



Improving Bhinneka Tunggal Ika Learning Outcomes Through Team Games Tournament in Fourth Grade at State Elementary School 03 Binuang

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ABSTRACT

Purpose of the study: This study aims to improve students' learning outcomes in Bhinneka Tunggal Ika learning by implementing the Team Games Tournament (TGT) learning model in Grade IV of SDN 03 Binuang Kampung Dalam

Methodology: This research employed Classroom Action Research with qualitative and quantitative approaches. The research was conducted in two cycles consisting of planning, action, observation, and reflection. The subjects were 20 fourth-grade students. Data were collected through tests and non-test techniques such as observation sheets for lesson plans, teacher activities, student activities, and learning outcomes. Data were analyzed using descriptive qualitative and quantitative analysis.

Main Findings: The results showed an improvement in learning outcomes from Cycle I to Cycle II. Lesson plan quality increased from 92.96% to 98.43%. Teacher activity improved from 85.71% to 96.42%, and student activity increased from 82.14% to 96.42%. Students' learning outcomes also improved in attitude (77.65 to 86.25), knowledge (75.25 to 87), and skills (80.40 to 89.99).

Novelty/Originality of this study: This study integrates the TGT model into Bhinneka Tunggal Ika learning in elementary education, emphasizing collaborative games to enhance attitudes, knowledge, and skills simultaneously, which strengthens student engagement and learning effectiveness.

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1. INTRODUCTION

Pancasila education in elementary schools plays an important role in shaping the character of students from an early age. At the elementary school level, students are in the early stages of understanding values, attitudes, and social behavior [1]. Therefore, Pancasila education focuses not only on mastering knowledge, but also on shaping attitudes such as tolerance, cooperation, responsibility, and love for the country. Good learning will help students recognize and practice Pancasila values in their daily lives at school and in the community [2].

One important subject in Pancasila Education in elementary school is Bhinneka Tunggal Ika [3]. This subject teaches students about the meaning of unity in diversity, whether it be differences in ethnicity, religion, culture, or customs [4]. Through learning Bhinneka Tunggal Ika, students are expected to be able to appreciate differences, be tolerant, and cooperate with friends from different backgrounds [5]. It is very important to instill these values from elementary school so that students grow up to be citizens with good character.

The connection between Pancasila Education and Bhinneka Tunggal Ika is very close because both instill the values of unity, tolerance, and mutual cooperation [6]. Pancasila Education forms the basis for character building, while Bhinneka Tunggal Ika is the tangible manifestation of the application of these values in the daily lives of students. Therefore, learning in elementary school needs to be designed in an interesting and meaningful way so that students not only understand the concepts but are also able to practice them in their daily behavior [7].

The ideal Pancasila education learning process in the independent curriculum is one that prioritizes a fun and relevant learning process so that students understand how to implement Pancasila values in their daily lives [2]. In learning about Bhinneka Tunggal Ika, students should be enthusiastic and active in learning. However, in reality, there are still students who are less active and enthusiastic because the learning is not interesting, which makes students easily bored and tired [6].

The lack of enthusiasm and activity in the Bhinneka Tunggal Ika learning process can occur due to learning environment factors, such as the use of media and learning tools that are not in line with the characteristics of the students, classroom conditions, and monotonous learning methods. [8] emphasizes that the low level of student involvement in learning about diversity is caused by a learning model that lacks variety and does not provide space for social interaction. Therefore, teachers are required to be innovative and creative in creating a fun and conducive learning atmosphere so that students become more active and motivated.

Pancasila education learning activities, especially on the subject of Bhinneka Tunggal Ika, ideally require teachers to have the ability to plan and implement interesting lessons so that students find the learning process enjoyable. Teachers need to position themselves as mentors who are able to explore and develop the potential of students to be more active, creative, and innovative. Thus, learning Bhinneka Tunggal Ika can provide a meaningful learning experience for students' lives [9].

The challenge faced by teachers in teaching Bhinneka Tunggal Ika is how to present the material on diversity in a concrete, interesting, and easy-to-understand manner for students. Teachers also need to innovate their teaching with various models, methods, and media that are appropriate to the characteristics of their students [10]. Therefore, efforts are needed to improve the quality of learning, one of which is through improving student learning outcomes.

