



Implementation of the Cooperative Learning Model Type Teams Games Tournament (TGT) to Increase Student Learning Activity in Social Studies for Class IX A Of Junior High School

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Article Info

Article History :

Received August 10, 2026
Revised August 14, 2026
Accepted Sept 14, 2026

Keywords :

*Teams Games
Tournament ; Learning
Activity ; Social Studies
Learning*

Abstract

Learning activity is one of the important factors in realizing meaningful learning, especially in social studies subjects that require students to actively discuss, collaborate and solve problems. The results of initial observations in class IX at Junior High School Nurul Jadid Panglegur Pamekasan showed that learning was still centered on the teacher so that student activity was relatively low. This study aims to describe the implementation of the Teams Games Tournament (TGT) type cooperative learning model and determine its effectiveness in increasing student learning activity. Classroom Action Research (CAR) consisted of two cycles, each with three meetings, with 16 students as subjects. Each cycle included planning, implementation, observation, and reflection. Data were collected through observation, interviews, and documentation, then analyzed descriptively using qualitative and quantitative methods. Learning activity was measured based on Paul D. Dierich's eight indicators: *visual, oral, listening, writing, drawing, motor, emotional, and mental activities*. The results of the study showed that the implementation of the TGT model ran more optimally from Cycle I to Cycle II, as evidenced by the increase in the percentage of teacher activity from 53.4% in Cycle I to 72.7% in Cycle II. Student learning activity increased gradually from 41% in the pre-cycle, increasing to 44%, 52%, and 54% in Cycle I with an average of 50% in the sufficient category, then increasing more significantly to 59%, 68%, and 75% in Cycle II. The increase occurred in all eight indicators of learning activity with details of *visual activities* increasing from 52% to 73%, *listening activities* from 52.54% to 70.73%, *writing activities* from 52% to 68%, *drawing activities* from 51% to 63%, *motor activities* from 58% to 83%, *emotional activities* from 55% to 81%, *emotional activities* self-confidence from 50% to 66%, *mental activities* from 51% to 67%, and *oral activities* from 38.39% to 48.49% although still in the sufficient category but still shows a real increase.

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1. Introduction

In the midst of the ever-growing wave of globalization, advances in science and technology are pushing Indonesia's education system to produce a generation that is not just knowledgeable, but also capable of thinking critically, collaborating, and actively engaging in the learning process. Effective learning isn't just teacher-centered; it has to actively involve students in the learning process (student-centered learning). That's why teachers are expected to create a learning environment that encourages students to participate actively [1]. This aligns with efforts to improve human resource quality through enhancing the education system so that it can compete in the global era [2].

Student learning activity is one of the important factors in determining the success of the learning process and achieving learning goals [3]. Active students not only find it easier to understand the material, but they are also able to think critically, develop social skills, and dare to express their opinions in class. However, in reality, many learning processes are still teacher-centered. Teachers tend to dominate learning activities through lecture methods, making communication one-way [4]. As a result, students just listen, take notes, and memorize without being involved in the learning process. This condition makes students passive and less motivated to learn.

The Social Studies (IPS) subject aims to equip students with knowledge, values, attitudes, and social and civic skills that can be applied in social, national, and state life [5]. With this goal, IPS learning should encourage students to be directly involved, not only listening to teacher explanations, but also thinking, discussing, and participating in learning activities. This condition was found in class IX A of Nurul Jadid Islamic Middle School. Based on the results of pre-observations conducted by researchers, it appears that IPS learning is still dominated by *teacher-centered lecture methods*. This is reinforced by the results of interviews with IPS subject teachers who stated " *I still haven't used methods in learning, for odd semesters like now I still use lecture methods. Maybe in the even semester I will use methods*". This statement shows that variations in learning methods have not been implemented optimally. Most students feel bored and less interested and quickly get bored with monotonous learning methods.

Student boredom is also evident from the results of interviews with 4 students who stated that social studies learning is boring if it cannot be understood " *Social studies makes me bored because of writing all the time. I like social studies only when I understand it, but if I don't understand it, I don't like it* ". This condition shows that the low learning activity of students is an obstacle in achieving optimal learning objectives, so it is necessary to find the right solution.

