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Improving Civics Learning Outcomes through the Cooperative Learning Model Teams Games Tournament among Fourth Grade Students at Tiakur Elementary School

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Abstract
This study aims to improve the learning outcomes of Civics students of grade IV of Tiakur State Elementary School through the Teams Games Tournament cooperative learning model. This classroom action research involved 30 students with data collection techniques through observation and written tests. The results showed a significant increase from cycle I to cycle II, where the percentage of students achieving scores above the KKM increased from 32.14% to 100%, with an average final score of 76.66. The application of the Teams Games Tournament model has proven effective in creating an interactive and enjoyable learning atmosphere, so that it can improve student learning outcomes.
Keywords: *learning outcomes, cooperative learning model, teams games tournament.*

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INTRODUCTION

Education is a process of humanizing individuals—a systematic effort to develop each person's potential to live optimally, both as individuals and as members of society. Education is not merely about transfering knowledge; it is also a means of shaping character, religious and social values that serve as life guidelines (Mboa & Ajito, 2024). According to Law No. 20 of 2003 concerning the Indonesian National Education System, education is a conscious and planned effort to create a learning environment and process in which students actively develop their potential. This includes spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society (Setiawan & Suwandi, 2022).

Lasaiba & Lasaiba (2022) emphasize that education plays a crucial role in shaping the character of both individuals and communities. Education should focus

not only on academic achievement but also on the development of social and emotional skills. A holistic educational approach will produce competitive individuals capable of making positive contributions to society (Rai et al., 2017). Education is a strategic tool for achieving progress. She stresses the importance of quality education in fostering self-awareness, empowering individuals, and preparing students to face global challenges through adaptive and contextual learning methods (Sari & El Islami, 2020)

In this context, teachers hold a central role. The achievement of educational goals largely depends on the competence and creativity of teachers in designing and implementing meaningful learning processes (Ofita & Sururi, 2023). Teachers must be able to create active, innovative, and engaging learning environments to fully develop students' potential (Sanjaya, 2013).

Learning is not merely a routine classroom activity; it is a strategic instrument for shaping the quality of a nation's human resources. A developed country is one that can provide quality education accessible to all layers of society (Yandi et al., 2023). Wicaksono & Iswan (2019) states that the higher the quality of education, the more progressive a nation becomes.

Moreover, globalization, technological advancements, and social changes require innovation and renewal in educational practices (Capperucci, 2015). Twenty-first-century education demands that students not only master content but also develop critical thinking, communication, collaboration, and creativity skills (Andryannisa et al., 2023).

Ultimately, education should aim to shape whole individuals—those who are intellectually, emotionally, spiritually, and socially intelligent. This can only be achieved through an adaptive education system, competent teachers, and synergistic collaboration among governments, schools, families, and communities (Rusman, 2012).

Based on these perspectives, the author believes that every Indonesian citizen, regardless of their location, has the right to receive a proper education. This also applies to SD Negeri Tiakur and other schools located in remote areas. Based on preliminary observations and interviews conducted on October 16, 2024, a decline in student learning outcomes has been identified.

Table 1. The Percentage of Civics Learning Mastery of Fourth Grade Students Before Using the Teams Games Tournament (TGT) Learning Model

Grade	KKM	Total Students	Students Achieving Mastery	Mastery Percentage	Students Not Yet Mastered	Non-Mastery Percentage
IV	65	30	11	37%	19	63%

Based on the table above, with the established Minimum Mastery Criteria (MMC) of 65, only 37% of students achieved mastery, while 63% did not. This indicates that the learning outcomes of students in Civics (Pendidikan Kewarganegaraan – Pkn) are still low, as the majority scored below the MMC. At SD Negeri Tiakur, learning is considered successful when at least 65% of students reach the mastery level.

In light of this, teachers are expected to develop instructional methods that can improve student learning outcomes in Civics. One alternative method to address this issue is the Teams Games Tournament cooperative learning model, which provides a conceptual framework outlining structured procedures for enhancing both teaching and learning. This model helps educators plan instructional activities effectively to achieve predefined learning objectives.

In the Teams Games Tournament cooperative learning model, each group member plays an important role, promoting effective interaction and collaboration. Groups typically consist of 4–6 students with diverse backgrounds and abilities. Based on research conducted by Tuti Suryani on January 31, 2021, titled "Efforts to Improve Civics Learning Outcomes Using the Teams Games Tournament (TGT) Cooperative Learning Model", the implementation of the Teams Games Tournament model in Grade IV of SD Negeri Pacar Imogiri Bantul successfully increased students'

understanding of Indonesia's cultural diversity, with an improvement of 8 points in student scores. The percentage of students achieving the learning target also rose from 84.3% to 93.75%, a 9.45% increase. The Teams Games Tournament model also significantly enhanced student collaboration and self-confidence.

