

EFFORTS TO IMPROVE LEARNING QUALITY FOR CIVIL STUDY ON UNITY IN DIVERSITY THROUGH THE TEAM GAME TOURNAMENT (TGT) METHOD IN CLASS IV ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The purpose of the study are; (1) to describe the application of the Teams Games Tournament (TGT) learning model, and (2) to determine the improvement in the quality of learning through TGT Model. This research method is qualitative. It was found that 1) student test results in cycle I meeting 1 obtained an average student test result of 55.42 with a completeness percentage of 25%, cycle I meeting 2 obtained an average student test result of 63.33 with a completeness percentage of 38%, cycle II meeting 1 obtained an average student test result of 72.50 with a completeness percentage of 54%, cycle II meeting 2 obtained an average student test result of 85.83 with a completeness percentage of 100%, shows a significant increase in achievement. 2) The application of cooperative learning through TGT can improve the quality of student civic education learning outcomes. The average score of students' test results each cycle has increased. In cycle I meeting 1 obtained an average student test result of 55.42 with a completeness percentage of 25%, cycle I meeting 2 obtained an average student test result of 63.33 with a completeness percentage of 38%, cycle II meeting 1 obtained an average student test result of 72.50 with a completeness percentage of 54%, cycle II meeting 2 obtained an average student test result of 85.83 with a completeness percentage of 100%, shows a significant increase in achievement.

KEYWORDS *civics; learning quality; team games tournament*



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INTRODUCTION

Citizenship Education (Civics) for most students is a subject that receives less attention (Ananda, 2017). The results of a simple assessment conducted by researchers at the beginning of each year, if there is a question about which subjects

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students like, then almost 60% of students answer other than Citizenship Education subjects.

This fact continues to the process of teaching and learning activities. This is shown by the attitude of the students who are mostly less enthusiastic when the lesson will take place, the low response from students to questions and teacher explanations and the lack of focus on the lesson, most of the students are passive, they do not dare to talk about what is and is not known, their concepts are right or wrong it is difficult for the teacher to know, even though the teacher has tried to explain the material as much as possible (Nurgiansah et al., 2021).

However, it turns out that the results are not optimal, this is indicated by the learning completeness which is still low (Mulyani, 2012). The results of other observations are the lack of quality of learning in learning citizenship education, including: 1) Students' interest in civics education is low, 2) Students' ability is low, 3) Students think civics education is a rote lesson, 4) Students are not actively involved, 5) Teachers lack of carrying out variations of learning activities, 6) Support from family at home is lacking (Sulfemi, 2019). Overcoming the lack of quality of students in civics education lessons, efforts are needed to improve quality by providing variations in cooperative learning models that are interesting or fun, which involve students and can increase student activity and responsibility (Asmani, 2016).

There are many learning models that 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 (Muslim, 2012). In TGT students play games with members of other teams to get scores for their respective teams (Hamzah, 2021). With a game atmosphere in learning, it is hoped that it will be interesting and cause a reactive effect in student learning. Learning activities with games designed in the cooperative learning model with the TGT type allow students to learn more relaxed while fostering responsibility, cooperation, healthy competition and learning involvement (Hasanah & Himami, 2021).

Based on the description above, efforts to improve the quality of learning and student achievement in class IV-C SDN Perigi 01 will be carried out by research entitled "Efforts to Improve the Quality of Civics Learning Material Unity and Unity in Diversity through the Team Game Tournament (TGT) Method for Class IV Students -C at SDN Perigi 01 for the 2019/2020 academic year.

The purpose of the study are; (1) to describe the application of the Teams Games Tournament (TGT) learning model in improving the quality of Civics learning on unity in diversity in Grade IV Students at SDN Perigi 01, and (2) to determine the improvement in the quality of learning Citizenship Education through the Teams Games Tournament learning model (TGT) Unity in Diversity for Students IV at SDN Perigi 01.

RESEARCH METHOD

This research method is qualitative. This classroom action research was conducted on fourth grade students at SDN Perigi 01 Pondok Aren District. Implementation time in the 2019/2020 Academic Year in the Citizenship Education subject matter Unity and unity in diversity.