The low learning activity of students has a direct impact on low understanding and learning outcomes. Students who are not actively involved in learning tend to have a poor understanding of the material being taught and are easily bored [6]. One of the main objectives of social studies learning is that students are able to relate social concepts to everyday life [7]. If learning is carried out monotonously and passively, students' social attitudes will not develop optimally. This condition certainly contradicts the demands of the curriculum which emphasizes active, creative, and enjoyable learning [8].

Therefore, researchers refer to learning activity according to Paul Diedrich as quoted by Maurinus Koda, who divides learning activity into eight groups of indicators. Based on the results of observations and interviews with social studies teachers on September 9, 2025, the condition of each indicator in class IX A is as follows. This can be seen from students who pay less attention to the teacher's explanation during learning, are less brave in answering or asking questions, lack confidence in expressing opinions, and still experience difficulties in solving learning problems. Furthermore, some students are not yet accustomed to taking important notes or developing learning materials into visual formats like *mind maps*. Cooperation between students is also not yet optimal because learning is still dominated by lecture methods, resulting in very limited interaction between students.

Based on these conditions, a learning model is needed that can increase the learning activity of students as a whole. One learning model that can be used is the cooperative learning model of *the Teams Games Tournament* (TGT) type. The TGT model was first developed by David DeVries and Keith Edwards as a learning model that combines group cooperation with elements of games and tournaments. Through this model, students are encouraged to be more active, work together, discuss, and participate in learning activities so as to create a more interesting and interactive learning atmosphere [9].

Several previous studies have shown that the application of the TGT type of cooperative learning model has been proven to be able to increase the activity and learning outcomes of students. Research conducted by Thalita, Fitriyani, & Nuryani. entitled "The Application of the TGT Learning Model to Increase the Learning Activity of Grade IV Students" proves the effectiveness of *the Teams*

Games Tournament (TGT) model in the context of Elementary Schools. The results showed that the average achievement of student activity increased significantly by 22%, from 63% in cycle I to 85% in cycle II, with the majority of students classified as "very active". This finding confirms that the TGT model, with its fun elements of games and competition, is appropriate to the characteristics of elementary school students and is able to create a learning environment that encourages active participation both physically and mentally [10]. Thus, TGT is considered effective in creating a participative and interactive classroom atmosphere. Research on the application of TGT in social studies subjects is also highly urgent, given that social studies require students to not only master knowledge but also social skills, critical attitudes, and the courage to express opinions [11].

Based on the results of studies from several previous studies, such as research by Achmad Basari Eko Wahyudi and Ain Maigin, Suardin, Hamiyani, and Nur Fazila, and Apri Dwi Prasetyo and Muhammad Abduh, it can be concluded that the application of innovative learning models, especially cooperative learning models of the *Teams Games Tournament* (TGT) and Discovery Learning types, has been proven to increase student learning activity and learning outcomes. Research by Achmad Basari and Ain Maigina [12] shows that the application of the TGT model can increase student learning activity from 36.7% to 100% and learning outcomes reach 90% of students who pass the KKM. Research by Suardin, Hamiyani, and Nur Fazila also found that the TGT model can increase students' average scores from 67 to 80 and increase learning activity from 80% to 95% [13]. Meanwhile, research by Apri Dwi Prasetyo and Muhammad Abduh proved that the application of the Discovery Learning model was able to increase student learning activity from 41.53% to 82.89% [14].

Thus, TGT is seen as an effective learning model for creating a more participatory and interactive classroom atmosphere. Social studies as a subject closely related to social life requires students to not only master knowledge, but also have social skills, a critical attitude, and the courage to express opinions. Based on the problems and conditions that occurred in class IX A of Nurul Jadid Islamic Middle School, the author feels the need to conduct a research update to determine the effectiveness of implementing the *Teams Games Tournament* (TGT) cooperative learning model in increasing student learning activity in social studies learning. This research is expected to provide practical contributions for teachers in choosing learning strategies that can encourage active student participation, while improving the quality of social studies learning in schools.

