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EFFORTS TO IMPROVE THE QUALITY OF LEARNING OF PKN UNITY AND UNITY MATERIAL IN DIVERSITY THROUGH TEAM GAME TOURNAMENT (TGT) METHODS IN STUDENTS OF GRADE IV C SDN PERIGI 01 YEARS OF LESSONS 2019/2020 Nawiyah

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Abstract

The low quality of PKn learning in students of grades IV-C at SDN Pondok Kacang Timur 03 years of lessons 2019/2020 memotiti researchers look for solutions how efforts in improving the quality of learning PKn through the Team Game Tournament (TGT) method. After the study was found 1) Student test results in cycle I meeting 1 obtained an average of 55.42 student test results with a completion percentage of 25%, cycle I meeting 2 obtained an average of student test results 63.33 with a completion percentage of 38%, cycle II meeting 1 obtained an average of student test results 72.50 with a percentage completion of 54%, cycle II meeting 2 obtained the average student test results 85.83 with a completion percentage of 100%, Showed significant improvement in performance. 2) The application of cooperative learning through TGT can improve the quality of students' civic education learning outcomes. The average grade of student test results each cycle increases. In cycle I meeting 1 obtained an average of student test results 55.42 with a percentage completion of 25%, cycle I meeting 2 obtained an average of student test results 63.33 with a percentage completion of 38%, cycle II meeting 1 obtained an average of student test results 72.50 with a completion percentage of 54%, cycle II meeting 2 obtained an average of student test results 85.83 with a completion percentage of 100%, Showed significant improvement in performance. The advice that can be given from the results of this class action research is 1) The application of a learning model with the Type team games tournament as one of the alternative learning models for teachers that can improve the quality of civic education learning. 2) Tournament games in the TGT learning model, should be designed in such a way that students are more interested and can improve the quality in students who can ultimately improve their achievements.

Keywords: PKn, Learning Quality, Team Games Tournament

Introduction

Citizenship Education (PKn) for most students is a subject that receives less attention (Ananda, 2017). The results of a simple assessment that researchers do every beginning of the year (Saprianti, Laapo, & Howara, 2016), if there are questions of what subjects students like (Hamzah, 2021), then the answer is almost 60% of students answer other than citizenship education subjects (Harahap, 2017). This fact continues until the process of teaching and learning activities (Suardi, 2018). This is indicated by the attitude

of students who are mostly less enthusiastic when the lesson will take place (Siboro, 2020), the low response from students to the teacher's questions and explanations and the concentration of attention to the lesson is lacking (Sutiningsih, 2021), most students are passive, they do not dare to talk about what is already and is not yet known (Simanjuntak, 2015), their concepts are right or wrong difficult for the teacher to know (Setiawan & Sujadi, 2015), even though the teacher has tried to explain the material as much as possible (Ahmad, Afifulloh, & Zakaria, 2020).

However, it turns out that the results have not been optimal (Deliana, 2019), this is shown by the completion of learning that is still low. Other observations are the lack of quality of learning towards civic education learning, among others (Komalasari, 2016): 1) Students' interest in low citizenship education (Maulani, Tegeh, & Antara, 2020), 2) Low student ability, 3) Students assume citizenship education as a hapalan lesson (Nurgiansah, 2020), 4) Students are not actively involved, 5) Teachers do less to carry out a variety of learning activities (Sutisnawati, 2017), 6) Support from families at home is lacking. Overcoming the lack of quality students in civic education lessons, it is necessary to improve quality by providing a variety of learning models that are cooperative learning that is interesting or fun, which engages students and can increase student activities and responsibilities.

Quality is something that encourages a person to move, whether realized or unconscious. Quality arises because of a strong desire related to the existence of needs in someone who demands fulfillment. Quality can be interpreted as the force or thrust that moves and directs a person's will and behavior and all the power to achieve his desired goals, which arise from the desire to meet his needs. Quality learning is at the heart of learning activities, a driver that makes a person learn. The quality of learning is the overall psychic driving force in the individual that gives rise to learning activities, ensures the continuity of learning and provides direction for the achievement of learning goals. Based on the above description it can be concluded that the quality of learning serves as a driver, director and at the same time drives students to carry out learning activities to achieve their desired learning goals.

