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## APPLICATION OF THE TEAMS GAMES TOURNAMENTS LEARNING MODEL ASSISTED BY DOCUMENTARY FILMS ON NATIONAL AWAKENING AND YOUTH PLEDGE TO IMPROVE STUDENT LEARNING OUTCOMES

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### Abstract

The goal of this study was to apply the TGT (Teams Games Tournaments) learning model assisted by documentaries about national awakening and youth oaths to improve student learning outcomes. Classroom action research methods with cycle one and cycle two were used in the study. The research subjects included 33 class VII-F students (18 male students and 15 female students) and one Pancasila Education teacher at SMP Labschool Jakarta, even semester of the 2023/2024 school year. The research instrument is a test of student learning outcomes. The data analysis is based on the learning completeness criteria. In cycle one, the percentage of completeness of student learning outcomes was 36.36%. In the second cycle, the percentage of students was 81.81%. Based on the results of the study, it was concluded that student learning outcomes increased after the application of the TGT (Teams Games Tournaments) learning model assisted by documentaries about national awakening and youth oaths. Further researchers can use the TGT model assisted by other media to improve student learning outcomes.

**Keywords:** Documentary Films, Cooperative Learning Models, Teams Games Tournaments (TGT)

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### INTRODUCTION

Learning is the most fundamental aspect in the educational process, where the achievement of educational goals is highly dependent on the learning experience experienced by students. The learning process in schools is influenced by various factors, such as curriculum, teachers, learning models, learning resources, and learning media used (Irawati & Santaria, 2020; Isrokatun et al., 2021; Pubian & Herpratiwi, 2022). In the current educational context, especially in the Pancasila Education subject, this lesson is often considered less interesting by students (Adnin et al., 2023).

Classroom learning is an important part of the educational process. The quality of classroom learning will determine the quality of the output produced (Sari, 2019; Sugiyata, 2018; Umar & Ismail, 2017). Class organization and the role of students as learning subjects are highly dependent on the teacher (Syahputra, 2021). The teacher's ability to plan quality learning begins with mature and careful teaching readiness. Teachers need effective learning strategies to maintain students' attention and actively engage them during the learning process (Faiz et al., 2022; Syaparuddin et al., 2020). As a micro curriculum driver in the classroom, teachers must make various efforts to achieve learning goals. When teaching, teachers need to map students' learning needs to find out how these needs can be met effectively in the classroom (Susanti et al., 2023).

Based on the results of interviews with Pancasila Education teachers at SMP Labschool Jakarta, the learning outcomes of grade VII students are still very lacking, namely out of 33 students only 11 passed the KKM. According to the interview, there were complaints including learning being less effective because only one-way interaction occurred between

teachers and students. Student participation in all aspects of the learning process, mental, physical, and social, is considered effective learning. In addition, the use of lecture techniques makes students tired quickly in learning. The results of the (Agustina et al., 2019; Ramadhan et al., 2023) stated that lectures can cause students to feel tired and less enthusiastic so that the material given by the teacher is not felt and the learning outcomes obtained are not appropriate. Then there are still many students who are lazy to read learning materials. In fact, as stated by (Sulistiyani, 2022), teachers focus on providing material from books as learning resources, which causes problems.

One of the learning models that can be utilized by educators is the cooperative learning model. According to (Lestari et al., 2019), the learning model called cooperative learning aims to develop student activities, social skills, cognitive skills, and attitudes. Creative educators try to choose the right strategy and also sprinkle new techniques wherever possible so that students feel excited when they get illustrations in class, do not feel bored and sleepy, even difficult lessons are not considered troublesome and are enjoyed in class.

The cooperative learning model is an educational method where students work together in small groups to learn difficult material (Hasanah, 2021; Mozrapa et al., 2023; Pritasari & Wilujeng, 2020; Suparmini, 2021). This learning model is useful in providing open opportunities for students to collaborate transparently and provide a pleasant atmosphere so that positive trust, close and personal relationships, individual evaluations, creating connections between meetings, recognition of peers with weak academic abilities, and expanding self-confidence and self-confidence (Febriani et al., 2019; Nurmansyah & Setiana, 2020; Tirtoni & Fihayati, 2018).

Teams Games Tournaments (TGT) is one type of cooperative learning model. There are five stages of the TGT learning model, namely class presentation or presentation, group learning, games, competitions, and group awards (Hasanah, 2021). After the lesson is given by the teacher, students work in their groups to ensure that everyone on their team understands it. Then a tournament is held so that students compete with other teams in academic games to get points for their team. Team members will help each other in preparing games that concentrate on action sheets and understanding problems, ensuring individual responsibility occurs. Playing is a good way to learn in the TGT learning model (Ernada et al., 2021). The goal of this model is for all students in the class to be more active (Astuti et al., 2022; Rofiq et al., 2019; Widiani et al., 2020). Students can become motivated and interested in learning by being involved in class activities through games.