2. Method

The research conducted by the researcher used Classroom Action Research (CAR) [15]. This classroom action research design refers to the Kemmis & Mc Taggart model, an extension of Kurt Lewin's basic concept, which consists of four cyclical stages: planning, acting, observing, and reflecting. The difference is that the acting and observing components are combined, because both are inseparable activities that must be carried out at the same time [16]. These four stages occurred repeatedly in a spiral pattern across two cycles, each consisting of three meetings (2 × 40 minutes per meeting), in which the results of the reflection in Cycle I became the basis for refining the action plan in Cycle II.

In the planning stage, the researcher coordinated with the subject teacher to prepare the teaching module, learning media, and research instruments. In the acting and observing stage, the TGT model was implemented in the classroom while the researcher and the subject teacher simultaneously observed teacher and student activities using the prepared observation sheets. In the reflecting stage, the results of the observations and interviews were analyzed to identify strengths and weaknesses of the implementation, which then became the basis for improving the action plan in the next cycle.

An instrument is an important data collection tool for gathering data in the field, so before creating it, you need to first know the types of instruments that will be used [17]. Which consists of 2 cycles, each with 3 meetings. The research instruments were in the form of observation sheets for the implementation of teacher activities and student learning activity, teaching modules, interview guidelines and documentation [18].

The data analysis techniques are ways to process data into information so that it is easy to understand and useful for solving research problems [19]. In this study, data analysis is conducted to draw conclusions from the results of observations of teacher activities, interviews, and observations of student learning engagement.

Meanwhile, quantitative data in the form of observations of students' learning activity were analyzed and calculated descriptively by calculating the percentage of students' activity scores for each observed aspect using the formula:

$$\text{Presentase Keaktifan} = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}} \times 100 \%$$

The subjects in this study were 16 class IX A students at SMPI Nurul Jadid in the 2025-2026 academic year, consisting of 8 male students and 8 female students.

3. Results

Student learning activity in this study was measured using an observation sheet developed based on eight indicators of learning activity proposed by Paul D. Dierich, each of which was elaborated into one or two observable sub-indicators, as presented in Table :

Table 1. Indicators and Symbols of Student Learning Activity

Symbol	Indicator	Sub-indicator
V	visual activities	Paying attention to the teacher's explanation
O1	Oral Activities	Answering questions posed by the teacher
O2	Oral Activities	Asking questions
L1	Listening Activities	Listening to the teacher's explanation of the material
L2	Listening Activities	Listening to instructions and game rules
W	Writing Activities	Taking notes during the learning process
D	Drawing Activities	Creating mind maps
Mo	Motor Activities	Actively participating in educational games or physical activities related to the lesson
E1	Emotional Activities	Showing confidence in expressing opinions
E2	Emotional Activities	Cooperating well and playing fairly within the group and during the tournament
Me	Mental Activities	Solving problems in games or group assignments

Each sub-indicator was assessed using an observation sheet with a scoring scale of 1–4, where a higher score indicates a higher level of student engagement. The total score obtained was then converted into a percentage using the formula presented in the Method section, and classified into four categories: 81%–100% (Excellent), 61%–80% (Good), 41%–60% (Fair), 21%–40% (Poor), and 0%–20% (Very Poor).

3.1 Pre-Cycle Stage

In the pre-cycle phase, the teacher conducted social studies lessons on the topic of Indonesian Development. The method used was lecture and question-and-answer, in accordance with the learning habits that had been implemented previously in class IX A. The teacher delivered the material orally in front of the class, then occasionally asked students questions to check their understanding of the material that had been presented. The number of students present during the pre-cycle implementation was 16 students.

Complete data on the results of observations of student learning activity in the pre-cycle stage are presented below.