Learning factors are classified into three factors, namely learning stimulation factors, are everything outside the individual that stimulates the individual to hold a reaction or act of learning. Stimulation in this case includes materials, assignments, environmental, external atmospheres that must be studied by students. The learning method factor, is the method used by teachers in teaching. Different methods result in significant differences to the learning process. Individual factors, regarding maturity, age, gender, experience, mental, physical health.

Quality means a lot in the process of learning citizenship education. In learning citizenship education, quality has a function to support a person to learn citizenship education, as a driver who gives one energy or strength to learn citizenship education, selecting actions, namely to determine which actions should be done, encouraging the emergence of behavior to learn citizenship education. Because one of the functions of quality is as a driver as mentioned above, the quality of learning civic education is needed in civic education learning in the effort to achieve learning achievement.

Several ways to improve the quality of learning can be taken in several ways, namely optimization of the application of learning principles, optimization of dynamic elements of learning, optimization of utilization of students' experiences and abilities, and development of learning ideals and aspirations.

Departing from the description above, it can be concluded that the quality of learning citizenship education is a condition that can lead to effective learning, actively participating in civic education learning activities, actively doing schoolwork, utilizing the library to support learning citizenship education, active in group work, and diligently entering school.

Cooperative learning arises from the concept that students will find it easier to find and understand difficult concepts if they discuss with each other with their friends. Students routinely work in groups to help each other solve complex problems. So the social nature and use of peer groups becomes the main aspect in cooperative learning.

In cooperative classes students study together in small groups of 4–6 students who are equal but heterogeneous, ability, gender, ethnicity / race, and each other help each other. The purpose of the group is to provide opportunities for all students to be able to be actively involved in the thought process and learning activities. During working in a group, the task of group members is to achieve the completion of the material presented by the teacher, and help each other's group friends to achieve the completion of learning. There are six main steps or stages in the lesson that use cooperative learning. The steps show in the table below.

As the name implies, this TGT model contains activities that are game nature. Like other characteristics of cooperative learning, TGT techniques give rise to the existence of groups and cooperation in learning, in addition there is competition between individuals in groups and between groups. In this TGT technique, students who have different abilities and genders are used in a team of four students. In learning activities with this game all students have the same opportunity to achieve, both as a team and a group member.

Adapun tahapan model pembelajaran kooperatif tipe TGT adalah sebagai berikut:

a. Teach

Presenting or presenting material, conveying goals, assignments, or student activities in learning, and providing quality.

b. Team Study

Students work in groups of 4 to 6 people with academic abilities, different genders. After the teacher informs the material, and the learning objectives, the group discusses using LKS. In the group there is a discussion to solve the problem together, give each other answers and correct if there are members of the group who are wrong in answering.

c. Game Tournament

The game is followed by group members from each of the different groups. The objective of the game is to find out if all members of the group have mastered the material, where the questions given relate to the material that has been discussed in the group's activities.

d. Team Recognition

Rewards based on the average points earned by the group from the game.

Unity and unity materials in diversity are taught in grades IV-C in Semester I. The material of unity and unity in diversity taught consists of several types of

unity and unity in diversity. In this study the material applied in action is unity and unity in diversity.

Table 1. Steps of the Cooperative Learning Model

Phase	Teacher's actions
Phase 1 Conveying purpose	The teacher conveys all the goals of the lesson to be achieved in the lesson and to the students learning.
Phase 2 Convey information	Teachers present information to students by protest or through reading materials..
Phase 3 Organize students into cooperative groups	The teacher explains to students how to form a study group and helps each group make the transition efficiently..
Phase 4 Guiding groups to work and study	Teachers guide study groups as they work on their tasks..
Phase 5 Evaluation	The teacher validates the results of learning about the material that has been studied or each group presents the results of his work.
Phase 6 Give an award	Teachers look for ways to appreciate both individual and group learning efforts and outcomes..

Many students think that learning civic education is difficult, so students tend not to like civic education lessons, even they have low quality in civic education lessons. When the lesson will take place, the low feedback response from students to the teacher's questions and explanations and the lack of attention to the lesson, most of the students are passive.

In cooperative learning, students who have difficulty can be helped because they can learn from their group friends. In cooperative learning with the type of Teams Games Tournament (TGT) students learn from their friends, work together and help each other in doing the tasks given by the teacher. If any of the group members do not understand the task given, then the other members are responsible for providing answers or explaining.