Efforts to Improve Learning Quality for Civil Study on Unity in Diversity Through the Team Game Tournament (TGT) Method in Class IV Elementary School Students

The research design used the Kemmis and Taggart model class action research with the stages of planning, action, observation, and reflection for each cycle (Sugiyono, 2017). This research was conducted through three cycles. To see the quality of learning civics education for Class IV-SDN Perigi 01 Academic Year 2019/2020, observations were made of learning activities carried out by the researchers themselves and other teachers who served as team teaching members in the class every day. After conducting reflective assessments and discussions, actions were 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 round includes the following stages; (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting

Data collection technique

Data collection techniques in this classroom action research include interviews, observation (observation), namely to find out the situation and process of implementing teaching and learning activities that take place in class, tests, namely to obtain data on student learning outcomes, and documentation techniques, namely to complement the missing data through photos during the learning process take place as concrete evidence.

Data analysis

In class action research (PTK) data analysis was directed at finding and finding efforts made by teachers to improve 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 learning outcomes and student 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. The statistical formula used to process learning outcomes

$$x = \frac{\sum x}{\sum n}$$

Information :

x = average score

$\sum x$ = total student score

$\sum N$ = number of students

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

$$persentase(\%) = \frac{\text{Jumlah skor diperoleh}}{\text{Jumlah skor maksimal}} \times 100\%$$

Calculation of results and student learning activities are interpreted in the following criteria (Poerwanti et al, 2008).

Table 1. Learning Outcome Criteria

Mark	Criteria
80-100	Excelent

70-79	Very good
60-69	Good
80-100	Fair
0-49	Poor

Table 2. Learning Activity Criteria

Mark	Criteria
80%-100%	Excelent
70%-79%	Very good
60%-69%	Good
50%-59%	Fair
0%-49%	Poor

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 that were analyzed descriptively so that data was obtained regarding teacher and student activities in participating in Civics learning using the TGT model.

Success Criteria

The TGT model is said to be successful in improving Civics learning outcomes in class IV-C students at Pondok Kacang Timur 03 Elementary School if $\geq 75\%$ of the total students score ≥ 75 .

RESULT AND DISCUSSION

In the pre-action it was found that the results of the students' tests on the Civics subject matter unity and oneness in diversity in class IV-C students of Pondok Kacang Timur 03 Elementary School 03 for the 2019/2020 Academic Year before the action only obtained an average score of 52 with a complete learning result of 23%. So researchers are looking for solutions to efforts to improve the quality of Civics learning through the Team Game Tournament (TGT) method on unity and unity in diversity in class IV students at SDN Perigi 01 Academic Year 2019/2020.

Action Cycle 1 Meeting 1

Learning activities in cycle I meeting 1 were carried out for 2 hours of lessons.

Action Planning and Preparation

The planning and preparation of the actions carried out by the researcher included: (1) Preparing the Learning Implementation Plan (RPP), (2) Preparing the steps in the TGT learning model, (3) Preparing the learning observation sheet, (4) Preparing LKS, (5) Preparing question cards for tournaments, and (6) Prepare blank scores on each group table and blank group scores.

Action Implementation

The implementation of learning activities in cycle I meeting 1 was carried out in the following steps: (1) The teacher explained the material, (2) Students formed

study groups and discussed, (3) Games (game tournaments), and (4) Awards to groups.

At this stage, learning activities begin by explaining material about "Unity and Unity in Diversity" using the TGT method. At the end of the explanation the teacher gives the opportunity for students to ask again about material that is not understood before the group discussion activities are carried out.

After the delivery of the material was completed, the students were grouped into 6 groups with 4 students each in accordance with the format for forming student study groups that had been determined in the pre-activity. Then the teacher distributes student worksheets (LKS) on Unity and unity in diversity for each group to discuss. After the group discussion is over, a tournament is held with the following steps (rules):

- 1) Each group member gets the numbering 1, 2, 3, 4, 5, 6 which is placed on their chest. This numbering is then used to determine which team members will play at which tournament table. For example in group 3, one of the members who is given the subject code 01 is given the number 1 by the teacher, this means that subject 01 will play at the tournament table 1, subject 05 is given the number 5, meaning that he will play at the tournament table 5, and so on.
- 2) The other groups are also numbered by the teacher, so that all team members who get number 1 will play at tournament table 1, those who get number 2 will play at tournament table 2, and so on.
- 3) Each tournament table consists of 4 people who are representatives of their respective groups. In each game table, efforts are made so that no participants come from the same group.
- 4) Each player in each table first determines the question reader, score writer and the first player to answer the question by drawing lots. Then the player who wins the lottery takes a lottery card containing the question number and gives it to the question reader. For variations, the questions can be randomized in advance by the question reader. The question reader will read the question according to the lottery number drawn by the player. Furthermore, the questions are done independently by the players and challengers according to the time specified in the questions.
- 5) After the time to work on the questions is over, the player will read out the results of his work which will be responded to by the challenger clockwise. After that the question reader will unlock the answer and the score will only be given to the player who answered correctly or the challenger who first gave the correct answer.
- 6) If all players answer incorrectly then the card is left alone. The game continues on the next question card until all the question cards have been read out, in which the position of the players is rotated clockwise so that each participant in one tournament table can act as a question reader, score writer, player and challenger. (Here the game can be done many times with the condition that each participant must have the same opportunity as a player, score writer, challenger, and question reader).

