

## IMPROVEMENT OF INDONESIAN LANGUAGE LEARNING PROCESS AND OUTCOMES USING A TEAMS GAMES TOURNAMENT TYPE COOPERATIVE LEARNING MODEL IN GRADE IV SDN 100/II MUARA BUNGO

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### ABSTRACT

This research aims to improve the process and outcomes of Indonesian learning through the application of a cooperative learning model of the Teams Games Tournament (TGT) type in grade IV of SDN 100/II Muara Bungo. The research method used is Class Action Research (PTK) which is carried out in two cycles. The research subjects amounted to 26 students. Data was collected through observation, learning outcome tests, and documentation. The results of the study showed a significant improvement in both process aspects and learning outcomes. In the first cycle, the achievement of student learning outcomes was 72% with the adequate category, while in the second cycle it increased to 88% with the good category. The application of the TGT model has been proven to be able to create a more active, interactive, and fun learning atmosphere, so that it can increase students' motivation and learning outcomes in Indonesian subjects.

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### INTRODUCTION

Education is a fundamental aspect in forming quality and competitive human resources. One of the goals of education is to develop the potential of students to have balanced cognitive, affective, and psychomotor abilities (Apduludin et al., 2022). At the elementary school level, Indonesian learning has a strategic role because it not only functions as a subject, but also as a means of communication and development of thinking skills. Through Indonesian learning, students are expected to be able to communicate well orally and in writing, understand reading texts, and express ideas in a coherent and logical manner (Hartati, 2013).

However, in practice, there are still many elementary school students who face difficulties in understanding reading texts, composing sentences, and expressing opinions clearly. The results of pre-observation in grade IV of SDN 100/II Muara Bungo showed that only 3.84% of students reached the Minimum Completeness Criteria (KKTP), while the other 96.1% have not completed it. This condition indicates that the learning process is still teacher-centered, with low student involvement and minimal use of interactive learning methods (Wulandari et al., 2021). This has an impact on low motivation to learn and Indonesian learning outcomes.

To overcome these problems, teachers need to implement a learning model that can increase student active

involvement. One relevant alternative is the Teams Games Tournament (TGT) type cooperative learning model (Putri et al., 2024). This model emphasizes cooperation in small groups through games and tournaments, thus creating a competitive yet fun learning atmosphere (Suardin et al., 2023). Previous research has shown that the implementation of TGT can increase student participation, strengthen social interaction, and have a positive effect on learning outcomes in various subjects (Rahmawati, 2022; Siswanto & Hastuti, 2023). The research that will be conducted by the researcher is in line with previous research that has been conducted by Suardin et al., 2023; Wulandari et al., 2021; and Hastuti, 2022, so that significant improvements in learning processes and outcomes were obtained.

Thus, the application of TGT in Indonesian learning in elementary schools is believed to be able to improve both the learning process and student learning outcomes. This research is focused on describing how the TGT type cooperative learning model can improve student involvement in the learning process and improve the achievement of learning outcomes in Indonesian subjects in grade IV of SDN 100/II Muara Bungo.

## RESEARCH METHODS

### Research Design

This research uses the Classroom Action Research (CAR) approach. PTK is reflective research conducted by researchers in the classroom to solve problems or improve the quality of learning. The goal is to improve and improve teacher teaching performance as well as student learning processes and outcomes. This research also aims to contribute to solving practical and urgent problems, such as the teaching process and the learning process and outcomes.

### Place and Time of Research

This research was conducted in grade IV of SDN 100/II Muara Bungo, Bungo Dani District, Bungo Regency, with 26 research subjects consisting of 12 males and 14 females. This research was carried out in the odd semester of the 2025/2026 school year. The object of the research is the process and results of Indonesian learning in the classroom, with a focus on the application of the Teams Games Tournament (TGT) learning model.

### Design and Research Flow

This research is based on the reasons and objectives to update and revise learning activities, with the hope that the research objectives can be achieved and improve the quality of learning in the classroom. This class action research is carried out in two cycles, where each cycle consists of four continuous stages:

**Planning:** This stage includes discussions with classroom teachers to determine the Learning Outcomes (CP) and materials to be used, as well as preparing teaching modules, media, observation sheets, and test instruments.

**Implementation:** It is the implementation of a plan that has been prepared, where the researcher (teacher) applies the TGT learning model in the classroom.

**Observation:** This stage is done to observe the ongoing learning process, including students' behavior during discussions and other learning activities. Observation using teacher and student observation sheet instruments.

**Reflection:** It is an evaluation stage of the results of observation and implementation that aims to identify the successes and obstacles faced, as well as design improvements for the next cycle.

