

THE EFFECT OF THE TGT (TEAMS GAMES TOURNAMENT) MODEL ASSISTED BY MONOPOLY MEDIA ON THE LEARNING OUTCOMES OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS IN IPAS

Rissa Ade Kusuma¹, Fadhilah Khairani², Yoga Fernando Rizqi³, Frida Destini⁴

^{1,2,3} Primary School Teacher Education, University of Lampung, Indonesia

Rissaadekusuma113@gmail.com¹, fadhilah.khairani@fkip.unila.ac.id², yogafernando606@gmail.com³, Frida.destini@fkip.unila.ac.id⁴

Abstract

The central issue that is being addressed in this particular research endeavor pertains to the notably inadequate science learning outcomes that have been observed among the fourth-grade students enrolled at SD Negeri 1 Labuah Ratu Dua. The primary objective of this research is to systematically investigate and elucidate the effects that the Team Games Tournament (TGT) learning model has on improving these educational outcomes. The methodological framework employed in this study is characterized by a quasi-experimental design, which allows for the exploration of causal relationships while maintaining a level of control over extraneous variables. The total population under consideration in this research comprises 60 students, and it is noteworthy that the sample size is also exactly 60 students, thereby ensuring comprehensive representation. In determining the research sample, a non-probability sampling technique was utilized, which is particularly relevant in contexts where random sampling is not feasible or practical. The data collection methods employed in this study encompass a variety of non-test techniques, including but not limited to observation and documentation, alongside test techniques, which are specifically structured in the format of multiple-choice questions. The subsequent data processing was conducted using statistical methods such as the chi-square formula, F-test, and simple linear regression analyses, all of which collectively provide robust evidence supporting the hypothesis. The results indicate a statistically significant effect of the TGT learning model on the academic performance of students in the fourth grade of elementary school, as substantiated by the finding that F_{hitung} exceeds F_{tabel} , specifically with values of 19.77 and 4.20, respectively. This compelling evidence serves to underscore the efficacy of the TGT learning model as an innovative pedagogical approach aimed at enhancing science learning outcomes within this educational context. Overall, the implications of these findings are far-reaching, suggesting that the implementation of such collaborative learning strategies could potentially transform educational practices in similar settings.

Article History

Submitted: 12 Juli 2025
Received: 18 Agustus 2025
Published: 31 Agustus 2025

Keyword : learning result, IPAS, teams games tournament

A. INTRODUCTION

Education undeniably occupies a position of paramount significance in the ongoing advancement and development of any nation, serving as a fundamental pillar upon which the progress and prosperity of society are built. It is widely recognized that education functions as a crucial determinant in the enhancement of human resource quality, and one of the most prominent indicators used to assess the success of educational systems is the learning outcomes achieved by learners in various contexts. The assessment of educational quality is predominantly based on the evaluation of the learning outcomes attained by students, which serve as tangible evidence of their understanding and mastery of the subject matter. The effectiveness and success of a particular learning process can be effectively demonstrated through the learning outcomes exhibited by the

learners, as highlighted in the research conducted by Memorata and Santoso in the year 2016. Furthermore, learning outcomes encapsulate the changes and developments that occur in the cognitive, affective, and psychomotor domains as a result of the learning process, as emphasized by Prastiwi et al. in their 2023 study.

In the specific context of primary education within Indonesia, the recent transformation of the curriculum to what is referred to as the Merdeka Kurikulum has necessitated a series of adjustments and adaptations, one of which includes the introduction of a subject known as IPAS, which stands for Natural and Social Sciences. This innovative subject aims to integrate the foundational concepts of both IPA (Natural Sciences) and IPS (Social Sciences) in a cohesive manner.

Despite the promising intentions behind the implementation of IPAS learning in primary schools, numerous challenges and obstacles persist that hinder the effective educational experience of learners. Many students encounter significant difficulties in comprehending material that is perceived as unfamiliar and overly complex, coupled with a low level of interest in learning that stems from less engaging pedagogical approaches. Such learning challenges in the context of IPAS are further exacerbated by a lack of focus during classroom learning processes, which is often attributable to diminished interest in the material being taught, as noted by Alfatonah et al. in their 2023 study. To address these challenges, teachers must adopt innovative methods to inspire and engage their students, which may involve providing guidance throughout the learning process while ensuring that the learning experience remains invigorating and stimulating, thereby encouraging greater enthusiasm and interest among students, as suggested by Sari et al. in their 2022 research.

