

The Influence of the Teams Games Tournament Learning Model Using Educaplay Media on Elementary School Students' Understanding of Landscape Concepts

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Keywords	ABSTRACT
Teams Games Tournament; Educaplay Media; Understanding of Landscape Concepts	Students' comprehension abilities in Social Science Studies at SDN 008 Samarinda Ilir are satisfactory because learning is dominated by conventional methods, making students more passive and easily bored. This condition requires the implementation of innovative, interactive, and enjoyable learning models. The TGT model combined with the digital media Educaplay is considered to be capable to increase students' motivation, participation, and understanding through a combination of group work and game-based learning. This research aims to determine the effect of the TGT learning model by using Educaplay on the understanding ability of third-grade students at SDN 008 Samarinda Ilir for the 2024/2025 academic year. The research used a quantitative method by using a One Group Pretest-Posttest Design. The sample included 27 students selected by the purposive sampling technique. Data was collected through 20 multiple-choice questions, given before and after the treatment, then analyzed with a paired samples t-test by using SPSS version 27. The research results indicate that the average pretest score was getting 55 score that increased to 69.44 score on the posttest, with a significance level of $0.000 < 0.05$. It can be concluded that the TGT model assisted by Educaplay significantly influences students' understanding abilities in IPAS and effectively creates active, enjoyable, and meaningful learning
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INTRODUCTION

Education plays a crucial role in developing high-quality human resources competitive.¹ One indicator of educational success is students' ability to understand and apply learning concepts effectively.² However, the reality on the classroom level demonstrates that students' understanding abilities in the IPAS subject at SDN 008

¹ Sunarti Rahman, *Pascasarjana Universitas Negeri Gorontalo Prosiding Seminar Nasional Pendidikan Dasar "Merdeka Belajar Dalam Menyambut Era Hasil Masyarakat 5.0" Pentingnya Motivasi Belajar Dalam Meningkatkan Belajar*, nd

² Luqman Hakim et al., "Strategi Belajar Menggunakan Model Pembelajaran Kooperatif Sebagai Pembentukan Karakter Siswa" 1, no. Juli (2021).

Samarinda Ilir are satisfactory because learning is using teacher-centered and dominated by the lecture method³ This made students become passive, easily bored, and less participatory in the teaching and learning process.⁴

The problem of low student comprehension requires teachers to find more engaging learning strategies that are appropriate to the characteristics of elementary school students. One alternative is the implementation of the Teams Games Tournament (TGT) cooperative learning model.⁵ The TGT model is a type of cooperative learning that combines elements of group cooperation with academic competition through games.⁶ Additionally, as mentioned by Fuji Astuti et al., this model is capable of improving responsibility and cooperation among students in achieving group goals.⁷ The TGT instruction contains multiple stages, such as class presentation, group formation, games, tournaments, and awarding prizes to the group with the highest score.⁸

Beside learning models, media also plays an important role in improving the effectiveness of the learning process. One example is interactive digital media that can be used is Educaplay, a web-based platform that provides various game-like learning activities such as quizzes, crosswords, and brave tournaments⁹ This media may stimulate students' interest in learning and allow them to understand the material through enjoyable learning experiences.¹⁰ The research findings of Batitusta & Hardinata indicate that implementing Educaplay based on educational games can enhance students' comprehension and participation in learning activities.¹¹

Some previous research additionally verify the effectiveness of using the TGT model in improving comprehension skills. Research by Fauziyah & Anugraheni concluded that the implementation of TGT was able to improve students' critical thinking and understanding abilities in thematic learning at elementary school.¹² Similar studies conducted by Rahmi &

³ Yunisatizzahroh Apriliani et al., "Analisis Pembelajaran Siswa Terhadap Implementasi Kurikulum Merdeka Pada Mata Pelajaran IPAS Di SD Negeri 1 Mantingan Kabupaten Jepara," *IJM: Jurnal Multidisiplin Indonesia*, vol. 1 Agustus 2023, <https://journal.csspublishing/index.php/ijm>.