The flow of this research cycle can be described as follows:

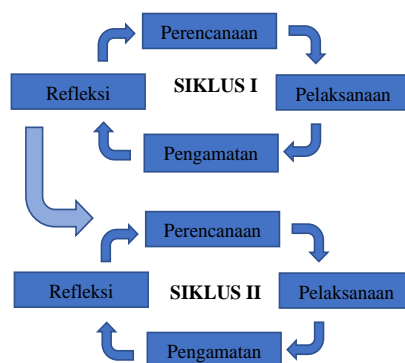


Figure 1. Action Research Cycle

### Data Collection Techniques and Instruments

The data was collected using several techniques, namely:

1. Observation: Conducted to directly observe the learning process, student behavior, and implementation of the TGT learning model. The instruments used were teacher observation sheets and student observation sheets.
2. Test: Used to measure students' understanding of concepts and learning outcomes. The instrument is in the form of learning outcome test questions consisting of 10 multiple-choice questions and 5 essay questions.
3. Documentation: Used to collect data in the form of notes and photographs during the conduct of research.

### Data Analysis Techniques

Data analysis was carried out on qualitative and quantitative data.

Qualitative Data: This data is obtained from the results of observations and will be analyzed using qualitative methods, where the results are in the form of documents such as observation sheets and field notes. The percentage of teacher and student performance is calculated to determine the success category.

Arikunto's (2010) Observation Percentage Formula:

$$Nilai = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100\%$$

**Table 1.** Category Educator Performance Process Assessment

Interval	Category
81 - 100	Excellent
71 - 80	Good
61-70	Enough
0-60	Less

Formula for the percentage of student learning process (classical):

$$p = \frac{\sum \text{siswa yang mencapai kategori} \geq \text{baik}}{\sum \text{siswa}} \times 100\%$$

Quantitative Data: This data is in the form of numbers obtained from learning outcome tests. The analysis aims to test the hypothesis that has been established by Sugiyono (2012).

Percent Value Calculation Formula:

$$NP = \frac{SM}{R} \times 100\%$$

Information:

NP = Expected percent value.

SM= Raw score obtained by students

R= Maximum test score

**Table 2.** Criteria for Participants' Learning Success Rate

Success Rate (%)	Category
>80%	Excellent
60-79	Good
40-59	Enough
20-39	Less

## RESULTS AND DISCUSSION

### Research Results

This classroom action research was carried out to improve the process and outcomes of learning Indonesian by using the Teams Games Tournament (TGT) type Cooperative learning model for phase B students in grade IV of SDN 100/II Muara Bungo with 26 research subjects consisting of 12 males and 14 females. This research collaborated with the homeroom teacher of grade IV of SDN 100/II Muara Bungo as an observer who assisted during the implementation of the action. The results of observation and analysis of the data obtained were then used as the basis for the preparation of this finding. This research was conducted for two weeks in two cycles, two meetings were held for each cycle, Thursday, August 21, 2025 and Friday, August 22, 2025 is the date of cycle I, while Thursday, August 28, 2025 and Friday, August 29, 2025 are the dates of cycle II.

### Observation of the Learning Process

The results of the observation showed a significant increase in the learning process both from the teacher and student side.

#### Cycle I

Educator Performance:

In Cycle I, the average percentage of teacher performance was 80%, with details of 78% at the first meeting and 83% at the second meeting, which was included in the good category.

**Table 3.** Recapitulation of Teacher Observation Sheet Cycle I

Activities	Teacher Observation Sheet Percentage	Criteria
Meeting 1	78%	Good
Meeting 2	83%	Excellent
<b>Average</b>	<b>80%</b>	

Student Activities:

In Cycle I, the average percentage of student activity was 69%, with details of 65% at the first meeting (good category) and 73% at the second meeting (good category)

**Table 4.** Recapitulation of Student Observation Sheet

Sum	1724%	1890%
<b>Average</b>	<b>66%</b>	<b>73%</b>
<b>Percentage</b>	<b>65%</b>	<b>73%</b>
<b>Criterion</b>	<b>Enough</b>	<b>Good</b>

**Table 5.** Results of the Student Learning Test Cycle I

Sum	1945
<b>Average</b>	<b>74.81</b>
<b>The percentage value has reached the KKTP</b>	<b>69%</b>
<b>18</b>	<b>Keep</b>
<b>The percentage value has not reached the KKTP</b>	<b>31%</b>
<b>8</b>	<b>Low</b>

Based on the learning outcome test table, it can be seen that there are 18 students who have reached the KKTP with a percentage of 69%, and there are 8 students who have not reached the KKTP with a percentage of 31%. The average student learning test results in the first cycle were 74.81. This proves that student learning outcomes have not reached the KKTP.



