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The Influence of the Cooperative Learning Model of the Team Game Tournament (TGT) Type on Students' Collaborative Learning Abilities in the Indonesian Language Subject of Elementary School

Pengaruh Model Pembelajaran Cooperative Learning Tipe Team Game Tournament (TGT) terhadap Kemampuan Kolaborasi Belajar Siswa Mata Pelajaran Bahasa Indonesia Sekolah Dasar

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Abstract

Previous studies on the Teams Games Tournament (TGT) learning model have primarily focused on cognitive aspects, such as learning outcomes and motivation. However, limited research has examined its effect on students' collaboration skills, particularly in the context of Indonesian language learning. This study aims to analyze the effect of the cooperative learning model of the TGT type on the collaboration skills of fifth-grade students at MIN 3 Labuhanbatu Selatan. The research employed a quantitative approach using a quasi-experimental design with a nonequivalent control group. The sample consisted of two classes, each with 26 students, selected through simple random sampling. Data were collected using questionnaires and observation sheets, and analyzed through normality tests, homogeneity tests, and the Mann-Whitney U test. The results indicate a significant difference between the experimental and control classes, with a significance value of 0.000 (< 0.05). The average post-test score of the experimental class was 75.92, while the control class scored 62.15. These findings demonstrate that the implementation of the TGT model significantly improves students' collaboration skills in Indonesian language learning.
Keywords: TGT, Collaboration, Cooperative Learning, Indonesian Language

Abstrak

Penelitian sebelumnya mengenai model pembelajaran Teams Games Tournament (TGT) umumnya menitikberatkan pada aspek kognitif, seperti hasil belajar dan motivasi. Namun, sedikit kajian yang mengkaji secara mendalam pengaruh TGT terhadap keterampilan kolaborasi siswa, khususnya dalam konteks pembelajaran Bahasa Indonesia. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran kooperatif tipe TGT terhadap kemampuan kolaborasi siswa kelas V di MIN 3 Labuhanbatu Selatan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-experimental tipe nonequivalent control group. Sampel terdiri dari dua kelas yang masing-masing berjumlah 26 siswa, dengan teknik pengambilan sampel simple random sampling. Data dikumpulkan melalui angket dan observasi, kemudian dianalisis menggunakan uji normalitas, homogenitas, dan uji hipotesis Mann-Whitney U Test. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol, dengan nilai signifikansi 0,000 (< 0,05). Rata-rata nilai post-test kelas eksperimen adalah 75,92, sedangkan kelas kontrol hanya 62,15. Temuan ini menunjukkan bahwa penerapan model TGT secara signifikan meningkatkan kemampuan kolaborasi siswa dalam pembelajaran Bahasa Indonesia.
Kata Kunci: *TGT, Kolaborasi, Pembelajaran Kooperatif, Bahasa Indonesia*

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INTRODUCTION

21st century education requires the strengthening of essential skills that include not only aspects of knowledge, but also critical thinking, communication, collaboration, and creativity. One of the important skills that needs to be developed early on is the ability to collaborate, especially in a formal learning environment in elementary school. In this context, students are expected to be able to work together, exchange ideas, and complete tasks collectively to achieve common goals. Collaboration is not just a group activity, but a form of social skills that train responsibility, tolerance, and problem-solving together (Farhurohman et al., 2025).

However, in reality, there are still many learning practices in elementary schools that apply a conventional teacher-centered approach. The lecture method and individual assignments are still the main choice in learning, including in Indonesian subjects. In fact, Indonesian as a subject based on communication and text comprehension actually requires a learning strategy that encourages interaction and group work. Students' inability to work together is often seen in low participation in group discussions, lack of effective communication, and difficulty in arranging responsibilities fairly between group members (Sri Damayanti, 2024). This indicates that students' collaboration skills still need to be improved through appropriate learning models.

Collaborative skills in the context of learning are important competencies that reflect students' ability to actively work together in groups, build mutual understanding, and complete tasks cooperatively. In modern education, learning that emphasizes social interaction, such as the *Cooperative Learning*, is a relevant approach in shaping these capabilities (Twiningsih et al., 2022).

