

Implementation of Teams Games Tournament Cooperative Learning to Develop Cooperative Skills

Karina Puji Lestari¹, Laily Fu'adah², Nofan Adi Kurniawan³

^{1,2}Tadris Ilmu Pengetahuan Sosial, Institut Agama Islam Negeri Kudus, Indonesia

³SMP N 3 Kudus, Indonesia

Corresponding author, email: karinapuji@ms.iainkudus.ac.id

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Abstract

Cooperation has become an important skill in modern education, which emphasizes the development of social skills and soft skills in addition to the mastery of knowledge. This study aims to assess the application of the Teams Games Tournament type cooperative learning method in developing the cooperation skills of grade VII F students at SMP 3 Kudus. Using a classroom action research method with the Kemmis and Taggart model, this research goes through four stages: planning, implementation, observation, and reflection, the results of which are analyzed to determine the next step. A total of 30 students from class VII F at SMP 3 Kudus were involved as subjects of this study. Data collection techniques include interviews, observations, and documentation. The results of the study show that the Learning Implementation Plan (RPP) with the Teams Games Tournament cooperative model in grade VII F SMP 3 Kudus has been prepared in accordance with the Regulation of the Minister of Education and Culture No. 12 of 2024, with an increase in time management and the use of learning media in cycle II. The application of this method has succeeded in increasing student involvement in cooperation, where teachers play the role of facilitators in learning. This study recorded an increase in students' cooperation skills from an average of 62.7% in the first cycle to 80.1% in the second cycle, showing an increase of 17.4%. The findings of this research provide practical benefits for educators by demonstrating an effective approach to fostering cooperation skills through the TGT cooperative learning model. Moreover, the study contributes to the enrichment of pedagogical strategies that align with modern educational demands, helping to create an interactive and student-centered learning environment. This research also serves as a reference for future studies aiming to explore innovative teaching methods to enhance soft skills in secondary education settings.

Keywords: Teams Games Tournament; Cooperative Learning; Collaborate

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INTRODUCTION

Cooperation skills are now one of the important competencies needed in today's education world, especially along with the growing need for soft skills in the 21st century. Currently, Education does not only focus on knowledge transfer, but also on the formation of character and social skills that allow students to work well together in various situations (Sofyan & Saputra, 2022; Novitasari & Shofwan, 2024). At SMP 3 Kudus, as in many junior high schools in Indonesia, the development of

cooperation skills in students is a challenge in itself. This is due to the dominance of conventional learning methods that are still teacher-centered, so that it does not support the creation of optimal collaboration in the classroom. The limitations of interactive activities in Social Sciences (IPS) learning often reduce student participation in group discussions or other cooperative activities. Therefore, the use of technology in the learning process, such as the use of interactive digital media, is very important to create a more collaborative learning environment (Suseno et al., 2023). One of the innovations that can be applied is the cooperative learning method with the Teams Games Tournament (TGT) type, which has proven to be effective in increasing student participation through an educational game approach. The use of Wordwall media as an interactive tool is considered relevant to improve group dynamics and encourage active student involvement in the learning process (Nadia et al., 2022).

Although cooperation skills are recognized as one of the important competencies in education, the reality is that many students are not able to develop this ability optimally (Mena-Guacas et al., 2023). In SMP 3 Kudus, especially in grade VII students, the problem of limited cooperation skills can be seen from the lack of active participation in group discussion activities and collaborative tasks. Initial observations show that students tend to work individually despite being given group assignments, so the expected collaboration does not occur effectively. This low cooperation skill is mostly due to the conventional learning approach, where teachers tend to use lecture methods that do not provide enough opportunities for students to interact with each other. In addition, the learning methods applied so far have not been able to fully facilitate student involvement in activities that encourage teamwork (Baydar, 2020). Thus, innovations are needed in learning strategies that are able to respond better to this challenge. Type cooperative learning model Teams Games Tournament (TGT) is expected to overcome this problem by actively involving students. This approach combines elements of competitive and cooperative play, thus supporting the development of cooperative skills in the classroom (Mesghina et al., 2024).