Learning activities with games designed in the TGT type cooperative learning model allow students to learn more relaxed in addition to fostering responsibility, cooperation, healthy competition and learning engagement. Thus, through cooperative learning type TGT, it is hoped that it can improve the quality of student learning which ultimately leads to increased learning achievement of civics education for grade IV-C students at SDN Pondok Kacang Timur 03.

By using a cooperative learning model with the Teams Games Tournament (TGT) type, it is estimated that it can improve the quality of learning and learning achievement of civic education students at SDN Pondok Kacang Timur 03, especially on the subject of Unity and Unity in Diversity.

To see the quality of civic education learning for Class IV-SDN Perigi 01 students for the 2019/2020 academic year, observations were made of learning activities carried out by the researchers themselves and other teachers who were team teaching in the class every day. After conducting a reflective assessment and discussion, an action was determined to improve the quality of students in learning citizenship education by being treated with a cooperative learning model with the Teams Games Tournament (TGT) type.

This classroom action research is planned in two cycles in four rounds, each of which includes the following stages.

1. Planning

Action planning includes preparing lesson plans, making learning scenarios using the Teams Games Tournament (TGT) technique, making game media according to the theme in the lesson plan with Teams Games Tournament (TGT) which is equipped with activity instructions and game rules, as well as preparing evaluation tools

2. Acting

The implementation of the action or the implementation of the action includesmaking study groups consisting of four students with heterogeneous abilities.Distribute activity instructions or game rules to each group. Students carry out the game according to the activity instructions. Each member is competent to get value.

3. Observation

Observation of the implementation of learning is carried out collaboratively using the planned monitoring instrument. Data on the learning conditions of civic education were obtained from observation sheets filled out by observers. Data on the level of progress in the quality of civic education learning in students were obtained from the student learning assessment result sheets at each end of the cycle. And data on student learning outcomes obtained from the evaluation results in the form of assignments and daily tests.

4. Reflection (Reflecting)

Reflection is carried out based on the results of interviews with students, results of observation sheets and results of discussions with teachers. The results of the reflection are used to determine the next action steps.

Many learning models can be applied in the teaching and learning process. One of them is a learning model with the type "Teams Games Tournament" or commonly abbreviated as TGT. In TGT students play games with other team members to score for their respective teams. With the atmosphere of the game in learning it is expected to be interesting and cause a recreative effect in student learning. Learning activities with games designed in the cooperative learning model with the type of TGT allows students to learn more relaxed in addition to fostering responsibility, cooperation, healthy competition and learning engagement. The objectives of the research to be achieved in this study are as follows. Describes the implementation of the Teams Games Tournament (TGT) learning model in improving the quality of Civics learning. Materials for Unity and Unity in Diversity for Class IV Students at SDN Perigi 01 at Student IV SDN Perigi 01.

The expected benefits of this classroom action research are as follows. In the learning process students are more interested and more fun, Make students more involved in the learning process and increase student activities, Train students to be more creative and innovative in learning, Can contribute to improving the quality of civic education learning, As information for civic education teachers , especially the civic education teacher at SDN Perigi 01 regarding learning using the cooperative learning model with the Teams Games Tournament (TGT) type and is expected to contribute to improving the quality of schools, especially civic education subjects.

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Research Methods

This class action research was carried out on students of grade IV SDN Perigi 01 Pondok Aren Subdistrict. Implementation time in the 2019/2020 School Year on the subjects of Civic Education material Unity and unity in diversity. While the characteristics of this study are students of grade IV SDN Perigi 01 numbered 36 students. The study was conducted from September 1 to November 30, 2019. The research subjects in this class action study were all students of grade IV SDN Perigi 01, subjects in the study amounted to 24 students who had diverse backgrounds and one teacher of Citizenship Education (PKn). The design of this study uses kemmis and taggart model class action research with planning stages, actions, observations, and reflections for each cycle. The study was conducted through three cycles. Performance indicators that want to be obtained in this class action research is efforts to improve the quality of PKn learning through the Team Game Tournament (TGT) Method on Unity and Unity Materials in diversity in Students of Grade IV SDN Perigi 01 school year 2019/2020. As a measure of the success of the implementation of this class action research is students whose grades reach KKM which is ≥75 and the percentage of student completion reaches more than ≥75. If the results are not satisfactory will be done cycle II and so on. The cycle will stop if the student's results have met the KKM and the completion percentage is ≥75.