Learning outcomes refer to the competencies students acquire after participating in classroom learning activities. These outcomes reflect transformations in learners' cognitive, affective, and psychomotor domains that emerge through the learning process and support the achievement of instructional goals [1]. In essence, learning outcomes indicate behavioral changes in students, encompassing their attitudes, knowledge, and skills [11].

In order to achieve maximum learning outcomes, teachers need to be selective in choosing the appropriate learning model, which will create an effective teaching and learning environment. In choosing a learning model, several things must be considered, namely: (1) the learning objectives to be achieved, (2) the nature and material of the learning material, (3) the condition of the students, and (4) the availability of facilities and infrastructure [12].

[13] states that in order to improve student learning outcomes, there must be careful planning so that learning objectives can be achieved in accordance with learning competencies and indicators.

Student learning outcomes in elementary school cover the aspects of attitude, knowledge, and skills. Good learning outcomes cannot be separated from careful learning planning [14]. Teachers need to prepare learning objectives, materials, methods, media, and assessments systematically in accordance with the characteristics of elementary school students who enjoy playing, discussing, and working in groups. However, in reality, learning still often takes place conventionally using lecture methods, so that students are less active and easily bored.

Learning challenges can be observed from both the teacher and student sides. From the teacher's standpoint, classroom instruction is still largely dominated by teacher-centered approaches, with limited application of cooperative learning strategies and minimal student engagement in collaborative group work [15]. Meanwhile, from the students' perspective, some learners remain passive, lack confidence to ask questions or share their ideas, and have difficulty collaborating effectively with their peers. These conditions contribute to students' low level of comprehension of the Bhinneka Tunggal Ika material. Table of Final Semester Summative Assessment Scores for Pancasila Education Subject for Grade IV of SDN 03 Binuang Kampung Dalam for the 2025/2026 Academic Year

Table 1. Grade IV Teacher Score List SDN 03 Binuang Kampung Dalam

No	Student Name	KKTP	Pancasila Education Learning	Remarks	
				Completed	Not Completed
1	AM	80	70		✓
2	ANP	80	74		✓

3	ANR	80	58		✓
4	AH	80	74		✓
5	AAMF	80	88	✓	
6	AAR	80	80	✓	
7	DSN	80	80	✓	
8	DZS	80	50		✓
9	HAR	80	78		✓
10	KKN	80	66		✓
11	KF	80	68		✓
12	LNF	80	78		✓
13	MA	80	76		✓
14	MAN	80	50		✓
15	MA	80	74		✓
16	NAR	80	68		✓
17	RNP	80	66		✓
18	RAB	80	82	✓	
19	SNK	80	68		✓
20	YAA	80	56		✓

According to the table above, the learning outcomes of students before the study was conducted, namely at the initial data, the Learning Objective Mastery Criteria (KKTP) was set at 80. However, many students still scored below the KKTP, such as 58, 50, 66, 68, 56, and 74. Of the 20 students, most had not achieved learning mastery in the subject of Pancasila Education, specifically the material on Bhinneka Tunggal Ika (Unity in Diversity). These data indicate that the learning process was not effective and needed to be improved through learning innovation.

To overcome this problem, a learning model that suits the characteristics of elementary school students is needed, namely one that is active, enjoyable, and involves cooperation. One model that can be used is the Team Games Tournament (TGT). The TGT model is a type of cooperative learning that combines group learning activities, games, and academic tournaments so that students can learn while playing in a fun atmosphere.

According to [16], Team Games Tournament is a learning model that combines elements of teamwork and intergroup competition through academic games aimed at increasing student motivation and learning outcomes. Meanwhile, [17] explains that TGT combines learning activities and games so that the learning process becomes enjoyable and can foster a spirit of healthy competition among students.

The application of the TGT model is expected to improve student learning outcomes in the subject of Bhinneka Tunggal Ika. Through group discussions, games, and healthy competition, students can understand the material more easily, foster a spirit of cooperation, appreciate differences, and increase their motivation to learn. This model is very suitable for application in elementary schools because it can create active, collaborative, and meaningful learning.