- 7) After all cards have been answered or due to time running out, each player in one table counts the number of cards obtained and determines the score obtained based on the table provided.
- 8) Then each player returns to his original group.

After the game ends, the group score is calculated to award the group. The group awards with criteria such as the following table:

Group Value	Predicate
80 to 85	Fair Team
86 to 89	Good Team
90 and above	Very Good Team

Observation

Implementation of observing the learning process in this cycle, most of the students enthusiastically participated in learning, this can be seen from the number of students who responded to each question posed by the teacher regarding the material being taught, namely the material Unity and unity in diversity. Another thing that makes students enthusiastic, from the previous notification that later in this lesson there will be game activities. Some students even asked game researchers what made them curious.

In group discussions there was a lack of cooperation from each member of the group, even though in the competition activities (tournament) students seemed active and enthusiastic in answering questions. In the match it looked less orderly, this was because many students did not understand the steps or rules of the competition so that many students asked the teacher the meaning of the steps they were carrying out. The evaluation results obtained by students after implementing the TGT learning model showed a test score of 55.42 with an average learning completeness of 25% and results of observations of group collaboration 80, group skills 78, problem solving 80, and material mastery 82 with an average 80.

Implementation of observing the learning process in this cycle, the teacher also received attention because the teacher made a major contribution to the success of the teacher's learning strategy in the learning process to get results as shown in the following table.

Observed aspect	Indicator	Yes/No
Initial activity	1. Starting the lesson	Yes
	2. Do apperception	Yes
Core activities	Application of the TGT Model	
	a. Phase 1: Delivering the goal	Yes
	b. Phase 2: Delivering information	No
	c. Phase 3 : Organize students into cooperative groups	Yes
	d. Phase 4: Guiding work and study groups	Yes
	e. Phase 5 : Evaluation	

Observed aspect	Indicator	Yes/No
	f. Phase 6: Giving awards	No
Closing activities	3. Summarize the subject matter.	Yes
	4. Giving motivation	No
	5. Closing the lesson	Yes

From the table above, almost all indicators have been carried out by the teacher during the learning process, it's just that the teacher did not convey detailed information on learning methods, did not give awards to competent students, and did not provide motivation at the end of learning, when asked by the observer because the time allocation had not been accurate. While the results of student tests carried out after learning in cycle I meeting 1 were completed can be described in the following table.

Table 5. Student Test Scores

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

Reflection

From the results of observations regarding group discussions, it was seen that there was a lack of cooperation from each member of the group. The researcher and teacher observer concluded that this was because there were some members who were less enthusiastic about learning, this was indicated by the results of observations of student learning. The results of observing the learning quality of student learning in the first cycle of meeting 1 showed that there was a quality of students with less criteria of 55.42, with a learning completeness percentage of only 25%. This shows that as many students in class IV-C have less quality learning outcomes.

The results of the teacher's observations showed that almost during the learning process the teacher did not convey detailed information on learning methods, did not give awards to competent students, and did not provide motivation at the end of the lesson, when asked by the observer because the time allocation was not accurate.

The results of observations regarding game activities, it can be seen that some students still do not understand the rules (steps) of the game, that is why in cycle I meeting 1 the teacher plans to give a detailed explanation of the game steps, and the teacher acts more as a motivator both in group discussions and in game activities.

Cycle I Meeting 2

Learning activities in cycle I Meeting 2 were carried out for 2 hours of lessons.

Action Planning and Preparation

The planning and preparation of the actions carried out by the researcher included: (1) Preparing the Learning Implementation Plan (RPP), (2) Preparing the steps in the TGT learning model, (3) Preparing the learning observation sheet, (4) Preparing LKS, (5) Preparing question cards for tournaments, and (6) Prepare blank scores on each group table and blank group scores.

Action Implementation

Learning implementation activities in cycle I meeting 2 are carried out in one meeting with the following steps: (1) The teacher explains the material, (2) Students form study groups and discuss, (3) Games (game tournaments), and (4) Awards to the group.

