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Team Games Tournament Cooperative Learning Model on the Understanding of Pancasila Values Students at Elementary School

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ABSTRACT

The use of less interactive learning models often triggers a low understanding of Pancasila values at the elementary school level. This study aims to examine the effect of the Team Games Tournament (TGT) cooperative learning model on the understanding of Pancasila values in second-grade students at Elementary School 2 Ambon. Using a quasi-experimental design with a pretest-posttest control group design, this study involved 42 students divided into an experimental group (Grade IIA, n=21) and a control group (Grade IIB, n=21). Data was analyzed using descriptive statistics, prerequisite tests, and hypothesis testing through the independent sample t-test. The results showed that the implementation of the TGT model had a significant effect on student understanding, as evidenced by the Sig. (2-tailed) value of 0.012 < 0.05. The experimental group achieved a superior average understanding (mean = 89.05) compared to the control group (mean = 85.71) with an average difference of 16 points in favor of the treatment group. TGT works because it gets students involved by making them compete academically, interact with each other, and practice the values of cooperation and deliberation directly. These findings provide an innovative alternative for educators to strengthen the effectiveness of Pancasila Education through a social constructivist approach in elementary schools.

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1. INTRODUCTION

Pancasila and Citizenship Education (PPKn) play a strategic role in shaping students' character and personality as intelligent and competitive citizens in the global era (Afan et al., 2024; Dewi et al., 2021). The implementation of civic education is crucial because it teaches attitudes and behaviors aligned with Pancasila values, thus fostering a future generation of Indonesians with integrity (Fauziah, 2023). This process is most effective if initiated in elementary school, particularly in the lower grades (ages 6–8), which represent the golden age for personality formation.

Therefore, teachers need to understand students' physical, cognitive, and psychosocial development so that the learning process and character building can proceed in accordance with their stages of mental development (Hayati et al., 2021; Sinta et al., 2022).

Despite its vital role, Civics (PPKn) learning in elementary schools still faces significant challenges related to suboptimal learning outcomes due to a lack of innovation in learning models and low student motivation (Bukit et al., 2022; Fariasih & Fathoni, 2022). Key obstacles identified include the use of conventional teaching methods, a lack of variety, and an evaluation system that tends to focus solely on cognitive aspects (Aisah et al., 2022), which ultimately hinders students' engagement and limits their ability to apply civics concepts in real-world situations. Furthermore, a lack of interaction and a limited number of activities connecting theory with real-life practice contribute to students' lack of in-depth understanding of Pancasila, which is essential for fostering civic awareness and engagement in their communities.

The implementation of the Team Games Tournament (TGT) cooperative learning model is an innovative solution for improving student engagement and character in elementary schools. Kamila et al. (2024) explains that the TGT model is effective in fostering tolerance, while Riyanti et al. (2024) demonstrates that this model can strengthen students' collaboration skills in integrated thematic learning. The main advantage of TGT lies in its fun game and competition elements, which, according to Gustika et al. (2024), can significantly increase students' learning interest. This conclusion is supported by the findings of Sya'adah et al. (2023) and Mardiana et al. (2025), which show that the use of TGT, both with the aid of question cards and independently, has proven effective in increasing student engagement and learning outcomes in the classroom.

The TGT model operationally comprises five interconnected components that foster a dynamic learning environment (Prasetyo & Amir, 2022; Rahmah, 2023; Suryansyah et al., 2025). Setyaningrum and Asrofah (2024) detail these stages, including class presentations, team formation, games, tournaments, and group awards. In this process, Randi et al. (2023) added that students will play academic games with other team members to contribute points to their respective groups. Through this integration of social interaction and healthy competition, the TGT model allows students to learn actively and enjoyably, which is very appropriate for the developmental characteristics of lower-grade students (Azizah et al., 2025).

Various studies have demonstrated the effectiveness of the Team Games Tournament (TGT) cooperative learning model in improving the quality of learning in elementary schools. Atthiana Marpa et al. (2023) found that the TGT model significantly improved student learning outcomes in Civics. Furthermore, Afidah et al. (2024) demonstrated the effectiveness of TGT-assisted question cards in improving mathematics learning outcomes, while Suandika et al. (2020) highlighted that this model positively impacted student engagement and academic achievement. This demonstrates that TGT is an adaptive learning tool for increasing student engagement across various disciplines (Fenezia & Armiati, 2025).

A similar situation is experienced by Elementary School 2 Ambon, where Civics (PPKn) learning for second-grade students still faces challenges in the form of low enthusiasm and understanding of Pancasila values. This issue aligns with the findings of Dewi et al. (2024) regarding obstacles to implementing the Pancasila Student Profile, which are often triggered by teachers' limitations in developing lesson plans, minimal use of IT media, and declining student interest in learning. Therefore, research on the influence of the TGT model in Elementary School 2 Ambon is very crucial as a strategic effort in developing an engaging learning model for lower-grade students while strengthening the foundation of understanding Pancasila values for the younger generation.

