INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 08 Issue 06 June 2025

DOI: 10.47191/ijmra/v8-i06-19, Impact Factor: 8.266

Page No. 3225-3232

# The Effect of the Use of the Learning Model (TGT) of Team Games Tournament Assisted by Media Question Box on the Learning Outcomes (IPAS) of Fourth Grade Students of SD Inpres 1 Birobuli

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**ABSTRACT:** This study aims to determine the influence of the Learning Model (TGT) of Team Games Tournament assisted by question box media on the Learning Outcomes of Social Science Students in Grade IV of SD Inpres 1 Birobuli. This research method uses experimental research. The sample of this study amounted to 48 students. Sampling uses saturated sampling techniques. The research instrument used to determine student learning outcomes was in the form of a multiple-choice test totaling 20 questions. The data analysis technique used in this study used prerequisite tests, namely normality and homogeneity tests and hypothesis testing using the SPSS-assisted Independent Sample T-Test version 27 test. The results of this study show that there is an influence of the Team Games Tournament learning model (TGT) assisted by Question Box media on student learning outcomes. This can be seen from the Independent Sample T-Test 2-tailed p is 0.001. The results of the T-Test test showed that the significance value of 2-tailed p < 0.05, then Ho was rejected and Ha was accepted, it can be concluded that the Learning Model (TGT) of Team Games Tournament assisted by Question Box media has an effect on student learning outcomes in the science subject of grade IV SD Inpres 1 Birobuli. The Team Games Tournament (TGT) model assisted by Question Box media is suitable to be used as an effective learning alternative in significantly improving student learning outcomes.

**KEYWORDS:** Team Games Tournament Learning Model (TGT), Question Box, Learning Outcomes, Direct Instruction, Science Subjects

## INTRODUCTION

Education is one of the ways that can be used to support national development. As we know, it is stated in the preamble to the 1945 Constitution that it reads "educating the life of the nation". In addition, in article 3 of Law No. 20 of 2003 it is explained that "national education has a function to form and develop the ability and character to build the nation". Of course, this is one of the reasons that education is very important and mandatory to get. The role of education is important because the purpose of education itself is in accordance with the ideals of the Indonesian nation. Everyone has the same right to a decent education. Education in Indonesia should pay attention to the elements of education (students, educators, educational materials, interaction with students, tools and methods and teaching and learning strategies of educators) (Oktaviana et al., 2022). In this regard, the element of education requires an appropriate teaching and learning strategy. Teaching and learning strategies are the methods chosen to deliver subject matter that includes the nature, scope and sequence of activities that can provide learning experiences to students. This success was accompanied by efforts from both teachers and students. A teacher tries various methods in delivering material (Nuryasana & Desiningrum, 2020).

The learning method is used by teachers to build a learning environment that involves the activities of teachers and their students during the learning process. In the teaching and learning process, learning methods are needed by educators, the methods used can be implemented with various variations in accordance with the needs or goals to be achieved. The use of diverse learning methods can provide a learning atmosphere that can attract students' attention, and is not boring, to present learning that can be independent of students with student-centered learning that emphasizes skill development to face the 21st century learning should be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered, to encourage students to develop creativity, capacity, personality, need to develop independence in seeking and discovering one's own knowledge (Rahman et al., 2022). The current curriculum change is trying to present an innovation in education carried out by Mr. Nadiem Makarim as the Minister of Education and Culture. This curriculum is called the independent curriculum which has

the goal of creating a fun learning environment. Freedom of learning here is an educational process that builds a fun learning environment, both for educators and students (Pertiwi et al., 2022). A fun learning environment certainly affects students' learning outcomes. Learning outcomes are a benchmark used to determine the level of success of students in knowing and understanding a subject which is usually expressed with a score in the form of letters or numbers (Fasha et al., 2023). While science learning outcomes are a concept of natural learning and have a very close relationship with humans, science learning is expected to be a vehicle for students to learn about themselves and the surrounding nature (Diniati et al., 2022) stating that at the elementary school level, Natural Sciences (IPA) and Social Sciences (IPS) subjects are combined into Natural and Social Sciences (IPAS), which is a special feature of the independent curriculum. The educational environment that studies science subjects is at the elementary school level. Therefore, it is rare to start doing research is to choose a school, then look for problems by making observations.