There is a lot of literature that provides information and understanding about Cooperative learning with the Teams Games Tournament method using Wordwall media. There is a lot of literature that provides information and understanding about Wordwall-based Teams Games Tournament (TGT) type cooperative learning. However, this article has a novelty aspect and distinguishing characteristics that can be researched, namely how the application of Wordwall-based TGT cooperative learning can improve the cooperation skills of grade VII students at SMP 3 Kudus. Here are some related literature: first, research by Sri Widi Lestari, Siswandari, and Elvia Ivada in their article which discusses the Application of the Teams Games Tournament (TGT) Type Cooperative Learning Model with Media Puzzle to Increase the Activeness and Achievement of Economics Learning in High School. The results of this study show that the use of the model is effective in increasing students' activity during the learning process and has a positive impact on improving their learning achievement. Thus, the TGT model with puzzle media has proven to be effective in improving student interaction and learning outcomes (Dewi & Lestari, 2024).

Second, Novyanti and her colleagues in an article that reviewed the Development of Interactive Learning Media Based on Wordwall Application to Improve Children's Cognitive Creativity in English Lessons showed that the use of Wordwall was effective in increasing students' cognitive creativity in learning English. Wordwall's interactive media encourages students to think more creatively and actively in solving problems, as well as make learning more engaging and dynamic (Novyanti et al., 2022). Third, Niken Ayu Lestari, Bondan Jatningsih, and colleagues in their article discussing Improving the Cooperative Skills of Students of Class VII F SMP Negeri 9 Semarang through the Problem Based Learning Model with a Culturally Responsive Teaching Approach show that this approach can improve students' cooperation skills. The results of the study show that the application of the PBL model that pays attention to the cultural context of students significantly succeeds in improving cooperation skills. This model encourages students to work together more effectively in solving problems while respecting the cultural diversity in their groups (Jatningsih et al., 2023).

The development of students' cooperation skills has an important role in education. This article examines the application of the Teams Games Tournament type cooperative learning model combined with Wordwall media to improve the cooperation skills of grade VII students at SMP 3 Kudus. In the modern education era, cooperation is one of the key indispensable competencies, especially considering the increasing demand for soft skills in the 21st century. As such, the focus on developing these skills is highly relevant to prepare students for future challenges.

METHOD

This study uses the Classroom Action Research (PTK) method based on the model developed by Kemmis and Taggart. According to Suharsimi Arikunto, PTK is a type of research conducted by teachers to improve the quality of learning. The purpose of PTK is to recognize problems, design solutions, implement actions, and evaluate the results of improvements in the learning process (Putri et al., 2024). The Kemmis and Taggart PTK model focuses on improving learning practices through four iterative stages: Planning where teachers determine problems and design actions; the implementation (Acting) where the plan is implemented; observing to see the results of the actions taken; and reflection where the results of actions are analyzed to determine the next steps. This cycle can be repeated many times to improve the quality of learning, with an emphasis on reflection to improve the student's learning experience (Cholis et al., 2024).

This research was conducted on grade VII F students at SMP 3 Kudus during the odd semester of the 2023/2024 school year. This class consists of 30 students, consisting of 14 female students and 16 male students. SMP 3 Kudus is located at Jl. Jend. Sudirman No. 76, Ngangguk Kramat Village, Kota District, Kudus Regency, Central Java, with a postal code of 59312. The research was carried out between September 3 and 21, 2024. This Classroom Action Research (PTK) is carried out in two cycles, each through four stages: Planning, Acting, Observing, and Reflecting. Each cycle consists of three meetings, and will be discontinued if the desired improvements have been achieved. The material discussed in this PTK is Theme II regarding Diversity of the Surrounding Environment.

In this research, data collection techniques include observation, interviews, and documentation. The researcher used a questionnaire to obtain information about the implementation of social studies learning in Class VII F SMP 3 Kudus. Furthermore, the researcher conducted participant observations, where the researcher was directly involved during the social studies class VII F learning at SMP 3 Kudus. Finally, the researcher also collected data through documentation, such as photos of activities, lesson plans, teaching modules, and other documents related to social studies learning in grade VII F at SMP 3 Kudus.

