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The Effect of Team Games Tournament (TGT) in Social Science Learning to Improve Student Learning Outcomes

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Abstract

The Team Games Tournament (TGT) method is effective for improving student learning outcomes in social science learning, but there are still very few teachers who apply this method. The TGT method creates a competitive and collaborative learning environment where students engage in group games to deepen their understanding of social science concepts and develop social skills. This study aimed to investigate the TGT in social science learning to improve student learning outcomes. This study used a quasi-experimental with two experimental and control classes. The population used was fifth-grade elementary school students in Lampung, and the number of samples was 133. The sampling technique used cluster random sampling in determining the sampling, while the data collection was in the form of a questionnaire instrument. Questionnaires were analyzed using the n-gain score and Kruskal-Wallis tests to determine whether there was an increase in historical research skills with the help of SPSS 25. The results showed that the influence of the TGT in social science learning significantly improved student learning outcomes. The TGT method uses a competitive and collaborative group play approach to create an interesting and motivating learning environment for students. By applying the TGT, students become more involved and enthusiastic in social science learning. They actively participate in group play that involves discussion, teamwork, and joint problem-solving.

Keywords: *learning methods, teams games tournament (TGT), social science, learning outcomes*.

Abstrak

Metode Team Games Tournament (TGT) merupakan metode efektif untuk meningkatkan hasil belajar siswa dalam pembelajaran IPS, namun masih minim guru yang menerapkan metode ini. Metode TGT digunakan untuk menciptakan lingkungan pembelajaran yang kompetitif dan kolaboratif, di mana siswa terlibat dalam permainan kelompok untuk memperdalam pemahaman konsep IPS dan mengembangkan keterampilan sosial. Tujuan penelitian ini adalah untuk menginvestigasi TGT dalam pembelajaran IPS untuk meningkatkan hasil belajar siswa. Penelitian ini menggunakan quasi eksperimen dengan dua kelas eksperimen dan control. Populasi yang digunakan siswa kelas V sekolah dasar di Lampung dan jumlah sampel 133. Teknik sampling menggunakan cluster random sampling dalam menentukan sampling, sedangkan pengumpulan data berupa instrument angket. Angket dianalisis menggunakan uji n-gain score dan Kruskal-Wallis untuk mengetahui adanya peningkatan pada keterampilan meneliti sejarah dengan bantuan SPSS 25. Hasil penelitian menunjukkan bahwa pengaruh TGT dalam pembelajaran IPS memiliki dampak yang signifikan dalam meningkatkan hasil belajar siswa. Metode TGT menggunakan pendekatan permainan kelompok yang kompetitif dan kolaboratif untuk menciptakan lingkungan pembelajaran yang menarik dan memotivasi siswa. Dengan menerapkan TGT, siswa menjadi lebih terlibat dan antusias dalam pembelajaran IPS. Mereka berpartisipasi aktif dalam permainan kelompok yang melibatkan diskusi, kerja tim, dan pemecahan masalah bersama.

Keywords: *metode pembelajaran, teams games tournament (TGT), IPS, hasil belajar*.

INTRODUCTION

Education plays a crucial role in developing a country, given the importance of producing an educated and skilled generation. The learning process is central to achieving success in education (Burns & Gottschalk, 2019; Saleh, 2021). During the learning process, there is a transformation of knowledge, values and interactions between teachers and students. This interaction allows the teacher to recognize the characteristics and potential of students while students can develop and optimize their potential (Dewi & Alam, 2020; Keengwe, 2017). Therefore, education provides a stimulus and a joint effort to build students' knowledge.

In the modern era of education, the teacher's role is no longer limited to providing information to students. The teacher also serves as a learning facilitator who encourages students to be actively involved in the learning process (Keengwe, 2017; Tejasvee et al., 2021). Through the interactions between teachers and students, teachers can better understand students' individual characteristics, such as intelligence, interests, learning styles, and special needs. In the context of education, learning is a key factor in improving student learning outcomes (Munawir & Hasbi, 2021; Sanova et al., 2022; Tegeh & Budiartini, 2017). One of the subjects that has an important role in shaping students' insights and understanding of the world around them is social sciences.