Furthermore, it is expected that students can build the confidence to overcome hesitation when answering questions, thereby minimizing learning obstacles. Proper planning is essential in implementing the Teams Games Tournament model to ensure optimal classroom execution, both in terms of content delivery and response techniques.

Based on the above explanation, the researcher considers it necessary to conduct a study entitled Improving Civics Learning Outcomes Through the Cooperative Learning Model Teams Games Tournament Among Fourth Grade Students at SD Negeri Tiakur.

METHOD

This research falls under the category of Classroom Action Research (CAR). According to (Utami et al., 2020), CAR is a scientific activity conducted to improve the quality of learning through several cycles in a collaborative manner by designing, implementing, observing, and reflecting on actions. This study is a type of collaborative CAR, meaning the researcher and the teacher are directly involved and work together throughout the research process. The researcher is responsible for designing and implementing the learning process, while the teacher acts as a collaborator and observer (Widyasari et al., 2024).

The subjects of this research are the fourth-grade C students of SD Negeri Tiakur for the 2024/2025 academic year, totaling 30 students. The research instruments consist of multiple-choice and essay questions selected from the taught material. In each cycle, a test is administered to measure students' achievement of the learning objectives.

This research is conducted at SD Negeri Tiakur, located in the Southwest Maluku Regency. The study is scheduled to take place on November 2, 2024.

RESULT AND DISCUSSION

The results of the classroom action research on the Civics subject (Civics Education–PKN), with the topic "Forms of Norms and Rules Applied in Daily Life," using the Cooperative Learning Model Teams Games Tournament, were obtained from two stages of student learning assessments: the pre-test and the post-test, conducted over two cycles. The first cycle aimed to examine and evaluate the extent to which the applied learning model could improve student learning outcomes. Based on the observation and test results, the outcomes in the first cycle had not reached 100%, so the research continued to the second cycle.

In the initial stage, the teacher conducted a pre-test on November 8, 2024, to assess students' prior knowledge regarding the "Forms of Norms and Rules Applied in Daily Life" taught by the teacher. The learning activity in this stage was carried out using the lecture and question-and-answer method. The results of the students' pre-test can be seen in Table 2 related to the Civics subject with the material on "Forms of Norms and Rules in Daily Life".

Table 2. Pre-Test Student Mastery Results

Description	Number of Students	Percentage (%)
Mastery Achieved	11	37
Not Yet Mastered	19	63
Total	**30**	**100**

Based on the table above, the following breakdown can be described: 6 students scored 30 (20%), 8 students scored 40 (26.66%), 1 student scored 45 (3.33%), 4 students scored 50 (13.33%), 2 students scored 65 (6.66%), 6 students scored 70 (20%), and 1 student scored 80 (3.33%). Therefore, it can be concluded that the percentage of students who achieved a score equal to or above the Minimum Mastery Criteria (MMC) of ≥65 is 32.14%, while the percentage of students who scored below the MMC (i.e., less than

65) is 67.86%. The average score of the students was 49.11%. The results of the pre-test are more clearly shown in the image below.