Based on the results of observations and discussions with teachers, practitioners, and peers, the implementation of actions in cycle I showed an improvement but was not optimal. Teachers' observations reached the good category at meeting I (78%) and very good at meeting II (83%). Meanwhile, student observation was still quite sufficient in the first meeting (65%) and increased to good in the second meeting (73%). Student learning outcomes in the first cycle also did not reach the Learning Target Completeness Criteria (KKTP), with 18 students (69%) completing it.

Although the use of spinning wheel media has been proven to be able to attract students' attention and create a more enjoyable learning atmosphere, obstacles are still found such as lack of classroom mastery by teachers, low confidence of some students, and difficulty understanding the material in some groups. Reflections from cycle I emphasize the need to improve guidance, practice, and the creation of a more supportive learning atmosphere to maximize student involvement and understanding in the next cycle.

### Cycle II

#### Educator Performance:

In Cycle II, the average percentage of teacher performance increased to 89%, with details of 87% at the first meeting and 91% at the second meeting, which was included in the very good category. This improvement shows that teachers are increasingly effective in managing learning with the TGT model.

**Table 6.** Recapitulation of Teacher Observation Sheet Cycle II

Activities	Percentage Teacher LO	Criteria
Meeting 1	87%	Excellent
Meeting 2	91%	Excellent
<b>Average</b>	<b>89%</b>	

#### Student Activities:

In Cycle II, the average percentage of student activity increased to 86.5%, with details of 85% in the first meeting and 88% in the second meeting, both of which are in the very good category. Students become more enthusiastic and actively participate in learning activities.

**Table 7.** Recapitulation of Student Observation Sheet

<b>Sum</b>	<b>2052%</b>	<b>2124%</b>
<b>Average</b>	<b>79%</b>	<b>82%</b>
<b>Percentage</b>	<b>85%</b>	<b>88%</b>
<b>Criterion</b>	<b>Excellent</b>	<b>Excellent</b>

**Table 8.** Results of the Student Learning Test Cycle II

<b>Sum</b>	<b>2120</b>
<b>Average</b>	<b>81.54</b>
<b>The percentage value has reached the KKTP</b>	<b>85%</b>
<b>The percentage value has not reached the KKTP</b>	<b>15%</b>
<b>22</b>	<b>4</b>
<b>Tall</b>	<b>Very Low</b>

Based on the learning outcome test table, it can be seen that there are 22 students who have reached the KKTP with a percentage of 85%, and there are 4 students who have not reached the KKTP with a percentage of 15%. The average result of student learning tests in cycle II was 81.54. This proves that student learning outcomes have reached KKTP.

The results of the action in cycle II showed a significant increase compared to the previous cycle. Teachers' observations reached the very good category, namely 87% in the first meeting and 91% in the second meeting. Student observation also showed excellent achievement with 85% at meeting I and 88% at meeting II. In addition, student

learning outcomes have exceeded the Learning Target Completeness Criteria (KKTP), with 22 students (85%) achieving completeness in the high category.

Overall, Indonesian learning through the Teams Games Tournament (TGT) model has been proven to be able to increase student activity, enthusiasm, and learning outcomes. Teachers are also considered optimal in managing the classroom. Because there was a significant increase from cycle I to cycle II, this class action research was stopped in cycle II

### Discussion

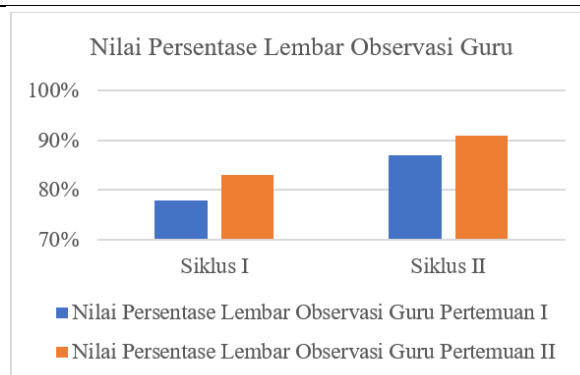
This class action research consists of two stages, namely cycle I and cycle II. The meeting which includes the planning, implementation, observation, and reflection stages forms each cycle to improve the results in the first cycle, then the second cycle is carried out. The findings of cognitive learning assessment obtained from test questions and observation sheets by documenting the reactions of teachers and students during the learning process are data collected for this study. With the use of the Teams Games Tournament (TGT) type cooperative learning model, it was obtained from the two cycles used to assess the improvement of Indonesian learning outcomes in grade IV of SDN 100/II Muara Bungo.

