

Aims To Increase Civics Activity and Learning Outcomes Through the Use of Team Game Tournament Methods on Senior High School Student

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Article History: Received 19 April, Revised 28 June 2023,
Published 6 July 2023

Abstract: This research aims to increase student activity and learning outcomes using the Team Game Tournament (TGT) method in Civics subjects in class XII ATPH SMK Negeri 3 Salatiga. The issues of this study amounted to 36 students. Data collection techniques were observation and tests, while data analysis techniques used comparative descriptive techniques. The results obtained from this study indicate that the TGT learning method can increase student activity and learning outcomes in Civics subjects. This is evident from the average increase in student learning activeness in the first cycle of the 1st meeting 47.23% (17 students) in the 2nd meeting 69.44% (25 students), then increased in the second cycle of the 1st meeting 80, 56% (29 students) to 91.66% (33 students) at the 2nd meeting. Student learning outcomes also increased in each cycle. Pre-cycle 13.89% (5 students) who scored KKM \geq 77 increased to 77.78% (28 students) in cycle I, and rose again to 94.44% (34 students) in cycle II. Based on the results of this study, it can be concluded that using the TGT method can increase the activity and learning outcomes of civics subjects' students of class XII ATPH SMK Negeri 3 Salatiga.

Keywords: Learning Activeness, Learning Outcomes, TGT Method

A. Introduction

Regulation of the Minister of National Education Number 22 of 2006 states that Pancasila and Citizenship education is a subject that studies the education of citizens who can understand and carry out their rights and obligations to become smart, skilled, and characterized citizens determined by Pancasila and the 1945 Constitution. Sudrajat in (Hasan & Faisal, 2018) states that the purpose of Civics for each level of education is to develop citizen intelligence which is realized through understanding, social and intellectual skills, and achievement in solving problems. Therefore, student learning outcomes in Civics subjects are not only focused on cognitive aspects, but also affective and psychomotor aspects.

According to Slameto in (Fitriyani Toyiba, 2018) Learning is a process that a person does to achieve a new behavior change. In the entire school education process, learning activities are critical. (Santrock & Wibowo, 2007) defines learning in two senses. First, learning as the process of acquiring knowledge and second, learning as

a relatively lasting change in reaction ability as a result of reinforced practice. This means that the success or failure of achieving educational goals depends on how student experience the learning process.

John M. Keller in (Fitriyani Toyiba, 2018) states that learning outcomes are the output of a system of processing various inputs in the form of information. While Gadge and Briggs in (Nurrita, 2018) provides an understanding of learning outcomes is a person's ability after following a certain learning process. Learning outcomes are the actual achievements displayed by children. The input of the system is in the form of various information while the output is action or performance. Learning outcomes include three domains, namely the cognitive, affective, and psychomotor domains. The cognitive domain according to Bloom's Taxonomy revised by Krathwohl and Anderson, (Wahusna et al., 2022) is formulated in levels, namely: C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create). According to Suharsimi Arikunto in (Fitriyani Toyiba, 2018) Factors that affect learning outcomes can generally be divided into two types, namely factors that arise in human learning called internal factors, and factors that arise outside human learning called external factors. Furthermore, according to (Sentani, 2018) that the learning outcomes achieved by students depend on two main factors, namely, factors within students and factors that come from outside students. Mastery of learning material by students greatly affects the success of student learning. For this reason, teachers must be able to use learning methods that make it easier for students to master learning materials. In addition, teachers must also be able to conduct a thorough and comprehensive assessment in order to explain the achievement of learner competencies. In accordance with the opinion of Wuryani & Irham in (Friantary & Martina, 2018), credible and quality assessment will reflect credible and quality education and graduates.

