Analysis of the Impact of the Application of the Team Game Tournament Cooperative Learning Model in PPKN Learning

Mahdania Citra Pradila*, Mukhamad Murdiono
Universitas Negeri Yogyakarta, Indonesia
Email: mahdaniacitra.2022@student.uny.ac.id*

ABSTRACT

The background highlights observed issues in *PPKn* learning, where students perceive the subject as boring, leading to passive participation and unconducive classroom conditions. The purpose of writing this article is to identify the problems in Civics learning and to examine the impact of applying the Teams Game Tournament (TGT) cooperative learning model in Civics education. The method used in this research is descriptive qualitative with case study analysis, and data collection methods included observation, literature study, and visual analysis. The subjects of this research were students of class 7B at *SMP Negeri 1 Mlati*. The results showed that there was a problem in learning Civics subjects, namely that students were less active and considered Civics boring, with a lack of learning motivation. However, the application of the Teams Game Tournament (TGT) cooperative learning model in Civics learning made students more focused, active, varied, creative, and enthusiastic. The learning process became interactive, educational, fun, and conducive. Classroom conditions improved, and students were able to be responsible, cooperate, and compete fairly during the learning process. The implications suggest that innovative learning models like TGT can revitalize *PPKn* education by making it more student-centered and dynamic, aligning with national education goals.

INTRODUCTION

The results of the observations that have been carried out have found a problem in the learning process of PPKn subjects, namely students consider PPKn subjects boring, it can be seen from this problem that causes students who are less active, less motivated and class conditions are not conducive. Departing from these problems, the purpose of this research is to find out the impact of the application of the Teams Game Tournament cooperative learning model on PPKn subjects. In order for children's cognitive development to run well, a cooperative learning model can be applied. The cooperative learning model is a series of student learning activities in a specific group to achieve the learning goals to be achieved (Luthfiyah et al., 2020).

The researcher chose a cooperative learning model of the Teams Game Tournament (TGT) type that places students in heterogeneous groups. The Teams Game Tournament learning model is a group learning model where each group consists of 5-6 students and in this learning model there are games (matches) that can hone their cognition and there is a reward as their encouragement in a match. The objectives of the Teams Game Tournament (TGT) learning model are: to increase good cooperation between students in solving problems, help students to increase positive traits in learning, help students accept every opinion from other students, and make students learn more actively (Fathurrohman, 2015). The syntax of the Teams Game Tournament learning model used is group presentation, forming groups, being discharged,

starting the tournament, calculating the score of each group and ending with a conclusion.

The Teams Game Tournament (TGT) type learning model has several stages that are designed to increase student motivation in participating in PPKn learning and make students have a good and positive attitude towards PPKn. The stages in TGT-type cooperative learning are class presentations, group learning, games, tournaments, and group awards (Gunawan, 2019). These stages play a very important role in supporting and increasing students' motivation in learning PPKn. Games and Tournaments are designed to help students be more motivated to learn PPKn, be creative, and foster a positive attitude in students, respect friends, and be able to solve PPKn problems.

The decline in student engagement and motivation in Civics (PPKn) education has become a pressing issue in many Indonesian classrooms. Studies indicate that traditional lecture-based methods often fail to captivate students, leading to passive learning and poor academic performance (Saputra et al., 2021). Research by Hidayat et al. (2020) further highlights that students perceive PPKn as monotonous, resulting in disinterest and low participation. These findings underscore the need for innovative pedagogical approaches to revitalize Civics education and align it with 21st-century learning demands. Cooperative learning models, such as Teams Games Tournament (TGT), have shown promise in addressing similar challenges in other subjects, yet their application in PPKn remains underexplored.

Previous studies have demonstrated the efficacy of TGT in enhancing student collaboration and motivation in STEM subjects (Slavin, 2014). For instance, a meta-analysis by Luthfiyah et al. (2020) revealed that TGT significantly improved learning outcomes in elementary schools by fostering active participation and teamwork. Similarly, research by Kristiana et al. (2017) found that TGT increased cognitive engagement and achievement in science education. However, despite these successes, there is limited empirical evidence on how TGT specifically impacts PPKn learning, particularly in secondary education. This gap highlights the need for targeted research to evaluate TGT's applicability and effectiveness in Civics classrooms.