Table 2 Pre-cycle Results of Student Learning Activity

NO	STUDENT NAME	TOTAL SCORE	MAXIMUM SCORE	PRESENTATION
1	Ahmad Fairuz Zawan	7	28	28%
2	Alena Safara	16	28	58%
3	Ananta Anggun Arianti	11	28	40%
4	Deajeng Anggun F	18	28	65%
5	Dimas Wildan Gaddafi	9	28	33%
6	Dinul Bayyin	8	28	29%
7	Halimatus Sholihah	18	28	65%
8	iis	11	28	40%
9	Imroatu Sholehah	13	28	47%
10	Moh. Azmi Haikal	10	28	36%

11	Moh. Farhani	10	28	36%
12	Moh. Ilham Sabana	15	28	54%
13	Nurqurrota'yun Qolbi	15	28	54%
14	Ristika Aulia Januarista	17	28	61%
15	Ya'kub Arizal	9	28	33%
16	Moh. Abdi Manaf F	7	28	25%
AMOUNT		195		
MAXIMUM SCORE			448	
AVERAGE		11.4		
PRESENTATION				41%

Apart from looking at the overall percentage results, the level of student learning activity is also analyzed based on each indicator as presented in Figure 1. The following is a description of the results per indicator.

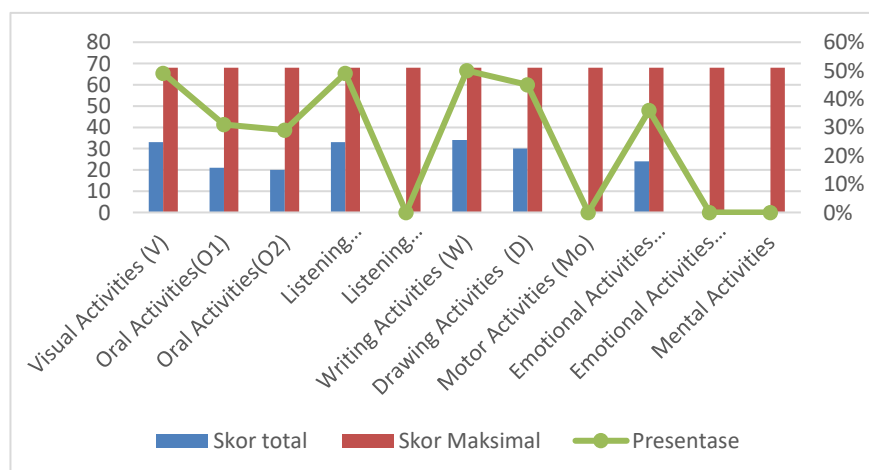


Figure 1 Diagram of Student Learning Activity Indicators

Based on Figure 1, the results for each learning activity indicator show varying achievements. In the *Oral Activities indicator*, the sub-indicator asking questions and asking questions obtained a percentage of 31% and 30%. These results indicate that students are still less active in asking and answering questions during the learning process. This is because the pre-cycle learning stage still uses the lecture method and has not implemented the TGT model. Educational games, tournaments, or active group work have not been carried out, so the indicators related to these activities cannot be observed optimally.

3.2 Cycle 1

Most of the learning activity indicators in Cycle I were in the sufficient category with an average percentage ranging from 50%–58%. This shows that students' courage in communicating verbally during learning still needs special attention in Cycle II. In general, there is a tendency for increased student learning activity from the first to the third meeting, as presented in Figure 2.