⁴ Agus Yulianto dan Kota Bima, "Penerapan Model Kooperatif Tipe Tps (Think Pair Share) Untuk Meningkatkan Hasil Belajar Siswa Di Kelas V I S DN 42 Kota Bima," dan, <https://jurnal.habi.ac.id/index.php/Pendidikdas>.

⁵ Nabilla Fuji Astuti et al., "Tarbiatuna: Jurnal Kajian Pendidikan Islam Model Rancangan Pembelajaran Kooperatif Learning Team Game Tournament (TGT) Pada Pelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar," nd

⁶ Nur Endah Hikmah Fauziyah and Indri Anugraheni, "Pengaruh Model Pembelajaran TGT (Teams Games Tournament) Ditinjau Dari Kemampuan Berpikir Kritis Pada Pembelajaran Tematik Di Sekolah Dasar," *Jurnal Basicedu* 4, no. 4 (5 Juli 2020): 850–60, <https://doi.org/10.31004/basicedu.v4i4.459>.

⁷ Andi Sulistio, MI Pd, dan Nik Haryanti, "Model Pembelajaran Kooperatif (Cooperative Learning Model) Penerbit Cv.Eureka Media Aksara," nd

⁸ Elma Teranikha et al., "Penggunaan Model Teams Games Tournament Untuk Meningkatkan Keaktifan Siswa Pada Mata Pelajaran Matematika," nd, <http://journal.ainarapress.org/index.php/jiepp>.

⁹ Fabian Omar Batitusta and Vanda Hardinata, "Pengaruh Implementasi Media Permainan Edukasi Educaplay Berbasis Gadget Terhadap Hasil Belajar Menulis Esai," vol. 7, 2024, <http://jiip.stkipyapisdmpu.ac.id>.

¹⁰ Nadhila Fernanda, Anna Roosyanti, dan Ratna Susanti, "Peningkatan Hasil Belajar Pendidikan Pancasila Melalui Media Educaplay Di Kelas IVB SDN Dukuh Kupang III Surabaya," *Jurnal Penelitian Sains dan Pendidikan* 3, no. 2 (16 Agustus 2024): 58–63, <https://doi.org/10.62759/jser.v3i2.131>.

¹¹ Ros Suryaningsih Ge' and Zaini Dahlan, "Pengaruh Media Interaktif Educaplay Terhadap Hasil Belajar IPA Siswa Kelas V Sekolah Dasar," *Jayapangus Press Cetta: Jurnal Ilmu Pendidikan* 8 (2025), <https://jayapanguspress.penerbit.org/index.php/cetta>.

¹² Aprilia Rahmi, Nurhasanah Nurhasanah, and Husniati Husniati, "Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Berbantuan Media Wordwall Terhadap Hasil Belajar IPAS Siswa Kelas V SDN 20 Cakranegara," *Jurnal Ilmiah Profesi Pendidikan* 10, no. 2 (2 Mei 2025): 1116–22, <https://doi.org/10.29303/jipp.v10i2.3349>.

Husniati showed that TGT assisted by Wordwall media was effective in improving IPAS comprehension skills and training students' responsibility and active participation.¹³ Additionally, Aprimadedi et al. discovered that students who studied through TGT achieved higher comprehension skills than using conventional methods¹⁴ The same results have been found by Firdaus, Kadir, and Musdalifah that the application of the TGT model supported by educational game media was able to increase students' motivation and learning outcomes through a more enjoyable learning environment.¹⁵

Based on these various studies, the implementation of the TGT learning model assisted by Educaplay media has the potential to improve the understanding ability of elementary school students in IPAS studies. This research is interesting because it applies the Teams Games Tournament model using Educaplay media in IPAS lessons on subject matter of Natural Landscapes for third-grade students at SDN 008 Samarinda Ilir. Through the integration of cooperative learning strategies and digital technology, learning activities become more meaningful, enjoyable, and compatible with the demands of the Merdeka Curriculum.¹⁶