At this stage, learning activities begin by explaining material about Unity and unity in diversity with the TGT method. At the end of the explanation the teacher gives the opportunity for students to ask again about material that is not understood before the group discussion activities are carried out.

After the delivery of the material was completed, the students were grouped into 6 groups with 4 students each in accordance with the format for forming student study groups that had been determined in the activity plan. Then the teacher distributes worksheets on Unity and unity in diversity for each group to discuss. After the group discussion is over, a tournament is held with the following steps (rules):

- 1) Each group member gets the numbering 1, 2, 3, 4, 5, 6, which is attached to their chest. This numbering is then used to determine which team members will play at which tournament table. For example in group 1, one of the members who is given the subject code 01 is given the number 1 by the teacher, this means that subject 01 will play at the tournament table 1, subject 04 is given the number 4, meaning that he will play at the tournament table 4, and so on.
- 2) The other groups are also numbered by the teacher, so that all team members who get number 1 will play at tournament table 1, those who get number 2 will play at tournament table 2, and so on.
- 3) Each tournament table consists of 4 people who are representatives of their respective groups. In each game table, efforts are made so that no participants come from the same group.
- 4) Each player in each table first determines the question reader, score writer and the first player to answer the question by drawing lots. Then the player who wins the lottery takes a lottery card containing the question number and gives it to the question reader. For variations, the questions can be randomized in advance by the question reader. The question reader will read the question according to the lottery number drawn by the player. Furthermore, the questions are done independently by the players and challengers according to the time specified in the questions.
- 5) After the time to work on the questions is over, the player will read out the results of his work which will be responded to by the challenger clockwise. After that the question reader will unlock the answer and the score will only be given to the player who answered correctly or the challenger who first gave the correct answer.

- 6) If all players answer incorrectly then the card is left alone. The game continues on the next question card until all the question cards have been read out, in which the position of the players is rotated clockwise so that each participant in one tournament table can act as a question reader, score writer, player and challenger. (Here the game can be done many times with the condition that each participant must have the same opportunity as a player, score writer, challenger, and question reader).
- 7) After all cards have been answered or due to time running out, each player in one table counts the number of cards obtained and determines the score obtained based on the table provided.
- 8) Then each player returns to his original group.

Observation

Implementation of observing the learning process in cycle I meeting 2, students looked enthusiastic about participating in learning, this can be seen from the number of students who responded to each question posed by the teacher regarding the material being taught, namely the material "Unity and Unity in Diversity". Another thing that makes students enthusiastic, from the previous notification that later in this lesson there will be game activities. Some students even asked the researcher that the game would be more exciting than before, which made them curious.

Group discussions showed quite good cooperation from each member of the group, and in the competition activities (tournament) students seemed active and enthusiastic in answering questions. The competition looks more orderly than before, this is because many students have started to understand the steps or rules of the competition. The evaluation results obtained by students after implementing the TGT learning model showed a test score of 63.33 with an average learning completeness of 38% while the results of group collaboration observations obtained an average value of 77 cooperation, 74 group skills, 78 problem solving, and mastery material 76 with an overall average indicator of 76.25.

Implementation of observing the learning process in this cycle, the teacher also received attention because the teacher made a major contribution to the success of the teacher's learning strategy in the learning process to get results as shown in the following table.

Table 6. Teacher Observation Results

Observed aspect	Indicator	Yes/No
Initial activity	1. Starting the lesson	Yes
	2. Do apperception	Yes
Core activities	3. Application of the TGT Model	
	a. Phase 1: Delivering the goal	No
	b. Phase 2: Delivering KBM information	Yes
	c. Phase 3 : Organize students into cooperative groups	Yes
	d. Phase 4: Guiding work and study groups	Yes
	e. Phase 5 : Evaluation	
Closing activities	f. Phase 6: Giving awards	No
	4. Summarize the subject matter.	Yes
	5. Giving motivation	Yes
	6. Closing the lesson	Yes

From the table above, almost all indicators have been carried out by the teacher during the learning process, it's just that the teacher forgot to give awards and convey learning objectives when asked by the observer because the teacher forgot to be preoccupied with student questions. While the results of student tests carried out after learning in cycle I meeting 2 were completed, can be described in the following table.

