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RESEARCH ARTICLE

Implementing the teams games tournament cooperative learning model to enhance student learning outcomes on diversity is beautiful

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ABSTRACT

This study aims to improve student learning outcomes on "Diversity is Beautiful" by implementing the Teams Games Tournament (TGT) cooperative learning model at SD Negeri Lamklat, Aceh Besar. This Classroom Action Research (CAR) was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The research subjects were 25 fourth-grade students. Data were collected using learning outcome tests, student activity observation sheets, and interviews. The findings showed significant improvements in student learning outcomes from cycles I to II. In cycle I, the average student score was 72, with a mastery level of 68%. In cycle II, the average score increased to 85, with a mastery level of 92%. Student learning activities also improved, marked by tremendous enthusiasm and active participation in the learning process. The TGT model provided a fun learning experience, motivating students to engage in healthy competition, collaborate in groups, and appreciate diversity. Based on the findings, it is concluded that implementing the TGT cooperative learning model effectively enhances student learning outcomes on the topic "Diversity is Beautiful.

1. Introduction

One of the important elements in developing high-quality human resources is education. Innovation is key to improving student learning outcomes in elementary

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schools. The cooperative learning model is one approach that has been widely studied and applied to improve interactions between students and their learning outcomes. Cooperative learning encourages students to work together and share information in solving problems, according to Slavin (2014). This creates a productive learning environment.

However, the facts show that many students are less enthusiastic and more passive when learning. This also happened at SD Negeri Lamklat, Aceh Besar, especially with the "Different is Beautiful" material. The lack of student interest in the lesson influences learning outcomes that have not reached the completion standard. Social skills and an in-depth understanding of the subject matter can be hampered by active student participation, according to Johnson & Johnson (2019). Therefore, a learning method that can handle this problem is needed.

Cooperative learning models such as Team Game Tournaments (TGT) are an enjoyable alternative. Students may be more motivated because this model encourages group work and fun elements of competition. Huda (2020) stated that TGT makes learning more interactive and competitive. Students learn through educational games and group discussions. This method emphasizes academic results and develops students' affective and social aspects. Previous studies have shown that implementing the TGT model helps students learn various subjects. For example, research by Rahmawati et al. (2021) found that TGT can significantly improve students' cognitive abilities. In addition, Nugroho & Setiawan (2022) found that this model can foster an attitude of mutual respect in groups. This is closely related to the values of diversity in the material "Different is Beautiful."

Based on this background, this study aims to improve student's learning outcomes in the material "Different is Beautiful." This material is intended to teach students the importance of appreciating differences in everyday life so that they can understand the values of tolerance and diversity. In addition, this study aims to determine how effective the TGT model is in increasing student activity and engagement during learning.

The results of this study are expected to help develop new approaches to learning in elementary schools, which are incredibly cooperative learning methods. In addition, this study provides suggestions to teachers on creative and fun ways to incorporate social values into education. Therefore, it is expected that implementing the TGT model will help students learn better and also help them build characters that are in accordance with human values.

2. Literature review

2.1. Cooperative learning model

Cooperative learning emphasizes students working in small groups to achieve shared learning goals. According to Slavin (2014), this model effectively creates a supportive learning environment where students can learn from and with their peers. The development of social skills, individual and group responsibility, and positive interactions are encouraged by this model. The cooperative model has been shown to improve student learning outcomes in several subjects in elementary school (Johnson & Johnson, 2019).

2.2. Team games tournament (TGT)

TGT is a cooperative learning model combining elements of competition and group work. This model involves students being divided into heterogeneous groups to study a particular topic. They then compete to answer questions related to the topic they have studied. Hulda (2020) stated that TGT increases students' desire to learn because it makes the class fun and challenging. The competitive element in TGT also encourages students to focus more and understand the material better.

2.3. Effectiveness of TGT in learning

Previous studies have shown that TGT improves student learning outcomes. Rahmawati et al. (2021) found that the TGT model can improve students' cognitive abilities by up to 25% compared to the lecture method. In addition, Nugroho & Setiawan (2022) found that students who studied with TGT showed improvements in affective aspects such as self-confidence and communication skills. The idea that TGT helps students acquire social skills and improve academic achievement is also supported by this study.

2.4. Different is beautiful

Students are taught about the importance of respecting differences in terms of religion, culture, and individual character through the material "Different is Beautiful." For students to live in a diverse and united environment, they must learn these principles early on. Wahyuni (2020) stated that learning based on diverse values requires contextual and interactive methods to help students understand concepts such as tolerance and empathy. TGT is relevant because it involves group discussions encouraging students to understand and respect each other's differences.

2.5. TGT in the context of elementary education

The use of TGT has many advantages in elementary education. A study conducted by Kurniawati et al. (2019) showed that this model helps increase students' passive involvement in learning. TGT learning can also create a good learning environment where students compete healthily and work together to achieve common goals. This is in accordance with the findings of Wardani (2021), who stated that using TGT significantly increases students' intrinsic desire.

2.6. The advantages of the TGT model in teaching social values

The TGT model has advantages in teaching social values because it allows students to work together in heterogeneous groups, showing classroom diversity. This aligns with the opinion of Setiawan (2022), who said that TGT can help build students' character by increasing tolerance, cooperation, and respect for each other. Therefore, this model focuses on cognitive and character development in accordance with national education goals.