RESEARCH METHOD

This study employs a pre-experimental design such an experiment that does not utilize a control group, using quantitative approach using a One-Group Pretest-Posttest Design, which one group is given tests before and after the treatment to see the difference in understanding skill.¹⁷ This design allows researchers to compare students' beginning and closing conditions after they have been given treatment using the Teams Games Tournament (TGT) learning model assisted by Educaplay media. The research design can be seen in Table 1 below.

Table 1 Research Design

<i>Pre-test (O₁)</i>	<i>Treatment (X)</i>	<i>Post-test (O₂)</i>
Understanding test before using the assisted TGT model <i>Educaplay</i>	Implementation of the assisted TGT learning model <i>Educaplay</i>	Understanding test after using the assisted TGT model <i>Educaplay</i>

The research was conducted at SD Negeri 008 Samarinda Ili, that the population consisting of all third-grade students, totaling 54 participants. The research sample was class III A students, a total of 27, which included 13 male and 14 female students. The sample selection was accomplished using a purposive sampling technique because the class was most relevant to the research objectives¹⁸. Class III A was chosen as the sample because fulfillment

¹³ Aprimadedi, Rendi Marlianda, and Verliana Verliana, "Pengaruh Model Pembelajaran Teams Games Tournament (TGT) Terhadap Hasil Belajar Siswa Matematika Siswa Kelas III Sekolah Dasar," *Jurnal Muara Pendidikan* 10, no. 1 (30 Juni 2025): 214–19, <https://doi.org/10.52060/mp.v10i1.2287>.

¹⁴ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R&D*, 2020.

¹⁵ Firdaus, Abd Kadir, and Musdalifah, "Efektivitas Model Pembelajaran Kooperatif Tipe TGT Berbantuan Media Ular Tangga Terhadap Hasil Belajar Matematika," *Global Science Education Journal* 6, no. 1 (2024): 10–20.

¹⁶ Ni Nyoman dan Kurnia Wati, "Edukasi: Jurnal Pendidikan Dasar Implementasi Kurikulum Merdeka Pada Mata Pelajaran IPAS," *Jurnal Pendidikan Dasar* 4, no. 2 (2023): 171–80, <https://doi.org/10.55115/edukasi.v4i2.3598>.

¹⁷ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*.

¹⁸ Aries Veronica dkk., *Metodologi Penelitian Kuantitatif Kuantitatif Kuantitatif* Get Press, nd, www.globaleksekutifteknologi.co.id.

of the criteria, particularly that it hadn't previously employed the TGT learning model and the comprehension of IPAS was insufficient.

The research instrument used was a multiple-choice understanding test consisting of 20 questions. Before being used, the questions were tested for validity, reliability, difficulty level, and disparity index testing to ensure suitability of the question as a measurement tool. Validity testing was conducted using the product-moment correlation formula, while reliability testing used Cronbach's Alpha coefficient, which indicated a value of 0.832, indicating high reliability.¹⁹

Afterwards, a scale of difficulty test was conducted to determine the level of difficulty of the test items were for students, and the discrimination index test was used to assess the ability of the items to distinguish between high and low-achieving students. The test results showed that there were 13 easy items and 17 fairly difficult items, while based on the discrimination index, there was 1 item in the very good category, 13 items in the good category, 11 in the fair category, and 5 in the low category.²⁰

The research procedure started with the implementation of a pre-test on June 3, 2025, to measure students' preliminary abilities relating to the Landforms material. After that, the researcher implemented the TGT learning model supported by Educaplay media for two meetings, specifically on June 4-5, 2025. This TGT model includes the stages of class presentation, group formation, games, tournaments, and rewards.²¹

