

# **The Application of the Team Games Tournament (TGT) Learning Model Assisted by the Plickers Application to IPAS Learning Outcomes of Class IV Students of Labuang Baji II Kota Makassar**

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**Abstract:** The purpose of this research is to find out how to improve the IPAS learning results of students in class IV of SD Negeri Labuang Baji II Makassar City through the implementation of the Team Games Tournament (TGT) learning model with the help of the plickers application. The type of research used in this research is Class Action Research (PTK) with a qualitative approach. The research subjects are teachers and class IV students with 21 students, consisting of 9 men and 12 women as well as a teacher. This research data analysis technique is observation, test and documentation. The results of teacher activity observation in cycle I are included in the adequate category and the results of teacher activity observation in cycle II are included in the good category. The results of student activity observation in cycle I are included in the sufficient category and the results of student activity observation in cycle II are included in the good category. IPAS learning results of students in cycle I included in the incomplete category while IPAS learning results of students in cycle II included in the completed category. From the research results, it is known that the TGT model with the help of plickers application can improve the learning results of IPAS students in class IV of SD Negeri Labuang Baji II.

**Keywords:** Team Games Tournament, Plickers Application, Learning Outcomes

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**How to Cite:** Sary, F. A., Achmad, W. K. S., & Pada, A. (2025). The Application of the Team Games Tournament (TGT) Learning Model Assisted by the Plickers Application to IPAS Learning Outcomes of Class IV Students of Labuang Baji II Kota Makassar. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 11(2), 270-278. <https://doi.org/10.26740/jrpd.v11n2.p270-278>

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## **Article Info:**

Received: 29 January 2025; Accepted: 14 June 2025; Published Online: 30 June 2025

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## INTRODUCTION

Education is a means that can increase human resources which can increase insight, knowledge and so on. Education plays a very important role in the nation's development process, this educational process really requires a strong understanding of students (Meilana et al. 2020). In Law No. 20 of 2003 Pasal 3 (Nurhaedah, Atjo, and Meksi 2022) concerning the National Education System states that national education serves to develop abilities and shape the character and civilization of a nation with dignity in order to enlighten the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, blessed, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Referring to the Law of the Republic of Indonesia No. Year 2003 about the National Education System, then education must emphasize more on students as human beings who have the potential to learn and develop.

Improving the quality of learning outcomes in Elementary Schools is the main focus in supporting the achievement of educational goals. One of the subjects that has an important role in improving the ability of critical thinking, caring for the environment and understanding social life is Natural and Social Sciences (Ratnadi, N, K 2019). But in practice, IPAS learning still faces obstacles, especially in achieving learning results that have not been maximized. This encourages the need for a renewal of strategies that not only emphasize conventional learning but requires a varied learning model or strategy. In other words, teachers must be able to create a meaningful and conducive learning process by using varied learning models. Not only that, teachers also need learning tools or media as well as evaluation to support the learning process in the classroom. Learning model is a description of the learning environment that describes curriculum planning, courses, learning unit design, learning equipment, books, multimedia and learning aids (Hendracipta 2021). So that a learning model is needed that can make students not feel bored and students are active in the learning process.

Based on the observation results on November 7, 2024 with the homeroom teacher of SD Negeri Labuang Baji II, and conducting observations in class IV showed that the activities of teachers and some students were seen to be less active in the learning process, causing students to lack understanding of the material. Besides that, teachers rarely use

varied learning models and teachers also rarely prepare tools for student learning evaluation. As a result, most of the student's learning results have not reached KKTP. This is supported by the results of the conversation with the homeroom teacher of class IV of SD Negeri Labuang Baji II saying that the average learning results of 21 students in the IPAS content is  $\leq 40\%$  of students have not reached a score of  $\geq 75$ .

This is caused by factors from teachers and factors from students. Factors from teachers, namely; 1) teachers involve students less in group learning activities, 2) teachers do not apply varied learning models to attract students' attention in the learning process, 3) teachers do not prepare enough media to measure learning outcomes or final evaluation of students. While the factors from students, namely; 1) students are less active in the learning process, 2) students tend to feel bored or bored when learning in the classroom, and 3) students are less enthusiastic and motivated in following the learning process.