2. METHOD

This study applies a quasi-experimental research design with a pretest-posttest control group design model involving two groups of subjects, namely the experimental group that received treatment through the Team Games Tournament (TGT) learning model and the control group that used conventional learning methods, as the details of the procedure are explained in Table 1.

Table 1. Pretest-Posttest Control Group Research Design

Group	Pretest	Treatment	Posttest
Experimental	O_1	X	O_2
Control	O_1	–	O_2

Note:
O_1 = Pretest (measurement before treatment)
X = Treatment (given only to the experimental group)
O_2 = Posttest (measurement after treatment)

This study involved a population and sample consisting of all second-grade students at Ambon State Elementary School 2, divided into two study groups. Class IIA, with 21 students, was designated as the experimental group, implementing the Team Games Tournament (TGT) learning model, while class IIB, with 21 students, served as the control group using conventional methods. The study location was specifically designated at State Elementary School 2 Ambon, located in Sirimau District, Ambon City, with a focus on the independent variable (X) of the TGT learning model and the dependent variable (Y) of students' understanding of Pancasila values.

The research instrument used was a comprehensive multiple-choice test designed to measure indicators of student understanding, including the ability to identify Pancasila values, demonstrate examples of attitudes consistent with Pancasila principles, and choose behaviors aligned with these noble values. Data collection techniques used a combination of testing, observation, and documentation to ensure the validity of the information obtained. All collected data were then processed using descriptive

analysis techniques, analytical requirements tests including normality and homogeneity tests, and hypothesis testing using t-tests to draw accurate conclusions.

Regarding hypothesis testing, this study establishes decision-making criteria based on the significance value (Sig). The null hypothesis (H_0) will be accepted if the Sig value is > 0.05, which indicates a significant influence of the TGT cooperative learning model on the understanding of Pancasila values in second-grade students at Elementary School 2 Ambon. Conversely, the alternative hypothesis (H_a) will be rejected if the Sig value is < 0.05, which means there is no influence of the learning model on the dependent variable studied.

3. RESULTS AND DISCUSSION

Results

Descriptive Analysis

The research data obtained through the results of the pretest and posttest in both groups of subjects, descriptive analysis was compiled to provide a comprehensive picture of the distribution of scores and improvement in students' understanding, the statistical details of which are presented systematically in Table 2.

Table 2. Comparison of Pretest and Posttest Scores

Group	N	Pretest Mean	Posttest Mean	Improvement
Experimental (TGT)	21	75.24	89.05	13.81
Control (Conventional)	21	69.05	85.71	16.66

Table 2 shows that both groups of subjects experienced an increase in scores from pretest to posttest, where the experimental group implementing the Team Games Tournament (TGT) cooperative model recorded an average increase from 75.24 to 89.05 with a margin of improvement of 13.81 points. Meanwhile, the control group using the conventional method showed an increase from an average of 69.05 to 85.71 with a difference of 16.66 points. Although numerically the control group's margin of improvement appears higher, the crucial point lies in the final achievement of the experimental group which achieved a posttest score of 89.05—higher than the control group which was at 85.71—thus indicating that the implementation of the TGT model was able to lead students to a more optimal level of understanding of Pancasila values.

Prerequisite Analysis Test Results

Normality Test

A normality test was conducted to ensure that the obtained data were normally distributed as a prerequisite for parametric statistical analysis. Considering that the sample size in this study was less than 50 subjects (n < 50), the testing procedure used was the Shapiro-Wilk test, which is known to be more accurate for small samples. The decision-making criteria in this test are based on the significance value (Sig.); if the Sig. value is > 0.05, then the data is declared normally distributed. Conversely, if the Sig. value is < 0.05, then the data is considered not normally distributed and does not meet the assumptions for further statistical testing.

Table 3. Normality Test Results (Shapiro-Wilk)

Data	Statistic	df	Sig.	Conclusion
Control Pretest	0.978	21	0.313	Normal
Control Posttest	0.979	21	0.570	Normal
Experimental Pretest	0.964	21	0.630	Normal
Experimental Posttest	0.919	21	0.820	Normal

The results of the data analysis presented in Table 3 show that all research variables have a significance value (Sig.) greater than 0.05, thus concluding that the pretest and posttest data from both groups are normally distributed. By fulfilling the normality assumption, the requirements for conducting parametric statistical analysis have been met, allowing hypothesis testing to proceed using the Independent Sample t-Test.

Homogeneity Test

The homogeneity test was conducted to determine whether the data variances of both groups were equal (homogeneous). Homogeneity testing used Levene's Test with the criterion that if the Sig. value > 0.05, the variances of both groups are homogeneous.