Media Educaplay is used as an interactive learning tool that includes quizzes and digital educational games to support student learning activities. This platform facilitates a fun and competitive learning experience, making students more motivated to understand the material.²² After the treatment was completed, the researcher conducted a post-test to measure final comprehension ability. The pre-test and post-test data were subsequently examined using descriptive and inferential statistical tests. Normality testing was conducted using the Shapiro-Wilk test to determine if the data was distributed normally. If the data analysis was normal, it was followed by the Paired Sample T-Test using SPSS version 27. This test was used to determine the significant difference between comprehension abilities before and after the learning model was applied.²³

RESULTS AND DISCUSSION

This research was conducted in class III A at SDN 008 Samarinda Ilir, with a sample size of 27 students. Research data has been collected through pre-test and post-test results in the IPAS subject with the material "Natural Landscapes." Before the test had been given, the researcher first conducted validity and reliability testing of the instrument at SDN 004 Samarinda Ulu on May 15, 2025. Before Validity test there were 30 multiple-choice questions,

¹⁹ Rahmat Fadli dkk., "Validitas Dan Reliabilitas Pada Penelitian Motivasi Belajar Pendidikan Agama Islam Menggunakan Product Moment," vol. 6, dan, <http://jup.stkipyapisdmpu.ac.id>.

²⁰ Hera Apriliana Saputri et al., "Analisis Instrumen Asesmen : Validitas, Reliabilitas, Tingkat Kesukaran, Dan Daya Beda Butir Soal," *Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 9, no. 5 (2023): 2986–95.

²¹ Fuji Astuti et al., "Tarbiatuna: Jurnal Kajian Pendidikan Islam Model Rancangan Pembelajaran Kooperatif Learning Team Game Tournament (TGT) Pada Pelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar."

²² Pendidikan Profesi dan Prodi Guru Prajabatan, "©JP-3 Jurnal Pemikiran Dan Pengembangan Pembelajaran ©Muhamad Rifaldin Penerapan Model Discovery Learning Berbantuan Media Educaplay Untuk Meningkatkan Hasil Belajar IPA Kelas VIII.D SMPN 20 Makassar Muhamad Rifaldin; Nurhayani H. Muhiddin; Paulus Rante," vol. 6 (Mei-Agustus, 2024).

²³ Riska Damayanti dan Nurfaizah AP Nurhaedah, "Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar Pada Pembelajaran IPA Di Kabupaten Maros Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar Pada Pembelajaran IPA Di Kabupaten Maros," nd

20 items were accepted as valid, while the other 10 items failed to fulfill the validity criteria. The reliability test results show a Cronbach's Alpha value of 0.832, which is classified into the high category.²⁴ Additionally, the difficulty level and discrimination power of the questions were tested. A total of 13 questions were categorized as easy, 17 as moderately difficult, while the discrimination power showed 1 question as very good, 13 as good, 11 as sufficient, and 5 as bad.²⁵

After the instrument was declared valid, the researcher conducted a pre-test on June 3, 2025, to measure the students' preliminary abilities. The pre-test results displayed an average score of 55, with the highest score is 85 and the lowest is 25. Then, learning was conducted using the Teams Games Tournament (TGT) model with the use of Educaplay media for two meetings, on June 4 and 5, 2025. After the learning, a post-test was given to measure the students' final understanding abilities, resulting in an average score of 69.444, the highest score being 100, and the lowest being 50.

Table 2 of Class III A Students

Data Centralization and Distribution	<i>Pre-Test</i>	<i>Post Test</i>
Highest Score	85	100
Lowest Score	25	50
Average	55	69,444

Source: SPSS 27 Data Processing Results

From Table 2, it can be seen that there was an increase in students' understanding abilities after implementing the TGT model assisted by *Educaplay*.