Table 7. Student Test Results

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

Reflection

From the results of observations regarding group discussions, it was seen that the cooperation of each group member was quite good, the researcher and the observer teacher concluded that there were some members who still did not understand the learning material and games in learning, this was indicated by the results of student observations and the quality of student learning. The results of observing the learning quality of student learning in cycle I meeting 2 showed an increase compared to the previous meeting, student activity with sufficient criteria was 76.25. This shows that the activities of all students in class IV have good quality.

The results of observations regarding game activities, it was seen that some students were still unsure about the steps of the game, that's why at this meeting the teacher gave a detailed explanation of the game steps, and the teacher played more of a role as a motivator both in group discussions and in subsequent game activities. The results of the student evaluation showed a class average of 63.33 with an average percentage of 38% in the unfinished category, which means that further action is needed.

Cycle II Meeting 1

Learning activities in cycle II Meeting 1 were carried out for 2 hours of lessons.

Action Planning and Preparation

The planning and preparation of the actions carried out by the researcher included: (1) Preparing the Learning Implementation Plan (RPP), (2) Preparing the steps in the TGT learning model, (3) Preparing the learning observation sheet, (4) Preparing LKS, (5) Preparing question cards for tournaments, and (6) Prepare blank scores on each group table and group score blanks.

Action Implementation

Learning implementation activities in cycle II meeting 1 are carried out in one meeting with the following steps: (1) The teacher explains the material, (2) Students form study groups and discuss, (3) Games (game tournaments), and (4) Awards to the group.

At this stage, learning activities begin by explaining material about Unity and unity in diversity with the TGT method. At the end of the explanation the teacher gives the opportunity for students to ask again about material that is not understood before the group discussion activities are carried out.

After the delivery of the material was completed, the students were grouped into 6 groups with 4 students each in accordance with the format for forming student study groups that had been determined in the activity plan. Then the teacher distributes worksheets on Unity and unity in diversity for each group to discuss. After the group discussion is over, a tournament is held with the following steps (rules):

- 1) Each group member gets the numbering 1, 2, 3, 4, 5, 6, which is attached to their chest. This numbering is then used to determine which team members will play at which tournament table. For example in group 1, one of the members who is given the subject code 01 is given the number 1 by the teacher, this means that subject 01 will play at the tournament table 1, subject 04 is given the number 4, meaning that he will play at the tournament table 4, and so on.
- 2) The other groups are also numbered by the teacher, so that all team members who get number 1 will play at tournament table 1, those who get number 2 will play at tournament table 2, and so on.
- 3) Each tournament table consists of 4 people who are representatives of their respective groups. In each game table, efforts are made so that no participants come from the same group.
- 4) Each player in each table first determines the question reader, score writer and the first player to answer the question by drawing lots. Then the player who wins the lottery takes a lottery card containing the question number and gives it to the question reader. For variations, the questions can be randomized in advance by the question reader. The question reader will read the question according to the lottery number drawn by the player. Furthermore, the questions are done independently by the players and challengers according to the time specified in the questions.
- 5) After the time to work on the questions is over, the player will read out the results of his work which will be responded to by the challenger clockwise. After that the question reader will unlock the answer and the score will only be given to the player who answered correctly or the challenger who first gave the correct answer.
- 6) If all players answer incorrectly then the card is left alone. The game continues on the next question card until all the question cards have been read out, in which the position of the players is rotated clockwise so that each participant in one tournament table can act as a question reader, score writer, player and challenger. (Here the game can be done many times with the condition that each participant must have the same opportunity as a player, score writer, challenger, and question reader).
- 7) After all cards have been answered or due to time running out, each player in one table counts the number of cards obtained and determines the score obtained based on the table provided.
- 8) Then each player returns to his original group.

Observation

Implementation of observing the learning process in cycle II meeting 1, students looked enthusiastic about participating in learning, this can be seen from the number of students who responded to each question posed by the teacher regarding the material being taught, namely the material Unity and unity in diversity. Another thing that makes students enthusiastic, from the previous notification that later in this lesson there will be game activities. Some students even asked the researcher that the game would be more exciting than before, which made them curious.

Group discussions showed quite good cooperation from each member of the group, and in the competition activities (tournament) students seemed active and enthusiastic in answering questions. The competition looks more orderly than before, this is because many students have started to understand the steps or rules of the competition. The evaluation results obtained by students after implementing the TGT learning model showed a test score of 72.50 with an average learning completeness of 54% while the results of observations of group collaboration obtained an average value of cooperation 86, group skills 81, problem solving 84, and mastery material 83 with an overall average indicator of 83.50.

