

Application of Cooperative Learning Model Teams Games Tournament (TGT) Method to Increase Student Activeness in Learning Civic Education

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ABSTRACT: The purpose of this study was to explore the effectiveness of the application of the Cooperative Learning Model with the Teams Games Tournament (TGT) method in increasing student activeness in learning Citizenship Education (Civics). The method used was a pre-experimental approach with a one-shot case study design. The research subjects consisted of 43 students who attended Civics lectures and were observed during the learning process on Human Rights. Data was collected through direct observation of the level of student activeness before and after the application of the TGT method. The results showed an increase in student engagement after the TGT method was applied as seen from the level of engagement in discussion, question and answer, and quiz games. This research shows that TGT is effective in creating a dynamic and interactive learning environment where students are actively involved in the learning process. This not only improves learning efficiency but also stimulates students' motivation to be more actively involved in Civics learning materials. Thus, the application of TGT method can be used as an effective alternative to improve the quality of Civics learning in higher education.

KEYWORDS: Learning Model; Civic Education; Teams Games Tournament

I. INTRODUCTION

Education is a powerful agent of change in society, which shapes values, knowledge, and skills, and has great potential to change the mindset and behavior of individuals and society as a whole (Andini, 2024). Education plays an important role in preparing and developing Human Resources (HR) that are competitive and have a sense of community, by fostering physical and spiritual potential in accordance with community values. Education also enhances careers and employment by providing skills needed in the world of work, helping career development, and opening up good career opportunities. A good education helps realize dreams and makes humans more civilized, encouraging critical thinking, analysis, wise decisions, and character building (Yayan & Wiharti, 2019).

The existence of a nation is measured by the real contribution it makes to the progress of world civilization. A developed nation reflects a society with an advanced mindset and behavior. Although each nation has different customs, cultures, languages, and beliefs, the basic human values are universal. Civic education has an important role in developing a new format of democratic education in Indonesia and facing global challenges. Globalization brings influence from international institutions, developed countries, and the development of science and technology, making the world feel borderless. This condition affects the mindset, attitudes and actions of Indonesian society. Citizenship education, also known as civic education, citizenship education, or democracy education, is implemented worldwide to prepare intelligent, responsible, and civilized citizens (Pahlevi, 2017).

Citizenship Education is a Personality Development Course (MPK) taught in higher education as a source of values and guidelines in the development and implementation of study programs. The aim is to help students strengthen their personality as a whole human being, namely individuals who are consistent in realizing basic religious and cultural values, a sense of nationality, and lifelong love of the country. Students are expected to be able to master, apply, and develop science, technology, and art that are owned with a sense of responsibility (Hasdiana, 2018).

The learning process in higher education has an important role in determining the quality of graduates produced. The method used by lecturers in delivering material is one of the main factors that affect the effectiveness of learning. In the context of Civic Education (Civics) courses, lecturers' teaching methods affect the effectiveness of learning. In the Civic Education (Civics) course, the results of observations in one of the PJKR classes at Yogyakarta State University show that lecturers use methods such as lectures, discussions, and questions and answers, as well as various media such as PowerPoint, Ms. Word, whiteboards, and the

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internet. Despite the variety of methods and media used, there is a problem in the form of a less conducive classroom atmosphere, with students chatting, sleepy, or playing cellphones during learning. This shows a lack of attention and concentration from students to the material presented. This condition can be caused by various factors, one of which is the different learning styles of students. The visual, auditory, and kinesthetic learning styles possessed by each student cannot always be accommodated properly through the lecture method which tends to be monotonous, especially considering that civic education courses are complex and normative learning. In addition, when dividing groups for discussion or cooperation activities, students often lack enthusiasm and look lazy to move.

This lack of participation and initiative in group activities shows the low internal motivation of students. This lack of enthusiasm can be caused by the incompatibility of learning methods with their learning styles, as well as the lack of effective interaction between lecturers and students. The lack of student participation in Civics learning is also a problem. Students are less active in asking questions, arguing, or discussing, both in class discussion forums and during questions and answers. This inactivity indicates that there are limitations in the teaching methods used to motivate and activate students optimally. Therefore, the issue of student learning styles needs special attention in designing more effective learning strategies. Lecturers need to understand and accommodate the various learning styles of students better. Thus, it is expected to create a conducive learning atmosphere, increase student participation and enthusiasm, and increase the overall effectiveness of Civics learning.

Based on the questionnaire that has been distributed to students in the class, it shows that the learning styles chosen by PJKR students are kinesthetic 31.9%, visual 24.1%, and auditory 10% and the rest are a combination of various learning styles. Therefore, lecturers and researchers designed learning research with exciting and fun learning that makes students more active and participate in learning, namely the Teams

Games Tournament (TGT) Method Cooperative Learning Model to Increase Student Activeness in Civic Education Learning.