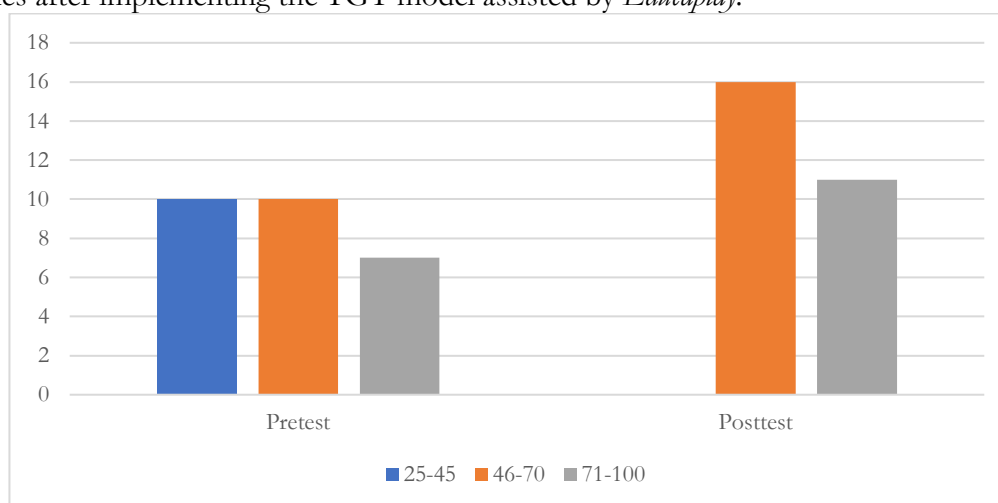


Figure 1 Graph of Pre -test and Post-test Values

²⁴ Fadli et al., "Validitas Dan Reliabilitas Pada Penelitian Motivasi Belajar Pendidikan Agama Islam Menggunakan Product Moment."

²⁵ Magdalena et al., "Analisis Validitas, Reliabilitas, Tingkat Bantuan Dan Daya Beda Butir Soal Ujian Akhir Semester Tema 7 Kelas III S DN Karet 1 Sepatan."

Improvement mark the show that learning cooperative with approach games and tournaments capable increase motivation as well as participation student in the learning process.²⁶ Before conducting the hypothesis test, a data normality test was carried out using the Shapiro-Wilk test.

Table 3Normality Test Results

No.	Data	<i>Pre-Test</i>	<i>Post Test</i>
1.	Average Value	55	69,444
2.	Significance Value	0.070	0.204
Conclusion		> 0.05	> 0.05
Decision		Normal	Normal

Based on the normality test results in the table above, it can be seen that the pre-test and post-test data are normally distributed, as evidenced by the pre-test and post-test significance values > 0.05 . Because the data obtained are normally distributed, the researcher then conducted a hypothesis test or temporary assumption using a paired sample t-test. Based on the pretest and posttest results tested using SPSS, the following data were obtained:

Table 4Hypothesis Test Results

No.	Data	<i>Pre-Test</i>	<i>Post Test</i>
1.	N	27	27
2.	Average Value	55	69.44
3.	<i>Asymp . Sig. Value (2-tailed)</i>	0.000	
Conclusion		H _a is accepted and H ₀ is rejected	
Decision		the Teams Games Tournament Learning Model by using <i>Educaplay</i> Media on the Science Understanding Ability of Grade III Students of SDN 008 Samarinda Ilir in 2024/2025.	

Source: SPSS 27 Data Processing Results

The t-test results indicate a significance value of $0.000 < 0.05$, therefore H₀ is rejected and H_a is accepted. This means that there is a significant influence of the Teams Games Tournament model supported by Educaplay media on the understanding ability of 3rd-grade students at SDN 008 Samarinda Ilir²⁷. This improvement in understanding ability is due to learning that is interactive, collaborative, and competitive. The TGT model allows students to learn in an enjoyable way through games and tournaments, which stimulates active participation and a sense of responsibility toward the group²⁸. Additionally, the Educaplay media helps students understand concepts visually and engagingly, which enhances retention

²⁶ Damayanti dan Nurhaedah, "Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament Untuk Meningkatkan kemampuan pemahaman Siswa Sekolah Dasar Pada Pembelajaran IPA Di Kabupaten Maros Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar pada Pembelajaran IPA di Kabupaten Maros."