Implementation of observing the learning process in this cycle, the teacher also received attention because the teacher made a major contribution to the success of the teacher's learning strategy in the learning process to get results as shown in the following table.

Table 8. Teacher Observation Results

Observed aspect	Indicator	Yes/No
Initial activity	1. Starting lesson	Yes
	2. Do apperception	Yes
Core activities	3. Application of the TGT Model	
	a. Phase 1: Delivering the goal	Yes
	b. Phase 2: Delivering KBM information	Yes
	c. Phase 3 : Organize students into cooperative groups	Yes
	d. Phase 4: Guiding work and study groups	Yes
	e. Phase 5 : Evaluation	
	f. Phase 6: Giving awards	No
Closing activities	4. Summarize the subject matter.	Yes
	5. Giving motivation	Yes
	6. Closing the lesson	Yes

From the table above, almost all indicators have been carried out by the teacher during the learning process, it's just that the teacher forgot to give awards when asked by the observer because the teacher forgot to be preoccupied with student questions. While the results of student tests carried out after learning in cycle II meeting 1 were completed can be described in the following table.

Table 9. Student Test Results

No	Description	Cycle II P1	Information
1	Average	72.50	Not Completed
2	% complete	54%	Not Completed
3	N Max	90	
4	N Min	50	
5	complete	13	

Reflection

From the results of observations regarding group discussions it was seen that the cooperation had been good from each member of the group, the researcher and the observer teacher concluded that there were some members who still did not understand the learning material and games in learning, this was indicated by the results of student observations and the quality of student learning. The results of observing the learning quality of student learning in cycle II meeting 1 showed an increase compared to the previous meeting, student activity with very good criteria, namely 83.50. This shows that the activities of all students in class IV have good quality.

The results of observations regarding game activities, it was seen that some students were still unsure about the steps of the game, that's why at this meeting the teacher gave a detailed explanation of the game steps, and the teacher played more of a role as a motivator both in group discussions and in subsequent game activities. The results of the student evaluation showed a class average of 72.50 with an average percentage of 54% in the unfinished category, which means that further improvements are needed.

Cycle II Meeting I

Learning activities in cycle II meeting 1 were carried out for 2 hours of lessons.

Action Planning and Preparation

The planning and preparation of the actions carried out by the researcher include: (1) Develop a Learning Implementation Plan (RPP) with revisions according to the reflection of the previous round on the material "Unity and unity in diversity", (2) Preparing steps in the TGT learning model, (3) Preparing learning observation sheets, (4) Preparing LKS, (5) Preparing question cards for tournaments, and (6) Preparing blank scores on each group table and blank group values.

Action Implementation

The implementation of learning activities in Cycle II meeting 2 was carried out in the following steps: (1) The teacher explained material about Unity and unity in diversity, (2) Students formed study groups and discussed, (3) Games (game tournaments), and (4) Awards to the group.

At this stage, learning activities begin by explaining material about Unity and unity in diversity with the TGT method. At the end of the explanation the teacher gives the opportunity for students to ask again about material that is not understood before the group discussion activities are carried out.

After the delivery of the material was completed, students were grouped into 6 new groups which were formed based on formative tests after learning. Then the teacher distributes worksheets for each group to discuss. After the group discussion is over, a tournament is held with the following steps (rules):

- 1) Each group member gets the numbering 1, 2, 3, 4, 5, and 6 which is determined by the teacher. This numbering is then used to determine which team members will play at which tournament table. For example, in group A, one of the members, namely subject 03, is given the number 1 by the teacher, this means that subject 03 will play at the tournament table 1, subject 02 is given the number 2, meaning that he will play at the tournament table 2, and so on.
- 2) The other groups are also numbered by the teacher, so that all team members who get number 1 will play at tournament table 1, those who get number 2 will play at tournament table 2, and so on.
- 3) Each tournament table consists of 4 people who are representatives of their respective groups. In each game table, efforts are made so that no participants come from the same group.
- 4) Each player at each table first determines the question reader and the first player by drawing lots. Then the player who wins the lottery takes a lottery card containing the question number and gives it to the question reader. The question reader will read the question according to the lottery number drawn by the player. Furthermore, the questions are done independently by the players and challengers according to the time specified in the questions.
- 5) After the time to work on the questions is over, the player will read out the results of his work which will be responded to by the challenger clockwise. After that the question reader will unlock the answer and the score will only be given to the player who answered correctly or the challenger who first gave the correct answer.
- 6) If all players answer incorrectly then the card is left alone. The game continues on the next question card until all the question cards have been read out, in which the position of the players is rotated clockwise so that each participant in a tournament table can play the role of question reader, player and challenger. (Here the game can be done many times with the condition that each participant must have the same opportunity as a player, challenger, and question reader).
- 7) After all cards have been answered or time is up, each player in one table counts the number of cards obtained and determines the score obtained based on the table provided.
- 8) Then each player returns to his original group.
- 9) After the game ends, the group score is calculated to award the group.