The TGT model has several advantages, including increasing student activity, training courage to express opinions, fostering responsibility in groups, and creating a fun learning atmosphere. In addition, TGT also helps students understand the values of Bhinneka Tunggal Ika in a real way through social interaction within the group. The steps in the TGT model according to [18] are: 1) Class presentation, 2) Teams, 3) Games, 4) Tournament, and

5) Team recognition.

In relation to this description, the application of the Team Games Tournament (TGT) model in Pancasila education on the subject of Bhinneka Tunggal Ika in elementary schools is considered necessary as an effort to improve the learning outcomes of fourth-grade students at SDN 03 Biniang Kampung Dalam.

Although several studies have confirmed the effectiveness of the Team Games Tournament model in improving learning outcomes in various subjects, limited research has specifically examined its implementation in Bhinneka Tunggal Ika material within Pancasila Education at the elementary level. Most previous studies focus on mathematics or general civic education without emphasizing unity in diversity values. Therefore, there is a research gap regarding the integration of cooperative game-based learning models to strengthen students' understanding of diversity concepts.

The urgency of this study lies in the need to foster tolerance, cooperation, and respect for diversity in elementary school students, especially within the framework of the Merdeka Curriculum. Addressing this gap is essential to ensure that students not only understand diversity cognitively but also internalize it affectively and practice it socially.

Based on the problems described above, the researcher was interested in conducting classroom action research with the title: “Improving Student Learning Outcomes in Bhinneka Tunggal Ika Learning Using the Team Games Tournament Model in Grade IV of SDN 03 Binuang Kampung Dalam.”

2. LITERATUR REVIEW

The cooperative learning model is an approach that emphasizes cooperation among students in small groups to achieve learning objectives together [19]. One type of cooperative learning that is widely used in elementary schools is Team Games Tournament (TGT). This model was developed by Robert E. Slavin as part of cooperative learning that combines elements of teamwork, games, and academic tournaments to increase student participation and learning outcomes. In the TGT model, students are placed in heterogeneous groups, then participate in academic games and tournaments designed to strengthen their understanding of the material in a fun and competitive way [20].

Several previous studies have supported the effectiveness of the TGT type of Cooperative Learning model in increasing student activity and learning outcomes. Research conducted by [21] entitled “Application of the Cooperative Learning Model Type Teams Games Tournament to Improve Activity and Learning Achievement in Pancasila Education in Grade V Elementary School” shows that the application of TGT can improve student activity and learning achievement in Pancasila Education in grade V elementary school. This model encourages active student involvement through group discussions and structured academic competitions.

A similar study was also conducted by [22] entitled “Implementation of the Teams Games Tournament (TGT) Cooperative Learning Model in Improving Learning Outcomes in Pancasila Education in Grade III B at the UPT SPF SDI Pabaeng-baeng Elementary School in Makassar City.” The results of this study showed that the use of the TGT model can significantly improve student learning outcomes. Students became more enthusiastic and motivated in participating in learning because of the competitive but educational elements of games and tournaments.

In addition, research by [23] entitled “Analysis of the Application of the TGT (Teams, Games and Tournament) Model on Mathematics Learning Outcomes in Elementary Schools” also concluded that the TGT model is effective in improving student learning outcomes, especially in mathematics. This model helps students understand concepts through teamwork and reinforces material through academic games.

Based on these studies, it can be concluded that the TGT model is proven to be effective in increasing the activity, motivation, and learning outcomes of elementary school students in various subjects [24]. The difference between this study and previous studies lies in the subjects and context of the research. This study used fourth- grade elementary school students as subjects, focusing on Pancasila Education, and was conducted in Padang City. Thus, this study is expected to provide an additional contribution to the development of the TGT model application at different levels and contexts, particularly in teaching Bhinneka Tunggal Ika (Unity in Diversity) in fourth-grade elementary schools.

International research has demonstrated that cooperative learning significantly improves academic achievement and social interaction [25]. [16] explains that structured group competition enhances motivation through positive interdependence and individual accountability. These findings provide strong theoretical and empirical support for implementing the Team Games Tournament model in Bhinneka Tunggal Ika learning.