Based on the problems described above, there is a need for the right solution and follow-up to optimize student learning outcomes. Therefore, a model and learning media that is appropriate and appropriate are needed in addition to conventional learning. In this learning, students no longer act as listeners but students can also solve problems by themselves according to the ability they have to think critically in dealing with problems, accept or determine and dig up their own problem solving to get the final result. The appropriate learning model to be used is the Team Games Tournament (TGT) learning model which is one of the types of cooperative learning models ([Hermawan and Rahayu 2020](#)).

Team Games Tournament (TGT) is a learning model that involves student activities without status differences, involves the role of students as peer tutors and contains game elements ([Astuti, Suryana, and Suaidi 2022](#)). Because it contains game elements, student activities in the learning process allow students to learn relaxedly in addition to growing responsibility, healthy competition cooperation and active learning involvement. To achieve maximum student learning outcomes at the end of learning, students need to be given a final assignment or final evaluation. Its function is to measure the level of student learning success regarding the material that has been studied. To make the evaluation process easier, educators are required to find a way to keep the implementation of the evaluation fun and creative. So a media or application is needed to

be used as an evaluation tool. The appropriate tool to assess the evaluation of learning outcomes is the plickers application (Allawiah 2023). Plickers is a tool used by teachers to provide assessments and data collection from assessment results in real-time without the need for additional devices for students (Setiyani 2020). In addition, plickers are also a technology that can send answers to students with the help of devices such as computers or laptops, HP, and marker plickers to educators to obtain the final results (Situmorang and Mediatati 2023)

Although there are several previous studies that discuss the TGT learning model with the help of plickers applications in other research, one of which is in the research conducted by (Subekha 2019), but the research focus and research methods used with this research are different. Therefore, researchers are confident to conduct this research with the aim of finding out the improvement of learning outcomes of students in class IV of SD Negeri Labuang Baji II through the application of the Team Games Tournament (TGT) learning model with the help of the Plickers Application.

## METHODS

The type of research used in this study is Class Action Research (PTK) with a qualitative approach, which is carried out on the basis of problems found in the scope of Elementary Schools, namely low learning outcomes of IPAS students. The setting in this research was carried out at SD Negeri Labuang Baji II Makassar City in the even semester of the 2024/2025 school year. The subjects in this study are teachers and 21 students consisting of 9 men and 12 women as well as a teacher. The action design in this research consists of two cycles, each cycle consists of planning, implementation, observation, and reflection stages. The data collection techniques used are observation, test, and documentation. Data is analyzed using qualitative and quantitative data which refers to a model developed by Milles Huberman (Yanuarto et al. 2021) which consists of 3 stages, namely: data reduction, data exposure, and drawing conclusions. Meanwhile, quantitative data is obtained by calculating teacher and student activity scores as well as overall student learning outcomes.

## RESULTS

### Cycle I

**Table 1.** Level of Success of Learning Process Cycle I

| Observation        | Presentation | Category |
|--------------------|--------------|----------|
| Teacher's Activity | 74,44%       | Enough   |
| Student Activity   | 67,75%       | Enough   |

After the IPAS learning process by applying the Team Games Tournament (TGT) learning model with the help of the plickers application shows that the results of the observation of the learning process in teacher teaching activities and student learning activities are in the adequate category (C), with a presentation rate of teacher teaching activities of 74.44% and the presentation rate of student learning activities reaching 67.75%.

**Table 2.** Level of Success of Students Learning Outcomes Cycle I

| Achievements | Category     | Frequency | Presentation |
|--------------|--------------|-----------|--------------|
| 75-100       | Complete     | 12        | 57%          |
| 0-74         | Not complete | 9         | 42%          |

Based on the table above, the data obtained from 21 students of class IV of SD Negeri Labuang Baji II are in the incomplete or unsuccessful category in implementing the Team Games Tournament (TGT) learning model with the help of the plickers application, with 12 students (57%) achieving KKTP and 9 students (42%) have not achieved KKTP.

### Cycle II

**Table 3.** Level of Success of Learning Process Cycle II

| Observation        | Presentation | Category |
|--------------------|--------------|----------|
| Teacher's Activity | 92,22%       | Good     |
| Student Activity   | 91,11%       | Good     |

After the IPAS learning process by applying the Team Games Tournament (TGT) learning model with the help of the plickers application shows that the results of the observation of the learning process on teacher teaching activities and student learning

activities are in the sufficient category (C), with a teacher teaching activity presentation rate of 92.22% and a student learning activity presentation rate of 91.11%.