In this class action research, the data collected was used to answer problems related to improving the cooperative ability of grade VII F students at SMP 3 Kudus in social studies subjects. The researcher uses a quantitative descriptive and qualitative descriptive approach, where explanations are presented with data in the form of percentages. The percentage comes from the observation sheet that has been prepared by the researcher with certain assessment criteria (Purnamasari et al. 2020). The purpose of this data description is to evaluate the extent of improvement in cooperation between students after the implementation of the Teams Games Tournament type cooperative learning model using Wordwall media. The percentage data obtained was then analyzed using a qualitative descriptive approach to provide a deeper understanding of the research results (Pamungkas et al., 2023).

RESULTS AND DISCUSSION

Cooperation Indicators

Roger and David Johnson stated that understanding collaboration in learning requires an introduction to the five main components that increase the effectiveness of collaboration (Yoshimura et al., 2023). Not all group activities can be considered collaborative learning, because students are not enough just to sit together or help each other. In the context of education, certain elements play a role in improving students' ability to collaborate. According to Johnson and Johnson, the five components of cooperation include (Kristiansen, 2022): a) positive interdependence, b) personal responsibility, c) face-to-face promotive interaction, d) interpersonal skills, and e) group processing. The researcher uses these five components as a benchmark in assessing students' cooperation skills in the learning process, with each aspect being described into 14 more specific indicators. The following is an explanation of the aspects and indicators observed.

Table 1. Aspects and Indicators of Cooperative Skills Observed

No.	Aspects	Indicators
1.	Positive Interdependence (<i>Positive Interdependence</i>)	a. Interact well with each other when in a group, b. Attempting to act fairly by listening to the opinions of their peers speaking (listening to opinions), c. Discuss together first to agree before answering d. Help each other in groups.
2.	Personal Responsibility	a. Able to fit in and stay calm in a group, b. Take the initiative to ask about tasks when the group is active (there are discussion activities), c. Able to carry out the tasks given by the group when appointed to answer questions, d. Participate in decision-making in groups, e. Able to be responsible for the tasks given.
3.	Promotive Interaction (<i>Face to Face Promotive Interaction</i>)	a. Sharing information and providing advice needed by the group b. Helping each other in formulating and developing opinions on problems that exist in the group, c. Giving each other encouragement to achieve success together
4.	Communication Between Members (<i>Interpersonal Skill</i>)	a. Able to communicate precisely, accurately and not ambitiously b. Mutual respect and mutual support between fellow group members, c. Able to resolve conflicts together.
5.	Batch Processing (<i>Group Processing</i>)	a. Able to maintain solidarity between groups.

Learning Planning Cycle I

The Cycle I Teaching Module for theme II sub-theme material "Getting Acquainted with the Diversity of the Surrounding Environment" has been prepared in accordance with the Independent Curriculum and refers to the Regulation of the Minister of Education and Culture No.12 of 2024. This Teaching Module includes Module Identity, Learning Outcomes (CP), Learning Objectives, Learning Materials, Details of Learning Activities, Assessment or Assessment, Learning Media and Tools, Learning Resources, Enrichment and Remedy. The planned time allocation is 1 meeting with a duration of 2 x 40 minutes. In core activities, students will take part in class presentations on diversity, conduct group discussions, participate in games that support the concept of diversity, participate in tournaments between teams, and receive recognition based on performance. The assessment will be carried out through participation, group work, and student activity during learning, with the hope that students can understand the importance of diversity and improve cooperation skills using a wordwall-based team games tournament type cooperative learning method.

Implementation of Cycle I Learning

The implementation of learning using a cooperative model of the Teams Games Tournament type in cycle I will be held on Tuesday, September 10, 2024, from 07.00 to 08.20 in class VII F SMP 3 Kudus. The material taught at the meeting was theme 2, subtheme "Getting Acquainted with the Diversity of the Surrounding Environment." This learning process consists of several stages, namely initial activities, core activities, and closing activities."