TGT is a form of cooperative learning where three to four students from different backgrounds, abilities, religions, and ethnicities learn together (Rani, 2022). TGT-type learning includes all students who do not pay much attention to differences (Irianto & Nur, 2019; Syafruddin & Herman, 2020; Ulpiana et al., 2021). This type includes reinforcement and asking students to act as peer tutors. Students can learn more relaxedly while developing cooperation, responsibility, healthy competition, honesty, and learning involvement through game-based learning activities.

According to research by Mukminah et al. (2020), the TGT model is effective in improving learning outcomes. TGT can be used by educators as an alternative learning model to deliver lesson materials and encourage students' social skills. This can improve student learning outcomes because students are used to working together and utilizing their time to learn.

At the class presentation stage, teachers can utilize learning media to be more effective. Documentary films are an example of audio-visual learning media that can be utilized. The task of media is very vital, especially as a tool and means in delivering learning materials by educators. In addition, the use of documentary film media is also important for the advancement of science and innovation as a creative learning medium (Mulyani et al., 2020).

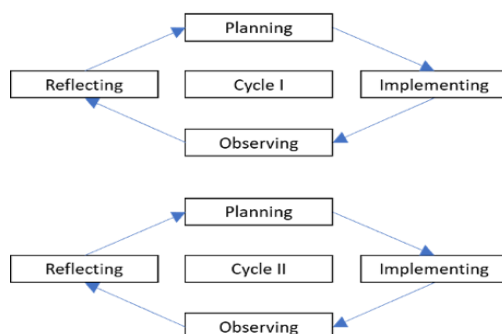
Documentary films are films that show what really happened. Economic problems, culture, human relations, the past, ethics, history, and so on are topics discussed in documentary films (Brahmowisang, 2019). Documentary films about the national awakening and the youth pledge, for example.

Research by (Sutaryanto, 2016) used the Value Clarification Technique (VCT) model assisted by documentary films to instill nationalism values and improve the learning outcomes of elementary school students. The application of the VCT model assisted by documentary films is very effective. There is a difference in student learning outcomes between the experimental class and the control class, where the learning outcomes of students in the experimental class are higher than those in the control class. On the other hand, Muhadi (2023) used the TGT method assisted by film media to improve basketball skills. The results of the study showed that the basketball skills of Class VI students of SD Negeri 3 Waru with the Teams Games Tournament (TGT) method assisted by film media increased, so that they were included in the satisfactory category. In addition, research by Widawati (2022) showed that after the implementation of the action by applying the STAD type cooperative learning model assisted by documentary film media, the value of historical story text writing skills increased, all students managed to achieve KKM with an average class score of 88. From several studies that have been conducted, no research has been found on the TGT learning model assisted by documentary films.

Based on the explanation above, a classroom action research (CAR) was conducted with the aim of improving student learning outcomes through the application of the TGT (Teams Games Tournaments) learning model assisted by documentary films on the national awakening and youth pledge. This Classroom Action Research (CAR) contributes by combining the Teams Games Tournaments (TGT) learning model with documentary films on national history to improve student learning outcomes. It introduces an innovative approach that integrates active, collaborative learning with multimedia tools, offering empirical evidence on how this combination enhances academic performance and deepens students' understanding of cultural heritage. The study is particularly valuable for Pancasila Education educators, demonstrating the effectiveness of using contextual, visual materials to engage students and foster both cognitive and emotional learning.

## RESEARCH METHOD

The research is a classroom action research using two cycles. Each cycle consists of planning, implementing, observing, and reflecting stages. Figure 1 illustrates two cycles of PTK stages.



**Figure 1.** Classroom Action Research Design (PTK)

PTK activities were carried out on the material of national awakening and youth pledge. The research lasted for three months from March to May in the even semester of the 2023/2024 academic year. The initial step in this research was to plan actions, namely by

creating learning strategies in the form of lesson plans, models, and learning media which were then implemented using the TGT learning model assisted by documentary films of national awakening and youth pledge. The researcher carried out the observation process as part of the action as a basis for reflection. After the researcher analyzed the results, a reflection was carried out. The next cycle was improved by planning actions based on the analysis of the results of the previous cycle if it turned out that the research findings had not met the predetermined success indicators.

The research subjects in this Classroom Action Research (CAR) include students and educators involved in the learning experience. Students of class VII-F and Pancasila Education teachers of SMP Labschool Jakarta became the research subjects. The number of students involved was 33 people, consisting of 18 male students and 15 female students. The teacher who became the subject of the research was Erwin Marwiansyah, S.Pd., M.Pd.