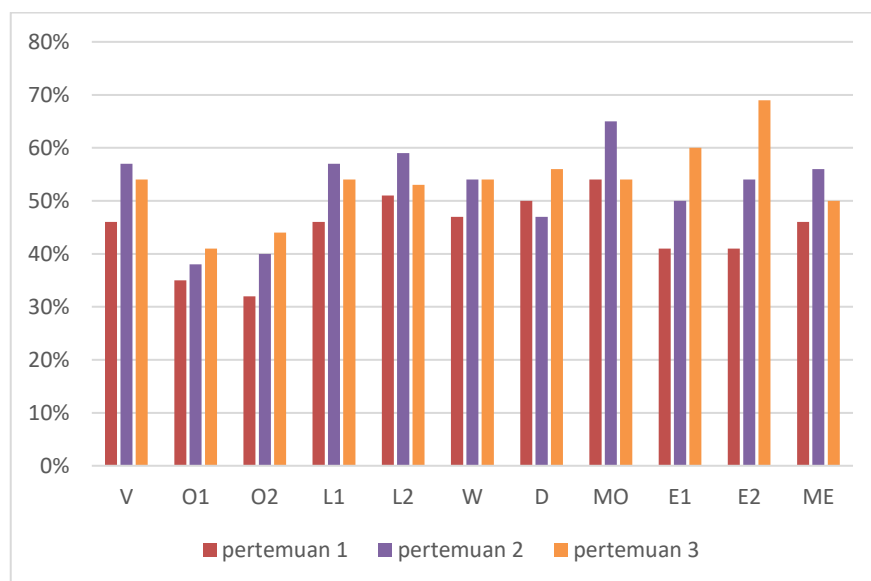


Figure 2 Results of Observations of Student Learning Activity in Cycle I

Table 3 Data from observations of teacher activities in Cycle I

No	Meeting	Presentation
1	Meeting 1	65%
2	Meeting 2	72%
3	Meeting 3	81%

Observations of teacher activity were conducted over three meetings using a teacher activity observation sheet. The results showed improvement at each meeting. In the first meeting, teacher activity reached 65%. In the second meeting, it increased to 72%, and in the third meeting, it rose again to 81%.

3.3 Cycle II

Student learning activity at the first meeting of Cycle II obtained a total score of 441 out of a maximum score of 704, with an average score of 25.9 and an activity percentage of 62%. This result shows a significant increase compared to the last meeting of Cycle I which reached 59%. Student learning activity at the second meeting of Cycle II again increased with a total score of 485 out of a maximum score of 704, an average score of 28.52 and an activity percentage of 69%. Student learning activity at the third meeting of Cycle II achieved the highest increase during the research, with a total score of 533 out of a maximum score of 704, an average score of 31.35, and an activity percentage of 76%.

The only indicator that remained in the sufficient category was oral activities, both in the sub-indicators of answering questions (49%) and asking questions (48%). Nevertheless, these two sub-indicators still showed improvement compared to Cycle I, which only reached 38% and 39%, respectively. In general, the results of observations in Cycle II showed that student learning activity increased gradually at each meeting, as presented in Figure 3.

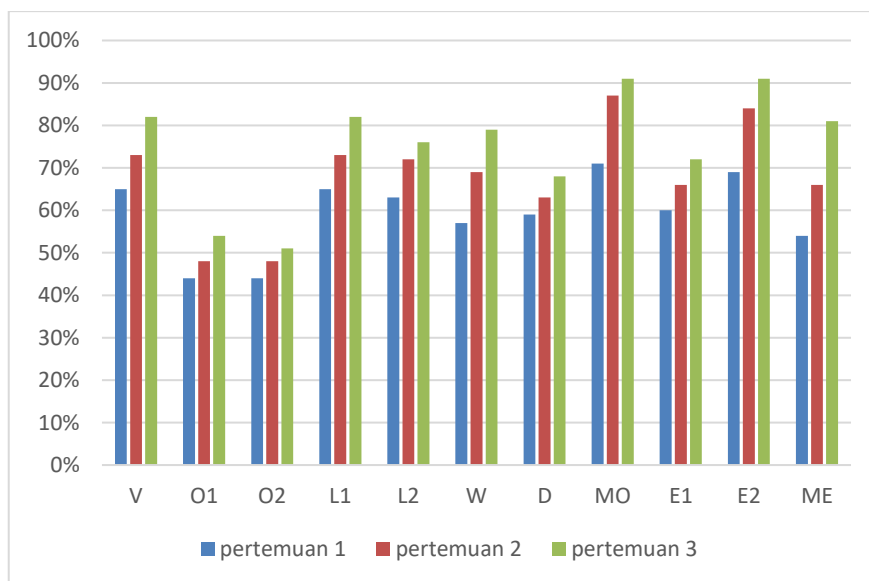


Figure 3 Results of Observations of Student Learning Activity in Cycle II

NO	MEETING	PRESENTATION
1	Meeting 1	73%
2	Meeting 2	80%
3	Meeting 3	78%

Table 4 Results of observations of teacher activities in Cycle II

4. Discussion

4.1 . Application of the TGT Type Cooperative Learning Model in Social Studies Learning for Class IX A of SMPI Nurul Jadid Panglegur, Pamekasan.