At the beginning of the learning activity, the teacher entered the classroom and invited students to pray together and recite Asmaul Husna, led by Ahmad Nail Ridlwan as the class leader. After that, students say hello to the teacher. The teacher then appoints a student based on the order of attendance to lead the Indonesia Raya song; This time, the task was carried out by Earlyta Najwa Salsabila. After the national anthem is sung, teachers check the attendance of students by calling their names one by one. "Then, teachers and students conduct a perception through questions and answers to help students understand the learning objectives, which include the understanding of the environment, the natural environment, and types of environmental pollution. The teacher also gave an explanation of the various activities that will be carried out during the learning process.

The process of core learning activities begins with the teacher delivering material from the package book and LKS. Before learning begins, students are asked to take notes and pay attention to the material taught so that they can answer questions in game sessions and tournaments. The teacher then showed a video about environmental pollution that was watched closely by the students. Because the video display was not clear, several students saw from the teacher's laptop, and a student, Dirgi Sefia, sat on the floor so that his friends joined in. Teachers provide opportunities for students to ask questions and give their opinions. If there are students who do not understand the material, the teacher invites other students to provide answers to the question. If there are difficulties, the teacher gives a brief explanation so that students can understand the material well.

The second stage in the core activity is a group learning session. Prior to this, teachers had divided students into five groups, with each group consisting of six students from different backgrounds. After the students gather in their group, the teacher explains the rules that must be followed during the tournament. At this stage, students are expected to discuss, ask questions, divide assignments, and unite opinions in answering the questions given, so that positive cooperation and interaction can be created between students.

The teacher asked representatives from each group to come forward and take a lottery number to work on the questions. After the lottery numbers were divided, the teacher explained the rules that each group must follow in this activity. Each group is expected to be responsible and serious in completing the tasks given. However, there were some students who were too excited to play

tournament games, so they did not pay attention to the explanation from the teacher. After that, the observer started the tournament game by inviting group 1 first. The observer placed the mobile phone in the middle of the group and asked group 1 to choose questions 1 to 20, which had been prepared in the Wordwall application. Students begin to choose questions and work on them together. Each group only had 30 seconds to discuss and answer questions. This activity was enthusiastically followed by all groups, who competed with each other to achieve the highest points in the tournament game.

The final step in core activities is to give recognition to the team. At this stage, the observer and the student jointly count the points that have been recorded on the board. Next, the teacher read the points results of each group and announced the winner. In the first cycle, group 4 won first place with 160 points, followed by group 1 as the second place with 140 points, and group 2 as the third place with 120 points. For the other two groups, teachers and observers gave appreciation for the efforts they had shown during the activity. Then, students are encouraged to stay enthusiastic and not give up easily in facing challenges.

After finishing playing and completing the tournament, the teacher asked the students to return to sit in an orderly manner in their respective places. Furthermore, the teacher and the students conduct reflection, where students are given the opportunity to convey their impressions and messages about the learning that has taken place. This reflection helps students understand their learning experience and provide input for future improvement.

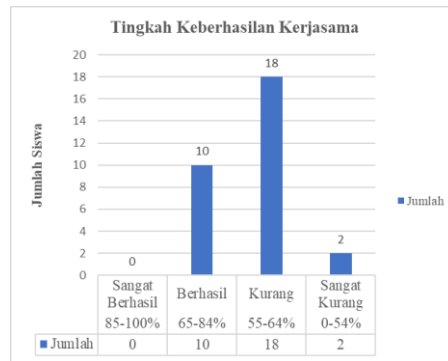
Analysis of Student Cooperation Skills Cycle I

The use of Wordwall as a digital learning tool integrated into the TGT model facilitated interactive and engaging learning activities, promoting active student participation. This model not only enhanced students' understanding of the subject matter but also significantly improved their cooperation skills, as evidenced by the increase in collaborative engagement during group activities. The structured and gamified nature of the Wordwall-based TGT model provided a dynamic learning environment, enabling students to actively interact with both their peers and the learning content, thereby achieving the intended educational objectives. Based on learning that applies the Wordwall-based Teams Games Tournament (TGT) model in grade VII F SMP 3 Kudus, data was obtained:

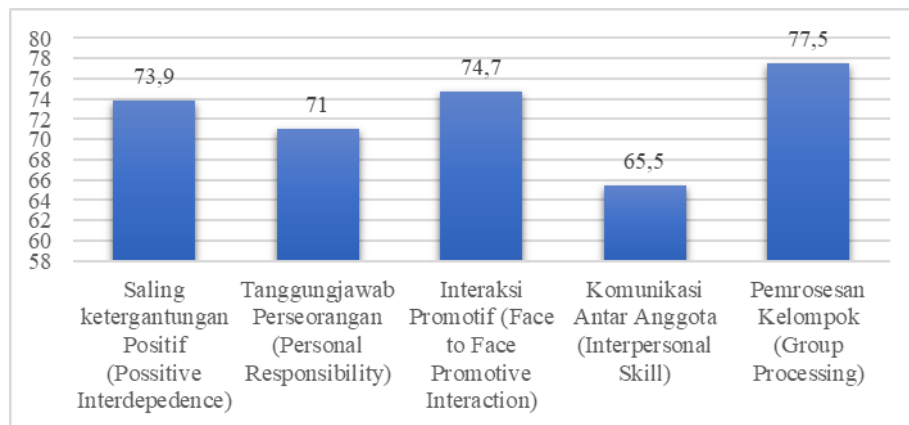
Table 2. Percentage of Student Cooperation Skills Cycle I

No.	Percentage	Cooperation Success Rate	Sum	Percentage
1.	85-100%	Highly Successful	0	0%
2.	65-84%	Succeed	10	33%
3.	55-64%	Less	18	60%
4.	0-54%	Very Less	2	7%

The results of the research in the first cycle showed that the average student in grade VII F SMP 3 Kudus was in the poor category with a percentage of 62.7%. Based on the existing table, two students are included in the category of very lacking in terms of cooperation, 18 students are in the category of lacking, and the other 10 students are classified as successful. A graph of the success rate of student cooperation can be presented in the following table.

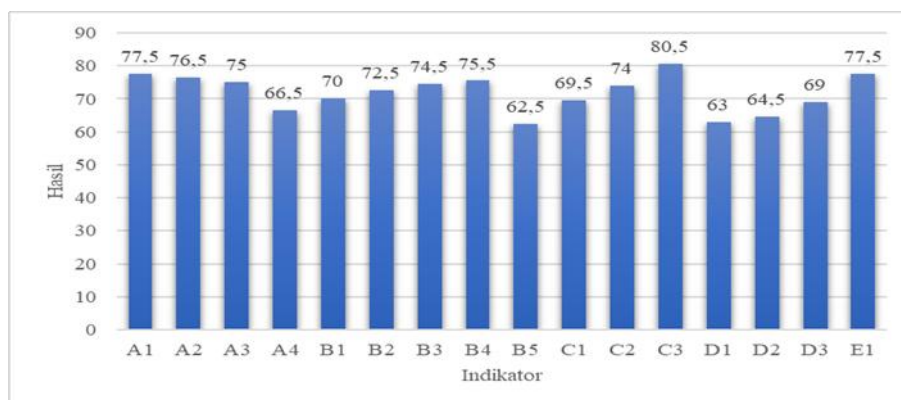


From the total percentage of students' cooperation skills, the percentage of student cooperation can be described based on each aspect, namely positive interdependence, personal responsibility, face-to-face promotive interaction, interpersonal skills, and group processing. The following is the percentage of each aspect of students' cooperation skills in cycle I shown in the following table.



Picture 1. Percentage Chart of Student Cooperation Aspects of Cycle I

These aspects are explained through 16 indicators of student cooperation skills, each of which is described as follows.