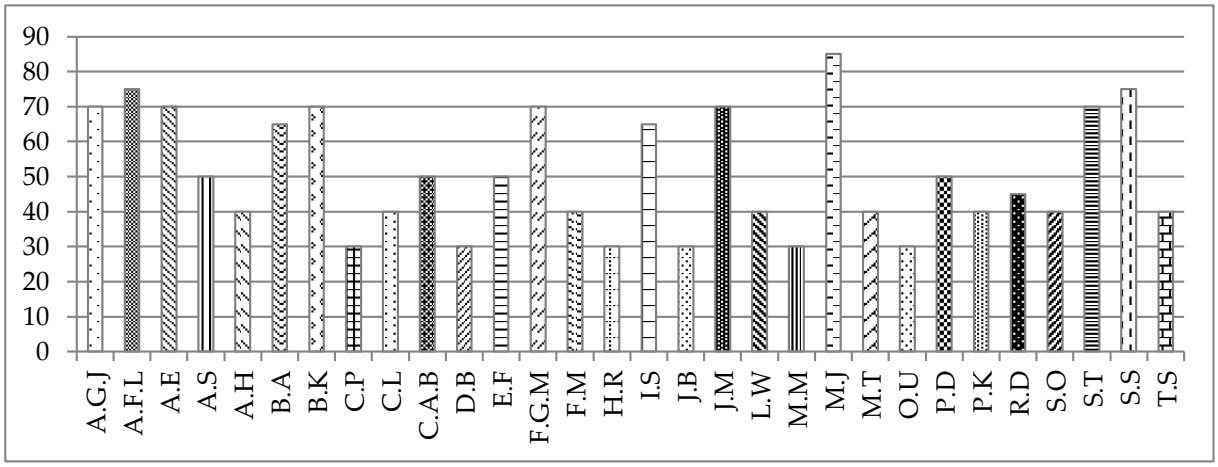


Figure 1. Pre-Test Results of Fourth Grade Students at SD Negeri Tiakur

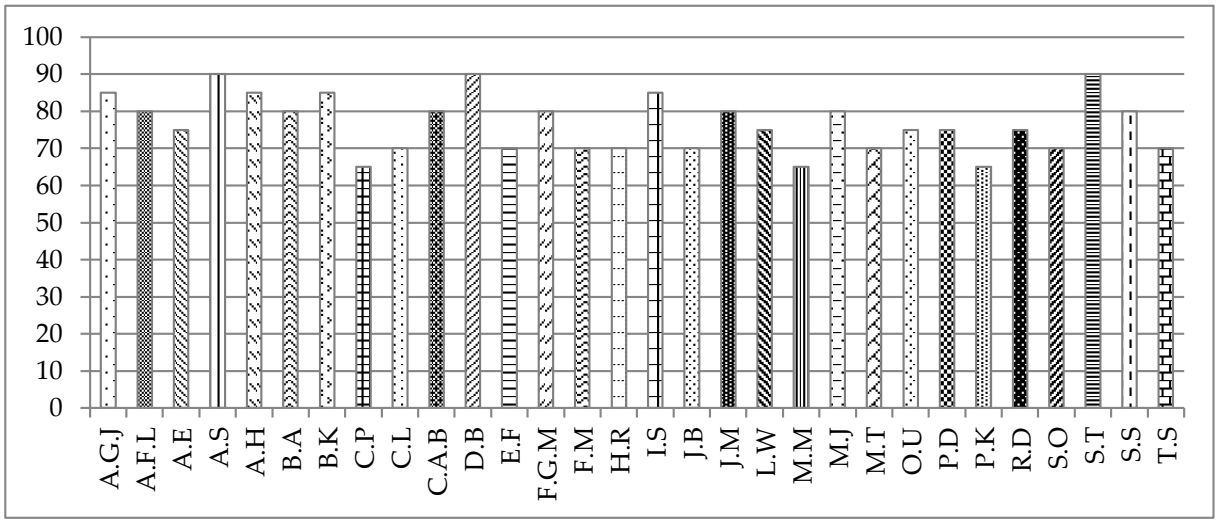


Figure 2. Post-Test Results of Cycle I for Fourth Grade Students at SD Negeri Tiakur

Based on the figure 2, the following breakdown can be described: 2 students scored 40 (3.33%), 3 students scored 50 (10%), 3 students scored 60 (10%), 4 students scored 65 (13.33%), 8 students scored 70 (26.66%), 4 students scored 75 (13.33%), 4 students scored 80 (13.33%), and 2 students scored 85 (3.33%). The average score was 66.45. Below is the table of student mastery.

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Table 3. Cycle I Learning Outcomes of Students at SD Negeri Tiakur

Description	Number of Students	Percentage
Mastery Achieved	22	73,33
Not Yet Mastered	8	26,67
Total	30	100