Learning activeness is an atmosphere where students are involved in learning activities that can lead to changes in student values or positive attitudes towards learning. Dimiyati in (Setyawan et al., 2019) suggests that student activities in learning can be in the form of various activities that are difficult to observe. Learning actives means an effort or work done by students actively in learning. According to Sardiman in (Rusno, 2014) there are several kinds of learning activities that students can do at school, among others: 1). Visual Activities, 2). Oral Activities, 3). Listening Activities, 4). Writing Activities, 5). Drawing Activities, 6). Motor Activities, 7). Mental Activities, 8). Emotional Activities. One way to improve student activeness and learning outcomes in classroom learning is to use the Teams Games Tournament learning method.

TGT is a cooperative learning where students are divided into study groups consisting of 5-6 heterogeneous groups. Rusman in (Setyawan et al., 2019) Slavin found that the Team Game Tournament (TGT) method successfully improved basic skills, achievement, positive interactions between students, self-esteem and accepting attitudes towards other diverse students. (Sentani, 2018). By using the Teams Games Tournament (TGT) method, students are formed into small groups of 3-5 students who are heterogeneous in terms of academic achievement, gender, race, and ethnicity.

In addition, students compete with other group members as representatives of their team to achieve results or achievements. The steps in the Team Games Tournament (TGT) method are as follows: a). class presentation, b) groups. c) games, d) tournaments, e) group awards (Harahap, 2018). Through the application of this TGT method, students are required to actively discuss in groups, and compete with other groups. Because students are active in learning, it will have an impact on good/optimal student learning outcomes.

Based on the results of observation in Civic learning material on cases of threats to ideology, politics, economy, socio-culture as well as national defense and security and strategies to overcome them in Unity in Diversity in class XII of the ATPH Department of SMK Negeri 3 Salatiga (dated September 26, 2022), it shows that student learning activeness is still low, such as students are less willing to ask questions, reluctant to answer teacher questions, less able to explain and passive in class discussions. Mastery of the material reflected in the Civics learning outcomes of students in class XII of the ATPH Department is also still low. This can be seen from the average value of the first daily test, it shows that most students have not reached the established KKM which is ≥ 77 . There are only 7 students (19,44%) who have reached the KKM ≥ 77 and 29 students (80,56%) who have not reached the KKM ≥ 77 . Problems about learning activities and student learning outcomes in Civic subjects that are still low need to be addressed immediately through class action research so that student learning activeness and learning outcomes increase. The action taken in this study is to apply the Team Games Tournament (TGT) learning method which is expected to increase student learning activeness and learning outcomes in Civics subjects.

B. Methods

This type of research is Classroom Action Research (PTK) which is conducted collaboratively. This PTK was conducted in two cycles, each cycle includes 4 stages, namely planning, action, observation and reflection. The research subjects were class XII students majoring in ATPH SMK Negeri 3 Salatiga, totaling 36 students. The data collection techniques used were tests to collect data on student learning outcomes in each cycle techniques used were tests to collect data on student learning outcomes in each cycle and observations to collect data on student learning activeness. The test questions were tested for validity and reliability using the Microsoft Excel application. The data analysis technique used a comparative descriptive technique by comparing student activeness and learning outcomes from each cycle.

The research success indicator is that the learning outcomes of students who meet the KKM ≥ 77 in cycle 2 reach 90% of all students. In comparison, the success indicator for student learning activeness at the end of cycle 2 is 80% of active students with very good criteria.

C. Results and Discussion

Learning Activeness

Learning is defined as a change in behavior in an individual, thanks to individual interaction with individuals and the environment. According to Slameto in (Nova Pitdianti, 2019: 7) learning is an effort process carried out by a person to obtain a new change in behavior. Learning activities are the most important in the educational process at school. This means that the success or failure of achieving educational goals depends a lot on how the legreatly on how students experience learning processddition of knowledge, where students gain understanding at school when they take part in learning. In general, studying is a process of behavior change as a result of individual interaction with the environment in meeting their life needs. Reber in the educational psychology book (2007: 72) defines learning in two senses. First, learning as a process of acquiring knowledge and second, learning as a relatively lasting change in reaction ability as a result of reinforced practice. Based on some of the above opinions, it can be concluded that learning is a process of changing behavior in the form of additional knowledge and ability to react which is relatively permanent or settled as a result of individual interaction with the environment. Learning activeness is needed so that the learning process runs productively, and the results obtained are in accordance with the learning objectives.