Picture 2. Percentage Chart of Student Cooperation Indicators Cycle I

Cycle II Learning Planning

The Teaching Module prepared in cycle II has similarities with the module in cycle I, both refer to the Regulation of the Minister of Education and Culture No. 12 of 2024. However, there are some improvements made based on the evaluation results of cycle I. These improvements can be seen in the

core activities, where students are given the opportunity to motivate their peers and assess the group's performance during the team recognition stage.

Implementation of Cycle II Learning

Learning in cycle II will be held on Tuesday, September 17, 2024, from 07.00 to 08.20 in class VII F SMP 3 Kudus, with theme 2 material and the subtheme "Getting to Know the Community". The learning process consists of three stages, namely introduction, core, and closing. In the preliminary stage in cycle II, the activity began with routines such as praying, reading Asmaul Husna, saying greetings, checking attendance, and singing the Indonesia Raya song. After that, teachers and students conduct questions and answers and a perception to relate the material to learning objectives. The teacher also provides an explanation of the activities that will be carried out and motivates students to increase their enthusiasm in participating in the lesson.

In the core stage of learning, teachers ask students to take notes and pay attention to the material presented so that they can answer questions in the games and tournaments that will be held. Teachers also emphasized the existence of sanctions, such as deduction of points or revocation of stars, for students who violate the rules, so they are expected to follow the rules carefully. Students then watched a video played by the teacher regarding the social dynamics around them, as well as a short material presented via PowerPoint. Students are given the opportunity to ask questions or express their opinions. In group discussions, teachers divide students into predetermined groups. To increase enthusiasm, the teacher invited students to do ice breaking with enthusiastic applause. After reminding the rules in place, the students sat back according to their groups, with some students looking very enthusiastic and cheering each other on to achieve "victory".

Students start the tournament with observers who guide the course of the tournament. The technical activities of the tournament guided by observers this time are the same as before, but the difference is that the questions made have been adjusted to the material taught by the teacher. In each group, there are several students who are able to coordinate their groups well. During the tournament, students were seen motivating each other with enthusiastic applause and cheers. Students who received encouragement from their friends looked more enthusiastic in answering questions during the tournament. They feel more appreciated by their group members, which makes the atmosphere of the tournament more lively and full of energy.

From the results of the tournament, group 4 again became 1st place with 200 points, followed by group 1 as 2nd place with 180 points, and group 2 as 3rd place with 170 points. After knowing the winner, the teacher asks the representatives of each winning group to come forward and receive the prize. Teachers also invite representatives from groups that have not yet won to advance and receive prizes as a form of appreciation. In addition, teachers give recognition to groups that do not get 1st, 2nd, or 3rd place, as a form of appreciation for their solid cooperation and active participation in the learning process. The teacher also gave advice to all groups to continue to learn and work better together to get optimal results in the future.

At the end of the activity, the teacher asked the students to return to their seats and provide an opportunity to celebrate the achievements that had been obtained. After the classroom atmosphere calmed down, the teacher invited students to do ice breaking with applause. Then, the teacher leads a reflection on the activities that have been carried out, summarizes the material that has been learned, and gives opportunities for students to ask if there is anything they have not understood. After that, the teacher gives assignments or homework that must be done in the LKS book according to the material that has been taught. Before the lesson ends, teachers ask students to make sure the classroom stays clean and clean up any trash if any. After the class is clean, the teacher says the greeting that is replied to by the students, and then the teacher leaves the class.

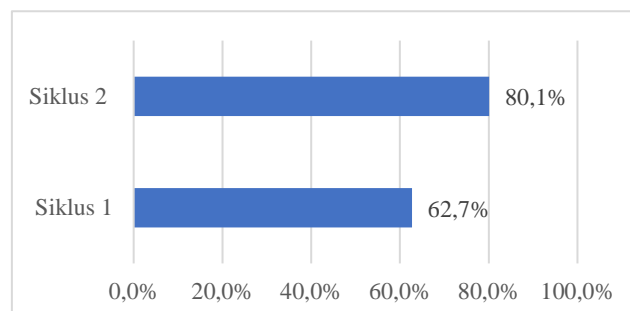
Improving Students' Cooperation Skills in Cycle II

In learning using the Teams Games Tournament type cooperative model in cycle II, there was a significant increase in the cooperation ability of students in grade VII F at SMP 3 Kudus. In the first cycle, the average percentage of students' cooperation skills reached 62.7%, which is classified as lacking. In this cycle, there were 10 students who succeeded, 18 students who were in the poor category, and 2 students who were in the very poor category. Meanwhile, in the second cycle, the average cooperation skills of students increased to 80.1%, with 4 students being very successful and 26 students being successful. This increase shows a clear improvement compared to the previous cycle.