The data obtained in this study is quantitative data that scores students' learning outcomes on cycle learning activities I, and II. The data is processed using completion analysis techniques and comparative analysis techniques. Once the data is obtained, the next step is to process the data and analyze the data of student learning outcomes and the results of teacher and student observations. The minimum completion criteria of IV SDN Perigi 01 for PKn subjects in class IV is 75.

Data collection techniques in this classroom action research are as follows:
1. Interview.
2. Observation (observation) is to find out the situation and process of implementing teaching and learning activities that take place in the classroom.
3. The test is to obtain data on student learning outcomes.
4. The documentation technique is to complement the missing data through photos during the learning process as real evidence.

Research instrument is a tool used to collect data in a study. Instruments play an important role in determining the quality in a study. The data collected using certain instruments will be described and attached or used to test the hypotheses proposed in a study. The instruments used in this research are:
1. Learning implementation plan.
2. Observation and Interview.
3. Documentation, which is to complement the missing data through photos during the learning process as real evidence.
4. Test Questions

The tests are arranged based on the indicators to be achieved. The test questions are given at the end of the cycle, which aims to determine the student's Civics learning outcomes after participating in learning using the TGT model. The form of the question is given a description. Before being used in research, validation is carried out regarding the test instrument that will be used by people who are experts in the relevant field or often called expert judgment. In this study, the appointed expert judgment is a peer teacher while the questions that will be used in this study are as follows.

The observation sheet used consists of the teacher's observation sheet and the student observation sheet. Teacher observation sheets are used to observe the teacher's ability in

the implementation of active learning of TGT in PKn subjects. While the student observation sheet contains about the activities expected at the time of the implementation of PKn learning using the TGT model.

Data validity or data validity is the truth of the research process. The validity of the data is accounted for and can be used as a strong basis for drawing conclusions. Strategies that can be used to increase validity include four steps, including face validity (face validity), triangulation (triangulation), critical reflection (critical reflection), catalic validity. To increase the validity of this classroom action research by minimizing subjectivity through triangulation. Triangulation is a technique of checking the validity of data to take advantage of something other than the data for checking purposes or as a comparison. This step can be taken by using various data sources to increase the quantity of assessment. There are four forms of triangulation, namely source triangulation, method triangulation, investigator triangulation, and theoretical triangulation. This classroom action research uses source triangulation, namely by comparing and checking back the degree of confidence in information obtained through different times and tools, namely observations of the learning process, student performance tests, lesson plans, interviews, observations about Civics learning.

In classroom action research (CAR) data analysis is directed at finding and finding the efforts made by teachers in improving student learning outcomes, especially in Civics subjects using the TGT model. Thus the data analysis used in classroom action research can use quantitative and qualitative analysis.

Quantitative data obtained from student learning outcomes and activities. Learning outcomes were obtained through tests conducted at the end of the cycle, while student activity data were obtained from observations in Civics learning activities using the TGT model. Statistical formulas used to process learning outcomes

$$\bar{x} = \frac{\Sigma x}{\Sigma N}$$

Keterangan :
x = skor rata-rata
Σx = jumlah skor siswa
ΣN = jumlah siswa

To calculate the percentage of student learning outcomes and activities using the following formula

$$( ) \quad \underline{\qquad\qquad}$$

Qualitative data is data in the form of information in the form of sentences whose purpose is to describe a lesson activity. Qualitative data in this study were obtained from observations which were analyzed descriptively so that data were obtained regarding the activities of teachers and students in participating in Civics learning using the TGT model.

Results and Discussion
A. Research Results

In pre-action it was found that the results of student tests on the subject of PKn material unity and unity in diversity in students grade IV-C SDN Pondok Kacang Timur 03 School Year 2019/2020 before the action only obtained an average score of 52 with the completion of learning results of 23%. So that researchers are looking for solutions how efforts to improve the quality of PKn learning through the Team Game Tournament

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(TGT) method on unity and unity material in diversity in students of grade IV SDN Perigi 01 School Year 2019/2020.