Learning activeness is an atmosphere where students are involved in learning activities that can lead to changes in student values or positive attitudes in learning. The activeness referred to here emphasizes students, because student activeness in the learning process creates an active learning situation. Active learning is part of learning activities. Student activeness is defined by physical activity and non-physical activities such as mental, intellectual and emotional activities. (Nova Pitdianti, 2019: 19)

Based on the various opinions above, it can be concluded that learning activeness is all learning activities carried out by students, both physical and psychological, in the classroom learning process. During the learning process, learning activeness needs to be developed in various ways to create an optimal learning experience. There are several kinds of learning activities that students can do at school, among others:

- a. Visual Activities, such as: reading, paying attention to pictures, paying attention to other people's demonstrations
- b. Oral Activities, such as: saying, formulating, asking, giving advice, expressing opinions, conducting interviews, interrupting discussions;
- c. Listening Activities, such as: listening to descriptions, conversations, discussions, speeches;
- d. Writing Activities, such as: writing stories, essays, reports, tests, questionnaires, mneyalin
- e. Drawing Activities, such as: making graphs, maps, diagrams
- f. Motor Activities, such as: conducting experiments, making construction models, repairing
- g. Mental Activities, such as: responding, remembering, solving problems, analyzing, seeing relationships, making decisions

- h. Emotional Activities, such as: taking an interest, feeling bored, courageous, joyful, nervous, and happy.

Learning Outcomes

According to John M.Keller in (Nurdyansyah Fitriyani Toyiba, 2016: 10) learning outcomes are the output of a processing system of various inputs in the form of information. Learning outcomes are the actual achievements displayed by children. The system's input is in the form of various information while the output is action or performance (Lubis, 2016). According to him, action is an indication that the learning process has occurred, and learning outcomes can be grouped into two types, namely knowledge and skills (Megavitry et al., 2023). Meanwhile, according to Gagne and Briggs in (Teni Nurrita, 2018: 17) learning outcomes are a person's ability after following a certain learning process.

Learning outcomes include three domains, namely the cognitive, affective, and psychomotor domains. The cognitive domain according to Bloom's Taxonomy revised by Krathwohl and Anderson, (Education Assessment Center Team, 2019: 3) is formulated in levels, namely: C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create). The affective domain deals with attitudes consisting of five aspects: acceptance, response or reaction, assessment, organization, and internalization (Hoque, 2017). Meanwhile, the psychomotor domain deals with the learning outcomes of skills and the ability to act. There are six aspects of the psychomotor domain, namely a) reflex movements, b) basic movement skills, c) perceptual abilities, d) harmony or accuracy, e) complex skill movements, and f) expressive and interpretative movements. From some of the above opinions, it can be concluded that learning outcomes are the abilities that students have after participating in the learning process, including cognitive, affective and psychomotor abilities.

Broadly speaking, the factors that influence learning outcomes can be divided into two types: those originating from within the human being who learns, which are referred to as internal factors, and factors originating from outside the human being who learns, which are called external factors.

This opinion is in line with Rusman's opinion in (Sipakyah, 2019) which states that 2 factors influence learning outcomes, namely:

- a. Internal factors, including:
 - 1) Physical factors such as health, disability. Healthy means in good condition the whole body and its parts are free from disease. A person's health affects his learning. A person's learning process will be disrupted if a person's health is disturbed because he will quickly feel tired, lack of enthusiasm and lack of concentration in learning.
 - 2) Different psychological factors, of course, also affect learning outcomes. Some psychological factors include:

a) Attention

Student activeness is very necessary in the teaching and learning process, the heart, mind must focus on what the teacher says. To get good learning results, students must have attention to the material being studied, if the subject matter does not become the student's attention, boredom arises, so that he no longer likes to learn so it is likely that the student's learning outcomes will be low (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023).

b) Interest

Interest has a big influence on learning outcomes, because if the subject matter studied is not following the student's interests, the student will not learn as well as possible, because there is no attraction for him to the spirit of learning.

b. External factors, including:

1) Environmental Factors

Environmental factors can affect learning outcomes. These environmental factors include the physical environment and the social environment. The natural environment such as temperature, humidity and others. Learning in the middle of the day in a room that lacks air circulation will greatly affect children's learning outcomes, very different from morning learning where conditions are still fresh and with enough room to breathe freely.