The application of the TGT (Teams Games Tournament) model represents a proactive initiative undertaken by educators to foster an environment that actively engages and activates the participation of all students within the classroom setting, as articulated by S. Rahmawati et al. in their 2023 study. In conjunction with the implementation of effective learning models, the selection of appropriate learning media plays a vital role in facilitating successful learning experiences in the context of IPAS education at the primary school level. Educators, in this regard, assume the role of facilitators, employing various models and learning media to enhance the educational experience. The learning model serves as a foundational guideline for educators as they carry out their instructional activities, as highlighted by Nisa, A.F. in 2020. During implementation, it is essential for the chosen learning model to be adapted to align with the unique characteristics and needs of the learners. The primary objective of utilizing an appropriate learning model is to ensure that the achievement of educational indicators is maximized to the greatest extent possible. The TGT learning model, specifically, has the potential to be utilized as an effective instructional strategy within the classroom setting. This model is regarded as a method that can significantly enhance collaboration and cooperation among learners, promoting a sense of teamwork and collective engagement. Based on empirical data collected from the application of the TGT model, it has been observed that the learning experience becomes increasingly centered around the learners themselves, resulting in heightened levels of student activity and more

meaningful learning experiences, as reported by Miftia, M. A., and Widiarti F. in their 2023 research.

However, the learning process in Elementary School (SD) frequently encounters a variety of challenges, particularly when it comes to establishing an interactive and motivating environment that effectively engages learners. The implementation of learning activities often tends to concentrate solely on the material being presented, frequently lacking the incorporation of media that can capture the attention and interest of learners. This situation gives rise to a pressing issue wherein students quickly become bored and lose their enthusiasm for learning, thereby hindering their educational progress. Consequently, there is an urgent need for the introduction of innovative strategies that actively involve learners in the educational process, one of which may include the utilization of suitable media such as games, specifically monopoly-themed learning media. Monopoly learning media represents a game-oriented approach to the delivery of information and educational content, which can be effectively modified to create enjoyable and interactive learning experiences.

In light of the aforementioned background and context, the primary objective of this study is to rigorously evaluate the impact and influence of the application of monopolistic media-assisted TGT learning model on the academic study outcomes of fourth-grade students enrolled at Primary School Negeri 1 Labuhan Ratu Dua, thereby contributing valuable insights into the effectiveness of this pedagogical approach.

B. RESEARCH METHOD

The research methodology employed in the present study is systematically categorized within the domain of quantitative research approaches, specifically delineated as a quasi-experimental design, which is characterized by its distinct features and applications. Experimental research, as a methodological framework, is fundamentally conducted through a series of controlled experiments, representing a quintessential quantitative approach that seeks to elucidate the extent and nature of the influence exerted by an independent variable—often referred to as the treatment or intervention—on a dependent variable, which is typically regarded as the outcome, all under meticulously controlled conditions as articulated by Sugiyono in his 2022 publication. This particular design facilitates a comprehensive analysis of cause-and-effect relationships, albeit it does so without the comprehensive control that is characteristic of pure experimental methodologies, thereby introducing certain limitations. The quasi-experimental design adopted in this study encompasses the utilization of two distinct groups that serve the purpose of comparative analysis, namely the experimental group and the control group, thereby establishing a systematic framework for evaluating the effects of the intervention under investigation. In the context of this study, the experimental group is identified as the class that functions as the control group, which subsequently engages in the learning process facilitated by the TGT learning medium, whereas the control group employs an alternative instructional medium known as the talking stick.

The subjects participating in this study are composed of fourth-grade students from SDN 1 Labuhan Ratu Dua, specifically categorized into two separate classes, namely

class IV A and class IV B. Within the framework of this research, the methodology of non-probability sampling techniques is applied, with a particular emphasis on purposive sampling techniques, which are characterized by the deliberate selection of samples based on specific criteria and considerations that align with the objectives of the study. In this particular investigation, the selected samples consist of class IV B, which is designated as the experimental group, while class IV A is categorized as the control group. The rationale underpinning the selection of these two classes was meticulously derived from an analytical assessment of percentage data pertaining to the midterm evaluations of IPAS subjects, thereby ensuring that the selection process was both systematic and justifiable.

