

THE EFFECT OF THE TEAMS GAMES TOURNAMENT (TGT) LEARNING METHOD ON THE COOPERATIVE ABILITY OF ELEMENTARY SCHOOL STUDENTS

Lia Lesmana^{1*}, Anggy Giri Prawiyogi², Yayan Alpian³

^{1,2,3}Universitas Buana Perjuangan Karawang

¹sd22.lialesmana@mhs.ubpkarawang.ac.id

Abstract

The low level of student cooperation skills in elementary schools remains a common problem, primarily due to the dominance of teacher-centered learning, which limits student interaction and active participation. This condition results in students having less opportunity to develop social skills such as cooperation, communication, and collective responsibility. One alternative that can be implemented to overcome this problem is the Teams Games Tournament (TGT) cooperative learning model, which integrates teamwork with games and academic competitions. This study examines the effectiveness of the TGT method in improving students' cooperation skills. The study used a quantitative approach with a quasi-experimental pretest-posttest control group design. The subjects were fifth-grade students divided into experimental and control groups. Data were collected through a Likert-scale questionnaire that measured indicators of cooperation skills. Data analysis was carried out using normality and homogeneity tests, and hypothesis testing with a Paired Samples T-Test. The results of the data analysis showed that there was a significant difference between student outcomes before and after treatment. In conclusion, it shows that the use of the TGT method based on tournament games in this learning is effective in improving students' cooperation skills in groups. This method makes learning more meaningful, enjoyable, and can increase student engagement in learning.

Keywords: Teams Games Tournament; cooperative learning; collaboration skills

Abstrak

Rendahnya kemampuan kerja sama siswa di sekolah dasar masih menjadi permasalahan yang sering dijumpai, terutama akibat dominasi pembelajaran yang berpusat pada guru sehingga membatasi interaksi dan partisipasi aktif siswa. Kondisi ini menyebabkan siswa kurang memiliki kesempatan untuk mengembangkan keterampilan sosial seperti kerja sama, komunikasi, dan tanggung jawab kolektif. Salah satu alternatif yang dapat diterapkan untuk mengatasi permasalahan tersebut adalah metode pembelajaran kooperatif tipe Teams Games Tournament (TGT) yang mengintegrasikan kerja sama tim dengan permainan dan kompetisi akademik. Penelitian ini mengkaji efektivitas metode Teams Games Tournament (TGT) dalam meningkatkan kemampuan kerja sama siswa. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi eksperimen pretest-posttest control group. Subjek penelitian adalah siswa kelas V yang dibagi menjadi kelompok eksperimen dan kontrol. Data dikumpulkan melalui angket skala Likert yang mengukur indikator kemampuan kerja sama. Analisis data dilakukan dengan uji normalitas dan homogenitas, serta uji hipotesis dengan Paired Sample T-Test. Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil siswa sebelum dan sesudah perlakuan. Kesimpulannya, menunjukkan bahwa penggunaan metode Teams Games Tournament (TGT) pada pembelajaran ini efektif dalam meningkatkan kemampuan kerja sama siswa dalam kelompok. Metode ini membuat pembelajaran lebih bermakna, menyenangkan, dan dapat meningkatkan keterlibatan siswa dalam pembelajaran.

Kata Kunci: Teams Games Tournament; pembelajaran kooperatif; kerja sama

Received : 2026-05-07

Approved : 2026-07-07

Revised : 2026-06-26

Published : 2026-07-31



Jurnal Cakrawala Pendas is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Education is a conscious and planned effort to create a learning environment that allows students to develop their potential optimally. At the elementary school level, education has a strategic role in shaping character, attitudes, and basic skills that are the foundation of social life in the future (Prawiyogi & Syarifudin, 2023). In line with the demands of the 21st century, the learning process no longer focuses only on cognitive achievement, but also on the development of critical thinking, creativity, communication, and collaboration skills (Marlani & Prawiyogi, 2019). Therefore, learning in elementary schools is expected to be able to create an atmosphere that encourages active student involvement and meaningful social interaction.

Cooperative skills are one of the most important social skills in modern learning. According to Johnson (Nurluthfiana & Rondli, 2025), cooperation in cooperative learning is based on positive interdependence, where the success of individuals depends on the success of the group. In line with that (Johnson & Johnson, 1989) it emphasizes that cooperation is not just about working together, but involves individual responsibility in ensuring the success of other group members. Thus, cooperation not only serves as a means of completing tasks, but also as a medium for developing students communication skills, empathy, and social responsibility.