The Cooperative Learning Learning model of the Team Game Tournament (TGT) type, developed by Salvin, is one of the cooperative learning approaches that has been proven to be able to improve students' social and collaborative skills. TGT consists of five main stage: (1) material delivery, (2) teamwork, (3) tournaments or games, (4) individual and team scoring, and (5) awards for the best group (Slavin, 2005). In this process,

students are required to actively work together in a team in order to achieve the best results in the competition. They learn to strategize, divide tasks, and discuss answers together.

According to Jhonson, cooperation built in small groups such as in the TGT model creates what is referred to as positive dependence, where the success of individuals depends on the success of the group as a whole. This directly develops an attitude of social responsibility, empathy, and the ability to resolve conflicts constructively (Johnson DW & Johnson, R, 1993)

Therefore, the application of the TGT learning model in Fifth Grade Indonesian Studies is believed to be able to improve students' learning collaboration skills. This model not only improves academic mastery of the material, but also forms important social competencies in social life.

One of the approaches that has the potential to answer this challenge is the *Cooperative Learning learning model of the Teams Games Tournament (TGT) type.* This model not only emphasizes mastery of the material, but also integrates elements of teamwork, educational games, and healthy competition in the learning process (Slavin, 2005). TGT is able to create an active and fun learning atmosphere, so that students are more emotionally and socially involved (Johnson & Johnson, 2009)

The results of the observations conducted at MIN 3 South Labuhanbatu showed that the fifth grade students tend to be passive in learning, especially in Indonesian lessons. This can be seen from the low participation of students in class discussions, the very few questions asked, and the lack of initiative in doing assignments. With the learning only centered on teachers, it results in boredom and lack of student enthusiasm for learning. In addition, the lack of variety in learning models is also the main cause factor of this condition.

Based on the above problems, the selection of the right and interesting learning model is very important to actively involve students. An inappropriate learning model can lead to boredom, lack of understanding of the material, and ineffective learning (Wijanarko, 2017). On the other hand, the right learning model will result in meaningful learning, engage students, reduce boredom, and increase their activeness in the learning process (Anggreni et al., 2020). Therefore, teachers need to design and develop learning innovations with specific skills in order for teaching to take place effectively, with preparation oriented towards one main condition: attracting and growing students'

interest in learning (Nasution & Ningrum, 2021, C. Lubis & Nasution, 2024; Putri Pramestia Ningrum & Dahlan, 2023)

The researcher was interested in implementing a learning model, one of which is the *Cooperative Learning* type *TGT* (*Teams-Games-Tournament*). This model was chosen because it allows students to learn while playing in groups, so it is expected to address previously observed problems. The researcher hopes that by applying a cooperative learning model *TGT*, fifth grade students can become more active in the learning process, increase their interest in learning, and develop collaborative skills. In addition, it is expected that this model can create a more fun and dynamic learning atmosphere, so that students no longer feel bored during learning. According to (Sudarsana, 2018) the learning model that prioritizes cooperation to achieve learning goals is the cooperative model type *TGT*.

Cooperative model type *TGT* emphasizes the concept of collaboration with diverse skills in small groups to complete tasks effectively and achieve goals (Maulida et al., 2024). Collaboration skills include the competencies necessary for a person to function efficiently in a group, including the ability to work together harmoniously, despite differences and engage in effective decision-making to reach consensus (Firman et al., 2023). Many students have difficulty working with their peers, as evidenced by low participation in group work, lack of effective communication, and inability to share tasks and responsibilities fairly (Hamdani et al., 2019).

Learning through the *Team Games Tournament* (*TGT*) model has the potential to foster students' enthusiasm and motivation on the importance of cooperation in a group. By applying *TGT*, it is expected that students will be more motivated in understanding the material so that they can contribute to the value of their group (Mohammad Rifqi, 2022). In larger groups, individuals can be driven to excel in order to outperform formidable opponents or foster a sense of internal drive (Natasya Nurul Lathifa et al., 2024). The selection of a learning model that suits the characteristics of each lesson content is very necessary for learning to be successful. One of the lesson content that requires the use of a learning model that is in accordance with its characteristics, is the Indonesian lesson content.