²⁷ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R&D*.

²⁸ Fauziah and Anugraheni, "Pengaruh Model Pembelajaran TGT (Teams Games Tournament) Ditinjau Dari Kemampuan Berpikir Kritis Pada Pembelajaran Tematik Di Sekolah Dasar."

of information and learning motivation.²⁹ This finding correlates with previous research by Ge'e & Dahlan, which showed that using the Educaplay media significantly improved elementary school students' science comprehension abilities.³⁰

Similar research by Sarah, Novitasari, & Makki additionally indicates that the TGT model is able to significantly improve students' social studies understanding abilities.³¹ The implementation of the Teams Games Tournament model supported by Educaplay media has been effective in improving IPAS understanding abilities, particularly on the topic of Landscapes. This study shows that the application of the Team Games Tournament (TGT) learning model supported by Educaplay media significantly impacts the development of students' understanding abilities on the topic of Landscapes in class III SDN 008 Samarinda Ilir.

Before the treatment, students were given a pre-test to determine their initial abilities, then participated in game and tournament-based learning activities using Educaplay, and completed with a post-test to measure their final understanding abilities. This research matches the study conducted by Aprimadedi et al. in 2025, which identified a significant influence of using the Teams Games Tournament (TGT) model on student learning outcomes. Students who used the Teams Games Tournament (TGT) model had higher learning outcomes when compared to students who used conventional learning. This could be seen by the average score of students using the TGT model, which was 73.54, higher than the average score of students using conventional learning, which was 44. The significance value is $= 0.000 < 0.05$, which means that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is an influence of the Teams Games Tournament (TGT) learning model on the learning outcomes of third-grade elementary school students in mathematics.

CONCLUSION

Based on the research conducted in class III of SDN 008 Samarinda Ilir for the 2024/2025 academic year, it can be concluded that the implementation of the Team Game Tournament learning model supported by Educaplay media greatly impacts the improvement of students' understanding abilities in IPAS subjects. The results of the Paired Sample t-Test indicate a significance value of 0.000, which is less than 0.05, so H_a is accepted and H_0 is rejected. This demonstrates that using the TGT learning model supported by digital media such Educaplay can create an active, enjoyable, and competitive learning environment, therefore positively impacting students' comprehension skills.

Determined by research findings, some suggestions can be offered. Students have to keep themselves motivated to actively participate in learning activities and strive to understand the material so they can apply the knowledge acquired in daily life. For teachers, the results of this research may offer guidance to employ more innovative variations of learning models, specifically in the IPAS subject, in order to teaching and learning activities become more efficient and valuable. For the school, it is hoped that its programs can provide support to teachers in developing creativity and the ability to utilize technology-based learning media to improve the quality of classroom learning. Additionally, for future researchers, the results of this study can be used as a reference for developing similar research

²⁹ Nurashia Tiodora Br Tarigan, Muhammad Arifin, "Penerapan Media Pembelajaran Educaplay Dalam Meningkatkan Hasil Belajar Siswa Kelas II Di SD Negeri 064974 Medan Tembung Tahun Pembelajaran 2024/2025," *Jurnal Review Pendidikan Dan Pengajaran* 7 (2024).

³⁰ Suryaningsih Ge' and Dahlan, "Pengaruh Media Interaktif Educaplay Terhadap Hasil Belajar IPA Siswa Kelas V Sekolah Dasar."

³¹ Hakim et al, "Strategi Belajar Menggunakan Model Pembelajaran Kooperatif Sebagai Pembentukan Karakter Siswa."

or examining the application of the TGT cooperative learning model with other digital media in different educational contexts and depths.

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