Meanwhile, according to Slavin, the Teams Game Tournament (TGT) learning model has 5 stages, namely the stage of class presentation (*Class Presentation*), study groups (*Teams*), games (*Games*), matches (*Tournament*) and group awards (*Team Recognition*) (Sa'adilla et al., 2022). The Teams Game Tournament (TGT) learning model has several advantages, including that it is easier for students to make friends from different groups so that the social spirit of students becomes better, increases students' confidence that the results they get come from hard work during groups rather than luck, and provides motivation and innovation so that students are not bored in class so that they can improve their cognitive abilities which include remembering, understanding, and analyzing so that it can improve the learning outcomes of Pancasila and Citizenship Education (PPKn) subjects. Teams Game Tournament (TGT) is one of the innovative learning models that can make the teaching atmosphere active and more fun. Students are more confident and all students have the same opportunity to participate in class. There is good cooperation from each group so that it can improve learning outcomes.

The urgency of this research stems from the persistent challenges in PPKn education, which hinder the development of critical civic competencies among students. National assessments reveal stagnant performance in Civics, with many students struggling to apply theoretical knowledge to real-world contexts (Kemdikbud, 2022). Furthermore, the post-

pandemic educational landscape demands interactive and engaging strategies to counteract learning loss and rekindle student interest. TGT's emphasis on collaboration, competition, and active learning aligns with these needs, making it a timely intervention to address both academic and motivational deficits in PPKn.

This study introduces novelty by examining TGT's impact on PPKn learning through a qualitative lens, focusing on student engagement and classroom dynamics. While prior research predominantly quantifies TGT's effects on test scores, this study delves into the qualitative shifts in student behavior, attitudes, and interpersonal skills. Additionally, it explores how TGT fosters character values like responsibility and fair competition, which are central to Civics education but rarely studied in this context. By bridging these gaps, the research offers a holistic understanding of TGT's potential to transform PPKn pedagogy.

The primary objective of this study is to analyze the impact of TGT on student engagement, motivation, and learning outcomes in PPKn. Specifically, it investigates whether TGT mitigates classroom passivity, enhances collaborative skills, and improves conceptual understanding of Civics topics. The study also aims to identify the challenges and facilitators of implementing TGT in PPKn settings, providing actionable insights for educators. These objectives are grounded in the broader goal of revitalizing Civics education to meet contemporary educational standards. The purpose of this study is to describe the impact of the application of the Teams Game Tournament learning model in PPKn learning.

The benefits of this research extend beyond academic circles. For policymakers, the findings can inform curriculum design and teacher training programs, emphasizing innovative, student-centered approaches. For educators, the study offers practical strategies to create dynamic and inclusive Civics classrooms. Students stand to gain from a more engaging learning experience that cultivates both academic and social competencies. Ultimately, the research contributes to Indonesia's educational priorities by aligning PPKn instruction with the values of democracy, collaboration, and critical thinking.

By addressing the research gap and urgency, this study positions TGT as a viable solution to the challenges plaguing PPKn education. Its novelty lies in combining qualitative insights with practical applications, offering a comprehensive framework for improving Civics instruction. The findings are expected to inspire further exploration of cooperative learning models in social sciences, fostering a culture of innovation in Indonesian education

RESEARCH METHOD

This research employed a descriptive qualitative approach using a case study design to analyze the impact of the Teams Game Tournament (TGT) cooperative learning model on *PPKn* learning. The population consisted of all students of class 7 at *SMP Negeri 1 Mlati*, with the sample specifically drawn from class 7B. Purposive sampling was applied to select participants directly involved in the implementation of the TGT model in the classroom. The research instruments included observation guides, interview protocols, and documentation sheets to capture behavioral changes and learning experiences during the intervention.