Based on the research byMiranti & Sanoto (2023), they reported that the *Cooperative Learning* type *TGT* learning model can increase student learning activity.

Meanwhile, according to (Ramdani, 2018) this learning model can increase students' motivation to learn. As for (Rahmawati & Setyawan, 2023, Walidah & Hariyani, 2024), the learning model *TGT* has a positive and significant influence on student learning outcomes. In line with this opinion, Porcupine (2021) states that the learning model *Cooperative Learning* type *TGT* can improve student activities and learning outcomes.

This research focuses on a different aspect; the influence of the TGT *type Cooperative Learning* model on students' collaborative learning abilities. Previous research has more emphasis on cognitive and affective aspects (learning outcomes, motivation, and activities), while this study will investigate psychomotor aspects, especially students' collaboration skills in the context of Indonesian learning in fifth grade students in MIN 3 South Labuhanbatu. This research is expected to enrich the understanding of the impact of *TGT*, not only on cognitive and affective aspects, but also on students' collaborative abilities as an important skill in the 21st century.

The findings in this study have real implications for improving the quality of learning in elementary schools, especially in Indonesian lessons that require the active involvement of students in understanding and conveying information orally and in writing. Learning model *Cooperative Learning with Teams Games Tournament* (*TGT*), which has proven to be effective in improving students' collaboration skills, can be an alternative solution to learning problems that have been dominated by conventional approaches that do not actively involve students (E. A. Rohmah & Wahyudin, 2017). The practical implication is that teachers are expected to be able to apply the TGT model as a learning strategy that not only focuses on academic achievement, but also forms positive social attitudes, such as the ability to work in teams, respect each other, and be responsible for group tasks. The theoretical implications of this study expand the space for cooperative education studies by emphasizing that the collaborative aspect of students can be improved through a competitive but still fun learning approach. In addition, the results of this research can also be a reference for curriculum developers and policy makers to encourage the implementation of learning models based on student active participation, especially in the context of the implementation of the Merdeka Curriculum which emphasizes differentiated and student-centered learning.

RESEARCH METHODS

This research is a quantitative research with a pseudo-experiment method (*Quasi-experimental design*), using *Nonequivalent Control Group* with the class selection not done

randomly (Sugiono, 2021). There are two groups: classes *V*-A (26 students) as an experimental group given the *Cooperative Learning* type *Team Game Tournament (TGT)*, and *V*-B (26 students) as the control group. Sample selection was carried out by technique *Simple random sampling* of a total population of 52 fifth grade students of MIN 3 South Labuhanbatu (Syahrum, 2016).

The independent variable in this study is the learning model *TGT*, while the bound variable is the student's ability to collaborate. Teaching materials and learning duration were equated as control variables. Data collection was carried out through observation and questionnaires (Arikunto, 2020). The observation sheet assesses four indicators of collaboration: work productivity, respect for others, compromise, and responsibility, while using a scale of 1–4 (Yunus, 2023). The questionnaire was in the form of a closed questionnaire using the Likert scale of 1–4 to measure students' perception of collaboration. Validity tests are performed with Pearson, and reliability is tested using *Cronbach Alpha.*

The research steps include: (1) group division, (2) *Pre-test* to measure initial capabilities, (3) application of the model *TGT* for three weeks in the experimental group, and (4) *Post-test* to measure changes in collaboration capabilities. Internal validity is maintained by equalizing test times, instructions, and conditions (Hastjarjo, 2011), while external validity is considered so that results can be generalized to similar populations (Shadish, W. R., Cook & Campbell, 2022). Data analysis begins with a prerequisite test: normality (using *Shapiro-Wilk*) and homogeneity (using the F test). If the data are eligible, hypothesis testing is carried out with a t-test; otherwise, a non-parametric test is used. The entire analysis uses SPSS version 26 to guarantee the accuracy of the results.