Table 3. Percentage of Student Cooperation Skills Cycle II

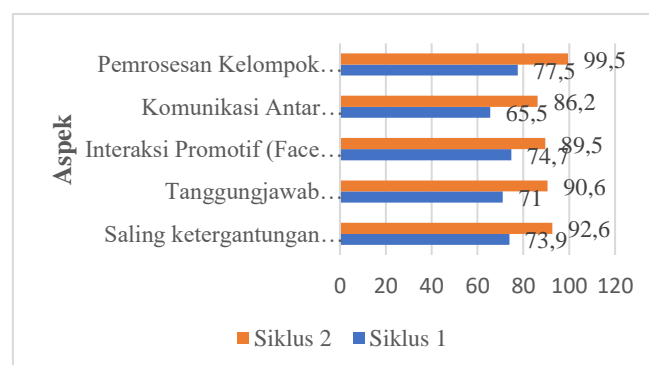
Percentage	Cooperation Success Rate	Sum	Percentage
85-100%	Highly Successful	4	13%
65-84%	Succeed	26	87%
55-64%	Less	0	0%
0-54%	Very Less	0	0%

The study results in the second cycle showed a significant improvement in students' cooperation skills, which are now in the category of very successful. This improvement is clearly visible when compared to the cooperation skills of students in cycle I and cycle II, as shown in the following figure. The data indicates a significant improvement in students' cooperation skills after implementing the Teams Games Tournament learning model.



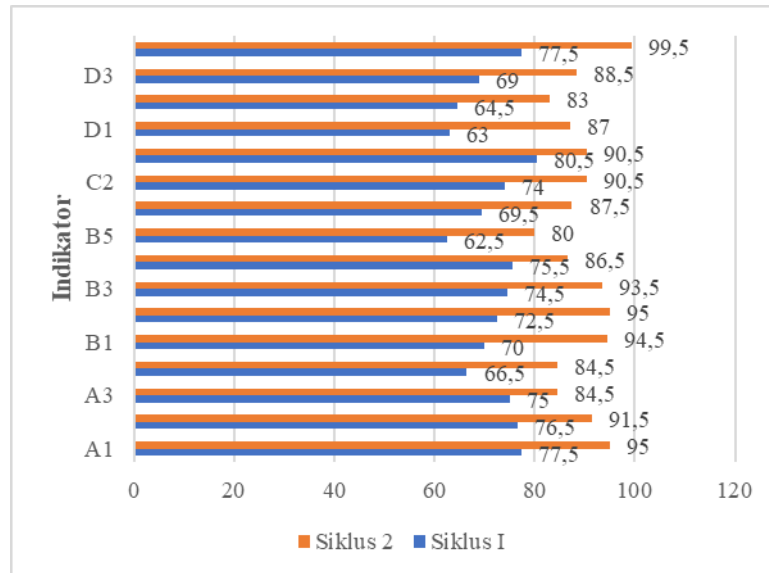
Picture 3. Comparison Chart of Percentage of Cooperation Skills Cycle I and Cycle II

The comparison of the percentage improvements across various aspects of students' cooperation skills between Cycle I and Cycle II is illustrated in the following figure. This depiction provides a detailed overview of the progression achieved in each aspect, highlighting the effectiveness of the implemented learning strategy in fostering students' collaborative abilities.