Social sciences comprise a scientific field that explores the connections among individuals, society, and the environment. When engaged in the study of social sciences, students can acquire a profound comprehension of different facets of social, political, economic,

and cultural dimensions that impact the overall society (Mariati et al., 2021; Tweni et al., 2022). Social science learning helps students understand historical events and social realities and develops critical, analytical, and social thinking skills. Learning social sciences is important to use effective teaching methods to improve student learning outcomes (Ningsih & Jha, 2021). Social science is a subject that involves an understanding of the relationship between individuals, society, and the environment (Haryanti et al., 2022). Effective teaching methods in social science will help students understand the social, political, economic, and cultural realities that affect society (Aiello et al., 2021). The selection of appropriate teaching methods in social science learning is very important to facilitate an effective learning process and improve student learning outcomes.

Learning outcomes in social science learning include several competencies and understandings that students acquire (Juniwati et al., 2020; Wang et al., 2021). Through effective learning, students will develop an in-depth understanding of social, political, economic, and cultural aspects that affect society. They will know history, geography, political systems, economic systems, and relevant social phenomena (McCulley & Osman, 2015). Learning outcomes in social science learning also involve students' ability to analyze contemporary issues, understand different perspectives, and make decisions based on critical thinking. Students will also be able to understand the impact of globalization, appreciate cultural diversity, and have high social awareness (Hamimah et al., 2019). Social science learning outcomes also include students' ability to communicate effectively, both orally and in writing, in conveying thoughts and arguments related to complex social issues (Maksum et al., 2021; Permatasari, Gunarhadi, & Riyadi, 2019). Thus, learning outcomes in social science involve deep understanding, critical thinking, analytical skills, respect for diversity, and good communication skills.

Student learning outcomes in social science are still relatively low, so there is a need for innovative use of learning methods to make them more optimal and maximal (Ariyani & Kristin, 2021; Permatasari, Gunarhadi, & Riyad, 2019). Previous research conducted by Octaviyantari et al. (2020); Wati & Suarni (2020) explains that innovative learning methods can help improve student learning outcomes in social science. Several factors that might contribute to the low learning outcomes are the lack of interest and motivation of students toward social science subjects, the lack of linkages between social science material and students' daily lives, and the lack of effective use of learning methods in social science teaching (Senen et al., 2021a, 2021b). Student learning outcomes in social science can increase if teachers apply effective learning methods. One method that has been used and continues to develop is the Team Games Tournament (TGT) (Banani & Aman, 2022). This approach highlights the importance of teamwork and competitive elements among student teams during the learning process to encourage active participation and enhance comprehension. The method known as Team Games Tournament (TGT) is a collaborative learning strategy that integrates gaming and tournament elements into the teaching and learning environment (Rusyanto, 2021). Implementing TGT in the context of social science education involves organizing students into small teams within the classroom structure (Amir Pada & Amir, 2022). Each team collaborates in exploring social science content through engaging games and tournament-style activities.

Previous research conducted by Hasibuan et al. (2022); Puspita Dewi & Arini (2020); Rahim & Atuna (2019) explained that the Effect of TGT in social science learning can improve student learning outcomes. The TGT method combines aspects of competition and collaboration to motivate students to study enthusiastically and collaborate with team members. Through the TGT method, students can experience a fun and interactive learning experience, directly affecting their interest and motivation in understanding social science material (Kaeksi & Setiawati, 2019). In addition, the TGT method can also develop students' various social and leadership skills. In every team, students need to communicate, collaborate, and share knowledge to achieve common goals (Muttaqien et al., 2021). This helps students hone their ability to interact with others, build self-confidence, and respect diversity of opinion.