Based on initial observations made by researchers in class IVB of SD Inpres 1 Birobuli on Tuesday, November 12, 2024, the results were obtained that in the learning process in class IVB of SD Inpres 1 Birobuli used a conventional learning model. The learning process carried out by the teacher only explains the material being taught, so that it does not attract the attention of students during the learning process, and causes them to do other activities such as drawing, telling stories with their classmates where this results in students becoming passive and tend not to master the material taught. Through an interview conducted by the researcher with a homeroom teacher in grade IV of SD Inpres 1 Birobuli, the results of daily tests of students in social studies subjects who have not met the criteria for achieving learning objectives (KKTP) are 70 in grade IVB students, with a total of 24 students with an average score of 61.3. There were 10 students who completed with a percentage of 48% of students who achieved KKTP while 14 students who did not achieve KKTP with a percentage of 52%. This can be caused by less varied learning so that students tend not to be interested in paying attention to teachers when teaching in the classroom, indirectly becoming a problem that causes low student learning outcomes.

One of the efforts to overcome the problem of low student learning outcomes and be able to attract students' learning attention is to use the TGT (team games tournament) learning model with the help of Question Box media. This TGT (Team Games Tournament) learning model is able to make students more active in following learners in the classroom, as well as inspire students' enthusiasm in the learning process and is assisted by a media guestion box that will increase the enthusiasm of students for learning in class (Fefriana & Zelvi, 2023). Based on this description, the researcher is interested in conducting a research that aims to determine the Effect of the Use of the Learning Model (TGT) of Teams Games Tournament Assisted by Media Question Box on the Learning Outcomes of IPAS Students in Grade IV of SDN Inpres 1 Birobuli.

**LITERATURE REVIEW**

The TGT *(team games tournament) learning* model is a learning model that involves groups learning heterogeneously both from their background and academic achievement and taking games *(games)* and tournaments or systematic competitions that will provide scores, standings, and champions for individuals or groups who manage to get the best score to foster a sense of pleasure and motivation in learning (Astuti et al., 2022b). The TGT (*team games tournament)* learning model is an academic tournament using quizzes to find out individual student progress through a scoring system, where students compete as representatives of their group with other group members who were previously equal to them (Erika et al., 2024). The TGT (team games tournament) learning model has characteristics that distinguish it from other types of cooperative learning models. Based on what was revealed by Slavin in (Irwanto & Setyaningsih, 2020) stated that the TGT learning model has characteristics, namely students work in small groups, games tournaments, and group awards. Based on the description above, the researcher concluded that the TGT learning model has several characteristics that allow students to be active in learning.

The steps of the TGT *(team games tournament) learning model* according to Shoimin (2013:204) (Sururi & Wahid, 2022) state that the steps in the TGT model are contained in five main components, namely: (1) Class Presentation, the beginning of the teacher's learning to deliver learning material in the class presentation, usually carried out by direct teaching or with lectures, teacher-led discussions, at the time of class presentation students must really Pay attention to and understand the material delivered by the teacher because it will help students work better during group work and games because the game score will determine the group score. (2) *Teams*, groups usually consist of 4-5 students whose members are heterogeneous in terms of students' academic abilities, gender, and ethnicity. The function of the group is to delve deeper into the material with their group friends and more specifically to prepare the group members to work well and optimally when the game starts. (3) *Games,* consisting of questions designed to test the knowledge students gain from class presentations and group learning. (4) *Tournament,* carried out at the end of the week or on one unit of material after the learning material is completed. Students play academic games, namely by competing with other team members. (5) *Team Recognize* (group award), the teacher announces the winning group. Each team gets an award if the average score meets the specified criteria.