The student learning evaluation question sheet functions as an instrument in this study. Competency achievement indicators have been included in the evaluation questions. The type of instrument used is 20 multiple-choice questions related to the National Awakening and the Youth Pledge. The analysis technique for student learning evaluation results is determined based on learning completion criteria. To calculate the percentage of student learning completion, the following formula is used:

$$P = \frac{\text{Students who completed}}{\text{Total students}} \times 100\%$$

The indicator used as the success criteria in each cycle is that at least 75% of students must achieve the Minimum Completion Criteria (KKM). This KKM is determined as a benchmark for learning achievement that must be obtained by students. In the context of this study, KKM is determined with a score of more than or equal to 80. Thus, the achievement of KKM is the main focus for assessing the effectiveness of the learning process carried out.

## RESULT AND DISCUSSION

### Result

Student learning outcomes in the first cycle are shown in Table 1.

**Table 1.** Learning Outcomes of Class VII-F Students in Cycle One

<b>Student Code</b>	<b>Value</b>	<b>Description</b>
S1	20	Incomplete
S2	36	Incomplete
S3	60	Incomplete
S4	36	Incomplete
S5	64	Incomplete
S6	36	Incomplete
S7	82	Complete
S8	48	Incomplete
S9	64	Incomplete
S10	80	Complete
S11	56	Incomplete
S12	62	Incomplete
S13	80	Complete
S14	50	Incomplete
S15	46	Incomplete

S16	82	Complete
S17	80	Complete
S18	52	Incomplete
S19	82	Complete
S20	42	Incomplete
S21	48	Incomplete
S22	36	Incomplete
S23	20	Incomplete
S24	86	Complete
S25	54	Incomplete
S26	60	Incomplete
S27	88	Complete
S28	40	Incomplete
S29	88	Complete
S30	44	Incomplete
S31	86	Complete
S32	80	Complete
S33	88	Complete

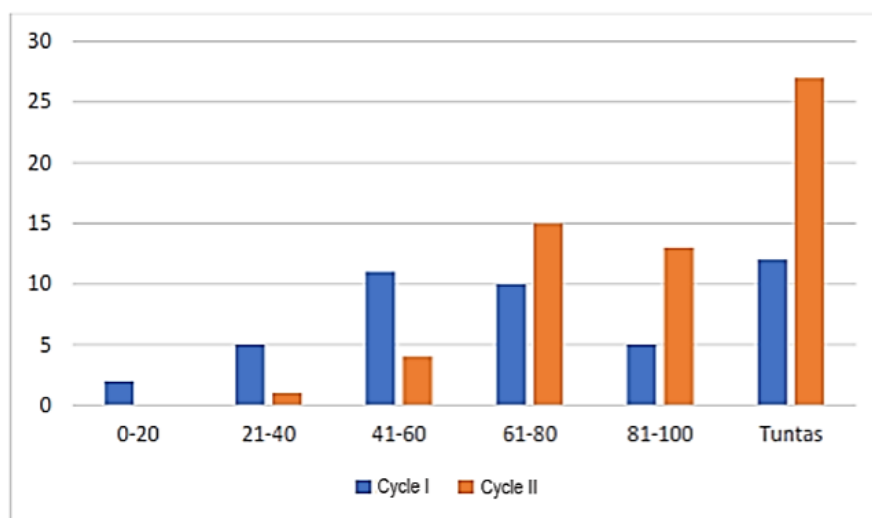
Table 1 shows the completion of student learning outcomes on the National Awakening and Youth Pledge materials, where 12 students achieved completion with a percentage of 36.36%. The results in the second cycle are shown in Table 2.

**Table 2.** Learning Outcomes of Students in Grades VII-F in Cycle Two

<b>Student Code</b>	<b>Value</b>	<b>Description</b>
S1	36	Incomplete
S2	80	Complete
S3	86	Complete
S4	60	Incomplete
S5	82	Complete
S6	80	Complete
S7	92	Complete
S8	84	Complete
S9	84	Complete
S10	88	Complete
S11	86	Complete
S12	80	Complete
S13	92	Complete
S14	80	Complete
S15	88	Complete
S16	88	Complete
S17	88	Complete
S18	68	Incomplete
S19	88	Complete
S20	80	Complete
S21	84	Complete
S22	56	Incomplete
S23	48	Incomplete

S24	92	Complete
S25	84	Complete
S26	82	Complete
S27	96	Complete
S28	52	Incomplete
S29	92	Complete
S30	80	Complete
S31	92	Complete
S32	92	Complete
S33	90	Complete

In Table 2, it can be seen that the completeness of student learning outcomes in the National Awakening and Youth Pledge materials has been increased. To make it easier to observe the difference in results of each cycle, a visualization of the comparison is presented in Figure 2.