To ensure data quality, the instruments underwent validity and reliability testing. Content validity was confirmed through expert judgment from Civic Education teachers and education specialists, who reviewed the instruments for clarity and relevance. Reliability was assessed via a pilot study with a small group outside the population, measuring consistency through repeated

observations and inter-rater agreement. Only instruments demonstrating valid content and satisfactory reliability were used for final data collection.

Data collection techniques involved classroom observation, in-depth interviews with students and teachers, and analysis of learning documentation such as photos and assignment results. The research procedure began with preparatory meetings and instrument validation, followed by classroom implementation of the TGT model, ongoing observation, and regular interviews throughout the study period. Data analysis was conducted using qualitative data analysis software to code, categorize, and triangulate data. Thematic analysis identified patterns and drew conclusions about the effects of the TGT cooperative learning model on student engagement, classroom climate, and Civic Education learning outcomes.

RESULTS AND DISCUSSION

After the researcher conducted research during the process of learning activities in the classroom in PPKn subjects, the following results were obtained:

1. **Learning Problems in PPKn Subjects**

From the observations that have been made by the researcher, there are problems that can be raised in this study, namely: students consider PPKn subjects as boring and unpleasant subjects, the learning process in the classroom is not conducive, and students are passive. The results of the study show that there are problems with the learning process in PPKn subjects. (Enda, 2018) There are several factors that cause problems in the learning process, one of which is the continuous use of the same learning method so that it causes the learning atmosphere to become boring and results in students becoming passive in class, not enthusiastic in following the learning process and tending to cause learning outcomes to be less than optimal.

These problems require teachers to have innovation and creativity in the application of learning models. The selection of a learning model must also consider several things, namely the learning objectives, the nature of the learning material, the availability of facilities, time allocation, the condition of students and can increase emotional intelligence. Therefore, the Team Game Tournament-type cooperative learning model is able to solve the problems that occur. It can be seen from the advantages of the learning model that the classroom applied to the Teams Game Tournament learning model can more easily gain friends from different groups, increase students' confidence that the results they get come from their hard work and not from luck, the Teams Game Toournament learning model can improve the social spirit of students, the Teams Game Tournament learning model can increase verbal and nonverbal cooperation, student involvement is higher in learning together, and the Teams Game Tournament learning model can motivate students to always be present in class, in the learning process it can increase the activeness of students, students are able to compete healthily with other groups, educate students to practice socializing with others, and motivate students not to be bored in class so that they can improve and improve the learning outcomes of Pancasila and Citizenship Education (PPKn) subjects (Ratna et al., 2016).

So that in the application of the innovative TGT learning model, it can create an active and fun learning atmosphere. Students have the same opportunity to participate in

the learning process, this is adjusted to the characteristics of PPKn in order to improve the quality of learning and also the development of students as intelligent, good citizens and direct students to behave and think scientifically.

According to (Astuti, 2013) There are five stages in the cooperative learning of the Team Games Tournament (TGT), namely:

1) Class Precentation

The learning process using the TGT model begins with a class presentation by the teacher using the method of viewing material in the form of audio visuals and class discussions. At this stage, students are asked to first learn the concepts of the learning material. Lectures and discussions on the TGT model are different from the conventional teaching lecture method, because in teaching this model must be focused on the stages or framework of the TGT learning model. This is so that students can focus on paying attention to the presentation of the material because it can help them win the tournament well.

2) Study groups (Teams)

At this stage, the students in the class are divided into several heterogeneous groups consisting of 7-8 members per group. The formation of heterogeneous groups is expected to allow students to be able to tolerate the differences and diversity that each individual with a different background has. After the teacher finishes explaining the learning material, students gather according to the predetermined group to do assignments related to the material that has been presented by the teacher. Students are expected to challenge and understand what the teacher has presented, and correct each other whether all group members have understood the material that has been presented and the material discussed.

3) Games

At this stage, it is called games or games that aim to find out whether all group members have understood the material that has been given by the teacher. The teacher provides questions related to the material that has been discussed in the group activity. In this game, each student in each group has the opportunity to answer questions that have been prepared by the teacher.