The implementation of the TGT cooperative learning model in social studies learning in class IX A of Nurul Jadid Islamic Middle School. This was done as an effort to increase student learning activity. With the implementation of the TGT model, the learning atmosphere in the classroom became more lively. Students not only sat and listened to the teacher's explanation, but also actively participated in group discussions and game activities. This made social studies learning, which was previously considered boring, become more interesting and enjoyable.

This condition aligns with Slavin's opinion, which states that cooperative learning is a type of learning where students work together in small groups to help each other understand the material. Through group collaboration, students are no longer passive, but also play an active role in the learning process [20].

In its implementation, the TGT model has several stages, namely material presentation, group formation, game activities, tournaments, and awarding. This model is designed to actively involve students through group collaboration. According to Mulayasa, learning that is said to be successful is learning that actively involves students both physically and mentally so that learning objectives can be achieved optimally. This is in accordance with the application of TGT in this study which involves students in every stage of learning [21].

Based on the research results, the implementation of the TGT model was not yet optimal at first. In the first cycle, several obstacles were encountered, such as teachers not maximizing their ability to convey apperception and learning objectives, ineffective time management, and some students lacking confidence in expressing their opinions. However, after improvements were made in cycle II, the implementation of the TGT model showed more optimal results. Teachers were able to better manage learning, from conveying apperception and learning objectives to managing time. Students also began to become accustomed to the TGT learning flow, allowing them to participate in learning activities more effectively.

Students' self-confidence increased, as seen from their courage in asking questions, answering questions from teachers, and participating in discussions and tournaments. This is in accordance with Nana Sudjana's opinion, which states that active learning can be seen from students' involvement in asking, answering and discussing [22].

In addition, the learning atmosphere is more active and enjoyable due to the presence of game elements in the TGT model which are able to activate the students' enthusiasm for learning. This is in accordance with the opinion of David Keith Edwards who stated that the TGT model uses game elements to involve students in the learning process [23]. and the existence of a points system and the provision of rewards also encourage students to participate more actively in learning activities.

The results of this study are also supported by previous research, such as research by Basari Eko et al. , which shows that the application of the TGT learning model can increase student learning activity. Thus, the application of the TGT learning model has been proven to be able to create learning that is not monotonous and more student-centered, so that students are actively involved in the learning process.

Based on this description, it can be concluded that the TGT model is effective for increasing student learning activity in social studies learning.

4.2 . Increasing Student Learning Activity in Social Studies Learning After Implementing the TGT Type Cooperative Learning Model in Class IX A of SMPI Nurul Jadid Panglegur, Pamekasan.

Based on the results of observations conducted during the study, the application of the TGT type cooperative learning model was proven to be able to increase the learning activity of class IX A students at SMPI Nurul Jadid Panglegur gradually and continuously. This is in accordance with the definition of learning activity according to Whipple, which states that student learning activity is a teaching and learning process that emphasizes physical, mental, intellectual, and emotional activity in order to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor aspects while students are in class [24]. Thus, learning activity is not only about the physical presence of students in class, but about the overall involvement of students in every learning process.

4.2.1. Overall Development of Student Learning Activity

In the pre-cycle stage, the percentage of student learning activity as a whole only reached 41% with an average score of 11.4. This condition indicates that student learning activity was still very low before the implementation of the TGT model. Learning dominated by lecture methods has not been able to encourage the active involvement of all students. This condition is in line with the opinion of Nana Sudjana who explained that student activity can be seen from their involvement in carrying out learning tasks, participating in problem solving, asking teachers or friends, and trying to find information. Before the implementation of TGT, these involvements were almost not seen evenly among all students in class IX A [25].