**Figure 2.** Comparison of student learning outcomes in cycle one and cycle two

### Discussion

The implementation of the research with the TGT learning model assisted by documentary films was carried out in accordance with the previously prepared learning plan. In the first stage, the teacher delivered a class presentation through the help of media in the form of a documentary film about the national awakening and the youth pledge. In the second stage, namely group learning by forming teams. The teacher formed groups of students consisting of 3-4 students in each group. The division was adjusted according to the students' grades in the previous material so that in one group there were students with varying abilities ranging from high, medium, and low. At this stage, students discussed and worked on the LKPD that had been distributed by the teacher. The teacher was tasked with guiding students in conducting group discussions. The discussion time was given for 30 minutes. However, student discussions took up to 1 hour because students were accustomed to using conventional models in the form of teacher-centered. As a result, the third stage, namely the game, could not be implemented. Furthermore, the teacher asked group representatives to present the answers to the results of the discussion, and the teacher concluded the learning outcomes.

Furthermore, the results of student learning after the implementation of the TGT learning model assisted by documentary films were obtained. Table 1 shows the completion of student learning outcomes on the material of national awakening and youth pledge, namely 12 students and shows the percentage of student learning outcomes completion of 36.36%. Thus, a cycle II is needed to improve student learning outcomes. The arrangement of modifications in cycle II is control in discussion time so that it does not exceed hours and learning can be completed in one meeting, students are given many practice questions both to be worked on during learning and for school assignments so that students master the material better, and students are more encouraged to improve the TGT learning components.

In cycle II, the time used by students for discussion can be maximized to 30 minutes so that the third stage, namely the game, can be implemented. In the game stage, the teacher gives a problem on a roll of paper which is then taken by a student representative. Next, students discuss the problem with group members. The group that can solve the problem first can state the answer and if it is correct, can take the roll of paper back. In the fourth stage, the teacher calculates the points for each group. Finally, the teacher concludes the learning outcomes and gives awards to groups that have successfully collected many points.

In Table 2, the completion of learning outcomes on the material of national awakening and youth pledge increased. This can be seen from the number of students who achieved completion, which was 27 students, the percentage of student completion increased from 36.36% for cycle one and became 81.18% for cycle two. Figure 2 shows a decrease in learning outcomes for the range of values 0-60, while in the range of values 61-100 there was an increase. The number of student completions also increased from cycle one to cycle two. Thus, through the improvement of learning methods by implementing the TGT learning model assisted by documentary films in cycle one and two activities, student learning outcomes on the material of national awakening and youth pledge can be improved.

Based on observations made, it was found that students were actively involved in the learning process through the TGT learning model assisted by documentary films, especially at the game stage. Playing is a good way to learn in the TGT learning model (Ernada et al., 2021). The purpose of this model is for all students in the class to be more active. Students can become motivated and interested in learning by being involved in class activities through games. In addition, the use of documentary films attracts students' attention in studying the material on the national awakening and the youth pledge. Documentaries are made with a specific purpose and are shaped by the ideas of the director and producer (Magriyanti & Rasminto, 2020). Primary sources are the majority of documentaries, which are often considered original or reasonable evidence. This shows that the documentary was actually made.

## **CONCLUSION**

Based on classroom action research (CAR) conducted in two cycles using the TGT (Teams Games Tournament) learning model assisted by documentary films, it can be concluded that this model is effective in improving student learning outcomes in the National Awakening and Youth Pledge materials. This can be seen from the increase in the percentage of student completion, which in cycle I was 36.36% increasing to 81.81% in cycle II. The use of the TGT model also makes students more active, increases self-confidence, especially in expressing opinions in front of the class, and creates more enjoyable and challenging learning through game elements. Therefore, teachers are advised to use the TGT model as an alternative in improving student learning outcomes, and further researchers can develop the use of this model with the help of other media to improve more optimal learning outcomes. Based on classroom action research (CAR) conducted in two cycles using the TGT (Teams Games Tournament) learning model assisted by documentary films, it can be concluded that

this model is effective in improving student learning outcomes in the National Awakening and Youth Pledge materials. This can be seen from the increase in the percentage of student completion, which in cycle I was 36.36% increasing to 81.81% in cycle II. The use of the TGT model also makes students more active, increases self-confidence, especially in expressing opinions in front of the class, and creates more enjoyable and challenging learning through game elements. Therefore, teachers are advised to use the TGT model as an alternative in improving student learning outcomes, and further researchers can develop the use of this model with the help of other media to improve more optimal learning outcomes.

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