Table 2. Student Observation Results

Category	Collaboration	Skills	Solution to Problem	Mastery of the Material	Average
1	70	60	70	60	
2	70	70	70	70	
3	80	80	80	80	Overall
4	40	60	50	80	Average
5	60	70	70	60	
Average	64,00	68,00	68,00	70,00	67,50

The implementation of observation of the learning process in this cycle, teachers also get attention because teachers contribute greatly in the success of teacher strategy learning in the learning process to get results as in the following table.

Table 3. Teacher Observation Results

Aspects observed	Indicators	Yes / No
Early Activities	1. Open a lesson	Yes
	2. Aperception	Yes
	Implementation of the TGT Model	
Core Activities	a. Phase 1: Conveying purpose	Yes
	b. Phase 2: Convey information	No
	c. Phase 3: Organize students into cooperative groups	Yes
	d. Phase 4: Guiding groups to work and study	Yes
	e. Phase 5: Evaluation	
	f. Phase 6: Give an award	No
Final Activities	3. Infer the subject matter.	Yes
	4. Provide motivation	No
	5. Closing the lesson	Yes

From the table above almost all indicators have been implemented by teachers when the learning process takes place only that teachers do not convey detailed learning method information, do not give awards to competent students, and do not provide motivation at the end of learning, when asked by observers because the allocation of time is not accurate. While the results of student tests conducted after learning in cycle I meeting 1 is completed can be described in the following table.

Table 4. Student Test Scores

No	Description	Cycle I P2	Information
1	Average	55,42	Not Complete
2	% Done	25%	Not Complete
3	N Max	80	
4	N Min	30	
5	Tuntas	6	

Table 5. Student Observation Results

Group	Collaboration	Skill	Solution to Problem	Mastery of the Material	Average
1	75	70	80	70	
2	70	70	80	80	
3	90	80	80	80	Overall Average
4	80	80	70	80	
5	70	70	80	70	
Average	77,00	74,00	78,00	76,00	76,25

Table 6. Teacher Observation Results

Aspects observed	Indicators	Yes / No
Early Activities	1. Open a lesson	Yes
	2. Aperception	Yes
Core Activities	Implementation of the TGT Model	
	g. Phase 1: Conveying purpose	Yes
	h. Phase 2: Convey KBM information	No
	i. Phase 3: Organize students into cooperative groups	Yes
	j. Phase 4: Guiding groups to work and study	Yes
	k. Phase 5: Evaluation	
	l. Phase 6: Give an award	No
Final Activities	3. Infer the subject matter.	Yes
	4. Provide motivation	No
	5. Closing the lesson	Yes

From the table above almost all indicators have been implemented by teachers when the learning process takes place only the teacher forgets to give awards and convey the purpose of learning when asked by the observer because the teacher forgets to be preoccupied by student questions. While the results of student tests conducted after learning in cycle I meeting 2 is completed, can be described in the following table.

Tabel 7. Student Test Results

No.	Description	Cycle II P1	Information
1	Average	63,33	Not Complete
2	% Done	38%	Not Complete
3	N Max	80	
4	N Min	40	
5	Tuntas	9	

Table 8. Student Observation Results

Group	Collaboration	Skill	Solution to Problem	Mastery of the Material	Average
1	85	70	80	85	
2	80	80	80	80	Overall Average
3	100	90	100	90	

4	85	85	80	80	
5	80	80	80	80	
Average	86,00	81,00	84,00	83,00	83,50

The implementation of observation of the learning process in this cycle, teachers also get attention because teachers contribute greatly in the success of teacher strategy learning in the learning process to get results as in the following table.

Table 9. Teacher Observation Results

Aspects observed	Indicators	Yes / No
Early Activities	1. Open a lesson	Yes
	2. Aperception	Yes
Core Activities	Implementation of the TGT Model	
	a. Phase 1: Conveying purpose	Yes
	b. Phase 2: Convey KBM information	Yes
	c. Phase 3: Organize students into cooperative groups	Yes
	d. Phase 4: Guiding groups to work and study	Yes
	e. Phase 5: Evaluation	
	f. Phase 6: Give an award	No
Final Activities	3. Infer the subject matter.	Yes
	4. Provide motivation	Yes
	5. Closing the lesson	Yes

From the table above almost all indicators have been implemented by teachers when the learning process takes place only the teacher forgets to give an award when asked by the observer because the teacher forgets to be preoccupied by student questions. While the results of student tests conducted after learning in cycle II of meeting 1 are completed can be described in the following table.