3. RESEARCH METHOD

This study employed Classroom Action Research (CAR) as its research method [26]. Classroom Action Research is a research approach designed to improve the quality of learning processes and learning outcomes through systematic and reflective actions implemented directly in the classroom setting [1]. The implementation of CAR is carried out in several cycles, each comprising four essential stages: planning, action implementation, observation, and reflection. The learning model applied in this research is the Team Games Tournament (TGT) model [27]. TGT is a type of cooperative learning model that focuses on teamwork, game-based activities, and academic tournaments, with the objective of enhancing students’ participation, motivation, and sense of responsibility during the learning process [28].

This study was conducted at SDN 03 Binuang Kampung Dalam with a focus on Pancasila Education, specifically the material on Bhinneka Tunggal Ika (Unity in Diversity). The research subjects were 20 fourth-grade students at SDN 03 Binuang Kampung Dalam, consisting of male and female students. The data collection techniques in this study used qualitative and quantitative approaches. Qualitative data were obtained through observation, interviews, and documentation, while quantitative data were obtained through learning outcome tests at the end of each cycle to determine the improvement in student learning outcomes.

The formula Proposed [29] for calculating student learning outcomes in the areas of attitude, knowledge, and skills is as follows:

$$\text{Score} = \frac{\text{Total score obtained} \times 100}{\text{Maximum score}}$$

Furthermore, [30] states that to calculate the percentage in quantitative data analysis in teaching modules, teacher activities and student activities in the Pancasila Education learning process use the following formula With the criteria for success determined as follows:

Table 2. Observation Conversion Table

Predicate	Score
Very Good (VG)	91-100
Good (G)	81-90
Fair (F)	71-80
Needs Guidance (NG)	≤ 70

The data analysis in this study was conducted using both qualitative and quantitative approaches. Qualitative data were obtained through observation, interviews, and documentation during the implementation of the learning process. These data were analyzed descriptively by examining the activities of teachers and students, identifying students' participation, motivation, and responsibility, and evaluating the implementation of the Team Games Tournament (TGT) learning model in each cycle. The qualitative analysis was used to describe the learning process and to determine improvements made after reflection in every cycle of the classroom action research.

Meanwhile, quantitative data were collected from students' learning outcome tests administered at the end of each cycle. The students' scores were calculated using the formula: the total score obtained divided by the maximum score, multiplied by 100 to obtain a percentage. The results were then classified into predetermined criteria categories, namely Very Good (91–100), Good (81–90), Fair (71–80), and Needs Guidance (≤ 70). The quantitative analysis aimed to measure students' learning achievement and to determine whether there was improvement from one cycle to the next. By comparing the results of each cycle, the researcher was able to evaluate the effectiveness of the TGT model in improving students' learning outcomes.

2. RESULTS AND DISCUSSION

The application of the Team Games Tournament (TGT) learning model to the Bhinneka Tunggal Ika material had a positive impact on improving student learning outcomes [26]. This improvement was evident from changes in the learning process and student learning outcomes in each cycle of action implemented.

The improvement in learning outcomes aligns with Slavin's cooperative learning theory, which emphasizes that structured interaction and academic competition enhance motivation and achievement [16]. Through the stages of class presentation, teams, games, tournament, and team recognition, students actively construct knowledge while developing social responsibility. The competitive yet collaborative structure promotes equal participation and accountability, which contributes to improved cognitive and affective outcomes.

At the beginning of the study, students' understanding of the concept of Bhinneka Tunggal Ika (unity in diversity) was still relatively low [5]. Students did not fully understand the meaning of unity in diversity and its application in everyday life [31]. Learning that was still dominated by lecture methods made students less active, less courageous in expressing their opinions, and not accustomed to working together, which resulted in low learning outcomes [32].

After the TGT model was implemented in Cycle I, students began to actively participate in group discussions, academic games, and tournaments related to examples of cultural, ethnic, religious, and customary diversity in their surroundings. The learning atmosphere became more lively and enjoyable. Students began to understand the concept of Bhinneka Tunggal Ika through direct learning experiences, although there were still obstacles such as time management and uneven student participation.

Based on the results of the Cycle I reflection, improvements were made in Cycle II. Teachers organized groups more evenly, clarified the rules of the game, and provided motivation for all students to participate actively. The tournament was designed to be more systematic with questions that required understanding and application of the value of unity. As a result, students were more enthusiastic, worked well together, and showed an increased understanding of the meaning of Bhinneka Tunggal Ika.