After the TGT model was implemented in Cycle I, the percentage of student learning activity increased gradually in each meeting, namely from 44% in the first meeting, increasing to 52% in the second meeting, and 54% in the third meeting. The average activity in Cycle I reached 50% with a sufficient category. Although it has not yet reached the established success indicators, this increase shows that the game and competition elements in TGT are starting to have a positive impact on student motivation and active involvement. This is in accordance with one of the characteristics of the TGT model, namely healthy competition which aims to provide extra encouragement and motivation to students so they can learn better.

In Cycle II, the increase in student learning activity was more significant. The percentage of activeness increased from 59% in the first meeting, to 68% in the second meeting, and reached 75% in the third meeting. This achievement indicates that the improvements made in Cycle II successfully encouraged an increase in student learning activity more optimally. Development of Student Learning Activity from Pre-Cycle to Cycle II

There was a consistent increase in student learning activity from pre-cycle to the end of Cycle II, with a percentage of 41% to 76%.

4.2.1.1 Development of Learning Activity Per Indicator

Increased student learning activity also occurred in all indicators observed based on Paul D. Dierich's classification in Sardiman. The following is a discussion of the development of each indicator.

4.2.1.2 Visual Activities

Visual activities indicator that measures students' attention to the teacher's explanation increased from an average of 52% in Cycle I to 73% in Cycle II, with the category increasing

from sufficient to good. According to Paul Dierich in Sardiman, *visual activities* include reading activities, observing demonstration images, and paying attention to explanations or other people's activities. This increase in indicators occurred because the delivery of more interesting and contextual apperception in Cycle II succeeded in attracting students' attention from the beginning of learning, so that students were more focused and enthusiastic in paying attention to the teacher's explanation during the learning process.

4.2.1.3 Oral Activities

The *oral activities* indicator includes two sub-indicators, namely answering questions and asking questions. The average sub-indicator for answering questions increased from 38% in Cycle I to 49% in Cycle II, while the sub-indicator for asking questions increased from 39% to 48%. Although both sub-indicators are still in the sufficient category, there is a significant increase compared to Cycle I. Based on the classification according to Paul Dierich in Sardiman, oral activities include asking questions, suggesting, expressing opinions, and discussing. The low achievement of this indicator compared to other indicators is due to the lack of confidence in some students to speak in public. This lack of confidence is individual and cannot be completely overcome through just two cycles of action, although the teacher has tried to provide stimuli such as probing questions and encouragement for students to be more active in speaking, students are still not optimal. In addition, the research subjects are grade IX students who must prepare for the final exam, so the addition of cycles is feared to interfere with their academic readiness. Because other indicators had reached the established success criteria and the implemented actions had shown significant improvement in each cycle, this research was stopped in Cycle II.

4.2.1.4 Listening Activities

Listening activities indicator in the sub-indicator of listening to the teacher's explanation of the material increased from an average of 52% in Cycle I to 73% in Cycle II. The sub-indicator of listening to instructions and game rules increased from 54% to 70%, both of which are in the good category in Cycle II. Paul Dierich in Sardiman explains that listening activities include listening and paying attention to explanations, discussions, and instructions. This increase was greatly influenced by a more detailed explanation of the game rules and accompanied by simulations in Cycle II, so that students felt the need to listen to instructions more carefully because understanding the rules of the game directly affected their group's performance.

4.2.1.5 Writing Activities

Writing activities indicator, which measures student note-taking activity, increased from an average of 52% in Cycle I to 68% in Cycle II, a good score. According to Paul Dierich in Sardiman, writing activities include taking notes, working on problems, and writing questions and answers. This improvement was driven by students' awareness that comprehensive notes are very useful as a resource for group discussions and answering tournament questions.

4.2.1.6 Drawing Activities

Drawing activities indicator, which measures students' ability to create mind maps, increased from an average of 51% in Cycle I to 63% in Cycle II, categorized as good. Based on Dierich's classification in Sardiman, drawing activities include drawing, creating graphs, maps, and diagrams. Creating mind maps has also been shown to help students understand and remember material in a more structured manner, especially when facing tournament questions.