Tabel 10. Student Test Results

No.	Description	Cycle II P1	Information
1	Average	72,50	Not Complete
2	% Done	54%	Not Complete
3	N Max	90	
4	N Min	50	
5	Tuntas	13	

Table 11. Student Observation Results

Group	Collaboration	Skill	Solution to Problem	Mastery of the Material	Average
1	90	90	90	90	
2	90	90	90	90	
3	100	100	100	90	Overall Average
4	90	100	100	100	
5	90	90	100	100	

Average	92,00	94,00	96,00	94,00	94,00

The implementation of observation of the learning process in this cycle, teachers also get attention because teachers contribute greatly in the success of teacher strategy learning in the learning process to get results as in the following table.

Table 12. Teacher Observation Results

Aspects observed	Indicators	Yes / No
Early Activities	1. Open a lesson	Yes
	2. Aperception	Yes
Core Activities	Implementation of the TGT Model	
	g. Phase 1: Conveying purpose	Yes
	h. Phase 2: Convey KBM information	Yes
	i. Phase 3: Organize students into cooperative groups	Yes
	j. Phase 4: Guiding groups to work and study	Yes
	k. Phase 5: Evaluation	
	l. Phase 6: Give an award	Yes
Final Activities	3. Infer the subject matter.	Yes
	4. Provide motivation	Yes
	5. Closing the lesson	Yes

From the table above all indicators have been implemented by teachers well during the learning process and nothing is missed. While the results of student tests conducted after learning at this meeting are completed, can be described in the following table.

Tabel 13. Student Test Results

| No.	Description	Cycle II P2	Information
1	Average	85,83	Not Complete
2	% Done	100%	Not Complete
3	N Max	100	
4	N Min	80	
5	Tuntas	24	

B. Discussion

The results of these class-action researchers gained several important discoveries and events that are thought to affect the study among others. The game in TGT can generate enthusiasm and enthusiasm for students. At the time of the game the players at each tournament table who are representatives of the group seem eager to be able to answer the question being read out, even before the player who is his turn answers, there are challengers who immediately want to answer. The application of cooperative learning through TGT can improve the quality of students' learning. Based on the results of student observations from group work observations seen from the results of the study, the student learning observation table with TGT generally calculated the average number of each aspect measured increased from cycle I to cycle II. Indicators of group cooperation, group proficiency, problem solving, and material mastery, In cycle I meeting 1 obtained an average of 67.25, cycle I meeting 2 obtained an average of 76.25, cycle II meeting 1 obtained an average of 83.50, cycle II meeting 2 obtained an average of 94.00 showed a significant increase in student activity. As explained in the following graph.

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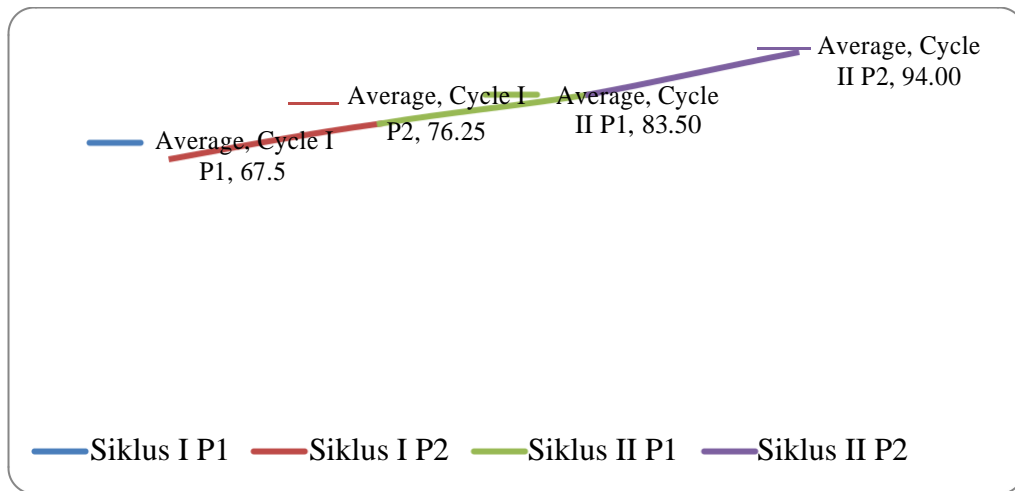
Graphic 1. TGT Learning Activity Results