RESULTS AND DISCUSSION

Result

Based on the findings in the field, data was obtained through tests given to students before and after being treated in the form of questionnaire instruments that have been verified by experts. This research involved two classes; a control class that uses conventional learning, and an experimental class that applies a *Cooperative Learning* learning model of *the Teams Games Tournament* (*TGT*) type.

In the implementation of learning in experimental classes, *the* Team Game Tournament (TGT) *type Cooperative Learning* model was systematically applied to

improve students' collaboration skills. The learning process was carried out during several meetings with a flow or syntax that had been adjusted to the basic principles of *the TGT* model. Each syntax was designed not only to improve mastery of Indonesian material, but also to foster active and meaningful social interaction, communication, and cooperation between students.

The first stage was the delivery of the material (*class presentation*), where the teacher started the learning activity by explaining the Indonesian material classically to all students. At this stage, the teacher provided an introduction to the topic, learning objectives, and explained the main concepts thoroughly. The delivery of material was done in a dialogical manner, with occasional involvement of students through angler questions to stimulate their initial involvement in the learning process. The purpose of this stage was for all students to have the same foundation of understanding before entering into group activities.

The activity then continued to the teamwork stage, where students were divided into small heterogeneous groups. Each group consists of 4 to 5 students who have different abilities. In this group, students discuss problems or assignments given by the teacher, related to the material that had been delivered previously. They shared information, explained to each other, and agreed on the best answer together. At this stage, collaboration skills began to form, such as the ability to express opinions, respect viewpoints of other members, and strategize with the group democratically.

The third stage was a tournament (*game/tournament*), which was a competition session of individuals representing their respective teams. In this stage, students answer questions individually, but the scores they get would be part of the group score. Even though it was done alone, the results of each student's work greatly affected their group rankings, so they were motivated to help each other during previous team discussions so that all members can understand the material well. The tournament method not only develops competitiveness in a healthy way, but also fosters individual responsibility in the context of group work.

After the tournament was over, the next stage was the awarding of scores and team recognition. The teacher accumulated the scores obtained by each team member and announced the team with the highest score. The team with the best score got appreciation in the form of praise, a symbol of appreciation, or other forms of recognition.

This award not only encourages motivation, but also reinforces a sense of pride in the group and builds social solidarity among students.

The learning activity was closed with reflection and evaluation together, where the teacher invited students to reflect on their learning experiences that day. Reflection was done in the form of light discussions, which ask students how they feel about working together in a group, how they resolve disagreements, as well as what they learned from the process. Teachers also reinforced the importance of collaboration in learning, as well as convey positive impressions of student involvement during the process.

Through the consistent application of *TGT* syntax in experimental classrooms, students were not only cognitively engaged, but also emotionally and socially. Interaction built in groups, a healthy spirit of competition, and appreciation for individual contributions to teamwork are key to fostering collaborative skills that are the focus of this study.

The results of the pre-test showed that the students' collaboration ability in the control class had the lowest score of 48 and the highest score of 68, with an average score of 59 and a standard deviation of 5.521. Meanwhile, in the experimental class, the lowest score was 49 and the highest was 69, with an average score of 59.50 and a standard deviation of 5.887. These results show that the initial collaboration ability of the two classes is relatively balanced before being given treatment. The following is an overview of the initial results of students' collaboration skills.

Table 1. Students' Early Collaboration Skills in Control and Experiment Classrooms

Descriptive Statistics

	N	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*
Pre-Test Control Class	26	48	68	59.00	5.521
Pre-Test Experimental Class	26	49	69	59.50	5.887

After the implementation was carried out, post-test results that were obtained showed a significant improvement. In the control class, the post-test minimum score was 47 and the maximum was 71, with an average of 62.15 and a standard deviation of 5.938. Meanwhile, in the experimental class, the minimum score was 70 and the maximum was 79, with an average of 75.92 and a standard deviation of 2.077. The following is an overview of the final results of students' collaboration skills after being given treatment.