The TGT *(team games tournament)* learning model has advantages and disadvantages. The following are the advantages of the TGT *(team games tournament) learning model* according to (Emi Sundari, Khairuddin, 2023) as follows: (1) Learning attracts more students' attention so that it can foster learning motivation. (2) Learning becomes clearer and more meaningful, so that it can be understood by students. (3) Teaching methods will be more varied, not just verbal communication or lectures through words by teachers, so that students do not feel bored, bored, and teachers do not run out of energy. (4) Students are more enthusiastic in participating in learning. Because in this learning, the teacher presents an award to the best student or group. (5) Make students happier in participating in lessons because there are game activities in the form of tournaments. Meanwhile, the weaknesses in the TGT *(Team games tournament)* learning model according to Milawati (2020), are as follows: (1) It takes a relatively long time to understand the team learning philosophy, so that students feel hampered by other students who have abilities below them. (2) It is not an easy job to collaborate the individual abilities of students along with their ability to cooperate. (3) In carrying out learning activities, educators are required to be good at choosing the subject matter to be delivered. Before being implemented in the classroom, educators must prepare this model correctly, such as creating questions and education must know the academic order of the students.

Learning media is an instrument or teaching aids that teachers use to help students understand the material being taught. *Question box* is an alternative medium to involve students' emotions and intelligence proportionally. *Question box* is a learning medium that is in the form of a box and contains a number of questions that will be taken by each group randomly. This media was created to arouse students' interest in learning and encourage students to actively work together to solve problems. The media *question box* plays an important role in the learning process so that students have a sense of wanting to learn by actively asking questions and being able to answer questions given by the teacher (Husni, 2023). According to (Fefriana & Zelvi, 2023) Media *Question Box* has the following advantages and disadvantages. The advantages of the media *question box* are: (1) To attract students' interest in learning; (2) Learning becomes more fun; (3) Alternative media for teachers to stimulate proportional student involvement; (4) This media can reduce students' dependence on teachers, so that learning in the classroom is not only centered from the teacher, but students are continuously encouraged to find the latest information related to the topics to be discussed in class. The disadvantages of the media *question box* are: (1) It takes too much time; (2) Teachers must be good at finding questions according to the learning topic. The purpose and steps of the Media *Question Box* according to (Fefriana & Zelvi, 2023) are made with the aim of attracting the attention of students during the learning process and making all group members actively work to complete tasks. The steps in using the question *box* media are as follows: (1) The teacher makes questions first. (2) Each group is given a box that is given a question. (3) Then students discuss with their group friends to answer the questions in the box. (4) The group that answers the most questions correctly is considered the winner. (5) The teacher evaluates the discussion and gives awards to the winning group.

Learning outcomes are a number of experiences obtained by students which include cognitive, affective and psychomotor domains. Learning is not only the mastery of subject theory, but also the mastery of habits, perceptions, pleasures, interests, talents, social adjustments, types of skills, ambitions, desires and expectations (Fefriana & Zelvi, 2023). Factors that affect the results of relaxation according to (Salsabila & Puspitasari, 2020) there are two main factors that affect student learning outcomes, which are as follows. Internal factors are factors that are closely related to all student conditions, including physical, psychological, motivational, and stable psychoemotional health. External factors are factors that come from outside the individual, both in the form of the physical environment and the social environment. the physical environment of the school, the social environment of the classroom and the social environment of the family. After the teaching and learning activities, an evaluation of learning outcomes will be carried out. Student learning outcomes are essentially behavioral changes as learning outcomes that include cognitive, affective and psychomotor fields. Some of the procedures for measuring learning outcomes are written measurements, orally, and through observation. The purpose of learning outcomes is a description of a desired behavior change or a description of a desired behavior change or a product description that shows that learning has occurred (Yandi et al., 2023). According to Bloom's Taxonomy in (Magdalena et al., 2020), the bloom taxonomy is a hierarchical structure that identifies skills from the lowest to the highest level. Each level of bloom taxonomy has its own correlation. The concept of taxonomy divides learning outcomes into 3 domains including, the cognitive realm (developing students' skills according to the expected goals), the affective realm (moral aspects shown through students' feelings, values, motivations, and attitudes), and the psychomotor realm (reviewed through the aspect of student skills, which is the implementation of teaching and learning activities (KBM) in the classroom).