4) Tournament

The teacher gave directions related to the rules of the game. Each student in the group takes turns completing or answering questions that have been prepared by the teacher. Students take turns answering questions on the condition that they are not allowed to discuss with other group members, they are only allowed to discuss with their own group.

5) Group Award (Team Recognation)

Awarding to each group, the first group to finish the match early provided that the answer is correct becomes the first winning group, and so on. Group awards can be in the form of gifts of objects or food, or they can be with the value of the task.

2. **The Impact of the Implementation of the Team Game Tournament (TGT) Cooperative Learning Model in PPKn Subjects**

The learning process using the Team Game Tournament cooperative learning model is designed so that there is a two-way educational interactive, the role of the teacher as a

facilitator provides opportunities for students to explore their abilities by providing problems to be discussed in groups and the learning process of students is more varied, and cooperative. Judging from the results of the research that has been carried out, with the implementation of the Team Game Tournament learning model, students are more active, and focused, in doing the tournament tasks that have been given. This is in accordance with Law number 20 of 2003 concerning National Education System, 2003 (Sidiknas) article 1 paragraph (1) states that teachers must be able to carry out learning that directs their students actively. It can be concluded that with the application of this model, classroom conditions become conducive, students focus on understanding the material that will be competed in groups, students are active in completing the tournament well, students can also learn to be responsible and work together and compete in a healthy way (Agustina, Misdalina, & Lefudin, 2020; Erlinda, 2017; Fuji Astuti et al., 2025).

According to the results of interviews taken by random sampling of students who are the subject of research, it can be concluded that after the application of the Teams Game Tournament type learning model in the first stage, students lack enthusiasm and motivation in the learning process, but after being at the Game and Tournament stage in this learning model, with the application of this learning model, all students are involved and actively participate during the process Learning. So that the learning process becomes more conducive, students are more active and all students are involved in all stages of the Teams Game Tournament learning model until learning is complete (Al-Fath, 2021; Nadrah, Tolla, Ali, & Muris, 2022).

The results of this finding are also supported by the results of the research (Fathurrohman, 2015) that the advantages of the Team Game Tournament (TGT) learning model are: students easily make friends from heterogeneous groups, increase students' confidence that the results obtained are the result of hard work with team members, all students are involved together in completing the tasks that have been given. Another finding from this study is that the application of this learning model can strengthen character values such as responsibility, honesty, cooperation, and healthy competition (Syaifuddin, Nurlela, & Prasetya, 2021; Adnyana et al., 2023).

Through learning the Teams Game Tournament (TGT) model, students become more active and directly involved in the learning process as seen from the enthusiasm of students every time they follow the stages in this learning. This model can help students understand difficult concepts, but it is also very useful for fostering the ability to work together, so that learning activities are more student-focused (van Wyk, 2011). Students are actively involved in the learning process, so as to have a positive impact on the quality of interaction and quality communication, working together in groups can motivate students to improve their learning achievement, one of which is to improve students' cognitive learning outcomes (Agustina et al., 2020; Nadrah et al., 2022; Adnyana et al., 2023). This is supported by Arsyad if students play an active role in learning activities, then the results achieved will be maximized than students who only read or listen (Kristiana et al., 2017).

CONCLUSION

Based on the study, the key issue in *PPKn* learning is that students perceive the subject as boring, resulting in passive participation and unconducive classroom environments, largely due to repetitive use of traditional theory-based materials and learning models. To address this, teachers need to incorporate innovation and creativity tailored to achieve learning objectives effectively. The implementation of the Teams Game Tournament (TGT) cooperative learning model demonstrates positive outcomes by increasing student focus, activity, creativity, enthusiasm, and fostering a fun and conducive classroom atmosphere where students collaborate and engage actively. This approach shifts the teacher's role to a facilitator, encouraging students to think and move actively throughout the learning process. For future research, it is suggested to explore the long-term effects of the TGT model on student academic achievement and civic engagement, as well as its applicability across different educational contexts and grade levels within *PPKn* education.

REFERENCES

Aini, N. Q., & Dewi, D. A. (2022). Pancasila ethical system in the life of the nation and state. Jurnal Ilmiah, 6, 11120–11125.