This study employs a comprehensive array of both test and non-test data collection techniques, which are integral to the research design and execution. Specifically, the test technique is operationalized through the administration of multiple-choice questions aimed at gauging the IPAS learning outcomes of students, which are systematically presented in the form of both pre-tests and post-tests administered to both the control and experimental classes. The test instruments utilized in this research comprise a multiple-choice objective test consisting of 20 carefully constructed questions, designed specifically to evaluate the quality of learning outcomes achieved by the learners. The question items incorporated within this assessment are meticulously aligned with the teaching objectives and learning outcomes delineated in the corresponding teaching module, thereby enhancing the relevance and applicability of the evaluation. Conversely, the non-test techniques are executed through direct observational methods employed by the researchers, aimed at systematically documenting and analyzing learner engagement and activity during the implementation of the monopolistic media-assisted TGT learning model.

In addition to the aforementioned methodologies, this study employs a quantitative problem analysis framework, which serves as a pivotal component of the research design. Quantitative problem analysis is conceptualized as the methodical process of scrutinizing problem items through the lens of data derived from the responses of test participants, with the overarching goal of enhancing the quality and efficacy of the problem items under consideration, utilizing classical theory as a guiding framework. The aspects taken into account within the realm of classical theory include the degree of difficulty associated with each item as well as the differentiating power of the questions, which collectively contribute to a nuanced understanding of the data. Consequently, within the context of this study, two primary aspects of problem analysis are employed—namely, the assessment of the degree of difficulty of the problem items and the evaluation of the resolution of the problems, in conjunction with the reliability testing of the instruments utilized throughout the research process.

C. RESULTS AND DISCUSSION

In this study, the researcher collected and analyzed data obtained from learning activities. The focus of this study was the use of the TGT (Teams Games Tournament) learning model to determine student learning outcomes. This activity was carried out at

SDN 1 Labuhan Ratu Dua, located at Jl. Pramuka Labuhan Ratu Dua, Kec. Way Jepara, Kab. Lampung Timur. The learning was carried out twice in each meeting in the experimental and control classes. The results of this study show that the TGT learning model assisted by monopoly media has a significant impact, such as making students more active and training cooperation between groups, thereby creating meaningful learning (Tirtoni and Fihayati, 2018).

Table 1. Observation Results of the TGT Learning Model Assisted by Monopoly Media

No	Success Rate	Description	Meeting			
			1		2	
			F	%	F	%
1.	0% < P > 20%	Very Inactive	-	-	-	-
2.	21% < P > 40%	Inactive	-	-	-	-
3.	41% < P > 60%	Moderately Active	22	73,3	1	3,3
4.	61% < P > 80%	Active	8	26,7	27	90
5.	81% < P > 100%	Very Active	-	-	2	6,7
Number			30	100	30	100

Based on Table 1, it is known that the learning activities of students in the experimental class using the TGT learning model assisted by monopoly media in the first meeting obtained 22 students who were quite active with a percentage of 73.3%, and 8 students who were active with a percentage of 26.7%. In the second learning session, there were 1 student who was fairly active with a percentage of 3.3, 27 students who were active with a percentage of 90%, and 2 students who were very active with a percentage of 6.7%.

Table 2. Pretest and Posttest Results of the TGT Learning Model Assisted by Monopoly Media

No	Class	Average		Highest value		Lowest value	
		<i>pre-test</i>	<i>post-test</i>	<i>pre-test</i>	<i>post-test</i>	<i>pre-test</i>	<i>post-test</i>
1.	experimental	49,67	75,67	80	100	10	50
2.	control	53,67	70	80	90	30	40

Based on the data presented in Table 2, it becomes evident that prior to the initiation of the learning activities that were planned and executed, the average score achieved by the experimental class during the pretest phase was recorded at 49.67, a figure that reflects a noteworthy range of scores, with the highest score being an impressive 80 and the lowest score unfortunately being a mere 10. In contrast, the results obtained from the posttest phase of the same experimental class exhibited a commendable improvement, as this group had undergone a specific educational intervention characterized by the implementation of the TGT learning model, which subsequently resulted in an increased average score of 75.67, alongside a remarkable highest score of 100 and a lowest score of 50. On the other hand, when analyzing the control class, it was observed that during the pretest, the average score of the learners was noted to be

53.67, with the highest score also reaching 80, while the lowest score recorded was somewhat better than the experimental class at 30; however, following the application of the talking stick teaching model, the average score among the learners in this control group also saw an increase to 70, with a maximum score of 90 and a minimum score of 40.

Upon reviewing the post-test results, it was conclusively found that there was a substantial and statistically significant enhancement in the learning outcomes pertaining to the subject matter of IPA among students in the experimental classes subsequent to the implementation of the TGT learning model, which was further augmented by the utilization of monopoly media as a supporting tool in the educational process.