This ability to cooperate is one of the social skills that is very important to be developed in the learning process. In elementary school learning, students are not only required to understand the material cognitively, but also to be able to interact and cooperate with their peers. Cooperative skills can help students complete group assignments, share knowledge, and improve understanding of learning materials. Therefore, learning that is designed collaboratively is necessary to support the development of these abilities. Students who worked more closely with others tended to develop stronger critical thinking skills (Yaxin Hu & Jack Shu, 2025).

In reality, students' ability to cooperate is still relatively low. This can be caused by the learning process that is still teacher-centered, so that students do not get the opportunity to actively interact with their peers. This condition has an impact on low student participation in group activities and lack of ability to collaborate. Learning that does not actively engage students can also hinder the development of students' social skills.

However, empirical conditions in the field show that the cooperative ability of elementary school students is still not optimal. The results of initial observations at SDN Pinayungan 1 show that many students are still passive in group activities, tend to daydream, and lack the initiative to help their teammates. In addition, interactions in groups are often dominated by only a few students, while other students are less actively participating. This condition is exacerbated by the use of teacher-centered learning methods, thus limiting the space for interaction and collaboration between students.

The problem of low student cooperation not only has an impact on social aspects, but also affects the overall quality of learning outcomes. (Rahmadani et al., 2023) stating that low social skills, including cooperation and communication, can cause discomfort in the learning process as well as decrease student motivation to learn. In addition, (Nurluthfiana & Rondli, 2025) , it emphasized that weak cooperation skills require the application of the right learning model so that students can actively interact in solving problems. Therefore, learning innovations are needed that are able to accommodate the social interaction needs of students more effectively.

The impact of the low cooperation also has direct implications for the quality of student learning outcomes, both in terms of cognitive and affective. Students who are less able to work

together tend to have difficulty understanding the material because of the limited process of discussion, exchanging opinions, and helping each other between friends (Prawiyogi & Syarifudin, 2023). This causes learning to be less meaningful and only focuses on passively receiving information. In addition, from the aspect of character, low cooperation can hinder the development of important values such as responsibility, empathy, tolerance, and mutual respect. (Prawiyogi et al., 2025). This condition has the potential to cause individualistic attitudes and low social concern in the classroom. More broadly, limitations in cooperation also have an impact on the low level of 21st century skills such as collaboration and communication, which should have been developed from primary education. Therefore, improving cooperation skills is not only important to support academic success, but also to form the character of students who are adaptive, collaborative, and ready to face future challenges (Anwar et al., 2023).

One alternative solution that can be applied is the Teams Games Tournament (TGT) type cooperative learning method. According to (Adiputra & Heryadi, 2021), TGT is a learning model that integrates teamwork with academic competitions through games and tournaments. This model is designed to create positive interdependency between group members as well as increase student active participation (Anggraeni & Alpian, 2021). In addition, (Lestari et al., 2022) it stated that game-based learning and healthy competition are able to increase learning motivation and reduce student boredom in the classroom. With these characteristics, TGT is assessed according to the needs and characteristics of elementary school students who tend to like play activities (Anggraeni & Alpian, 2020).

One of the learning methods that can be used to improve cooperation skills is the cooperative learning method. This method provides students with the opportunity to learn in groups, help each other, and be responsible for the success of the group. Research shows that cooperative learning can improve student learning outcomes through interaction and cooperation in groups (Cahyaningsih, 2019).

In addition, learning that involves active thinking activities also affects student involvement in groups. Students who actively think and discuss will have an easier time interacting with their group members. This is in line with research that shows that active learning can improve students' critical thinking and reasoning skills (Nahdi, 2015).

On the other hand, the use of learning media can also increase students' motivation and attention in learning. Interesting learning media is able to make students more focused and involved in learning, so that interactions in groups become more active (Susilo, 2020). Thus, the use of appropriate learning models and media is very important in improving students' cooperative skills.

Various previous studies have shown the effectiveness of the TGT method in improving students' social skills and learning outcomes. Nurluthfiana dan Rondli (2025) found that the implementation of TGT was able to significantly increase students' cooperation skills. (Asmawati et al., 2022) also concludes that the TGT model is effective in improving student activities and interactions through group discussions. In addition, it shows that TGT exerts a very strong influence on students' collaboration skills. However, (Aditya & Wahyudi, 2024) most of the research still focuses on cognitive learning outcomes or is conducted at different levels of education, so there is still a research gap related to the effect of TGT on the cooperative ability of elementary school students specifically.

Based on this description, this study aims to analyze and prove whether or not there is an influence of the Teams Games Tournament (TGT) learning method on the cooperative ability of elementary school students. This research is expected to make an empirical contribution to the development of more effective cooperative learning strategies, especially in

improving students' social skills through an innovative, fun, and appropriate approach in accordance with the characteristics of students at the elementary school level.