According to (Azzahra et al., 2023) Natural science (IPAS) is a science that studies living things and inanimate objects in the universe and their interactions, and studies human life as individuals as well as social beings who interact with their environment. In this learning, students are expected to be able to develop their curiosity to study the phenomena that exist around their lives. It can also play an active role in maintaining, maintaining, and preserving the resources around it properly. According to (Nuryani

et al., 2023), the goal of learning IPAS in the independent curriculum is to develop inquiry skills, understanding oneself and their environment that develops knowledge and concepts in learning. The next goal of social studies learning is to help students grow their curiosity about the knowledge of phenomena that occur around them.

## RESEARCH METHODS

This research method is a quasi-experimental *research with* a Nonequivalent (Pretest and posttest) Control Group Design *design.*The pseudo-experiment did not use subjects taken randomly, but used all subjects in the study group (*intact group*) to be given treatment (Yulianti, 2020). The research sample was 48 grade IV elementary school students. independent variables, namely the TGT *(Team Games Tournament)* Learning Model and Media *Question Box,* while students' cognitive learning outcomes are research dependent variables. The instrument of this research is in the form of a test. The test used by the researcher consisted of multiple-choice (PG) questions of energy transformation material. The test was given twice, namely before treatment and after treatment using the TGT *(Team Games Tournament)* learning model assisted by *Question Box media.*

Data analysis techniques with t-test *(Independent Sample T-test)* assisted by IMB SPSSS version 27. The testing hypothesis is as follows:

Ha: There is an effect of the use of the TGT *(team games tournament)* learning model assisted by *Question Box media* on the Learning Outcomes of Social Science Students in Grade IV of SD Inpres 1 Birobuli.

Ho: There is no effect of the use of the TGT *(team games tournament)* learning model assisted by *Question Box media* on the Learning Outcomes of Social Science Students in Grade IV of SD Inpres 1 Birobuli.

The Ha hypothesis is accepted if the result of the calculation of the sig. The T test < a significant level of 0.05. Ho's hypothesis is accepted if the results of the calculation of the T Test sig value > a significant level of 0.05 (Warongan et al., 2022).

## RESULT

This study uses two classes, namely the experimental class and the control class. The treatment given in the experimental class is the TGT (team Games Tournament) learning model with the help of the Question Box media. Meanwhile, in the control class, treatment was given using the Direct Instruction learning model assisted by audio-visual media. The results of the descriptive analysis aim to find out the picture of the data that has been collected. The descriptive results of the two classes can be seen in table I.

**Table I. Experimental and Control Class Pretest Results Data**

| **Statistics** | **Data *Pre-Test*** | |
|---|---|---|
| | **Experimental Classes** | **Control Class** |
| Mean (average value) | 41.04 | 35.21 |
| Score minimum | 35 | 30 |
| Maximum score | 55 | 45 |
| Standard deviation | 5.513 | 3.753 |

Based on the above data, a *mean value* of 41.04 was obtained in the experimental class and 35.21 in the control class. A minimum score of 35 in the experimental class and 30 in the control class. The maximum score was 55 in the experimental class and 45 in the control class. For posttest data, it can be seen in table II below.

**Table II. Posttest Result Data in Experimental and Control Classes**

| **Statistic** | **Data Post-Test** | |
|---|---|---|
| | **Experimental Classes** | **Control Class** |
| Mean (average value) | 80.83 | 61.67 |
| Score minimum | 70 | 50 |

| | | |
|---|---|---|
| Maximum score | 95 | 75 |
| Standar Devision | 6.197 | 6.197 |

Based on the posttest data above, a mean value of 80.83 was obtained in the experimental class while in the control class it was 61.67. Score a minimum of 70 and 50 in each of the experimental and control classes. The maximum score was 95 in the experimental class and 75 in the control class. Furthermore, a normality test was carried out to determine the normality of the distribution of data from the two classes. This test uses the *Shapiro-Wilk formula.* The test results can be seen in the following table III.