In order to validate these findings, a series of hypothesis tests were conducted, commencing with tests for normality and homogeneity. In the context of the experimental class, the calculated chi-square value (χ^2_{count}) for the pretest data was recorded at 6.0806, while the posttest data yielded a chi-square value of 5.8644, both of which were compared against a critical chi-square value (χ^2_{tables}) of 11.070, thereby confirming that χ^2_{count} remained less than or equal to χ^2_{tables} . Similarly, in the control class, the pretest data produced a chi-square value of 7.9815, and the posttest data resulted in a chi-square count of 7.6045, which again was evaluated against the same critical value of 11.070, yielding the same conclusion where χ^2_{count} was less than or equal to χ^2_{table} . These outcomes indicate that both the pretest and posttest data from the experimental class, as well as those from the control class, were normally distributed, thereby satisfying the necessary conditions for further analysis.

Subsequently, a homogeneity test was conducted utilizing the F test methodology, wherein data is classified as homogeneous if the calculated F value (F_{act}) is less than the tabulated F value (F_{table}) at a significance level of 0.05; conversely, data is deemed inhomogeneous when the calculated F value exceeds the tabulated counterpart. The pretest and posttest data for both the experimental and control classes yielded a calculated F value of 1.84, with the F_{table} for the experimental class being 1.34 and for the control class being 1.08. Based on the results garnered from the homogeneity test through the application of the F test, it was conclusively determined that the pretest and posttest data for both the experimental and control classes exhibited homogeneity, as indicated by the condition where F_{count} was less than F_{table} .

Following this, the hypothesis was tested utilizing a simple regression analysis to ascertain the extent of influence that the TGT learning model exerts on the critical thinking abilities of learners in the context of their IPA studies. The results from this regression analysis revealed that the calculated F value ($F_{\text{calculate}}$) was established at 19.77, with a sample size of $n = 30$, and at a significance level of $\alpha = 0.05$, the corresponding F_{table} was determined to be 4.20. Consequently, it was evident that the calculated F value was greater than or equal to the tabulated F value ($19.77 \geq 4.20$), thereby allowing us to reject the null hypothesis (H_0) while simultaneously accepting the alternative hypothesis (H_a), which indicates that there is a significant and positive influence of the media-assisted TGT learning model on the IPA learning outcomes of the

students enrolled in grade IV at SD Negeri 1 Labuhan Ratu Dua Lejar for the academic year 2024/2025.

Based on the comprehensive research data that has been meticulously gathered and analyzed, it has become evident that the implementation of the Teams-Games-Tournaments (TGT) learning model, which is effectively supported by the utilization of monopoly media, significantly contributes to the enhancement of the Integrated Science and Social Studies (IPAS) learning outcomes of fourth-grade students enrolled at SD Negeri 1 Labuhan Ratu Dua. The careful execution of educational activities that incorporate the TGT learning model, along with the engaging monopoly media, plays a crucial role in fostering and amplifying students' intrinsic enthusiasm and motivation for the learning process. The TGT learning model is fundamentally a cooperative learning framework designed to encourage students to become more actively involved in their educational experiences, while simultaneously equipping them with the necessary skills to enhance their critical thinking abilities as they tackle various problems and articulate their viewpoints with clarity. Furthermore, the strategic application of the TGT learning model represents a proactive measure that educators can adopt in order to cultivate dynamic learning environments, wherein all students are prompted to participate enthusiastically, thereby increasing their overall interest and engagement in the learning activities (Sari, et al. 2022). A pedagogical approach that emphasizes increased student activity is instrumental in facilitating meaningful learning experiences, which aligns seamlessly with the principles of constructivist learning theory, positing that education is an inherently active endeavor. In this context, students are not merely passive recipients of information; instead, they actively construct their own understanding, derive personal significance from their learning experiences, engage in inquiry about the subject matter, and ultimately synthesize new concepts and ideas by integrating them with their pre-existing knowledge base (Djamaluddin and Wardana, 2019).