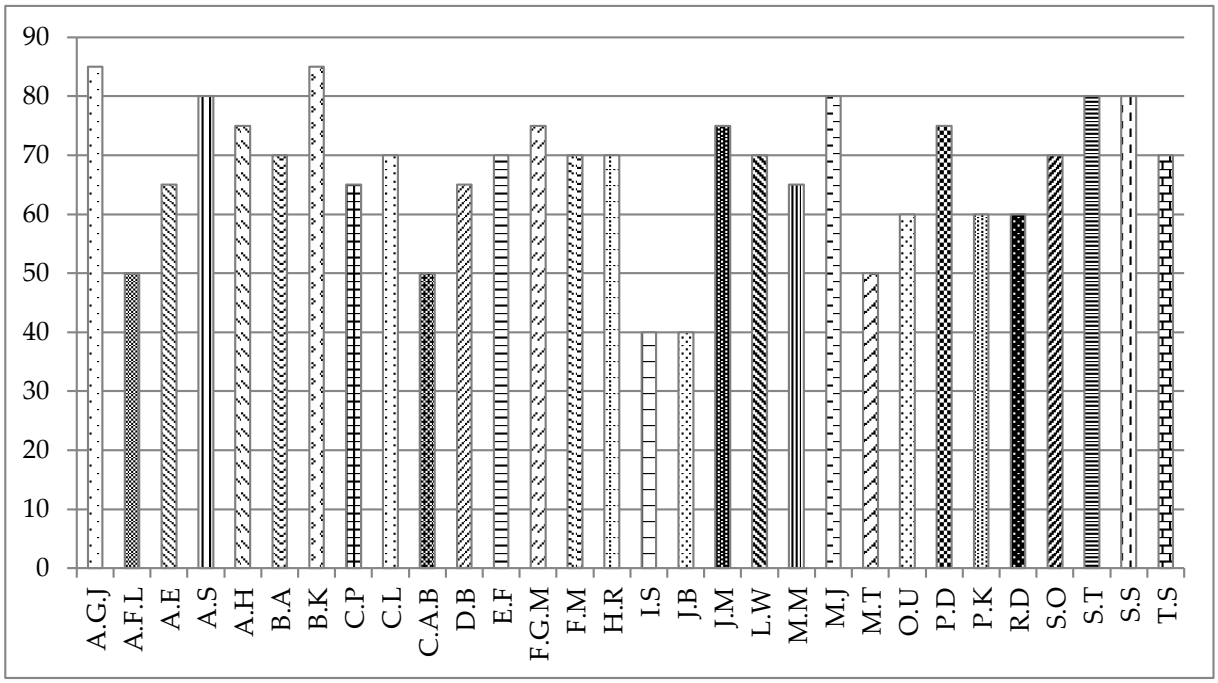


Figure 3. Post-Test Results of Cycle II for Fourth Grade Students at SD Negeri Tiakur

Based on Figure 3 above, it can be described that: 3 students scored 65, 8 students scored 70, 5 students scored 75, 7 students scored 80, 4 students scored 85, and 3 students scored 90. Therefore, it can be concluded that all 30 (100%) students achieved a score of ≥65, with an average score of 76.66. This indicates that the Civics learning using the Teams Games Tournament (TGT) model for the topic "Implementing Norms Applicable in School and Community Life" can be considered successful, as all students achieved scores meeting the Minimum Mastery Criteria (MMC). Consequently, the implementation of the action stops at Cycle II. To assess the success level of the students in Cycle II, please refer to Table 4 below.

Table 4. Cycle II Learning Outcomes of Students at SD Negeri Tiakur

Description	Students	Precentage %)
Mastery Achieved	30	100

The first meeting started with a pre-test. After the actions were taken, the results of the pre-test showed that in Cycle I, during the first meeting, the students had not yet reached the Minimum Completion Criteria (KKM) ≥65 set by the school. Out of 30 students, 11 students reached the target with a percentage of 37%, while 19 students did not reach the target with a percentage of 63%. Based on these results, the researcher used the Teams Games Tournament (TGT) model to improve the learning outcomes from the first meeting, including the pre-test in Cycle I and the post-test in Cycle I. First Meeting Activities: The teacher briefly explained the material, divided the students into heterogeneous groups, and provided an opportunity for them to discuss. Afterward, students participated in an educational game in the form of a tournament to answer questions related to the material. Most students appeared enthusiastic about participating in the game. However, some students were still lacking confidence to participate actively, especially when answering questions. This may have been due to a lack of in-depth understanding of the material provided.

Second Meeting Activities: The teacher reviewed the material from the first meeting and provided additional questions for group practice. They were more confident in answering the questions, especially because of the support from their groupmates. However, some groups appeared to be less organized, causing the discussion time to be less effective.

General Reflection on Cycle One: The strength of the Teams Games Tournament (TGT) model successfully increased student engagement in learning. The teacher needs to ensure that all students understand the rules of the game and the material thoroughly before the tournament starts.

Conclusions and Plans for the Next Cycle: Based on the reflection of Cycle One, improvements are needed to further maximize student learning outcomes. These include:

- Providing clearer directions regarding the distribution of tasks within groups.
- Allowing extra time for discussion and material review before the tournament.
- Giving small rewards to active and cooperative groups as additional motivation.

With these improvements, it is expected that the next cycle will further enhance student engagement and learning outcomes.

In the implementation of Cycle II, which includes the first and second meetings, there are several key points that can be used as reflections related to the application of the Teams Games Tournament (TGT) model to improve the learning outcomes of Grade IV students. During the first meeting, it was observed that students began to show higher interest and enthusiasm compared to Cycle One. The participation of students increased, especially when they worked in groups to solve problems. In the second meeting, the discussion atmosphere became more lively, and previously passive students began to participate more actively.