Previous research, Research by Hesty Bastika Wati et al (2024) shows that the Teams Games Tournament (TGT) learning model improves the learning outcomes of grade II students at SDN Bendungan Semarang with normal pretest and posttest data. Nani Nur'aeni et al (2023) found that TGT based on Blooket media is more effective in increasing motivation and learning outcomes of Pancasila Education at SMA Negeri Cimanggung compared to conventional methods. Nur Hayati Ulya (2023) found that TGT is more effective than Jigsaw in improving the learning outcomes of VIII grade students of SMP Negeri 2 Mertoyudan. Yulianto Bambang and Siti Munawaroh (2017) showed an increase in learning interest of class X students of SMK Negeri 9 Surakarta using TGT collaboration with Active Debate. Ajeng Fitria et al (2023) found that TGT assisted by Group Card increased the learning activeness of fourth grade students of SDN 134 Panorama. All of these studies show the effectiveness of TGT in improving learning outcomes, motivation, and student activeness at various levels of education.

The novelty of this research lies in the application of TGT to Sports students (S1- PJKR) in the Civic Education course, which was previously less explored than the application to students at various levels of education. This research is important in expanding the scope of TGT applications and providing new insights into how this method can be used to improve learning engagement at the higher education level.

II. METHODS

The location of this study was in classroom 13, S1 - Physical Education, Health & Recreation (PJKR) Study Program, Yogyakarta State University. The research subjects were 43 students who attended. Research time in May 2024 with Human Rights Material (HAM). The research design used in this research is pre-experimental (one-shot case study designs) with a descriptive quantitative approach. Pre-experimental research of the one shot case study type is a research design where the researcher only conducts one treatment which is expected to have an influence and then a post-test is held. Pre-experimental design is research conducted before conducting actual experimental research. One shot case study research is not conducted pretest on research subjects. The subject is given treatment, then the subject is observed by observation. The one shot case study research design is intended to show the measurement power and scientific value of a research design (Kuntjojo, 2009).

Data collection techniques using observation (observation), interviews, and documentation Data analysis uses descriptive statistical analysis which is used to analyze data by describing it as it is without making conclusions that apply to the public or generalizations (Sugiyono, 2015)

III. RESEARCH RESULT AND DISCUSSION

All Teams Game Tournament (TGT) type cooperative learning is a method that actively involves students, where they act as peer tutors and engage in games. This method, developed by David De Vries and Keith Edward, places learners in heterogeneous groups, according to gender, ethnicity, and academic achievement, to encourage responsibility and cooperation. The steps of TGT

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include material presentation, group learning, tournaments, and group awards. Tournaments are conducted through quiz games related to the material to evaluate learners' understanding. TGT is suitable for learning that requires collaboration and problem solving, making learning more interesting and fun (Widayanti & Slameto, 2016).

Teams Games Tournament (TGT) is one of the cooperative learning models designed to increase the active participation of students through fun and structured competition. The implementation of Teams Games Tournament (TGT) begins by dividing students into 5 heterogeneous groups consisting of 7-8 people. Each group consists of members with different levels of academic ability to ensure that each group has a balanced opportunity. The instructor then presents the subject matter to be learned related to human rights through lectures, class discussions, or multimedia presentations. The aim is to give all students an initial understanding of the topic they will be working on in TGT. After the presentation of the material, groups work together to learn and discuss the material. Each group member helps each other and shares knowledge to ensure all members understand the material well. The teacher as well as the researcher acted as a facilitator who helped if any group had difficulties.

The core of TGT is the tournament, where each group sends representatives to compete in a tournament. The tournament is in the form of a quiz or game designed to test students' understanding of the material that has been learned. Correct answers earn 10 points and these points are accumulated to determine the group's final score. The group with the highest score is awarded to motivate participation and cooperation. The assessment for giving awards is not only on high achieving individuals, but also on group cooperation. At the end of the tournament, the group with the highest score is awarded. Awards are in the form of prizes and recognition in front of the class. The aim is to motivate students to continue to actively participate and work together in groups. After the tournament, the teacher holds a reflection and evaluation session, where students discuss their experiences, challenges faced, and how to improve group cooperation. With TGT, learning becomes more dynamic and fun, increasing student engagement and motivation in the learning process. This model makes learning more dynamic and fun, encouraging students to be more involved and motivated in the learning process. Students seemed enthusiastic about following and working on each game session as it progressed until the game ended. In the implementation of TGT, not all students could attend, only 43 students were present. The following is a table of observation results during the learning process.