3. Methods

3.1. Type of research

This study uses a Classroom Action Research (CAR) approach with a spiral model developed by Kemmis and McTaggart (2014). This study was conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The subjects of this study were 25 fourth-grade students of SD Negeri Lamklat, Aceh Besar. The selection of subjects was based on the problems found, namely the low learning outcomes of students in the material "Different is Beautiful."

This study was conducted at SD Negeri Lamklat, Aceh Besar, in the odd semester of the 2024/2025 academic year. The research implementation period lasted for two months, with details of each cycle carried out in two weeks.

3.2. Research design

This study was conducted in two cycles, with planning stages including creating learning devices (RPP, teaching materials, student worksheets), developing TGT-based learning media, and creating research instruments. Implementation: The TGT-type cooperative learning model is used by the designed RPP. Observation: Use observation sheets to record student and teacher activities during learning. Reflection: Evaluate data and evaluate results to improve learning in the next cycle.

3.3. Research instruments

This study used a learning outcome test to measure the improvement of students' cognitive abilities. Observation sheets were used to track teacher and student actions during learning. Interviews: To obtain qualitative data about students' experiences during learning with the TGT model. These data were analyzed using quantitative descriptive analysis techniques, which means that test results were analyzed to determine students' average scores and percentage of learning completion, and observation and interview results were analyzed to determine student activity patterns and responses to learning.

3.4. Data analysis

Qualitative and descriptive analyses were used to analyze the data obtained. Quantitative analysis measured the improvement of student learning outcomes based on skill test scores. Qualitative analysis analyzed student activities and their responses to learning.

4. Results and discussion

This research was conducted in two cycles. In each cycle, data on student learning outcomes, learning activities, and student responses to the implementation of the TGT model were analyzed. The main results of this study are as follows.

4.1. Student learning outcomes

The results of the formative test showed a significant increase in students' average scores from cycle I to cycle II. In cycle I, the average student score was 72, with a classical completion rate of 68%. By cycle II, the average score had increased to 85, with the classical completion rate reaching 92%. This indicates a notable improvement in student performance over the two cycles.

This improvement in learning outcomes aligns with the findings of Rahmawati et al. (2021), which suggest that the TGT model can enhance student learning through group work and healthy competition. The collaborative nature of the TGT model encourages active participation, peer support, and motivation, ultimately contributing to better academic achievement.

4.2. Student activities

The observation results showed that students were more active in learning in cycle II compared to cycle I. Their involvement in group discussions only reached 70% in cycle I, but increased to 90% in cycle II. Students were also more interested in participating in tournaments after the cycle ended. These results align with Huda (2020) research, which found that the competitive element in TGT might make students more interested in actively participating.

4.3. Student response

The interview results showed that most students felt more motivated and enjoyed learning using the TGT model. They also said that learning felt more enjoyable and that the "Different is Beautiful" material was easier to understand.

5. Discussion

Improved student learning outcomes indicate that the TGT model effectively helps students understand the lesson. According to Slavin (2014), cooperative learning enables students to learn from their peers, enhancing their understanding of the material. Additionally, the competitive aspect of TGT encourages students to stay focused and motivated to achieve optimal results.

During learning, student activities also showed significant improvements. Students were more active in speaking and competing during the second cycle. This aligns with Kurniawati et al. (2019), who stated that the TGT model can help create a dynamic learning environment and encourage students to work together with others. In addition, this activity helps students learn social skills such as communication and tolerance.

The "Different is Beautiful" material focuses on appreciating differences. With the TGT model, students gain cognitive knowledge and a direct understanding of diversity through collaboration in heterogeneous groups. Wahyuni (2020) said that social value-based learning requires an interactive approach, such as TGT, to help students understand values.

This study's results align with the results of Nugroho & Setiawan (2022), which stated that applying the TGT model can improve students' social and academic skills. In this study, students obtained better learning outcomes and showed mutual respect when working in groups and participating in tournaments.

A fun and competitive learning approach can explain why the TGT model successfully improves student learning outcomes and activities. Following the social learning theory proposed by Bandura (2016), where social interaction is significant in learning, the combination of tournaments and group cooperation provides a different learning experience for students. Overall, the findings of this study indicate that the TGT model not only helps students learn better, but also can build character, such as empathy, tolerance, and cooperation.

5. Conclusion

Based on the study's results, it can be concluded that the TGT model successfully increased the average score of students from 72 in cycle I to 85 in cycle II. The classical completion rate increased from 68% to 92%. Students were also more involved in the learning process, both in tournaments and group discussions, with the average score of students increasing from 72 to 85 in cycle II. The average score of students in cycle II reached 90 percent, which shows that in accordance with the learning objectives of the material "Different is Beautiful," this helps students understand and appreciate the differences between them.

The TGT-type cooperative learning model is suitable for students cognitively, affectively, and socially. Therefore, teachers are advised to use this model as an alternative, effective, and enjoyable learning strategy, especially for materials emphasizing diversity and cooperation.

Conflict of interest

The authors declare that they have no conflict of interest.

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