Observation

Implementation of observing the learning process in cycle II meeting 2, students as a whole enthusiastic about participating in learning, this can be seen from the number of students who respond to each question posed by the teacher regarding the material being taught, namely the material Unity and unity in diversity.

Group discussions showed more active cooperation from each member of the group compared to cycle I. In the competition activities (tournament) students seemed active and enthusiastic in answering questions. Each member of each group already understands the rules of the game very well, this is evidenced by the smooth running of the game.

At the end of the cycle the teacher distributes questionnaires to students to reveal the quality of student civics education learning for the actions given. The evaluation results obtained by students after implementing the TGT learning model showed a student test score of 85.83 with an average percentage of 100% completeness in class. And the value of the learning process shows group cooperation 92, group skills 94, problem solving 96, and material mastery 94, with an average of 94.

Implementation of observing the learning process in this cycle, the teacher also received attention because the teacher made a major contribution to the success of the teacher's learning strategy in the learning process to get results as shown in the following table.

Table 10. Teacher Observation Results

Observed aspect	Indicator	Yes/No
Initial activity	1. Starting lesson	Yes
	2. Do apperception	Yes
Core activities	3. Application of the TGT Model	
	a. Phase 1: Delivering the goal	Yes
	b. Phase 2: Delivering KBM information	Yes
	c. Phase 3 : Organize students into cooperative groups	Yes
	d. Phase 4: Guiding work and study groups	Yes
	e. Phase 5 : Evaluation	
Closing activities	f. Phase 6: Giving awards	Yes
	4. Summarize the subject matter.	Yes
	5. Giving motivation	Yes
	6. Closing the lesson	Yes

From the table above, all indicators have been implemented by the teacher well during the learning process and nothing has been overlooked. While the results of student tests carried out after learning at this meeting was completed, can be described in the following table.

Table 11. Student Test Results

No	Description	Cycle II P2	Information
1	Average	85,83	complete
2	% complete	100%	complete
3	N Max	100	
4	N Min	80	
5	complete	24	

Reflection

The results of observations in the implementation of the TGT learning model, the available time is accurate, up to game activities, awarding activities can be carried out, this is because the learning time is prepared with the right scenario, so researchers and observers agree to fulfill the time in implementing the TGT learning model in cycle II meeting 2, the research implementation can be stopped. And the teacher has carried out all the learning indicators according to the TGT model well in the initial activities, core activities, and final activities.

From the results of the evaluation which showed that the student test results were 85.83, and the average learning completeness was 100%, this meant that they had met the learning completeness criteria set for the subject, which was 75.

Discussion

The results of this class action researcher obtained several important discoveries and events which were considered to be able to influence research, among others. Games in TGT can generate enthusiasm and enthusiasm for students. During the game the players at each tournament table who are representatives of the groups look excited to be able to answer the questions that are read, even before the players who turn to answer, there are challengers who immediately want to answer (Utami, 2018).

The application of cooperative learning through TGT can improve the quality of student learning. This is in line with the results of the study (Love, 2018). Based on the results of student observations from group work observations, it can be seen from the research results, namely the observation table of student learning with TGT in general, the average number of each aspect measured has increased from cycle I to cycle II.

Indicators of group cooperation, group skills, problem solving, and mastery of the material, 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 indicating a significant increase in student activity. As described in the following graph.