This research aims to investigate the Effect of applying the TGT method in social studies learning to improve learning outcomes, which has emerged as a very relevant issue. This method stands out for its approach that is not only interactive but also collaborative and feels competitive. In the juxtaposition between various learning methods that abound, the TGT presents the potential to create a learning landscape that triggers active student engagement, pumps up enthusiasm for learning, and forms social skills. In social studies learning, which often requires a deep understanding of social, historical, and geographical concepts, the TGT can encourage students to discuss, compete, and apply their knowledge in more depth. It is hoped that the results of this research will produce deeper insight into the effectiveness of the TGT in increasing students' understanding of social studies material, as well as identifying possible improvements in teaching methods that teachers and educational institutions can apply. Thus, this research will contribute to developing more effective learning practices in social studies subjects.

METHODS

The quantitative method was used in this study, with a quasi-experimental design that has a control class but does not fully function to control external variables that affect the implementation of the experiment (Balnaves & Caputi, 2018; Stockemer, 2019; Teo, 2014). The research pattern used was a non-equivalent control group design involving two class groups, namely the experimental and control classes (Krishnan, 2018). This research was conducted by taking the population of fifth-grade elementary school students in Metro, Lampung, as the research subject. The sample used in this study consisted of 134 students from two schools, namely State Elementary School 1 Metro and State Elementary School 5 Metro. This study used a cluster random sampling technique, dividing students into several separate groups (clusters) to obtain a representative sample. This technique is used to select groups of students at random to be used as research samples to produce data that represents the population. Thus, this study can accurately describe social science learning outcomes for fifth-grade elementary school students in Metro, Lampung.

The data collection technique used was non-test and test (pretest and posttest). This test was used to analyze the increase in social science learning outcomes of students. This research test instrument has the nature of open questions to involve students in critical, analytical, and reflective thinking processes on social science materials. Question items that have been made were analyzed using validity and reliability tests. The validity test was analyzed using quest and reliability using Cronbach Alpha. Valid and reliable instruments provide accurate and reliable

results in measuring understanding, skills, or concepts to be assessed in social science lessons in elementary schools. The questionnaire uses a Likert scale of five, which forms a score or value in presenting individual traits, such as knowledge, attitudes, and skills. The Likert scale 5 questionnaire contains answers to item statements with the following preferences:

Table 2. Answers to statement items in the questionnaire

Choice of Answers	Weighted Score
Strongly agree	5
Agree	4
Doubtful	3
Don't agree	2
Strongly Disagree	1

The data analysis aims to assess the improvement in students' social science learning outcomes using the n-gain score equation based on the Hake (1999) formula (1). The categorization is as follows: if the n-gain score exceeds 0.7 ($g > 0.7$), the social science learning outcomes fall into the high category; if the score ranges between 0.3 and 0.7 ($0.3 \leq g \leq 0.7$), it is considered the medium category. On the other hand, if the score is below 0.3 ($g < 0.3$), the outcomes are classified as low. Further data analysis to determine differences in learning outcomes or student scores from the posttest and pretest used the Kruskal-Walli's test with SPSS 26 (McKight & Najab, 2010). This test is used because there is no need to test variables with normal distribution. The criteria for obtaining the n-gain score can be seen in the following table (Kim & Steiner, 2021).

$$N - gain = \frac{\%posttest\ score - \%pretest\ score}{ideal\ score - \%pretestscore} \quad (1)$$

Table 2. Distribution category of N-gain Scores

N-gain Value	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

RESULTS AND DISCUSSION

Instrument validity and reliability test results

Analysis of the validity and reliability of the instrument questions from social science learning outcomes was first conducted. The validity test of the item items was analyzed using the quest program, and the reliability test of the items was analyzed using Cronbach Alpha with the assistance of SPSS 26. The results of the validity test of the question items on student social science learning outcomes can be presented in the following table.

