
Implementation of the Team Games Tournament (TGT) model in fostering self-efficacy in ipas learning in elementary school

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Abstract

Self-efficacy is an individual's belief in his or her ability to complete a task that will affect the individual's motivation and results. Students who have low self-efficacy will stay away, close themselves off, and easily become discouraged in following the learning process. Not limited to self-efficacy, the use of conventional learning models that are less effective is also an inhibiting factor. The cooperative learning model of the TGT type is one of the approaches that can increase student participation through group work to achieve learning goals. This research was motivated by the researcher's observation of the low self-efficacy of several grade V students of SDN Cipondoh 2 when participating in learning. The gap in this research compared to the previous research is the focus on the implementation and implications of the TGT model in fostering students' self-efficacy in science learning. The purpose of this study is to analyze how the implementation and implications of the TGT type cooperative learning model in fostering students' self-efficacy in science learning class V SDN Cipondoh 2. This research was carried out using the Classroom Action Research (*PTK*) method. The results of the study showed an increase in self-efficacy in cycles I, II, and III. These findings show that the TGT model can be a relevant alternative in fostering student self-efficacy, especially in social studies learning at SDN Cipondoh 2.

Keywords: implementation; TGT; self-efficacy; ipas; SDN Cipondoh 2

INTRODUCTION

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Said:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state."

Education in Indonesia is supported by the Independent Curriculum which seeks to improve the system in basic education in this country, one of which is by integrating Social Sciences & Natural Sciences subjects into Natural and Social Sciences (IPAS).

The two disciplines will require a fairly complex approach that presents a big challenge for all elements in elementary schools. This challenge is closely related to the Self-Efficacy Theory initiated by Bandura (1997 in Flarina & Zagoto, 2019, p. 390), it is said that an individual's belief in his or her ability to complete a task greatly affects motivation and learning outcomes. In this context, students with low self-efficacy may find it difficult to adapt to the complexity of new approaches in IPAS learning, while students with high self-efficacy tend to be more courageous, confident, and able to face challenges without shame because they are grateful for their abilities.

Through observations made by researchers in grade V of SDN Cipondoh 2 at the pre-cycle stage, some students showed a lack of self-efficacy when participating in science studies.

It can be seen from the learning outcomes of students who are still below the KKM, which is 70 and students who tend to be passive in class discussions, answering questions, and doing assignments. This arises as a result of their low self-efficacy. Through the stages of development "Industry vs Inferiority" (ages 6–12 years) in Erikson's Theory (in Danuwijaya et al., 2022, p. 49), explained that the development of students' trust in the learning process and social interaction can be influenced by the support or recognition obtained at home.

According to Apriliansyah et al., (2024, p. 101), teachers also play an important role in determining students' success in the learning process. Teachers must be active, creative, and innovative to continue to improve the quality of education to achieve optimal learning outcomes. Cooperative learning is an effective model that helps teachers achieve optimal learning outcomes. Vienna Sanjaya (2008 in Inayahwati, 2021, p. 164) argues that the easiest cooperative learning model to use is the TGT type that developed by Robert Slavin (1990). Type This is a learning model that starts with the teacher delivering the material and then students are divided into heterogeneous groups to work together in understanding and answering questions related to the topic that has been presented.

Based on the results of previous research with the title "Increasing Student Confidence in Grade V Students at SDN Sukaharja 1 Through (Team Games Tournamnet) TGT type cooperative learning techniques" which was researched by Lestari *et al.* (2024, p. 1-11), the study aims to explore the impact of the application of the model cooperative learning type TGT to increase student confidence, especially in grade V at SDN Sukaharja 1. The method used in the research of Lestari et al., (2024) is Class Action Research (*PTK*) with an average score of 69% in the first cycle to 81.5% in the second cycle.

The difference in the previous research lies in the goal, namely to increase students' confidence in the subject of Islamic Religious Education (PAI), while the author's research is to foster students' self-efficacy in the subject of Natural and Social Sciences (IPAS). The similarity is the learning model used, namely cooperative learning of the team games tournament type. Confidence in the previous study was closely related to self-efficacy. A person with high self-efficacy will more easily develop their confidence in facing a challenge, meanwhile, a person with high self-confidence will believe that they can overcome a challenge which will ultimately increase their self-efficacy. The two go hand in hand in helping someone achieve a goal.