The results of teacher observations also showed an increase in each cycle, in cycle I almost all indicators have been carried out by teachers when the learning process takes place only that teachers do not convey detailed learning method information, do not reward competent students, and do not provide motivation at the end of learning, when asked by the observer because of inaccurate time allocation. In cycle II almost all indicators have been carried out by teachers when the learning process takes place only the teacher forgets to give an award when asked by the observer because the teacher forgets to be preoccupied by the question of students being in cycle II meeting 2 all indicators have been implemented by the teacher well while the learning process takes place and nothing is missed. The application of cooperative learning through TGT can improve the quality of students' civic education learning outcomes. The average grade of student test results each cycle increases. In cycle I meeting 1 obtained an average of student test results 55.42 with a percentage completion of 25%, cycle I meeting 2 obtained an average of student test results 63.33 with a percentage completion of 38%, cycle II meeting 1 obtained an average of student test results 72.50 with a completion percentage of 54%, cycle II meeting 2 obtained an average of student test results 85.83 with a completion percentage of 100%, Showed significant improvement in performance. As explained in the following graph.
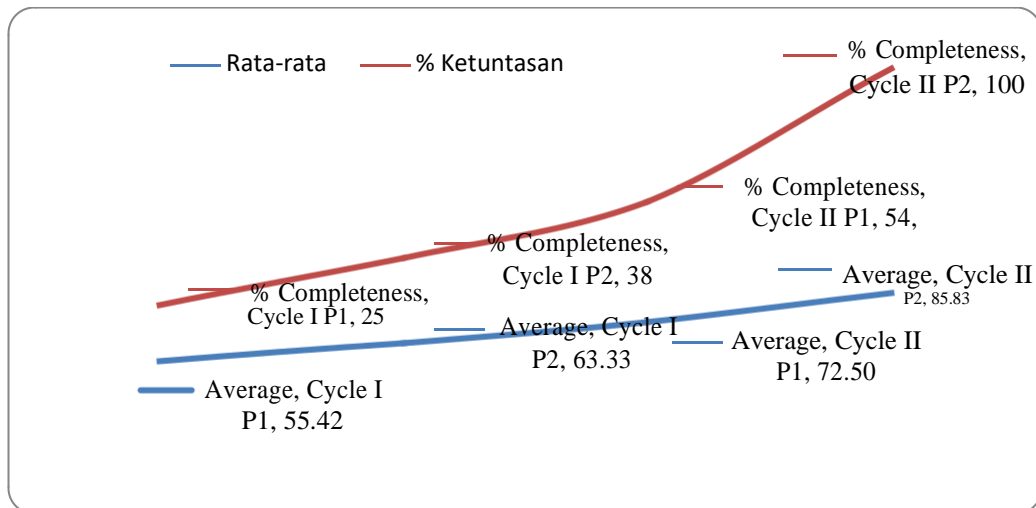
Graphic 2. Student Test Results

Conclusion

Some conclusions that can be drawn from the results of this class action study (PTK) are the results of student tests in cycle I meeting 1 obtained on average student test results 55.42 with a percentage completion of 25%, cycle I meeting 2 obtained an average of student test results 63.33 with a completion percentage of 38%, cycle II meeting 1 obtained an average student test result 72.50 with a completion percentage of 54%, Cycle II meeting 2 obtained an average student test result of 85.83 with a completion percentage of 100%, showing a significant improvement in achievement. The application of cooperative learning through TGT can improve the quality of students' civic education learning outcomes. The average grade of student test results each cycle increases. In cycle I meeting 1 obtained an average of student test results 55.42 with a percentage completion of 25%, cycle I meeting 2 obtained an average of student test results 63.33 with a percentage completion of 38%, cycle II meeting 1 obtained an average of student test results 72.50 with a completion percentage of 54%, cycle II meeting 2 obtained an average of student test results 85.83 with a completion percentage of 100%, Showed significant improvement in performance.

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