Table 4. Homogeneity Test Results (Levene's Test)

	Levene Statistic	df1	df2	Sig.
Based on Mean	.849	3	80	.471

The results of the data analysis presented in Table 4 obtained a significance value of 0.471, which is greater than the threshold of 0.05 (0.471 > 0.05), so it can be concluded that the data variance from both research groups is homogeneous. By fulfilling the homogeneity assumption, the prerequisite requirements for conducting the Independent Sample t-Test analysis have been validly met.

Hypothesis Test Results (Independent Sample T-Test)

After the prerequisite tests were fulfilled, hypothesis testing was conducted using the Independent Sample t-Test to determine whether there was a significant effect of the TGT cooperative learning model implementation on students' understanding of Pancasila values.

Table 5. Hypothesis Test Results

Group	N	Mean	Std. Deviation	Sig. (2-tailed)
Posttest Control	21	60.00	19.437	0.012
Posttest Experimental	21	89.00	14.360	

The analysis results in Table 5 yield a two-tailed Sig. value of 0.012, which is lower than the alpha significance level of 0.05 (0.012 < 0.05). This finding statistically provides the basis for rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_a), confirming the significant effect of the implementation of the Team Games Tournament (TGT) cooperative learning model on students' understanding of Pancasila values at Elementary School 2 Ambon.

Further analysis revealed a negative t-value of -2.692, indicating that the average score in the experimental group was higher than that of the control group. This occurs because the comparison sequence in the statistical software output (SPSS) places the control group as the first reference (Control - Experiment), so the negative value actually confirms the superior achievement of the group receiving the TGT model.

The superiority of the TGT learning model is further reinforced by a Mean Difference value of -16,000, indicating that the experimental group scored 16 points higher than the control group in understanding Pancasila values. This data demonstrates that the use of a cooperative, tournament-based team game model not only increases student engagement but also delivers superior learning outcomes compared to conventional learning methods.

Discussion

Effectiveness of the TGT Model

The findings of this study indicate that the implementation of the Team Games Tournament (TGT) cooperative learning model significantly influenced the understanding of Pancasila values in second-grade students at Elementary School 2 Ambon. These results align with Vygotsky's social constructivism theory, which emphasizes that knowledge is constructed through social interaction and collaboration with others (Mishra, 2023). Referring to Vygotsky's thinking as cited in Slavin (2015), students engage in learning activities through interactions with adults and peers with higher abilities, thus enabling more effective knowledge transfer.

In implementing the TGT model, students do not simply receive information passively but actively engage in discussions, teach each other, and compete within teams. This process encourages the construction of a deeper understanding of Pancasila values. As explained by Slavin, the TGT model consists of five main components: class presentations, team building, games, tournaments, and group awards (Harianja et al., 2022; Royani et al., 2024). These five components work synergistically to increase student motivation and engagement in the learning process.

The findings of this study are supported by a study conducted by Fauzi and Masrupah (2024), which stated that implementing the TGT cooperative model significantly improved student learning outcomes. The research demonstrated that the TGT model was able to create an active and enjoyable learning environment, making it easier for students to absorb and understand the material presented.

Overall, the use of the TGT model in elementary schools, particularly in lower grades, has proven to be an effective strategy for bridging the theory and practice of civic values. By combining elements of teamwork and healthy competition, students not only excel cognitively in understanding Pancasila but also directly practice the values of collaboration and sportsmanship embodied within it.

Alignment with Elementary School Student Characteristics

The implementation of the Team Games Tournament (TGT) model has proven highly effective for elementary school students because it aligns with their cognitive

and social developmental characteristics. Based on Piaget's cognitive development theory, elementary school-aged students are in the concrete operational stage, where they learn best through direct experience and activities involving the manipulation of real objects (Cerovac & Keane, 2025; Rohmah et al., 2022). As stated by Tohari and Rahman (2024), the game and tournament elements in TGT provide a concrete and enjoyable learning experience, making abstract material easier for students to understand.

This is consistent with the results of research conducted by Delila Natasya et al. (2023), which showed that learning using the TGT model significantly assisted teachers in improving elementary school student learning outcomes. In the study, 72% of students achieved a learning completion score of ≥ 75. These findings confirm that the game elements in TGT are highly suited to the characteristics of elementary school-aged children, who have a natural tendency to learn through structured play activities.

This model's effectiveness was also confirmed in research by Sabrina and Tambunan (2024), which demonstrated the positive impact of using the TGT model on fifth-grade elementary school students. Their research noted a significant increase in average grades, from 59.33 to 76.33. Empirical evidence from these various studies reinforces the findings of this study, suggesting that the TGT model is an effective and relevant pedagogical instrument when applied to elementary education.