Thus, the researcher decided to use the TGT type cooperative learning model in fostering the self-efficacy of grade V students in learning IPAS.

METHODS

This research was conducted at SDN Cipondoh 2, which is located on Jalan Kh. Hasyim Ashari Km 6,5 Cipondoh District, Tangerang City, Banten Province. The research took place from October to November 2024, covering the pre-cycle, cycle I, cycle II, and cycle III stages. Each cycle consists of two meetings. The subject of the study was a grade V student of SDN Cipondoh 2, with a total of 33 participants. This research was carried out using the Classroom Action Research method with a qualitative approach. A qualitative approach is used to gain a deep understanding of the learning process and dynamics that occur in the classroom and its impact on students. *PTK* according to the model of Kemmis and Mc Taggart (in Mu'alimin,

2014, p. 19) using a cycle with four main stages, which are as follows. Action planning includes: (1) the researcher and the teacher of class V make a detailed plan of IPAS learning activities and present it in the form of a teaching module as a guideline for the implementation of learning with a cooperative learning model of the TGT type; (2) researchers and teachers create teaching media to support the implementation of the TGT type cooperative learning model; (3) researchers and teachers compile student worksheets (*LKPD*) as a material for evaluating student learning outcomes; and (4) the researcher prepares data collection instruments and also determines achievement indicators.

The implementation includes: (1) the researcher undergoes a learning process in accordance with the plan that has been designed using the TGT type cooperative learning model. This stage students are divided into five small groups of six to seven students with diverse intelligence and self-efficacy. Before the learning begins, each team is given material that must be studied together. They work together to understand the material and prepare for the game. During the tournament, each student competes individually with an opponent from another group of equivalent abilities, to answer questions or complete a material-related task and (2) team points are earned from each individual's points in the tournament. The team with the highest points will get an award or appreciation. All team members must work together and help each other. Students are expected to support each other and maintain sportsmanship during the tournament. If students lack comprehension during the tournament, they can be given a chance to relearn with the team to improve their comprehension before the next tournament session.

Observation. This stage is carried out in tandem with the stage of implementing actions. Observations are made by the teacher as an observer during the implementation of class actions by taking notes, recordings, and documentation on problems that arise with the guidelines that have been made beforehand.

Reflection. Reflection was carried out jointly between researchers and teachers to evaluate the results in the first cycle regarding the implementation of the TGT type cooperative learning model in fostering students' self-efficacy in IPAS learning.

When a problem is found in cycle I, it is necessary to re-evaluate it through cycle II with the same flow. It starts with planning, acting, observing, and ends with reflecting, so that the problems found can be solved. Each cycle provides data and information that is used to improve actions in the next cycle, so that the quality of learning continues to improve. If in cycles I and II there are no results of self-efficacy in students, then the researcher needs the implementation of cycle III which will be useful to ensure that the improvements in the model are really effective, consistent, and can be applied sustainably.

RESULT AND DISCUSSION

Based on the findings of research obtained by researchers at SDN Cipondoh 2 which has been carried out from October to November 2024. That the results were obtained were the growth of self-efficacy as follows:

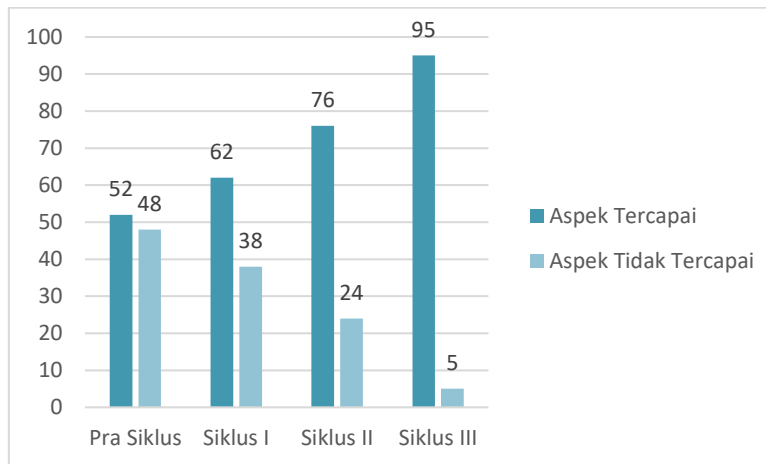


Figure 1. Graph Student Learning Activities

Based on the graph above, the average student learning activity in Cycle I reached 62 with the category of Adequate, but did not meet the standard of learning achievement. In Cycle II, there was an increase in student learning activities with an average of 76, which was included in the Good category and had met learning achievements. The most optimal improvement was achieved in Cycle III, with an average of 95 student learning activities in the Excellent category, which reflects significant progress compared to the previous two cycles.