Research Methods

This research was carried out at SDN Pinayungan 1 which is located on Jl. Tlk. Jambé Timur, East Telukjambe, Karawang, West Java, with the research subject of grade V students in the 2025/2026 school year. The study used a quantitative approach with a quasi-experimental design of *the pretest-posttest control group design*, which involved two groups, namely the experimental group that was given the *treatment of the Teams Games Tournament (TGT) method* and the control group that used conventional learning. This design was chosen because it was able to test the cause-and-effect relationship in real conditions without full randomization (Rubin, 1974) and there were only classes that were available as observation subjects. Data were collected through pretest and posttest to measure changes in students' cooperative ability before and after treatment.

The population in this study is all grade V students of SDN Pinayungan 1 which totals 99 students, while the research sample is 64 students from class A (experiment class) and class C (control class) who were taken using *probability sampling* techniques using *the cluster random sampling* method. The sample consisted of two classes that each acted as an experimental group and a control group.

The research instrument used was in the form of a likert scale questionnaire of 30 statements prepared based on indicators of cooperative ability according to Johnson & Johnson (1994), including individual responsibility, mutual help in groups, interpersonal communication skills, orientation to group goals, and conflict management and active participation. The instrument was tested for validity using the Pearson Product Moment correlation and its reliability using the Cronbach's Alpha coefficient with a α criterion of > 0.70 .

The research was conducted on April 1, 2026, in the control class for 70 minutes. In the control class, the teacher explained the Social Study lesson about historical relics in Karawang, students were divided into different groups to completed the assignments, the students presented their assignments while other students giving feedback, the teacher give their feedback, and the students completed the individual written test . The research for the experiment class was conducted on April 2, 2026, for 70 minutes. In the experiment class, the teacher explained the Social Study lesson about historical relics in Karawang, students were divided into different groups consisted of 4 to 5 students, the teacher prepared Tournament Table where capable students from different groups would answer the question cards about the lesson, the students would answer quickly to get points for their groups, and the groups were given the award of "Super Team", "Great Team", and "Good Team" based on the cumulative points.

The normality test in this study used the Shapiro-Wilk test because the sample count was less than 50. The data analysis technique is carried out in stages including descriptive statistical analysis to describe the distribution of data, test of the validity and reliability of the instrument, and prerequisite test of analysis in the form of homogeneity test. Hypothesis testing was carried out using *the Paired Sample T-Test* to determine the average difference in cooperative ability between the experimental group and the control group. The decision-making criteria were based on a significance value (Sig.) < 0.05 or a t-value of $> t$ table, which showed a significant influence of the TGT method on students' cooperative ability. Thus, this analysis is expected to be able to provide empirical evidence on the effectiveness of the TGT method in improving the social skills of elementary school students.

Results and Discussion

This study is a quasi-experimental research involving an experimental class and a control class, each consisting of 32 students. Both classes were given the same test instrument but with different treatment. The experimental class was taught using the TGT method, while the control class was not given the teaching method. Before carrying out the research, the researcher conducted a validity and reliability test. The validity test was carried out with 30 statements and produced 30 valid statements based on the T-table of 0.361. Furthermore, the 30 valid statements underwent a reliability test based on the established criteria, which stated that the data was considered reliable if Cronbach's Alpha value was greater than 0.70. If Cronbach's Alpha coefficient is less than 0.70 (calculation of $r < 0.70$), then it is considered unreliable, so it needs revision or improvement. The reliability test produced a data value of $0.90 > 0.70$, so it can be concluded that the data is reliable and suitable for use in this study. The next step is to carry out research at SDN Pinayungan I, which involves an experimental class and a control class. The normality test is carried out as a first step in statistical analysis to ensure that the data obtained is distributed normally. This is a key requirement in the use of parametric analysis such as t-tests. The normality test in this study used the Shapiro-Wilk test because the sample count was less than 50.

Table 1. Results of the Normality Test of the Experimental and Control Group

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest experiments	,131	32	,176	,944	32	,099
Posttest experiments	,142	32	,098	,950	32	,147
Pretest control	,126	32	,200*	,954	32	,181
Posttest control	,132	32	,171	,957	32	,224

Based on Table 1 regarding the results of the normality test, it can be seen that the significance level for the pretest in the experimental class is 0.099, which is greater than 0.05, which indicates that the data is normally distributed. Similarly, the significance level for the pretest in the control class was 0.181, which is also greater than 0.05, indicating the normal distribution of the data. The results of the normality test for the experimental class posttest had a significance level of 0.147, which is greater than 0.05, indicating a normal distribution. Similarly, the control class had a significance level of 0.224, which was also greater than 0.05, indicating a normal distribution. Therefore, it can be concluded that both the pretest and posttest results for the experimental class and the control class have normally distributed data.