Adnyana, ..., & ... (2023). The effectiveness of cooperative learning model TGT in improving cognitive and affective competencies. International Journal of Educational Research & Social Sciences.

Agustina, A. A., Misdalina, M., & Lefudin, L. (2020). The influence of the Team Games Tournament type of cooperative learning model on students' conceptual understanding in physics learning. Jurnal Pendidikan Fisika, 8(2), 186.

Al-Fath, A. M. (2021). Teams Games Tournament assisted by Tic Tac Toe media on the effectiveness of students in learning. Al-Islah: Jurnal Pendidikan, 13(2), 345–356.

Astuti, Y. A. (2013). TGT (Team Games Tournament) type cooperative learning model to improve sociology learning achievement. Jurnal Pendidikan Sosial.

Enda, & Brata. (2018). The impact of the implementation of the character-based Team Game Tournament (TGT) cooperative learning model of PPKn teachers at SMKN 1 Mojoagung. Jurnal Pendidikan Karakter.

Erlinda, N. (2017). Improvement of student activity and learning outcomes through the Team Game Tournament (TGT) type of cooperative learning model in physics subject for Grade X at SMK Dharma Bakti Lubuk Alung. Tadris: Jurnal Keguruan dan Ilmu Tarbiyah, 2(1), 49–60.

Fathurrohman. (2015). Learning models. Ar-Ruzz Media.

Fuji Astuti, et al. (2025). Application of the TGT type cooperative learning model in improving civics learning results at SMPN 6 Medan. Cakrawala: Journal of Citizenship Teaching and Learning.

Gunawan, G. (2019). Analysis of students' mathematical problem-solving ability using the Team Games Tournament learning model of SMA Muhammadiyah 1 Purwokerto. AXIOM: Journal of the Mathematics Education Study Program, 8(1), 83–90. https://doi.org/10.24127/ajpm.v8i1.1731

Hadi, Asrori, & Rusman. (2021). Qualitative research. CV. PENA PERSADA.

Kristiana, I., Nurwahyunani, A., & Sulistya Dewi, E. R. (2017). The effect of the TGT learning model using puzzle media on students' cognitive learning activity and outcomes on

excretory system materials for Grade VIII MTs N 1 Semarang students. Bioma: Scientific Journal of Biology, 6(2), 78–92. https://doi.org/10.26877/bioma.v6i2.1740

Luthfiyah, R. M., Taufiq, M., Ghufron, M. S., & Akhwani, A. (2020). Meta-analysis of the influence of the Teams Games Tournament learning model on learning outcomes in elementary schools. School Education Journal PGSD FIP UNIMED, 10(4), 297–305. https://doi.org/10.24114/sejpgsd.v10i4.19268

Nadrah, N., Tolla, I., Ali, M., & Muris, M. (2022). The effect of the cooperative learning model of TGT and motivation toward physics learning outcomes. International Educational Studies, 15(4), 1–8.

National Education System. (2003). Law No. 20 of 2003. JDIH BPK RI. https://doi.org/10.24967/ekombis.v2i1.48

Ratna, D. S., Arifin, & Ramlia, F. H. (2016). Comparison of Islamic Religious Education learning outcomes through cooperative learning models of Teams Games Tournament (TGT) and Jigsaw type in Class X students at SMA Negeri 2 South Wakorumba, Muna Regency. Al-Ta'dib Journal, 9, 1–21.

Sa'adilla, S., Fadilah, & Sofyan. (2022). Using the Teams Games Tournament (TGT) model in learning. Jurnal Pendidikan, 3(1), 28–35.

Sugiyono, D. (2013). Quantitative, qualitative, and action research methods. CV. Alfabeta.

Syaifuddin, T., Nurlela, L., & Prasetya, S. P. (2021). The effect of TGT and learning motivation on student learning outcomes in Civics Education. Atlantis Press.

Van Wyk, M. M. (2011). The effects of Teams-Games-Tournaments on achievement, retention and attitudes of economics education students. Journal of Social Sciences, 26(3), 183–193.