2) Family factors

Students who learn will receive influence from the family in the form of: how parents educate, relationships between family members, household atmosphere, and family economic circumstances (Ferdian Utama, 2017) .

3) School factors

School factors that affect learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline.

4) Community factors

Society is very influential on student learning because the existence of students in society, such as student activities in society, the influence of students' friends and the life of the community around students also affects student learning.

Furthermore, the learning outcomes achieved by students depend on two main factors, namely, factors within students and factors that come from outside students (Novita, 2021). Mastery of learning materials by students greatly influences the success of student learning. In addition, there are other factors such as learning motivation, determination, social, economic, physical and psychological factors. The learning outcomes that will be achieved also depend on the environment, meaning that factors outside of oneself can determine and influence the learning outcomes achieved. Teaching quality is one of the dominant learning environments affecting student learning outcomes at school. Teaching quality is the level or effectiveness of learning in achieving learning objectives (Jaenullah, Ferdian Utama, 2022). Therefore,

student ability and teaching quality affect student learning outcomes at school. The quality of teaching that impacts student learning outcomes is related to the learning method or model used by the teacher. The application of the right learning method or model can motivate students to be active in learning and release all the potential that exists in themselves so that they can improve their learning outcomes (Alzahrani, Alharbi, & Alodwani, 2019).

The learning outcomes referred to in this study are an assessment of the results of student learning activities after carrying out the learning process in the cognitive domain. The learning outcomes obtained are certainly influenced by several factors. Credible and quality assessments will reflect credible and quality education and graduates. For this reason, educational institutions must be able to practice thorough and comprehensive assessment in order to explain the achievement of learner competencies. Comprehensive means that assessment is not limited to assessing cognitive aspects, but also affective and psychomotor aspects during the education process. According to Heny Friantary & Feny Martina (2018) assessment should have the function of checking and tracking the progress and skills and abilities of students. Therefore, teachers should correctly understand how to conduct credible and quality assessments.

Assessment of cognitive aspects is an activity carried out to measure students' mastery of knowledge (Ramdhani & Dea, 2021). Assessment of cognitive aspects with technical tests. There are several types of tests, namely multiple choice tests, short form tests, matching tests, and description tests (Fang et al., 2017). Assessment of affective aspects means evaluating student attitudes and behavior changes during learning. Settings refer to actions when reacting to objects. This means that the subjects answered by students are the subjects taught by the teacher. A person's action or reaction can be modified to then produce the desired behavior. Especially after participating in learning, students are expected to change their behavior for the better in accordance with the learning objectives. To assess attitude or influence, you can use non-test techniques. This non-test technique can be carried out through various activities, including observation, interviews, attitude scales, checklists, rating scales, questionnaires, and participant reward techniques (Munthofiah, 2013).

Furthermore, psychomotor assessment is an assessment of the skills and abilities of each individual after students have certain learning experiences. There are several tests that teachers can conduct to obtain psychomotor assessments, including exercises or activities, projects, and portfolios. Components of portfolio assessment include: teacher notes, student work and student progress data.

Metode Team Games Tournamen (TGT)

One of the efforts that can be used to improve student activeness and learning outcomes in the classroom learning process is to use the Teams Games Tournament learning model. TGT is one type of cooperative learning that places students into learning groups consisting of 5 to 6 groups heterogeneously (Rochmad Ari Setyawan, et al, 2019). According to Novi Pitdianti (2019), the TGT (Team Games Tournament)

learning model is a cooperative learning model by forming small groups in a class consisting of 3-5 heterogeneous students, both in terms of academics, gender, race, and ethnicity. The core of this model is the presence of academic games and tournaments.