The findings derived from systematic observations conducted throughout the research process, which comprised two distinct meetings at SD Negeri 1 Labuhan Ratu Dua, revealed a notable and measurable increase in student engagement and activity levels during each session. In the initial meeting, the recorded percentage of student activity was approximately 57.92%, indicative of a situation where only slightly more than half of the students were attentive and engaged with the instructional material being presented in the classroom. Subsequently, during the second meeting, there was a marked increase in student activity, with the percentage rising to 71.67%, suggesting that a majority of the students were now actively paying attention and engaging with the lessons in a more meaningful manner. These observational results allow for a clear conclusion to be drawn: the integration of the TGT learning model, complemented by the innovative use of monopoly media, exerts a positive influence on the educational experience, as evidenced by the heightened levels of student attention during classroom instruction, which in turn has a direct impact on their learning outcomes.

In accordance with the detailed analysis of the observation sheet that documented student activity in relation to the application of the TGT learning model, it was determined that the syntax stage corresponding to the class presentation yielded the highest average

percentage of student engagement, recorded at an impressive 84%. During this particular phase, students exhibited commendable behavior by remaining attentive and organized while listening to and taking notes on the educational videos that were presented to them. Conversely, the stages involving games and tournaments, which are integral components of the TGT model, received the lowest engagement percentage, recorded at 71.5%. This comparatively lower figure can be attributed to the fact that a considerable number of students were not yet familiar with incorporating monopoly games into their learning processes. Consequently, this unfamiliarity resulted in decreased levels of student activity and a lack of confidence when it came to responding to questions posed by the instructor. Many students expressed apprehension about answering questions due to their insufficient comprehension of the material being taught. To address these challenges, the researcher took the necessary initiative to provide a thorough explanation of the fundamental principles underlying cooperative learning methodologies to the students, thereby aiming to enhance their understanding and facilitate greater participation in future learning endeavors (Abdul Rahmat, 2019).

Learning outcomes, which can be defined as the tangible results or achievements that are attained as a consequence of engaging in a series of structured educational activities that require significant effort and dedication, represent a crucial aspect of the educational process. These learning outcomes encompass a wide range of capabilities and proficiencies that students are expected to acquire upon the completion of their educational experiences; such capabilities span across various domains, including cognitive, affective, and psychomotor dimensions, as noted by Masrifah et al. in their 2023 study. Nevertheless, it is essential to highlight that the focus of this particular investigation is exclusively centered on cognitive learning outcomes, which are meticulously assessed through the administration of a multiple-choice examination consisting of ten carefully crafted questions. The degree of success that an individual achieves in their learning endeavors is subject to a multitude of influencing factors, which can be categorized into two primary types: those that are intrinsic or internal to the individual, and those that are extrinsic or external to the individual. Among the internal factors, a student's interest emerges as a significant motivator that propels them towards active engagement in the learning process, and one effective strategy for enhancing students' interest in learning is by fostering a stimulating and enjoyable educational atmosphere. Conversely, one notable external factor that plays a pivotal role in shaping learning outcomes is the specific learning method or instructional model that is employed during the educational process. It is imperative to recognize that both interest and the choice of learning models are critical determinants that significantly influence the overall success of the learning experience, as articulated by Damayanti and Jirana in their 2018 research.

Upon conducting a thorough analysis of the collected data, one can draw the conclusion that there exists a notable effect attributable to the implementation of the Teams Games Tournament (TGT) learning model, which is further enhanced by the integration of monopoly media, on the educational outcomes of fourth-grade elementary school students engaged in the Integrated Science subject (IPAS). The findings indicate

that the experimental group, which was exposed to the Teams Games Tournament learning model, demonstrated remarkably higher learning outcomes in comparison to the control group, which was subjected to the traditional talking sticks method of instruction. This compelling evidence suggests that the Teams Games Tournament learning model presents itself as a viable alternative instructional strategy that can effectively contribute to the enhancement of students' academic performance and learning outcomes. Moreover, the results obtained from this study resonate with the findings from previous research conducted by Suryani in 2022 and Lutfianah in 2018, both of which provide substantial evidence supporting the significant positive impact of the Teams Games Tournament learning model on students' learning achievements.

D. CONCLUSION

Drawing from the comprehensive findings derived from an extensive research study, meticulous data analysis, and rigorous hypothesis testing that were undertaken to investigate the impact of the Teams Games Tournament (TGT) model, which was further enhanced through the utilization of monopoly media, on the educational outcomes specifically pertaining to the Integrated Social Studies (IPAS) of fourth-grade elementary school students, it can be definitively concluded that a significant effect indeed exists as a result of the implementation of the TGT learning model, supported by monopoly media, on the IPAS academic performance of fourth-grade learners enrolled at SD Negeri 1 Labuhan Ratu Dua during the academic year spanning 2024 to 2025. This conclusion is substantiated by the empirical evidence gathered through hypothesis testing that employed a straightforward linear regression formula, which yielded a calculated F-value (fcount) of 19.77 juxtaposed against a critical F-value (ftable) of 4.20, thereby illustrating that the calculated F-value surpasses the critical threshold, indicating a statistically significant relationship. Consequently, given that the calculated F-value is indeed greater than or equal to the critical F-value, it warrants the acceptance of the alternative hypothesis (H_a), thereby affirming the efficacy of the TGT model assisted by monopoly media in enhancing the learning outcomes of the aforementioned student cohort.

