of 66.05% which was included in the moderate category. This indicates an increase in students' understanding of their roles and tasks in the group. In cycle II, action planning focused on implementing group learning. Based on observation data, collaboration skills increased significantly from 66.05% to 85.21% with a high category. The application of this TGT learning model shows that students' collaboration skills in group discussions reached a better level, with an increasingly conducive situation and students who were more responsible in completing group assignments compared to cycle I.

Based on the ideas presented above, the framework of thinking in this research is described in a concept map.

Figure 1. Concept Map of Thinking Framework



The concept map indicates that low student collaboration skills and uneven participation during discussions in Pancasila Education learning are crucial problems. One effective solution that is applied is the Teams Games Tournament (TGT) type cooperative learning model. This learning model emphasizes group interaction that supports active student involvement in a fun and collaborative learning atmosphere. In the context of Pancasila Education in elementary schools, this model is also very relevant for instilling values such as mutual cooperation, respecting differences, and working together in groups. According to the opinion put forward by (Hanafiah, et al., 2023) which states that there are five principles in strengthening character education, namely

nationalism, integrity, independence, mutual cooperation, and religiousness. Strengthening mutual cooperation character education effectively can be done by instilling character values in students of educational institutions in the learning process. Mutual cooperation character education is able to change the behavior, way of thinking, and way of acting of students, so that it can make the successors of the Indonesian nation better and have integrity. The character of mutual cooperation has several indicators, including solidarity, helping each other, respect, cooperation, empathy, anti-discrimination, anti-violence, and volunteerism. Therefore, in every learning activity, educators need to integrate character education into the students.

This is also reinforced by the findings of research data from several experts (Wahyudi, 2024; Dewantari, et al. 2024; and Irawan, et al., 2024) showing that the application of the Teams Games Tournament (TGT) cooperative model in Pancasila Education learning is effective in improving students' collaboration skills. The TGT method makes students more active and enthusiastic in participating in learning from start to finish, practicing cooperation, respecting opinions, and creating an interactive classroom atmosphere, so that learning feels fun. Increased collaboration can be seen from the involvement of students during the game and tournament stages. By working in groups to solve problems, sharing understanding, and competing healthily, students' collaboration skills are strengthened. Through this model, Pancasila Education learning not only focuses on understanding concepts, but also on strengthening students' social skills. This is important to shape students' character in accordance with Pancasila values, such as social justice, democracy, and togetherness.

Benefits and Advantages of the Team Games Tournament (TGT) Type Cooperative Learning Model

According to (Diah & Siregar, 2023), the TGT learning model is a manifestation of the cooperative learning model type that relies on teamwork to bring students into a game. Team game matches require all students to work together without any limits so that each student involved can become an educator for other students. Starting from that, there are many benefits obtained from the implementation of the TGT learning model, including being able to trigger students who have below average achievements to play an active role in the team, developing a sense of togetherness in the class and being able to appreciate differences between people, and arousing students' enthusiasm to learn more deeply because they are triggered by gifts from educators. So this has the potential to improve learning outcomes or student learning achievements. This is in line with previous research conducted by (Erlinda, 2017; Nurhayati & Langlang, 2020) this study has the same conclusion that there is an increase in activity and learning outcomes by using the TGT type learning model. Based on this research, the TGT type cooperative learning model is suitable for use in improving learning outcomes. However, this TGT type of cooperative learning model needs to be modified with the help of suitable learning methods.

According to (Sari, et al., 2023), the benefits of the Teams Games Tournament learning model are that it can increase student activity so that they are more dominant in learning activities. Sari stated that the TGT learning model can increase student activity,

in addition, during the learning process, an interesting and enjoyable classroom or learning environment can increase student activity with the TGT model. The TGT model is a model that does not discriminate against race and social status, which can hinder learning.

Healthy Competition as a Trigger for Collaborative Motivation

The TGT cooperative model places students in heterogeneous groups that work together to achieve learning goals, so that each group member plays an active role in the learning process (Suhendar et al., 2023, Anwar et al., 2024). This approach is very helpful for students with low collaboration, because they are encouraged to participate and work together for the success of the team. TGT also fosters students' self-confidence in expressing opinions, reduces unhealthy competition, and builds an attitude of respect for differences. This is in line with the opinion expressed by (Sati, et al., 2024), through the implementation of tournaments in working on group assignments, the TGT learning model has succeeded in creating elements of healthy competition among students. This competition is the main trigger in increasing collaboration between students in groups, because students feel motivated to show their best abilities and achieve optimal results. In the context of learning, healthy competition can be an effective means of encouraging students to excel and try harder in completing group assignments. This is also in line with research conducted by (Aszari, et al., 2024; Suhendar et al., 2024) which states that when the tournament takes place, collaboration will increase because students will compete to be the best in their team, and the best team will receive awards from educators so that students will be motivated and can achieve optimal learning outcomes. So, indicators in collaboration skills can be achieved through TGT type cooperative learning. In line with this theory, the use of TGT in learning is effective in improving students' collaboration skills.

4. CONCLUSION

The importance of collaborative learning in education, especially in Pancasila Education subjects, aims to improve students' collaboration skills. Based on a case study in one of the elementary schools in Surakarta City, it was found that students' collaboration skills were still low. This is caused by several factors, such as independent learning habits and minimal experience working in groups. This study explores the Team Games Tournament (TGT) learning model as a solution to improve collaboration skills. The TGT model consists of several steps, namely presenting materials in class, forming groups, game activities, tournaments, and giving group awards. The results of the study showed that the implementation of TGT can improve students' collaboration skills, create an interactive learning atmosphere, and motivate students to participate actively. Through the TGT method, students are not only invited to learn in a fun and interactive way, but are also encouraged to work together in a healthy competitive atmosphere. Thus, the implementation of TGT has proven effective in building a learning environment that

supports collaboration and active involvement in learning, especially in Pancasila Education subjects.

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