Table 3. The results of the validity test on the item about social science learning outcomes

Variable	Item number	INFIT MNSQ	Description
Learning outcomes	Item 1	0.97	Fit
	Item 2	0.93	Fit
	Item 3	0.96	Fit
	Item 4	0.95	Fit
	Item 5	1.38	Fit
	Item 6	0.84	Fit
	Item 7	0.99	Fit
	Item 8	0.83	Fit
	Item 9	0.91	Fit
	Item 10	0.96	Fit
	Item 11	0.99	Fit
	Item 13	0.99	Fit
	Item 14	0.83	Fit
	Item 15	0.91	Fit
	Item 16	0.96	Fit
	Item 17	0.99	Fit
	Item 18	0.99	Fit
	Item 19	0.83	Fit
	Item 20	0.91	Fit
	Item 21	0.96	Fit
	Item 22	0.99	Fit

The output results indicate that 22 questions related to the variable are deemed appropriate. The fitness determination test (case/person) with the QUEST program model (Adams & Khoo, 1996) is also dependent on the average value of the INFIT Mean of Square (INFIT MNSQ) and its standard deviation, which falls within the range of 0.77 to 1.33 (Smith et al., 2008). The analysis of item reliability using Cronbach's Alpha yielded an alpha value of 0.79, signifying that the items are considered reliable in the good category. The reliability determination follows the classification by Bajpai and Bajpai (2014), which ranges from 0.00 (invalid), 0.00-0.20 (bad), 0.20-0.040 (poor), 0.40-0.60 (enough), 0.60-0.80 (good), to 0.80-1.00 (very good). All items in this study are affirmed as valid and reliable for evaluating student outcomes in social science learning, ensuring researchers obtain accurate and pertinent data.

The results of the analysis of social science learning outcomes through the n-gain score

The results of the analysis of increasing social science learning outcomes are calculated using the n-gain score. There are differences in the acquisition of the results of the analysis for social science learning outcomes of students before and after learning between the control class (conventional) and the experimental class (TGT method in social science learning) which can be seen in the following table.

Table 4. The results of the n-gain score for each indicator of social science learning outcomes

Class	Pretest	Conclude Posttest	N-gain
Experiment	71	87	0.71
Control	51	76	0.30

The table above illustrates that, overall, there is a notable improvement in students' social science learning outcomes, as indicated by the analysis results. This observation is grounded in the higher n-gain score in the experimental class compared to the control class. Specifically, the

n-gain indicator value in the experimental class reached 0.79, categorized as high, while the evaluation indicator yielded a value of 0.62 in the medium range. The cumulative posttest n-gain score for the experimental class was 0.71, classified as high. Conversely, the control class exhibited lower scores with an n-gain indicator of 0.23 (low category), an evaluation indicator value of 0.19 (low category), and an overall posttest n-gain score of 0.30 (low category). A detailed breakdown of the discrepancy between values in the experimental and control classes is presented in the subsequent table.

Table 5. Results of social science learning outcomes test results through Kruskal-Wallis

Indicator Variable	Chi-Square	Df	Asymp. Sig.
Learning outcomes	178.921	1	0.021

The outcomes of the Kruskal-Wallis analysis, conducted to discern variations in the improvement of students' social science learning outcomes between experimental and control classes using SPSS 26, indicate noteworthy distinctions. This conclusion is drawn from the Asymp. Sig. score of 0.021, which is less than 0.05 (0.001 < 0.05). Therefore, it can be affirmed that a substantial disparity exists in social science learning outcomes between students employing the TGT method and those undergoing conventional learning in social science.

Social science learning that uses effective methods can improve student learning outcomes. Effective methods can include using approaches that are innovative, interactive, and motivating students (Ackland, 2015; Snee et al., 2016). Using the right method, students will feel more involved in learning, thus gaining a better understanding of social science concepts (Haryono & Tukiyo, 2022; Kurniawati et al., 2020; Lestari & Widayati, 2022). Student learning outcomes in social science learning are a description of students' understanding, knowledge, skills, and abilities in understanding and applying social science concepts (Evans, 2015; Russell & Waters, 2020). Learning outcomes include the extent to which students can master the subject matter, apply concepts in real-life contexts, and have the critical and analytical thinking skills required in social science (Güleç, 2020; Uge et al., 2019).