### 1. Improving the Indonesian Learning Process Using the Teams Games Tournament (TGT) Type Cooperative Learning Model

#### a. Achievement of Teacher Performance in Cycle I and Cycle II

**Table 9.** Recapitulation of Teacher Observation Sheets in Indonesian Language Learning Class IV Cycle I and Cycle II

Cycle	Percentage Value of Teacher Observation Sheet	
	Meeting I	Meeting II
Cycle I	78%	83%
Caesar II	87%	91%



**Figure 2.** Recapitulation of Observation Sheets Cycle I and Cycle II

Based on the data presented, it can be seen that there has been an increase in the implementation of learning using the TGT model from cycle I to cycle II. In the first cycle, the first meeting reached a percentage score of 78%, which increased to 83% in the second meeting. So, the average percentage of the first cycle is 80%. Meanwhile, in the second cycle of the first meeting, the percentage was recorded at 87% and the second meeting was recorded at 91%. So, the average percentage in the second cycle was 89%.

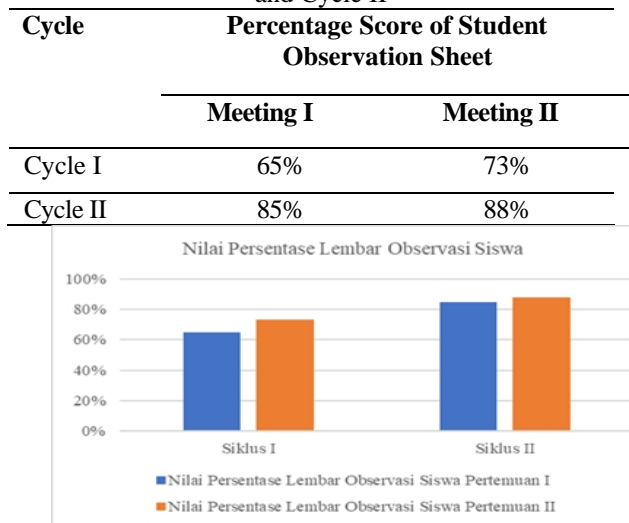
This increase shows that teachers have been able to carry out learning in Indonesian subjects with the TGT model more effectively in cycle II. With observations and reflections that have been carried out by teachers along with input and suggestions from observers, mistakes that occur in cycle I can be reduced in the implementation in cycle II.

The use of the TGT model allows teachers to make more effective assessments of the student learning process. By observing students' interactions and participation in groups, teachers can identify things that need to be improved and provide constructive feedback. It is important to improve the quality of learning and help students achieve their learning goals Triwijaya & Rahayu, (2024).

### b. Results of Student Observation Sheets for Cycle I and Cycle II

The success of individual student progress In the learning process, it can be evaluated through the use of student observation sheets that record student development, in this case the increase from cycle 1 to cycle 2 can be seen in the following table and figure.

**Table 10.** Recapitulation of Student Observation Sheets in Indonesian Language Learning Class IV Cycle I and Cycle II



**Figure 3.** Recapitulation of Student Observation Sheets for Cycle I and Cycle II

Based on the data presented, it can be seen that there is a significant increase in the learning process of students from cycle I to cycle II using the TGT learning model. In the first cycle, the first meeting showed that the learning process was categorized as sufficient with a percentage of 65%, which increased to 73% in the second meeting of the first cycle. So, the average percentage in the first cycle was 69%. Furthermore, in the second cycle of meeting I, the percentage of the learning process was categorized as very good at meeting I and meeting II with a percentage of 85% at meeting I and increased to 88% at meeting II. So, the average percentage in the second cycle is 86.5%.

The students' observation sheets showed positive results. Students become more enthusiastic and actively participate in learning activities. They not only listen to explanations, but also engage in group discussions and games held. This is in line with research by Supriyadi (2021) who stated that the TGT model can increase student involvement in learning. With increased involvement, it is hoped that the learning process will be more effective and fun.

In addition, observations of interaction between students showed an increase in collaboration. Students help each other and support each other in completing assignments. This creates a positive learning environment and supports students' social development. Research by Rahmawati (2022) also revealed that collaboration between students can improve understanding of the concepts taught. Thus, the application of the TGT model not only improves the learning process, but also builds students' social skills.

The improvement of the learning process can also be seen from the feedback provided by students. They feel more comfortable asking questions and expressing opinions. This shows that the classroom atmosphere created through the TGT model has succeeded in reducing students' anxiety in participating. According to research by Hidayati (2023), a conducive classroom atmosphere greatly affects learning success. Therefore, it is important for teachers to continue to create a supportive environment.