Table 1. Student Activeness in Learning Before Using the TGT Method

No	Student Activeness	Number of Students	Percentage (%)
1	Less	20	47%
2	Fair	16	37%
3	Good	7	16%
Total		43	100%

From the table above, it can be seen that there are 43 students present, as many as 47% of students in learning activities get less criteria, 37% of students get sufficient criteria in socializing in groups and 16% of students are good in the aspect of activeness in class, both in carrying out the teaching and learning process and paying attention to the teacher.

At the meeting when the treatment was carried out, the teaching and learning process was more active than before the TGT treatment. From the observation, it can be seen that most students have been directly involved with cooperative learning during the learning process. Students have given many questions and answered questions from the teacher. Students are more active in discussing in their groups. In terms of learning motivation, students are more enthusiastic in participating in learning.

Data analysis of learning activities after the treatment was applied by using the next TGT cooperative learning method in the teaching and learning process as measured by using the observation sheet is as follows:

Table 2. Students' Activeness in Learning Using TGT Method

No	Student Activeness	Number of Students	Percentage (%)
1	Less	8	18%
2	Fair	10	24%
3	Good	25	58%
Total		43	100%

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From the table above, it can be seen that there are 43 students present, as many as 18% of students in learning activities get less criteria, 24% of students get sufficient criteria in socializing in groups and 58% of students are good in the aspect of activeness in class, both in carrying out the teaching and learning process and paying attention to the teacher.

After the application of the Teams Games Tournament (TGT) method in the learning process, there was a significant change in the level of student activeness, as reflected in Table 2 and Table 3. Before treatment, Table 2 shows that most students (47%) were in the "Lack" category of activeness, while 37% were in the "Fair" category and only 16% were in the "Good" category. However, after treatment with TGT, there was a marked improvement, as seen in Table 3. The proportion of students in the "Poor" category decreased to 18%, while the "Fair" category increased to 24%. Most striking was the significant increase in the "Good" category, which rose to 58% of the total students. This indicates that the TGT method successfully increased students' engagement in the learning process, where they were more active in discussing, asking, and answering questions, as well as more focused in following the learning. This increase also reflects the higher motivation of students in facing cooperative learning, indicating that TGT is not only effective in improving interaction between students but also in optimizing the teaching and learning process. Based on the evaluation of student learning after the application of TGT type cooperative learning, the results of learning scores using the TGT method can be seen in the table below:

Table 3. Learning Score Results Using the TGT Method

NO	TEAM	STUDENT SCORES	DESCRIPTION
1	RED TEAM	94	Great Team
2	YELLOW TEAM	88	Great Team
3	GREEN TEAM	90	Great Team
4	TEAM BLUE	100	Super Team
5.	WHITE TEAM	86	Great Team

The table displaying students' scores in the Teams Games Tournament (TGT) shows the striking success in encouraging students' active participation in the learning process. The high scores achieved by each team, such as the perfect score of 100 by Team Blue, signify a high level of engagement and effective cooperation among team members. This not only reflects academic achievement in understanding the learning material, but also proves students' ability to work together, communicate and solve problems together. Recognition of the team as a "Great Team" or "Super Team" provides an additional motivational boost for students to continue to play an active role in the teaching and learning process. Thus, TGT is not only an effective method of increasing student engagement, but also aids in the development of social and academic skills that are important in modern educational contexts that emphasize collaboration and active interaction. At the time of prize-giving, students were excited and animated. The three groups that got the highest score were given prizes by the teacher witnessed by other friends as a form of appreciation and appreciation that can add enthusiasm to be more active in learning.

IV. CONCLUSIONS

The Teams Games Tournament (TGT) cooperative learning method significantly increased students' activeness and involvement in the learning process. Before the application of the TGT method, students appeared less enthusiastic and less active in learning. However, after the application of TGT, there was a clear increase in the level of student participation and involvement, as seen from the observation data and learning scores. Students were more active in discussing, asking, and answering questions, reflecting increased motivation and enthusiasm for learning. In addition, the recognition of group achievements through "Great Team" and "Super Team" assessments as well as the provision of prizes succeeded in encouraging a healthy competitive and collaborative spirit. Thus, the TGT method proved effective not only in improving academic outcomes but also in developing important social skills for students, showing great potential in creating a dynamic and interactive learning environment. The Teams Games Tournament (TGT) learning method is effective in increasing student engagement and activeness, but there are some drawbacks such as the complexity, time, and cost required for its preparation and implementation, including the design of materials, the division of groups, the preparation of quizzes, and the management of tournaments and awards. To overcome this, lecturers can utilize technological tools such as online quiz apps and classroom management platforms. In addition, lecturers need to pay attention to group dynamics and provide additional support to students who are less comfortable with the competitive format. Thus, TGT can be implemented more efficiently and inclusively, so that the benefits are felt by all students.

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