**Table 4.** Level of Success of Students Learning Outcomes Cycle II

| Achievements | Category     | Frequency | Presentation |
|--------------|--------------|-----------|--------------|
| 75-100       | Complete     | 18        | 85%          |
| 0-74         | Not complete | 3         | 14%          |

Based on the table above, the data obtained from 21 students in class IV of SD Negeri Labuang Baji II are in the incomplete or unsuccessful category in implementing the Team Games Tournament (TGT) learning model with the help of the plickers application, with 18 students (85%) achieving KKTP and 3 students (14%) not achieving KKTP.

## DISCUSSION

This discussion was held to find out the success of the implementation of the Team Games Tournament (TGT) learning model with the help of the plickers application as an effort to improve IPAS learning results. This can be seen from the presentation of the observation results of teacher teaching activities and the observation results of student learning activities as well as the final evaluation test.

Based on the data above, the observation results obtained from the implementation of cycle I that the implementation of the Team Games Tournament (TGT) learning model with the help of the plickers application has not been properly implemented in the IPAS learning process, both in the aspect of teacher teaching activities and student learning activities are in category (C). In the learning process of cycle I, there are several shortcomings in student teaching and learning activities, namely, less opportunity for students to ask questions, only focusing on the teacher who gives questions, students do not pay attention to the teacher so that students' understanding is still lacking. In addition, some students did not contribute during group discussions and group worksheets. Then, students' understanding of game rules is still lacking, causing students to have difficulty answering questions using plickers. Besides that, there are still some students who are confused about answering questions read by the teacher because of the difficulty of using plickers. And lastly, the teacher only announced the group winners but did not give awards directly to the students. As for the final evaluation test of the learning outcomes

obtained by class IV students in the implementation of cycle I by applying the Team Games Tournament (TGT) learning model with the help of the plickers application, it is included in the incomplete or unsuccessful category, because it has not reached 75% of the completion of learning outcomes.

Research on cycle II of IPAS learning by applying the Team Games Tournament (TGT) learning model with the help of the plickers application obtained observation results on aspects of teacher teaching activities and student learning activities showing that the learning process has been carried out well. Teacher teaching activities and student learning activities are both in the good category (B), so it can be stated that the results have improved from the implementation process of cycle I. The improvement obtained during the implementation of the observation of teacher teaching activities as well as student learning activities in the implementation of cycle II due to the improvement of the shortcomings encountered in the implementation of the previous cycle I. After making improvements, learning becomes more active, students show changes by actively asking questions, paying attention to the teacher when explaining the material, and showing understanding related to the material learned. As for the final evaluation test of the learning results of the second cycle by applying the Team Games Tournament (TGT) learning model with the help of the plickers application, it is included in the complete or successful category, because the IPAS learning results have exceeded 75% of the completion of the learning results.

The statement from the research results that has been described above is in accordance with the expert statement ([Slavin 2009](#)) which states that "the Team Games Tournament (TGT) learning model can improve student learning outcomes". In addition, research conducted by ([Allawiah 2023](#)) that the plickers application can help teachers in assessing students' learning outcomes easily without having to make many question and answer sheets. In addition, this research has achieved all process indicators and learning outcomes that can be seen from the observation of teacher teaching activities and student learning activities as well as the student's ability to answer final evaluation questions of cycle I and cycle II.

This research is in line with the research that has been conducted by ([Riana 2020](#)) which in his research concluded that the implementation of the TGT learning model with

the assistance of plickesr was successful. This is proven by the increase in learning results in cycle I as much as 47.4% and 100% in cycle II.

## CONCLUSION

Based on the results of research and discussion, it can be concluded that the implementation of the Team Games Tournament (TGT) learning model with the help of the Plickers Application can improve the learning outcomes of students in class IV of Labuang Baji II State Elementary School in Makassar City. This can be seen from the improvement of student learning outcomes from cycle I to cycle II. In cycle I, student learning results showed  $<75\%$  with a presentation rate of 57% and have not yet reached KKTP. Furthermore, in cycle II, student learning results showed results of  $>75\%$  with a presentation rate of 85% and succeeded in achieving the KKTP score.

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