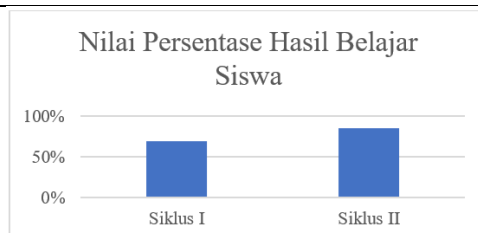
## 2. Improving Indonesian Cognitive Learning Outcomes Using the Teams Games Tournament (TGT) Type Cooperative Learning Model

Data obtained in the first cycle showed that 18 students had achieved KKTP with a percentage of 69% in the medium category. In the second cycle, the number of students who achieved KKTP increased to 22 students with a

completion percentage of 85% in the high category. The following is a table and a recapitulation of the average percentage of student final test results in cycle I and cycle II.

**Table 11.** Recapitulation of the Percentage of Final Test Results for Indonesian Learning Students in Cycle I and Cycle II

Cycle	Percentage and Number of Students Who Have Achieved a Score of 75 (KKTP)	Percentage and Number of Students Who Have Not Reached a Score of 75 (KKTP)
Cycle I	18 students = 69%	8 students = 31%
Cycle II	22 students = 85%	4 students = 15%



**Figure 4.** Recapitulation of the Percentage of Final Test Results for Cycle I and Cycle II Students

From the table and figure above, it can be seen that the TGT model can increase student learning outcomes in Indonesian subjects from cycle I by 69% to cycle II by 85%. This shows how this intensive practice questions are more rigorous, providing opportunities for students to gain a deeper understanding of the subject matter that has been learned.

Improving student learning outcomes in Indonesian subjects is also the main focus of this study. By using the TGT model, students are expected to achieve better learning outcomes. The results of the evaluation showed that the average student score experienced a significant increase after the use of this model. Research by Setiawan (2020) shows that cooperative learning models such as TGT can significantly improve student learning outcomes.

In the data analysis, it was seen that students who previously had difficulty in understanding the material taught were now able to explain concepts better. This shows that the TGT model not only improves student engagement, but also their understanding of the material. Research by Lestari (2021) supports this finding, where students who learn with cooperative methods show improved understanding better compared to traditional methods.

In addition, student learning outcomes are also influenced by the competitive atmosphere created in the TGT model. Students feel motivated to learn and try harder to contribute to the team. Research by Prasetyo (2022) states that a healthy competitive atmosphere can increase students' motivation to learn. Thus, the application of the TGT model not only improves learning outcomes, but also motivates students to be more active in learning.

The improvement in learning outcomes can also be seen from the feedback provided by students. They feel more confident in answering the exam questions and assignments given. This shows that the TGT model has succeeded in building students' confidence in learning. According to research by Yulianti (2023), students' confidence has a great influence on their learning outcomes. Therefore, it is important for teachers to continue to support the development of students' confidence.

Overall, the implementation of the TGT model in grade IV of SDN 100/II Muara Bungo has succeeded in improving student learning outcomes in Indonesian subjects. With a significant increase in students' grades and understanding, it can be concluded that innovation in learning models is essential to achieve better educational goals. This study provides an overview that the TGT model can be an effective alternative in improving the quality of learning in elementary schools.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the classroom action research that has been carried out, it can be concluded that the use of the Teams Games Tournament (TGT) type Cooperative learning model is effective in improving the Indonesian learning process and outcomes of grade IV students of SDN 100/II Muara Bungo. This is evident from the improvement in the aspect of the learning process, where the results of teachers' observations show an increase from



the good category of 80% in the first cycle to very good by 89% in the second cycle. Similarly, the results of student observation increased from the adequate category by 69% in the first cycle to very good by 86.5% in the second cycle. In addition, student learning outcomes have also increased significantly, as shown by the percentage of learning completeness which was originally 69% in the first cycle increased to 85% in the second cycle. Thus, the TGT type cooperative learning model can be declared effective in increasing student activeness, engagement, and learning outcomes.

Based on the results of this study, there are several suggestions that can be given. First, teachers are advised to take part in training in implementing the TGT type cooperative learning model more effectively, especially related to the use of interesting learning media and evaluation strategies after learning. Second, researchers are further encouraged to explore the application of the TGT learning model in other subjects or at different grade levels. In addition, follow-up research can use a mixed methods approach to gain a deeper understanding and conduct long-term analysis to assess the ongoing impact on students' motivation and learning outcomes.

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