The outcomes of this research suggest the successful utilization of the TGT technique in enhancing results in social science education. It can furnish more detailed insights into the effectiveness of the method (Fauzi et al., 2019; Najmi et al., 2021; Veloo & Chairhany, 2013). The findings may encompass the evaluation of variations in student learning outcomes before and after the implementation of TGT, comparisons between groups using the TGT and those not employing it, and analysis of TGT's impact on student's motivation, engagement, and comprehension of concepts (DeVries et al., 1978; Syaharuddin & Mutiani, 2020; Triasningsih, 2020; Wyk, 2011). The TGT approach emerges as a potent strategy for enhancing student performance in social science education (Afrina et al., 2021; Baydar, 2020; Fahrudin et al., 2020; Kjällander, 2011; Rahmah et al., 2023). TGT employs a mix of competitive and collaborative group play to establish a stimulating and encouraging educational atmosphere for students.

The Effect of applying the TGT in social science learning will involve students actively in group games designed to teach and test their understanding of social science concepts (Syaifuddin et al., 2020; Wahyuningsih et al., 2021). Students will work in teams, discuss, and compete with other teams to achieve the best results (Artha et al., 2020; Sa'adah, 2017). This process encourages students to think critically, work together in teams, and develop social

skills. The TGT in social science learning has its advantages in strengthening student involvement in social science learning (Nadrah et al., 2017; Panggabean et al., 2021; Salam et al., 2015). Students will feel more motivated to learn because of the elements of healthy competition and team spirit. This can increase students' intrinsic motivation so that they are more enthusiastic about dealing with the subject matter and achieve better learning outcomes (Fitchett et al., 2014; Rakhmawati, 2018).

Previous research conducted by Kamaruddin & Yusoff (2019); Oktarianto & Handayanto (2021); Rahayu & Nugraha (2018); Zulherman et al. (2021) explained that the Effect of the TGT method can improve student learning outcomes. The TGT method has been applied in various learning contexts and subject matter, including social science learning. The results of these studies indicated significant improvements in conceptual understanding, critical thinking skills, student engagement, and overall academic achievement. The application of the TGT method in social science learning can improve student learning outcomes (Pongkendek et al., 2019). The TGT creates an attractive, competitive, and collaborative learning environment, which motivates students to be actively engaged, think critically, and develop social skills (Hardiansyah & Mas'odi, 2022; Rorimpandey et al., 2022). Through the TGT, students can deepen their understanding of social science concepts and achieve better academic performance.

The TGT method is the key to opening the door to successful student learning outcomes in social science learning, taking them on collaborative adventures that inspire enthusiasm, hone skills, and open broader insights (Galuh Ningtiaz et al., 2023; Novritasari et al., 2022). Students can use the TGT method more deeply so that they can be actively involved in social science learning. They feel more engaged and excited to achieve the best results in tournaments (Arizka & Khairuna, 2022; Julianti et al., 2023). In addition, TGT also increases students' emotional and cognitive engagement because they participate directly in group games that involve discussion, teamwork, and joint problem-solving. In this process, students deepen their understanding of social science concepts and develop critical thinking and communication skills. With the emphasis on teamwork in TGT, students also learn to appreciate each team member's role and develop important social skills. Thus, using TGT in social science lessons has a strong positive impact on improving student learning outcomes, strengthening their understanding of subject matter, and increasing their overall academic achievement.

CONCLUSION

The analysis conducted in this study indicates that implementing the TGT approach in social science education has effectively enhanced students' academic performance. The results reveal that all indicators, measured through n-gain, consistently fall within the medium and high categories, signifying a substantial difference between the experimental and control groups. This suggests a noteworthy improvement in students' comprehension and achievements following adopting the TGT method. Notably, the TGT method has successfully elevated student learning outcomes by fostering active motivation, deepening conceptual understanding, nurturing social skills, and establishing a supportive and inclusive learning atmosphere. Furthermore, using the TGT method contributes to creating an inclusive learning environment, strengthens interpersonal interactions among students, and enhances the school's standing as an innovative and effective educational institution.

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