TGT is a collaborative learning method developed by Slavin that allows students to review and master topics. Slavin found that the TGT method successfully improved basic skills, achievement, positive interactions between students, self-esteem and accepting attitudes towards other diverse students (Restu Bunda Sentani, 2020). By using the TGT method, students are formed into small groups of 3-5 students who are heterogeneous in terms of academic achievement, gender, race, and ethnicity. In addition, students compete with other group members as representatives of their team to achieve results or achievements. TGT is a learning method that can bring a dimension of excitement for students, whose members are assigned to learn the material first with other members, then tested individually through academic games. (Restu Bunda Sentani, 2020: 19).

The steps in the TGT method are as follows:

a. Class Presentation

During this class presentation, students must really pay attention and understand the material presented by the teacher, because it will help students work better during group work and during the game because the game score will determine the group score.

b. Group (Team)

The function of the group is to further explore the material with their group friends and more specifically to prepare group members to work well and optimally during the game.

c. Game

Games consist of simple, numbered questions designed to test the knowledge students have gained from the class presentation and group learning.

d. Tournament

Tournaments are usually conducted at the end of the week or at the end of each unit after the teacher has made a class presentation and groups have worked through the worksheets.

e. Group Awards

Each team will receive a certificate or prize if the average score meets the specified criteria.

The TGT cooperative learning method has advantages and disadvantages. According to Novi Pitdianti (2019) The advantages of the TGT method are: (1) TGT model not only highlights smart students (high academic ability) in learning, but also students with low academic ability actively participate and play an important role in their team. (2) This learning method emphasizes a sense of cohesiveness and mutual respect between group members, (3) Through this learning method students are more eager to follow the lesson. Because in this learning the teacher promises prizes to the

best students or groups, (4) in this learning, because this method has game activities in the form of tournaments, students are happier to attend class.

While the weaknesses of the TGT method are: (1) in this learning method, it must use a very long time, (2) the teacher is required to be good at choosing subject matter suitable for this method, (3) the teacher must prepare this method well before it is applied. For example, making questions for each tournament table or competition, and teachers must know the academic order of students from highest to lowest.

Aims to Increase Civics Activity and Study Results Through the Use of Team Game Tournament Methods (TGT)

Based on the results of the research conducted, it shows that there is an increase in learning outcomes and student learning activeness in class XII SMK Negeri 3 Salatiga in civics subjects, after the TGT learning method is applied by the teacher. This is evidenced by the increase in student learning activeness from cycle I meeting 1 to meeting 2 and cycle II meeting 1 to meeting 2, as well as an increase in student learning outcomes from cycle 1 to cycle 2. The application of the TGT method where students are not active in the learning process. Student learning outcomes in the initial conditions were mostly still low, it was seen that only 5 students completed $KKM \geq 77$. This is caused by teachers who still dominantly use the lecture method where students only listen and are not directly involved in the learning process so that many students feel bored and tend to be passive to ask questions or discuss with friends.

With this condition, the researcher then improved learning by applying learning methods that are in accordance with the characteristics of students in the classroom, namely applying the TGT (Team Game Tournament) learning method, with the hope of increasing student activeness and learning outcomes in Civics subjects in class XII ATPH SMK Negeri 3 Salatiga. The results of class action research carried out in Civics learning through the application of the TGT (Team Game Tournament) learning method have been proven to improve student activeness and learning outcomes.

Cycle I

The implementation of cycle I activities was carried out on February 14 and 21, 2023, in its implementation cycle I was divided into 2 meetings and each meeting had a time allocation of 90 minutes. The results of observations in cycle I showed an increase in student learning activeness in each cycle, in cycle I the first meeting the average student learning activeness of 47,23% (17 students) increased to 69,44% (25 students) at the 2nd meeting. This student learning activeness affects student learning outcomes where in the pre-cycle students who gets a complete score of $KKM \geq 77$ as many as 5 students or 13,89% increased to 28 students or 78,78% complete KKM in this cycle I, the lowest score is 55, the highest score is 90, and the average score is 79,83.