Table 2. Students' Final Collaboration Abilities in Control and Experimental Classrooms

Descriptive Statistics

	N	Minimum	Maximum	*Mean*	*Std. Deviation*
Control-Class Post-Test	26	47	71	62.15	5.938

Experimental Class Post-Test	26	70	79	75.92	2.077

The increase in average scores in the higher experimental classes compared to the control class showed that the application of *the Teams Game Tournament* (*TGT*) learning model in the experimental class made a positive contribution to the improvement of students' collaboration skills compared to conventional learning applied to the control class.

The prerequisite tests carried out in this study are the normality test and the homogeneity test. The normality test was carried out to find out if the data was normally distributed using *the Saphirwo-Wilk test* because the sample count was less than 50. The criteria for decision-making is that if the significance value is > 0.05, then the data is distributed normally. The results of the normality test are illustrated in the following table.

Table 3. Normality Test Results

Tests of Normality

	Kolmogorov-Smirnova			*Shapiro-Wilk*		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest Experimental Class	.094	26	.200*	.963	26	.460
Posttest Experiment Class	.179	26	.031	.931	26	.083
Control Class Pretest	.110	26	.200*	.967	26	.556
Control Class Posttest	.107	26	.200*	.957	26	.328

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, it is known that the significance value (Sig.) *of the pre-test of the* experimental class is 0.460 and the post-test is 0.083. Meanwhile, in the control class, the significance value of the pretest was 0.556 and the post-test was 0.328. By using the criterion that the data is said to be normally distributed if the significance value > 0.05, it can be concluded that the pre-test and post-test data in the experimental class as well as the pre-test and post-test control classes are normally distributed.

The next prerequisite test carried out was the homogeneity test. This test aimed to find out whether the data variance between the two groups (the control class and the experimental class) is homogeneous or not. The homogeneity test in this study used *the One Way ANOVA test*. The results of the homogeneity test can be seen in the following table.

Table 4. Homogeneity Test Results

Tests of Homogeneity of Variances

		Living Statistic	df1	df2	Sig.
Assess Students' Collaboration Ability	Based on Mean	19.082	1	50	.000
	Based on Median	17.071	1	50	.000
	Based on Median and with adjusted df	17.071	1	33.931	.000
	Based on trimmed mean	18.574	1	50	.000

Based on table 4 above, it can be seen that the significance value of the < homogeneity test is 0.05, which is 0.000. This shows that there is a significant difference between the control class and the experimental class, so the data is not homogeneous. Because the data is not homogeneous, the hypothesis test is continued using a non-parametric test, namely *the Mann-Whitney U Test* with the aim of finding out the difference in students' collaboration ability more accurately between the two groups.

The *Mann-Whitney U Test* is used to find out if there is a significant difference between the two independent groups, which in this case is the control class and the experimental class on the students' collaborative ability. The results of the *Mann-Whitney U Test* can be seen in the table below:

Table 5. *Mann-Whitney U Test Results*

Test Statistics

	Assess Students' Collaboration Ability
Mann-Whitney U	2.000
Wilcoxon W	353.000
Z	-6.167
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on table 5 above, the Asymp value is known. Sig. (2-tailed) is 0.000, which is smaller than the significance level of 0.05. This shows that there is a significant difference between the results of the post-test of students' collaboration ability in the experimental class and the control class. Thus, it can be concluded that, compared to the control class that did not receive treatment, the treatment given in the experimental class significantly improved the students' ability to cooperate.

Discussion

This study aims to identify the influence of learning models *Cooperative Learning* type *Teams Games Tournament* (*TGT*) on students' collaboration skills in Indonesian subjects. During the study, researchers looked directly at the learning dynamics in the two classes. Experimental classes are treated with models *TGT*, and the control class remained using conventional learning approaches.