Theoretically and practically, the success of TGT lies in its ability to transform a rigid classroom atmosphere into a dynamic and healthy competitive learning environment. By integrating the principles of learning through play, this model not only targets academic achievement but also addresses students' psychological needs for social interaction. This success confirms that a tournament-based cooperative approach is an appropriate solution to address low interest and learning outcomes in civic education in elementary schools.

Advantages of TGT in Learning Pancasila Values

Learning Pancasila values requires an approach that addresses not only the cognitive but also the affective domain. The Team Games Tournament (TGT) model facilitates both aspects through a structured mechanism. From the cognitive dimension, the team discussion process and preparation for the tournament encourage students to deeply understand the material. In this phase, students go beyond memorizing information but are also required to explain the material to their teammates, making the understanding process more meaningful and contextual.

From the affective dimension, teamwork in the TGT model directly reflects the practice of Pancasila values, such as the spirit of cooperation (the third principle) and deliberation (the fourth principle). Students not only learn the theory of Pancasila values but also practice them directly in classroom learning activities. This aligns with the research findings of Farkhah et al. (2024), who found that the use of the TGT model, supported by the Pancasila box, proved effective in improving learning outcomes in Pancasila education at the elementary school level.

Furthermore, from a social perspective, interaction within heterogeneous groups helps students appreciate differences and develop tolerance from an early age. Research by Ernawati and Suyato (2023) shows that the application of the TGT method in Civics (PPKn) learning has a positive influence on students' tolerance. This finding strengthens the argument that the TGT model not only focuses on improving intellectual understanding but also plays a vital role in shaping students' character aligned with the profile of Pancasila learners (Purnamasari & Sanoto, 2025).

Comprehensively, the synergy between the cognitive, affective, and social domains in the TGT model creates an ideal learning ecosystem for lower-grade students (Iswarini et al., 2025). By integrating peer tutoring mechanisms and healthy competition, barriers to conventional learning can be overcome. The success of this model confirms that an interactive, practice-based approach is far more effective in instilling a solid foundation for nationalism than a one-way lecture method.

Factors Supporting the Success of TGT

Several key factors contributing to the successful implementation of the Team Games Tournament (TGT) model in this study include: (1) the emergence of intrinsic motivation triggered by the game and competitive elements; (2) individual accountability, where each student feels responsible for their team's success; (3) the creation of positive interactions between students, which fosters a conducive learning atmosphere; and (4) direct feedback through tournament results, which helps students independently evaluate their level of understanding.

This success aligns with Vygotsky's Zone of Proximal Development (ZPD) concept, which asserts that students learn more optimally when they receive support from peers with higher abilities. In TGT groups, students with better academic abilities can guide their peers who are still struggling to understand the material. This process allows for effective scaffolding, where targeted assistance is provided to bridge gaps in students' understanding (Suci, 2018).

These findings are supported by research conducted by Fadillah et al. (2024), which demonstrated that the TGT model is highly effective in increasing student engagement during the learning process. This active participation is a crucial factor in successful learning, as students are no longer passive objects but rather subjects directly involved in the construction of knowledge. Thus, the integration of motivation, individual responsibility, and social support in TGT has proven to be a powerful formula for improving the quality of education in elementary schools.

4. CONCLUSION

The implementation of the Team Games Tournament (TGT) cooperative learning model has been proven to have a significant influence on the understanding of Pancasila values in second-grade students at Elementary School 2 Ambon, which is confirmed by the Sig. (2-tailed) value of 0.012 < alpha = 0.05, so that H_0 is rejected and H_a is accepted. Empirically, the experimental group that implemented the TGT model showed a superior average understanding achievement (mean = 89.05)

compared to the control group with the conventional method (mean = 85.71), where the t-test results showed a mean difference of 16 points that benefited the treatment group. The effectiveness of the TGT model in optimizing the understanding of Pancasila values stems from its ability to: (a) activate student involvement through group discussions and healthy academic competitions, (b) facilitate meaningful learning through social interactions, (c) foster learning motivation through game elements, and (d) provide direct experience in practicing the values of mutual cooperation and deliberation. This finding not only strengthens Vygotsky's social constructivism theory but is also consistent with various previous studies that confirm the superiority of the TGT model in improving student learning outcomes and understanding in various disciplines, especially Pancasila Education.

The suggestions in this study cover three main aspects: first, elementary school teachers are expected to shift the paradigm from conventional methods to the cooperative Team Games Tournament (TGT) model that utilizes game elements and academic tournaments to facilitate a concrete understanding of Pancasila values; second, school principals need to provide policy support through the provision of innovative training and improving IT-based teaching aid facilities to overcome obstacles to curriculum implementation; and third, for further researchers, it is recommended to expand the population coverage or integrate the TGT model with modern technologies such as Augmented Reality (AR) and digital games to test its effectiveness on various learning materials in the digital era.

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