Cycle II

The implementation of cycle II was carried out on February 28, 2023 and March 7, 2023 which was carried out 2 meetings where the time allocation for each meeting

was 90 minutes. Based on the results of observations, it shows that the learning activeness of students in class XII ATPH SMK Negeri 3 Salatiga in cycle II, experienced a significant increase where in cycle I, the first meeting, the average student learning activeness of 47,23% (17 students) increased at the second meeting by 69,44% (25 students), then in cycle II, the first meeting, the average student learning activeness of 80,56% (29 students) increased again at the second meeting by 91,66% (33 students), so that from the results of cycle II this has exceeded the specified research success indicator, namely student learning activeness reaching 80% of all students. Meanwhile, the learning outcomes also experienced a significant increase as many as 35 students got a complete score of KKM \geq 77 or with a percentage of 97,22%. The lowest score was 60, the highest score was 97, and the average score was 88,28. The student learning outcomes in cycle II have exceeded the research success indicator of 90% of all students completing the KKM. Thus, it can be concluded that the application of the TGT (Team Game Tournament) method in Civics subjects implemented in class XII ATPH SMK Negeri 3 Salatiga semester II of the 2022/2023 school year has succeeded in increasing student activeness and learning outcomes.

From the results of class action research in class XII ATPH SMK Negeri 3 Salatiga, it can be concluded that the application of the TGT learning method can increase student activeness and learning outcomes, because with the application of this method students are directly involved in learning (group discussions) so that students better understand the subject matter provided. This is in line with the opinion of (Pitdianti, 2019), mentioning the benefits of studying the type of TGT: (1) The TGT model not only makes smart students (high academic ability) more visible in learning, but also students with low academic ability are more active and play an important role in their team, (2) can interpret promoting togetherness and mutual respect between group members. (3) makes students more eager to follow the lesson because the teacher promises prizes for the students or groups in the lesson, (4) makes students more excited because this method is more fun to follow the lessons offered game activities in the form of tournemants. The results of this study also support the results of research by (Sandyagraha, 2018) and (Sekarini, 2022) which state that the application of the TGT model can increase the activeness and learning outcomes of Civics students at SMK Sastra Mandala and SMA Negeri 1 Petang.

D. Conclusion

Based on the results of the research that has been carried out, it can be concluded that the application of the TGT learning method in Civics subjects can increase the activeness and learning outcomes of students in class XII ATPH SMK Negeri 3 Salatiga semester II academic year 2022/2023. This can be shown from the increase in student activeness in cycle I to cycle II, in cycle I per the 1st finding the average student activeness was 47,23% (17 students) to 69,44% (25 students) at the 2nd meeting, then in cycle II the 1st meeting average 80,56% student activeness (29 students), increasing again at the 2nd meeting to 91,66% (33 students). Student learning outcomes also increased in each cycle, in the pre-cycle there were 5 students (13,89%) who got the

KKM \geq 77 increasing to 28 students (77,78%) in cycle I and in cycle II it increased again to 34 students (94,44%). The suggestions given based on the conclusion of the class action research conducted in class XII ATPH SMK Negeri 3 Salatiga in the second semester of the 2022/2023 academic year are as follows: (1). For the Principal, the principal should motivate teachers to improve the quality of the learning process and results through the application of the TGT learning method, (2). Teachers are expected to use the TGT learning method to improve student activeness and learning outcomes, (3). For students, they should be more active in classroom learning to improve their learning outcomes.

E. Acknowledgement

Thank you to all those who have helped us with our research. Especially to the academic community of SMK Negeri 3 Salatiga who helped and gave permission for the research. Our thanks also go to all the editors and reviewers of JMKSP who provided suggestions for improvement so that this article can be accepted and published in the journal that you manage.

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