E. REFERENCES

- Abdul Rahmat. 2019. Model Pembelajaran Pada Pendidikan Non Formal Tgt Dengan Menggunakan Permainan Monopoli. Gorontalo.
- Alfatonah, I.N.A. Et Al. (2023). Kesulitan Belajar Peserta Didik Pada Mata Pelajaran Ipas Kurikulum Merdeka Kelas Iv. Jurnal Basicedu, 7(6), Pp. 3397–3405.
- Djamaluddin, A. (2019). Wardana. Belajar Dan Pembelajaran. Cv Kaaffah Learning Center.
- Damayanti And Jirana. (2018). Pengaruh Model Pembelajaran Dan Minat Belajar Terhadap Hasil Belajar Kimia Peserta Didik Kelas Xi Ipa Sman 1 Tinambung
- Tirtoni Dan Fihayati. (2018). Upaya Meningkatkan Hasil Belajar Siswa Menggunakan Model Pembelajaran Koopessratif Tipe Tgt Dengan Media Monopoli Pada Materi Sistem Pemerintahan Pusat Pemebelajaran Pkn Kelas Iv Sdn 1 Jemundo Taman.
- Lutfianah, N. L. (2018). Penerapan Pembelajaran Tgt Berbantuan Media Monopoli Terhadap Hasil Belajar Matematika Materi Pecahan Kelas 3 Sd. *Ptk B2 Pgsd Fkip Universitas Muhammadiyah Sidoarjo*.
- Masrifa, A, Dkk. 2023. Media Interaktif Pembelajaran Ipas. Cahya Ghani Recovery.
- Memorata, A. & Santoso, D. (2016) 'Peningkatan Kualitas Pembelajaran Dan Hasil Belajar Merakit Personal Komputer Menggunakan Structured Dyadic Methods', *E Journal Students Uny*, (C), Pp. 1–9.

- Miftia, M. A. A., & Widiyanti, F. (2023). Penerapan Pembelajaran Tgt Menggunakan Media Monopoli Ipa Terhadap Hasil Belajar Siswa Smp Materi Tata Surya. *Jurnal Tadris Ipa Indonesia*, 3(1), 93-98.
- Nisa, F. A. (2020). Pengembangan Model Pembelajaran Inovatif Sd Di Era Milenial. Prosiding Seminar Nasional Pgsd, 1, 5–11.
- Prastiwi, Y.E.N. Et Al. 2023. Penilaian Dan Pengukuran Hasil Belajar Pada Peserta Didik Berbasis Analisis Psikologi', Bersatu: Jurnal Pendidikan Bhineka Tunggal Ika, 1(4), Pp. 218–232. Available At:
- Rahmawati, S., Trisiana, A. And Mustofa, M. 2023. Analisis Penerapan Model Pembelajaran Kooperatif Team Games Tournament (Tgt) Pada Pembelajaran Tematik Integratif', Jurnal Pendidikan Tambusai, 7(1), Pp. 3286–3831.
- Rahayu, B. A., & Suryani, E. (2022). Pengaruh Model Teams Games Tournament (Tgt) Berbantuan Media Ular Tangga Untuk Pemahaman Konsep Siswa Pada Pelajaran Ipa Kelas 4 Sd Negeri Bakalrejo 01. *Media Penelitian Pendidikan: Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 16(1), 14-20.
- Sari, E.R., Yusnan, M. And Matje, I. 2022 Peran Guru Dalam Meningkatkan Keaktifan Belajar Siswa Melalui Media Pembelajaran, Jurnal Eduscience, 9(2), Pp. 583–591.
- Suryani. (2022). Upaya Meningkatkan Hasil Belajar Ppkn Menggunakan Model Pembelajaran Kooperatif Tipe Teams Game Tournament (Tgt) Siswa.
- Sugiyono. (2022). Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Bandung: Alfabeta.