The application of the Team Games Tournament (TGT) learning model in this study is designed through five stages. The first stage begins with the delivery of material in a classical manner, which includes questions and answers to ensure a uniform initial understanding of students before entering cooperative activities (Slavin, 2005). Furthermore, students are divided into heterogeneous groups to work on assignments or

questions related to the subject matter. This group work emphasizes positive interdependence, where individual success depends on the contribution of team members (Johnson DW & Johnson, R, 1993). The third stage is in the form of individual tournaments or competitions whose scores are accumulated to determine the group's ranking. This grading system encourages individual responsibility and motivates students through healthy competition. The fourth stage includes giving awards to the best groups as a motivation strengthening and building a sense of togetherness. Finally, reflection sessions were conducted to evaluate collaborative experiences, strategies applied, and social lessons learned during the learning process.

Significant improvement in students' collaborative abilities indicates that the application of learning models *Teams Games Tournament (TGT)* is effective in encouraging students to be more actively involved in the learning process. Through the elements of play, healthy competition, and teamwork that characterize this model, students are encouraged to work together, share ideas, and show a positive attitude during learning (Riivari, 2021, . Collaborative learning also allows students to learn and collaborate, share ideas, and take responsibility for learning outcomes in groups and individuals. In contrast to conventional learning, the main focus of collaborative and cooperative learning is "learning together" (Salsabila et al., 2025, Wenning & Vieyra, 2019, Gillies, 2016, Yang, 2023, Suryani, 2016).

The findings of this study are reinforced by the findings of the (Sukasih, 2018) which shows that the *TGT* model is able to improve students' cooperative abilities because they can actively participate in games and discussions, feel responsible for their group work, and have the opportunity to work in groups. The research by (Nur Luthfiana & Rondli (2025) also reinforces the cooperative learning model of *TGT* proven to have a positive effect on improving students' collaboration skills, not only limited to one subject, but can be widely applied in various learning contexts at the elementary school level. In terms of learning outcomes, Irawan et al., (2017) and Fauzi & Masrupah (2024) conclude that students who learn with the *TGT* show higher achievement compared to students who participate in hands-on learning. Moreover Syaifuddin et al., (2020), Stuart (2022) and (Nasir & Amaliyah, 2024) emphasize that the use of the *TGT* also has a great impact on increasing students' motivation to learn, due to its fun and interactive approach. In terms of communication skills, Anisa et al. (2020) found that *TGT* significantly improves students' mathematical communication skills compared to conventional lecture models.

For comparison, other learning models such as *Problem Based Learning* (*PBL*) is also proven to develop students' collaboration skills (By Komang Ayuni Damayanti et al., 2024). The research conducted by (Huang & Zhang, 2021, Wati et al., 2022, Luo et al., 2022 and Dai et al., 2023) noted that the PBL model encourages students to actively discuss and solve problems in groups, which ultimately creates a harmonious and fun classroom atmosphere. Thus, good *TGT* and other active learning models have succeeded in increasing student engagement, collaboration, and participation during the learning process compared to conventional models (L. Rohmah et al., 2024)

These findings also contribute greatly to the development of the learning process at the elementary school level, especially in Indonesian subjects. This research can be a reference for teachers and educators to apply a more interactive, fun, and teamwork-focused approach to learning. This is because it shows that *the TGT* model is effective in improving students' ability to work together.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the *Cooperative Learning learning model of the Teams Games Tournament (TGT) type* has a significant effect on improving the collaboration ability of fifth grade elementary school students in Indonesian subjects. This result can be seen from the acquisition of post-test scores of both classes, where the average score of the experimental class was 75.92, much higher than the control class of 62.15. The hypothesis test also showed a significance value of 0.000 < 0.05, which means there is a significant difference between the two groups. This proves that the implementation *of TGT* effectively increases student involvement, teamwork, and a collaborative attitude in the learning process. Students' activeness and enthusiasm for learning also increase in a competitive but collaborative learning environment. This research is limited to one subject and a specific grade level. Therefore, it is recommended to conduct further research on other subjects or different levels of education so that the effectiveness of the TGT model can be analyzed more broadly.

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