**Table III. Normality Test Results**

| **Class** | **Shapiro-wilk statistic** | **df** | **Sig.** |
|---|---|---|---|
| Pre-test essays | .967 | 24 | .598 |
| Post-test experimental class | .943 | 24 | .189 |
| Pre-test control class | .976 | 24 | .804 |
| Control class post-test | .939 | 24 | .153 |

Based on table III above, the results of the data normality test using the *formula (Shapiro-Wilk)* with the help of IBM SPSS *Statistic* 27 showed that all research data had a value of sig>0.05. The sig *pretest value of* the experimental class is 0.598>0.05 and the sig *pretest* value of the control class is 0.804>0.05 while the sig value of *the posttest of the experimental class is 0.189>0.05 and the sig* value of the posttest of the control class is 0.153>0.05. Thus, it can be concluded that all data is distributed normally, then the analysis can be continued. Then a homogeneity test was carried out. The results of the homogeneity test can be seen in Table IV.

**Table IV. Homogeneity Test Results**

| **Student learning outcomes** | **levene statistic** | **df1** | **df2** | **sig.** |
|---|---|---|---|---|
| Based on mean | .114 | 1 | 46 | .737 |

Based on table IV, it is shown that the sig value is 0.737>0.05, so it can be concluded that *the posttest data* from the experimental class and the control class of the two variants are homogeneous. The next step of hypothesis testing, one can determine whether to accept or reject a statement by showing the truth of the hypothesis formulated. The hypothesis test used is the Independent Sample T-test. The results of the hypothesis test analysis can be seen in the table, namely the Independent Sample T-test. The results of the hypothesis test analysis can be seen in table V.

**Table V. Results of T Test Analysis *(Independent Sampel T-test)***

| | | **T-Test for Equality of Means** | | |
|---|---|---|---|---|
| | | **T** | **df** | **Sig. (2 –Tailed)** |
| Results of Ipas Learning | Equal Variances Assumed | 20.422 | 46 | <.001 |

Based on the results of the analysis above, it can be seen that the value of Sig.(2-tailed) is 0.001<0.05. Therefore, it can be concluded that Ho was rejected and accepted Ha, meaning that there was a significant influence between the use of *the Team Games Tournament* learning model (TGT) assisted by *Question Box media* on the learning outcomes of IPAS students in grade IV of SD Inpres 1 Birobuli.

**DISCUSSION**

This study is experimental research that uses two classes, namely class IVB as the experimental class and class IVA as the control class. The control class functions as a comparison class to find out the learning outcomes of students in the experimental class with the TGT (*Team Games Tournament) learning model.* Learning in the experimental class and the control class was carried out 3 times each in 3 meetings. At the first meeting, the researcher conducted *a pretest* in the experimental class and the control class. Furthermore, at the second meeting, the researcher carried out the learning process in the classroom consisting of (2 x 35 minutes) in the experimental class. The third meeting of the researcher carried out a learning process consisting of (2 x 35 minutes) in the control class. The treatment that the researcher used in the experimental class was to use the TGT *(team games tournament) learning model* assisted by question *box* media which can help teachers in the learning process in the classroom and make students active in learning because this TGT learning model is a learning model whose activities are learning while playing so that students become more enthusiastic in learning. This can be seen when the implementation of learning carried out by the researcher where during the learning process students are enthusiastic and enthusiastic so that it causes an active teaching and learning process when learning using the TGT model. Meanwhile, the treatment used by the researcher in the control class is to use a *direct instruction* learning model assisted by audio visual media in the form of learning videos that help teachers in conducting learning and students can directly observe learning in the classroom through the videos that are displayed. The results of this study show that the use of the TGT *(team games tournament)* learning model assisted by *question box* media can be well accepted by students which causes an increase in learning outcomes during the learning process and can have a positive impact on student learning outcomes in experimental classes.