Picture 4. Comparison Chart of Cooperation Skills Aspects of Cycle I and Cycle II

In the second cycle, every aspect showed significant improvement compared to the first cycle. This can also be seen in the increase in communication between group members, which previously only reached 65.5% in the first cycle, now it has risen to 86.2% in the second cycle. For more details, the improvement of cooperation skills of students in grade VII F SMP 3 Kudus will be explained through 16 indicators of cooperation skills, where each indicator shows progress in cycle II, which will be presented in the following table.



Picture 5. Comparison Chart of Cooperation Skills Indicators Cycle I and Cycle II

Based on the findings submitted, there has been a significant increase, especially in the preparation of Teaching Modules in accordance with the Regulation of the Minister of Education and Culture No. 12 of 2024. Application of the cooperative learning model Teams Games Tournament At the time the core activities have also become the focus. To support this Teaching Module, teachers have prepared learning media such as PowerPoint presentations and videos that are used during the social studies learning process. The preparation of this learning media is based on several criteria, namely adjusting to the learning objectives, materials, student characteristics, relevant theories, learning styles, and considering environmental conditions, facilities, and time availability (El-Sabagh, 2021).

The implementation of learning" in cycles I and II, there was an increase in students' cooperation skills. This increase is due to the implementation of the Teams Games Tournament type cooperative learning model which has proven effective in increasing student learning activities, both individually and in groups. In group formation, teachers divide students into small, heterogeneous groups, taking into account differences in academic performance, gender, race, and ethnicity, as explained by Slavin. This learning model includes five main stages: class presentation, group learning, games, tournaments, and team recognition (Banani & Aman, 2022). Teachers develop student activities according to these stages, so that students' cooperation skills can improve. Rusman emphasized that cooperation skills can be developed through group activities in learning, which encourage students to interact and communicate in an effort to achieve predetermined learning goals (Geletu, 2022).

The Teams Games Tournament type cooperative learning model has proven to be effective in improving students' cooperative abilities in grade VII F SMP 3 Kudus. This is evidenced by the improvement of students' cooperation skills, which initially reached an average of 62.7% in the first cycle, then increased to 80.1% in the second cycle, with an increase of 17.4%. This increase is due to students' understanding of the steps in the model Teams Games Tournament, coupled with activities to encourage the group and evaluate the group's performance at the team recognition stage. Parsons

explained that the model Teams Games Tournament creating a positive competitive atmosphere, where students learn that even though competition is a part of life, they still have to adhere to fair rules and strategies, while having the support of their peers to compete individually (Salsabila & Minsih, 2024). The help between friends in the Teams Games Tournament learning model is a form of teamwork, which can be seen when students discuss and solve problems in game competitions and tournaments. In this approach, students are encouraged to compete within their group, so they must work together and be responsible for each other to achieve a common goal, which is a desired reward or reward. Cooperation and commitment in the team are key factors to achieve success at every stage of learning (Kristiansen, 2022).

CONCLUSION

The Learning Implementation Plan (RPP) using a cooperative model of the Teams Games Tournament type in grade VII F SMP 3 Kudus was prepared based on the Regulation of the Minister of Education and Culture No. 12 of 2024, with improvements from cycle I to cycle II, especially in terms of time management and selection of learning media. Although the systematics of the Teaching Module in both cycles remains the same, the difference lies in the learning steps which include class presentations, group discussions, games, tournaments, and team recognition. The application of this model has succeeded in increasing student activities in working together, from listening to explanations, watching videos, to participating in games and tournaments. Teachers function as facilitators who support students in developing knowledge and carrying out the learning process effectively. Research shows a significant improvement in students' cooperation skills. The average score of cooperation skills in the first cycle was 62.7%, which then increased to 80.1% in the second cycle, with an average increase of 17.4%. To maximize the benefits of the TGT model, future implementations should consider integrating more diverse and contextually relevant media to further enhance student engagement. Additionally, periodic training for teachers on facilitating cooperative learning models is recommended to optimize classroom dynamics. The findings also suggest that adopting the TGT model could be beneficial in other educational settings, particularly in fostering essential 21st-century skills like teamwork and problem-solving. These results contribute to the growing body of evidence supporting innovative cooperative learning strategies in achieving holistic educational outcomes.

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