This success indicates that the Teams Games Tournament (TGT) model provides students with a space to learn in an enjoyable way while still focusing on the learning objectives. In the second cycle, students showed a better understanding of the importance of working together in groups to achieve a common goal. The competition, combined with games, made students more eager to learn and understand the material. This directly impacted the improvement in student learning outcomes.

Based on the description of the research results, which include the learning outcomes of students during the pre-test of Cycle I and the post-test of Cycle II, there is a clear improvement in student performance. In the pre-test of Cycle I at SD Negeri Tiakur, 6 students scored 30 (20%), 8 students scored 40 (26.66%), 1 student scored 45 (3.33%), 4 students scored 50 (13.33%), 2 students scored 65 (6.66%), 6 students scored

70 (20%), and 1 student scored 80 (3.33%). This means that the percentage of students achieving the Minimum Completion Criteria (KKM) ≥65 was 32.14%, while students who scored below KKM ≥ 65 were 67.86%, with an average score of 49.11%.

In the post-test of Cycle II, 3 students scored 65, 8 students scored 70, 5 students scored 75, 7 students scored 80, 4 students scored 85, and 3 students scored 90. Therefore, it can be said that 30 (100%) students achieved scores ≥ 65, with an average score of 76.66. This indicates an improvement in students' learning outcomes compared to the previous cycle, suggesting that the learning strategies implemented in this cycle were more effective in enhancing students' understanding and skills. In addition, all students have met the Minimum Mastery Criteria (KKM), which reflects that the learning objectives in this cycle have been fully achieved. This improvement also demonstrates the active involvement of students during the learning process as well as an increase in their learning motivation.

Based on the Minimum Completion Criteria (KKM), the student learning outcomes in Cycle II show significant improvement. More than 85% of students achieved scores above the KKM, which is an indicator of success in learning. With this achievement, the Teams Games Tournament (TGT) model can be said to have been successfully implemented to improve the learning outcomes of Grade IV students.

Through two meetings in the second cycle, an interactive and enjoyable learning environment was created, supporting the improvement of student learning outcomes. Factors contributing to success include increased student engagement, better understanding of the material, and more effective learning management. However, this reflection also emphasizes the importance of consistency in implementation and adaptation to students' needs to continue improving learning outcomes. With the results achieved, the Teams Games Tournament (TGT) model can be considered successful and effective for use in learning.

Table 5. Student Score Summary

No	Score Recap	Average	Percentage (%)
1	Pre Test	49,11	35,31

2	Post Test I	66,45	15,37
3	Post Test II	76,66	56,11

The learning research using the Teams Games Tournament (TGT) Model to improve learning outcomes has been previously conducted by several researchers, including the following: A study conducted by Mugiyanti on March 28, 2023, titled "The Influence of the Teams Games Tournament Learning Model on the Civics Education Learning Outcomes of Grade IV Students at SDN Pacar". The TGT learning model was found to significantly improve students' understanding of the diversity of Indonesian culture in Grade IV of SD Negeri Pacar Imogiri Bantul, with an increase in the average score by 8 points. The proportion of students who completed the learning targets also increased, from 84.3% to 93.75% (a 9.45% increase). The TGT model also successfully enhanced students' teamwork quality and self-confidence significantly. In addition to the learning groups in the class, students were expected to develop self-confidence, so that when creating and answering questions, they would not have prolonged doubts that could hinder the teaching and learning process. The technical aspects that need to be addressed in the TGT model should involve thorough planning for each action, ensuring that when implemented in the classroom, both the content and the technical execution are maximized. In its implementation, the teacher also needs to take an active role as a facilitator who guides and motivates students, as well as creates a conducive learning environment so that interactions among students can occur effectively. In addition, regular evaluations are also important to measure the success of the TGT model and to adjust strategies if necessary, in order to ensure that the learning process continues to run optimally and sustainably.

CONCLUSION

Based on the results and discussion, the conclusion can be drawn that the implementation of the Teams Games Tournament learning model for Grade IV students at SD Negeri Tiakur, with a total of 30 students, showed significant

improvement. In cycle II, all 30 students (100%) achieved the KKM ≥65. The students' average score increased from a pre-test score of 49.11 with a 35.31% presentation, to an average score of 66.45 with a 15.37% presentation in the initial test of cycle I, and further increased to an average score of 76.66 with a 56.11% presentation in the final test of cycle II. The material on norms was effectively taught using the Teams Games Tournament learning model.

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