According to (Astuti et al., 2022) the TGT *(team games tournament)* learning model is a learning model that involves groups learning heterogeneously both from the background and academic achievement and taking games *(games)* and tournaments or systematic competitions that will provide scores, standings, and champions for individuals or groups who manage to get the best scores to foster a sense of pleasure and motivation in learning. Based on the description above, the researcher concluded that the TGT *(team games tournament)* learning model is a learning that involves all students by forming small groups of 5-6 people without looking at different backgrounds, races, and genders, which aims to find out the progress of individual students by way of academic tournaments together with their groups, this causes students to be active and happy in participating in the learning process. According to Husni (2023), *the question box* is an alternative medium to involve students' emotions and intelligence proportionally. *Question box* is a learning medium that is in the form of a box and contains a number of questions that will be taken by each group randomly. This media was created to arouse students' interest in learning and encourage students to actively work together to solve problems. Based on the description above, the researcher concluded that the *question box* media is a box-shaped learning media in which there are a number of questions and questions that will later be randomly selected by each group so that the learning process becomes more active and fun.

Based on the analysis of the hypothesis test results, it was proven that the average value of learning outcomes before using the TGT *(team games tournament) learning model* assisted by media *question box* in the experimental class was 41.04 while after using the TGT *(team games tournament) learning model* assisted by media *question box* the average score of the learning outcomes of the experimental class was 80.83. Furthermore, the average score of learning outcomes in the control class before using *the direct instruction* learning model was 35.21, while after using *the direct instruction learning model*, the average value of learning outcomes in the control class was 61.67. So, based on the description above, the researcher concluded that the comparison between the *experimental* class pretest and the control class with the average score of the learning outcome was lower than the average posttest score in the experimental and control class. This is strengthened by research that has been conducted by Lutfiah, a student with the research title "The Influence of the TGT Learning Model Assisted by Media *Question Box on the Learning* Outcomes of Science in Class IV Elementary School", based on the results of the t-test, from the data of the research results, the average score of science learning outcomes of students who use the *Teams Games-Tournament* learning model was obtained Assisted by the media question box is 74.24, with a standard deviation of 13.07. Meanwhile, the average score of science learning outcomes in classes that were not given treatment was 61.57 with a standard deviation of 11.95. The results of the t-test analysis were obtained 3.69 at the level of significance = 0.05 with the degree of freedom (dk) = 53 for 2.006. Because > of (3.69 > 2.006), it can be concluded that rejected and accepted, the data is stated to have an effect, thus, it can be concluded that learning using the Teams Games-Tournament learning model assisted by *Question Box media* has a positive effect on the science learning outcomes of grade IV elementary school students.

Another research conducted by Paramia and Zulherman, students with the research title "The Influence of the TGT Learning Model Assisted *by Media Question* Box on the Learning Outcomes of Science Class IV SDN Cengkareng Barat 16". Based on the results of the t-test analysis from the research data, the average score of science learning outcomes of students who used the

Team Games-Tournament learning model assisted by the question box media was 74.24, with a standard deviation of 13.07. Meanwhile, the average score of science learning outcomes in classes that were not given treatment was 61.57 with a standard deviation of 11.95. The results of the t-test analysis were obtained 3.69 at the level of significance = 0.05 with the degree of freedom (dk) = 53 for 2.006. Because > of (3.96 > 2.006), it can be concluded that rejected and accepted, the data is stated to have an effect. The same research was also conducted by Turnip, Sihombing and Sijabat with the research title "The Influence of the *Teams Games Tournament* (TGT) Learning Model There are student learning outcomes on subtheme 3 the Influence of Heat on the Life of Class V of Pematang Siantar Pilot State Elementary School". Based on the results of the average score of students in class V of 65.00 and the average score of posttest students in class V of 75.67. In addition, the results of the t-test sample paired test showed that the significance value (sig) was < 0.05 (0.000 < 0.05) and the t-calculated value > t-table = 13.152 > 2.048. Therefore, it can be concluded that there is a significant influence between the use of the Teams Games Tournament (TGT) learning model and student learning outcomes in subtheme 3 of class V UPTD SD Negeri Pematang Siantar Pilot School for the 2022/2023 school year, so that the hypothesis in this study can be accepted.