Table 2. Levene's Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Eksperimen Kontrol	Based on Mean	,113	1	62	,738
	Based on Median	,189	1	62	,665
	Based on Median and with adjusted df	,189	1	60,795	,665
	Based on trimmed mean	,130	1	62	,720

Based on Table 2 regarding the homogeneity test results, it can be seen that the significance level based on the average of pretest and posttest data for the experimental and

control classes is 0.738, which is greater than 0.05. This indicates that the significance level is $0.738 > 0.05$, which indicates that both the experimental class and the control class have the same variance or are homogeneous.

Table 3. Experimental and Control Group T-Test Results

Paired Samples Test									
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Experimental Class	124.07813	6.24450	.78056	122.51829	125.63796	158.960	64	.000
Pair 2	Control Class	95.46875	5.56910	.69614	94.07763	96.85987	137.141	64	.000

Based on Table 3 for the pair of results 1, the significance value (two sides) obtained is $0.000 < 0.05$. Therefore, it can be concluded that there is a difference in the average learning outcomes between the pretest and posttest of the experimental class (which uses the TGT method). Based on the results of the 2 pairs, the significance value obtained (two sides) is $0.000 < 0.05$. Thus, it can be concluded that there is a difference in the average learning outcomes between the pretest and posttest of the control class (which uses conventional methods).

The results of the study showed that the application of the Teams Games Tournament (TGT) learning method had a significant influence on students' cooperative skills. This can be seen from the increase in cooperation ability after the application of the method compared to before treatment. Theoretically, the ability to cooperate is part of the social skills that develop through interaction between individuals in a group. Therefore, when the learning process is designed to encourage active interaction between students, the ability to cooperate will develop more optimally. Thus, it can be understood that cooperative learning methods have an important role in improving students' cooperative skills.

The ability of students to cooperate in this study can be explained through the main characteristics of the TGT method which is based on group work. In this method, students learn in heterogeneous groups that require them to help each other and complement each other in understanding the material. This condition creates a positive dependence between group members, so that each student has an important role in the success of the group. The higher the positive dependency that occurs, the higher the interaction and cooperation that is formed. This is in line with the concept of cooperative learning which emphasizes the importance of interaction between students in achieving shared learning goals (Cahyaningsih Ujiati, 2019).

In this discussion process, students are encouraged to actively communicate and exchange opinions. This activity directly trains students in respecting differences, listening to others, and communicating ideas effectively. These capabilities are important indicators of cooperation. Learning that actively engages students in discussions has been shown to increase students' social engagement and interaction, ultimately impacting improved cooperative skills. This is supported by research that shows that active learning is able to improve students' thinking skills and interaction in the learning process (Nahdi & Id, 2015).

The TGT method also contains elements of games and tournaments that provide additional motivation for students to work together in groups. In these situations, students are encouraged to help their classmates to be able to understand the material well. This happens because individual success will affect the success of the group as a whole. Thus, the existence of

a common goal is an important factor in increasing cooperation. Students not only learn for themselves, but also for the benefit of the group, so that interaction and collaboration become more intense.

The influence of this learning method on the ability to cooperate can also be seen from the change in the role of students in learning. In conventional learning, students tend to be passive and only receive information from the teacher. On the other hand, in the TGT method, students play an active role as learning subjects. This change provides a wider opportunity for students to interact with their peers. With the increase in these interactions, the ability to cooperate also increases. This shows that student-centered learning is more effective in developing social skills than teacher-centered learning for the research subjects of SDN Pinayungan 1.

The ability to cooperate is also influenced by the intensity of social interaction that occurs during learning. In the TGT method, interaction does not only occur in discussions, but also in games and tournaments. Repeated interactions will strengthen relationships between students and foster a sense of togetherness in the group. The more often students are involved in group activities, the more an attitude of mutual trust and mutual help is formed. This is the main basis for developing students' cooperative skills.

Individual responsibility in the group is also an important factor in increasing cooperation. In the TGT method, each student has the responsibility to understand the material as they will be contributing to the group tournament. This encourages students to not only rely on friends, but also to try to understand the material independently. This combination of individual responsibility and group work makes the cooperation process more effective and qualified.

The use of interesting learning strategies also affects student involvement in groups. When students feel interested in the learning process, they will be more actively participating in group activities. This is in line with the opinion that the use of appropriate media or learning strategies can increase students' motivation and attention in learning (Ansori et al., 2019). With this increased motivation, students become more active in interacting, so that their ability to cooperate also increases.