The implementation of the TGT type cooperative learning model in fostering students' self-efficacy was stated to be carried out in the Very Good category. Student learning activities have been achieved through the principles of the TGT type cooperative learning model and self-efficacy indicators. Students have demonstrated self-efficacy that exists in him is in accordance with the theory expressed by Bandura (in Suciono, 2021, p. 13). Self-efficacy is a sense of confidence in oneself in one's ability to do something to achieve success.

The principles of the cooperative learning model of the TGT type according to Hamdayama (2016, in Hasanah & Himami, 2021, p. 5) consists of: (1) positive interdependence; (2) face-to-face interaction; (3) individual accountability, (4) use of collaborative or social skills; and (5) group processing. Indicators of self-efficacy according to Federici & Skaalvik (2011 in Suciono, 2021, p. 50) consists of: (1) willingness to choose difficult or challenging activities (choice of activities); (2) the willingness to try to do something that is difficult (level of effort); (3) the willingness to survive in difficult situations (persistence); and (4) emotional reaction to the difficulty of the task (emotional reaction).



Figure 1. Student Learning Activities

In learning, students have a positive sense of dependency based on mutual interests and feelings of mutual need, where the success or failure of a student not only affects himself but also has a direct impact on the overall outcome of the group. This principle of "*positive interdependence*" is the basis of relationships between group members, which helps to create a sense of responsibility while motivating each member to contribute optimally in the group.

In the early stages, students tend to choose easy tasks and avoid challenges. However, after going through many improvements in teaching activities, there is a significant change in mindset, encouraging students to be more courageous in choosing challenging activities. Intergroup tournaments applied in the TGT type cooperative learning model create a positive competitive atmosphere, where students feel challenged to complete tasks that require analytical and collaborative skills. Research data show that this interaction pattern makes students more confident in facing activities that they previously considered difficult, while strengthening the achievement of the principle of positive dependency from the pre-cycle stage.

Collaboration in groups requires students to use social skills such as communication, leadership, decision-making, and conflict management. Communication and interaction of grade V students is carried out directly without intermediaries, thus allowing them to communicate openly and build mutually supportive relationships. No individual dominates or excessively shows his power. These skills not only assist students in completing group assignments but also build their ability to work together independently without direct direction from the teacher. With social skills honed, students become more skilled in solving problems and maintaining positive group dynamics.

The implementation of the TGT type cooperative learning model can motivate students to try harder in completing challenging tasks. The principle of individual accountability applied in this learning ensures that each student makes the maximum contribution to the success of his or her group. Based on the results of observations, students who were previously passive began to show increased effort in studying the material and solving difficult problems. The support of peers and peer tutors is an important factor that encourages students to keep trying despite facing difficulties.

In the tournament process, students often face problems or tasks that require a deep understanding. Students show that they do not give up easily when faced with challenges, either through the support of peers or through problem-solving strategies discussed together. This perseverance not only helps students in learning IPAS but also has a positive impact on their overall character.

After going through several learning cycles, students begin to develop more positive emotions, feeling that difficult tasks are challenges that can be overcome together as a group, so anxiety is reduced, and replaced by enthusiasm to try. The data showed that a dynamic and fun classroom atmosphere during the tournament not only contributed to students' emotional changes, but also encouraged the group to regularly evaluate the effectiveness of their cooperation. This evaluation process, which includes discussions about things going well, aspects that need improvement, and strategies to improve performance, helps the group learn from the experience and adapt to needs. The group that was active in this processing was shown to be more able to achieve the group's goals effectively, demonstrating a direct relationship between positive learning dynamics and the achievement of optimal learning outcomes.

CONCLUSION

Based on the results and discussion above, it shows the success of the implementation of the cooperative learning model of the TGT type in fostering student self-efficacy. When self-efficacy is achieved, students are not only able to complete IPAS learning tasks better, but also show positive characters such as courage, perseverance, and the ability to manage emotions. This success provides evidence that the implementation of the TGT type cooperative learning model is not only effective in improving learning outcomes, but also plays an important role in shaping the character of confident and competitive students.

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