The improvement in learning outcomes was evident in the students' ability to explain the meaning of Bhinneka Tunggal Ika, give examples of attitudes that respect differences, and apply the value of unity in group activities. Through the TGT model, students not only gained knowledge but also developed attitudes of tolerance, cooperation, and responsibility [24].

Overall, the application of the Team Games Tournament (TGT) model to the Bhinneka Tunggal Ika material was able to create active, collaborative, and meaningful learning, which had a positive impact on

improving student learning outcomes in terms of attitude, knowledge, and skills. Based on the results of observations on the application of the Team Games Tournament (TGT) model, there was an increase in the quality of the learning process and outcomes of students from Cycle I to Cycle II. This increase was seen in the teaching modules, the implementation of learning by teachers, student activities, and learning outcomes in terms of attitude, knowledge, and skills.

In terms of teaching modules, the percentage in Cycle I meeting I was 90.62% and increased to 95.31% in meeting II with an average of 92.96%. In Cycle II, the quality of teaching modules increased again to 98.43%. This increase shows that lesson planning has become more systematic, in line with the characteristics of the students, and consistent with the steps of the TGT model. Good planning makes it easier for teachers to manage discussions, games, and tournaments so that learning is more effective.

In terms of teacher implementation, the percentage in Cycle I meeting I was 82.14% and increased to 89.28% in meeting II with an average of 85.71%. In Cycle II, teacher activity increased significantly to 96.42%. This shows that teachers are increasingly able to play their role as facilitators, manage groups, motivate students, and optimally apply the TGT stages. Teachers no longer dominate learning but give space for students to actively interact and work together.

Furthermore, in terms of student activity, the percentage in Cycle I meeting I was 78.57% and increased to 85.71% in meeting II with an average of 82.14%. In Cycle II, student activity increased to 96.42%. This data shows that students are increasingly active in group discussions, academic games, and tournaments. The TGT model was able to increase students' confidence, cooperation, and involvement in learning the Bhinneka Tunggal Ika material.

Improvements were also seen in student learning outcomes. In Cycle I, the average score for the attitude aspect increased from 74.06 to 81.25 with an average of 77.65. The knowledge aspect increased from 70 to 80.5 with an average of 75.25, and the skill aspect increased from 78.32 to 82.49 with an average of 80.40. In Cycle II, learning outcomes increased again to 86.25 for attitude, 87 for knowledge, and 89.99 for skills.

The improvement in these three aspects shows that the application of the TGT model not only improves the understanding of the concept of Bhinneka Tunggal Ika, but also fosters tolerance, cooperation, and social skills among students. Through games and tournaments, students learn to appreciate differences, take responsibility for the group, and actively express their opinions.

Overall, the research data proves that the application of Team Games Tournament (TGT) can improve the quality of lesson planning, teacher implementation, student activities, and learning outcomes in terms of attitude, knowledge, and skills. This model creates an active, collaborative, and enjoyable learning atmosphere, making it highly relevant for teaching Bhinneka Tunggal Ika in elementary schools.

Table 3. Recapitulation of Learning Assessment Results for Bhinneka Tunggal Ika Using the Team Games Tournament Model in Grade IV of SDN 03 Binuang Kampung Dalam.

Observation Result	Cycle I		Average Percentage	Cycle II
	Meeting I	Meeting II		
Teaching Module	90,62%	95,31%	92,96%	98,43%
Implementation – Teacher Aspect	82,14%	89,28%	85,71%	96,42%
Implementation – Student Aspects	78,57%	85,71%	82,14%	96,42%

Learning Outcomes

Score	Cycle I			Average Percentage			Cycle II				
	S	P	K	S	P	K	S	P	K	S	P
	74,06	70	78,32	81,25	80,5	82,49	77,65	75,25	80,40	86,25	87

3. CONCLUSION

This study concludes that the implementation of the Team Games Tournament model effectively improves lesson planning quality, teacher performance, student participation, and learning outcomes in Bhinneka Tunggal Ika learning. The findings are consistent with international research demonstrating that cooperative learning enhances academic achievement and social development. Future research is recommended to integrate the Team Games Tournament model with digital learning media and examine its long-term impact on character development. Comparative studies with other cooperative models may also provide further insights into strengthening diversity education in elementary schools.

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