4.2.1.7 Motor Activities

Motor activities indicator, which measures students' active participation in educational games, was the indicator with the highest achievement throughout the study. The average for this indicator increased from 58% in Cycle I to 83% in Cycle II, categorized as excellent. Dierich in Sardiman stated that motor activities include conducting experiments, playing, and physical activities related to learning. The high achievement of this indicator indicates that the game element in the TGT model is very effective in encouraging students' physical involvement. This is in line with one of the benefits of the TGT model, namely that it can increase student activity so that they are more dominant in learning activities.

4.2.1.8 Emotional Activities

Emotional activities indicator includes two sub-indicators. The self-confidence sub-indicator in expressing opinions increased from an average of 50% in Cycle I to 66% in Cycle II. The cooperation and sportsmanship sub-indicator in groups increased more significantly from

55% to 81% with a very good category. According to Paul Dierich in Sardiman, emotional activities include activities showing interest, enthusiasm, courage, self-confidence, and other emotional responses during the learning process. The very significant increase in the cooperation aspect indicates that the heterogeneous group structure in the TGT model has succeeded in building an attitude of mutual support and sportsmanship among students. This is also reinforced by the provision of motivation, recognition, and awards that are consistently given by teachers to high-achieving students and the best group, as emphasized in this study to encourage student learning activity.

4.2.1.9 Mental Activities

Mental activities indicator that measures students' ability to solve problems during games and group assignments increased from an average of 51% in Cycle I to 67% in Cycle II, with a good category. Dierich in Sardiman explains that mental activities include responding, remembering, solving problems, analyzing, seeing relationships, and making decisions. This increase indicates that students' involvement in group discussions and TGT games gradually trains critical thinking and problem-solving skills. Through active interaction between students in the group, each member is encouraged to think and contribute to solving the problems faced.

5. Conclusion

Based on the results of research and discussion on the application of the cooperative learning model of the Teams Games Tournament (TGT) type to increase student engagement in Social Studies lessons for ninth grade class A at SMPI Nurul Jadid Panglegur, Pamekasan, it can be concluded as follows. First, the implementation of the TGT model was carried out through two cycles with stages including presenting materials, forming heterogeneous groups, playing games, accumulating points, inter-student tournaments, and giving rewards. In Cycle I, there were still some challenges, such as less than optimal perception activities and ineffective time management, with teacher activity percentages ranging from 53.4% to 64.7%. After improvements, the implementation in Cycle II ran more smoothly, with teacher activity percentages increasing to 72.7%, showing that the TGT model can be effectively applied to create active, student-centered learning.

Secondly, the implementation of the TGT model has been shown to gradually increase students' learning activity, from 41% in the pre-cycle to an average of 50% in Cycle I, and reaching 75% at the end of Cycle II. The increase occurred across all eight learning activity indicators (visual, oral, listening, writing, drawing, motor, emotional, and mental activities), with most indicators reaching good to very good categories, except for oral activities, which are still in the fair category but still show significant improvement. Thus, it can be concluded that the implementation of the TGT type cooperative learning model is effective in increasing student engagement in social studies lessons for class IX A at SMPI Nurul Jadid Panglegur, Pamekasan.

In terms of strengths, the study benefits from detailed data regarding the evolution of students' learning engagement tracking progress both from session to session and across cycles. This data is supported by direct classroom observations, interviews, and documentation, ensuring that the focus extends beyond mere final outcomes to encompass the entire learning process. Furthermore, the cyclical nature of the research allowed the researcher to immediately identify shortcomings from Cycle I such as time-consuming group formation and students' lack of understanding regarding game rules and promptly rectify them in Cycle II. Consequently, the research findings are highly applicable and can be directly implemented by teachers in their daily instruction.

Based on these findings, social studies teachers are advised to consider the TGT model as an alternative instructional approach, as it has been shown to foster student engagement. However, teachers should still pay special attention to encouraging students to speak up in class for instance, by asking questions gradually or by first familiarizing them with small-group discussions. Future research should be conducted in other classes or schools over a greater number of cycles; this would allow for broader generalization of the results and a deeper analysis of the TGT model's impact on students' verbal participation.

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