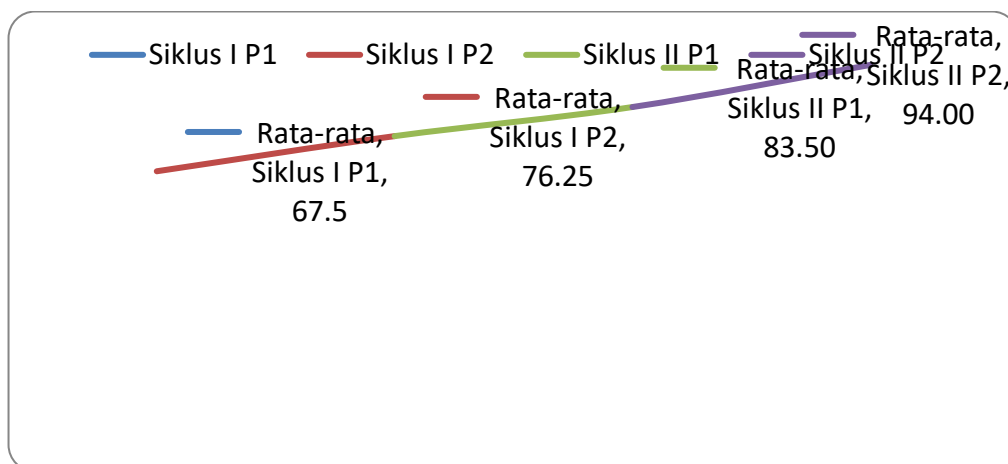


Figure 1. TGT Learning Activity Results Chart

The results of teacher observations also showed an increase in each cycle, in cycle I almost all indicators had been carried out by the teacher during the learning process, it was just that the teacher did not convey detailed learning method information, did not give awards to competent students, and did not provide motivation at the end of learning. when asked by the observer because the time allocation was not accurate, in cycle II almost all the indicators had been carried out by the teacher during the learning process, it was just that the teacher forgot to give awards when asked by the observer because the teacher forgot to be preoccupied with student questions while in cycle II meeting 2 all indicators the teacher has carried out well during the learning process and nothing has been overlooked.

The application of cooperative learning through TGT can improve the quality of student citizenship education learning outcomes (Sulistyo, 2016). The average value of student test results for each cycle has increased. In the first cycle meeting 1, the average student test result was 55.42 with a completeness percentage of 25%, the first cycle meeting 2 obtained an average student test result of 63.33 with a completeness percentage of 38%, the second cycle meeting 1 obtained an average result student test 72.50 with a completeness percentage of 54%, cycle II meeting 2 obtained an average student test result of 85.83 with a completeness percentage of 100%, indicating a significant increase in achievement. As described in the following graph.

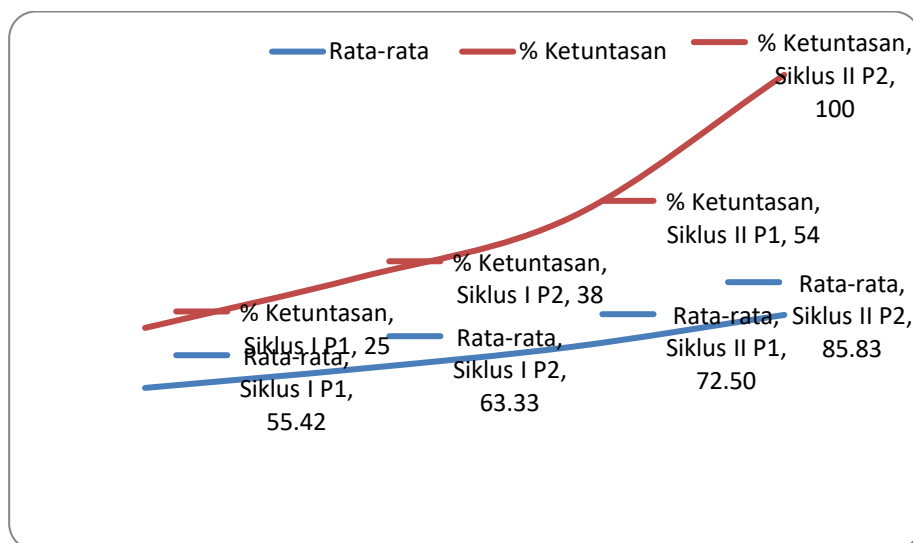


Figure 2. Student Test Results Chart

CONCLUSION

The conclusions that can be drawn from the results of this classroom action research (PTK) are; (1) student test results in cycle I meeting 1 obtained an average student test result of 55.42 with a completeness percentage of 25%, cycle I meeting 2 obtained an average student test result of 63.33 with a completeness percentage of 38%, cycle II meeting 1 obtained an average student test result of 72.50 with a completeness percentage of 54%, cycle II meeting 2 obtained an average student test result of 85.83 with a completeness percentage of 100%, showing a significant increase in achievement, and (2) the application of cooperative learning through TGT can improve the quality of student citizenship education learning outcomes. The average value of student test results for each cycle has increased. In the first cycle of meeting 1, the average student test result was 55.42 with a completeness percentage of 25%.

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