Emi Sundari, Khairuddin (2023) stated that the advantages and disadvantages of the TGT *(team games tournament)* learning model are as follows: 1 advantage of the TGT learning model, namely: (a) Learning attracts more students' attention so that it can foster learning motivation; (b) Learning becomes clearer and more meaningful, so that it can be understood by students; (c) Teaching methods will be more varied, not just verbal communication or lectures through words by teachers, so that students do not feel bored, bored, and teachers do not run out of energy; (d) students are more enthusiastic in participating in learning; (e) Make students happier in participating in lessons because there are game activities in the form of tournaments. 2 weaknesses of the TGT learning model, namely: (a) It takes a relatively long time to understand the team learning philosophy, so that students feel hampered by other students who have abilities under them. (b) In carrying out learning activities, educators are required to be good at choosing the subject matter to be delivered. Febriana, Selvi (2023) stated that question *box media* has the following advantages and disadvantages: 1 advantage of question *box* media is to attract students' interest in learning, learning is more fun, alternative media for teachers to stimulate student involvement proportionally, this media can reduce students' dependence on teachers, so that learning in the classroom is not only centered from teachers, rather, students are encouraged to look for the latest information related to the topics to be discussed in class. While the disadvantage of question *box media* is that it takes too much time, teachers must be good at finding questions according to the learning topic.

Based on the research data obtained from the research, pre-requisite testing was carried out in the form of normality tests which showed that *the pre-test* and *post-test data* from the experimental class and the control class were distributed normally. Furthermore, a homogeneity test was carried out on *the post-test data of the* experimental class and the control class which showed that the results of the analysis *of post-test* dataThe experimental class and the control class have homogeneous variance. The data in this study met the requirements for normal and homogeneous distribution, so a parametric test in the form of a t-test was carried out using *the Independent Sample T-test* with the help of IBM SPSS version 27. The results showed that the significance value of *the Independent Sample 2-Tailed* was 0.001. The results of the t-test showed that the significance value of *the Independent Sample 2-Tailed* < 0.05. The results were proven that Ha was accepted (there was an effect of the use of the TGT *(team games tournament) learning model* assisted by the question *box media* on the learning outcomes of IPAS students in grade IV of SD Inpres 1 Birobuli) Ho was rejected (there was no effect of the use of the TGT *(team games tournament) learning model* assisted by the media *question box* on the learning outcomes of IPAS students in grade IV of SD Inpres 1 Birobuli). So it can be concluded that the use of the TGT *(team games tournament) learning model* assisted by question *box media* in science subjects has an effect on the learning outcomes of grade IV students of SD Inpres 1 Birobuli.

**CONCLUSION**

Based on the results of the data analysis, it can be concluded that the t-test analysis obtained a significant value of 0.001. Because the value of sig.*(2-tailed)* is 0.001<0.05, then Ha is accepted and Ho is rejected, so it can be concluded that there is an effect of the use of the TGT *(team games tournament) learning model* assisted by question *box media* on the learning outcomes of IPAS students in grade IV of SD Inpres 1 Birobuli. There was a change in the level of student learning outcomes in the experimental class using the TGT *(team games tournament) learning model* assisted by the question box media. The use of the TGT learning model assisted by question *box* media in the learning process can affect student learning outcomes because it can help students think critically and be active, learning becomes more fun in the classroom, because this learning model is facilitated by learning with games or games.

**CONFESSION**

I feel very grateful for the completion of writing this article. I would like to express my gratitude to all parties who have provided assistance and support during the writing process. To the supervisors, I would like to thank you for your guidance and very meaningful advice. To my beloved family, thank you for your prayers and support that never recedes. I also thank my colleagues who always give encouragement. Hopefully this article can provide benefits for readers and contribute to the development of science.

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