High motivation to learn will encourage students to actively participate in groups. Motivated students tend to be more passionate about completing tasks and helping friends in their group. In contrast, students who are less motivated will tend to be passive and contribute less. This shows that learning motivation has a close relationship with students' cooperative abilities in group learning.

Table 4. Pretest and Posttest Result from Experimental Group and Control Group

Class	Mean Pretest	Mean Posttest	Percentage Increase
Experimental	58,95	86,45	47%
Control	65,15	84,40	30%

Based on Table 4, it can be seen that in the experimental class, the average pretest score was 58.95 and the average posttest score was 86.45, with a percentage increase of 47%. Meanwhile, in the control class, the average pretest score was 65.15 and the average posttest score was 84.40, with a percentage increase of 30%. The ability to cooperate is also closely related to social attitudes such as tolerance, mutual respect, and respect for differences. In the context of education, cooperation not only serves to complete tasks, but also as a means to build positive social attitudes. This is in line with the concept of multicultural education which emphasizes the importance of mutual respect in social life. Research shows that individuals need

to have an attitude of tolerance and respect for differences to create harmonious social interactions (Susilo, 2020) . Thus, the ability to cooperate not only has an impact on learning outcomes, but also on the formation of students' character.

So, it can be concluded that the influence of the TGT method on students' cooperative abilities is able to create learning conditions that encourage social interaction, individual responsibility, and student learning motivation. These three aspects are the main factors in the formation of cooperation capabilities. Therefore, the more optimal the application of the TGT method, the higher the student's ability to cooperate.

However, there are some limitations that should be acknowledged. First, the sample was limited because the research was only conducted in one school and two different classes with a total of 64 participants. Second, the research only took 70 minutes per day with one lesson. Lastly, the instruments used were only questionnaires and did not measure cooperative behavior observationally.

Conclusion

Based on the quasi-experimental study conducted, it can be concluded that the use of the TGT learning method has a significant influence on students' ability to work together in groups. This is evident from the average post-test score of experimental class students who used the TGT method (86.45), which is higher than the average posttest score of the control class students who do not use this method (84.40). Furthermore, posttest and pretest scores increased also greater in the experimental class (47%) compared to the control class (30%). This matter shows an increase in students' cooperative abilities in groups after being treated with the TGT learning method. This method helps students to apply the concept of cooperation in learning through playing tournaments gives students the opportunity to participate actively, communicate, debate and discuss in groups. The learning process is fun and not monotonous, making the material easier to understand and remember longer period of time. Thus, the TGT method can improve students' collaborative abilities compared to conventional methods.

References

- Adiputra, D. K., & Heryadi, Y. (2021). Meningkatkan Hasil Belajar Siswa Melalui Model Pembelajaran Kooperatif Tipe TGT (Teams Games Tournament) Pada Mata Pelajaran IPA di Sekolah Dasar. *Jurnal Holistika*, 5(2), 104–111. <https://doi.org/10.24853/holistika.5.2.104-111>
- Aditya, U. B., & Wahyudi, W. (2024). Implementasi Teams Games Tournament untuk Meningkatkan Keterampilan Kolaborasi Siswa Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 14(1), 88–97. <https://doi.org/10.24246/j.js.2024.v14.i01.p88-97>
- Alpian, Y., Suparman, T., Nurjanah, T., Anggraeni, W., Cahyaningsih, U., Buana, U., Karawang, P., & Majalengka, U. (2023). The Influence Of Learning Motivation And Learning Concentration On Understanding Of Mathematics Concepts. *Jurnal Cakrawala Pendas*, 9(1), 153–163. [Http://Dx.Doi.Org/10.31949/Jcp.V9i1.4142](http://Dx.Doi.Org/10.31949/Jcp.V9i1.4142)
- Anggraeni, S. W., & Alpian, Y. (2020). *Membaca Permulaan dengan Teams Games Tournament (TGT)*. Qiara Media.
- Anggraeni, S. W., & Alpian, Y. (2021). Penerapan Metode Teams Games Tournament (TGT) untuk Meningkatkan Kemampuan Membaca Permulaan Siswa Kelas I Sekolah Dasar.

Premiere Educandum, 9(2), 181–193.

- Anggraeni, S. W., Alpian, Y., Prihamdani, D., & Fahrudin, R. (2025). Enhancing Social Maturity: A Study on the Effectiveness of TGT Method in Primary Schools. *Jurnal Prima Edukasia*, 13(1), 45–58.
- Anwar, A. S., Suari, S., Asmara, A. S., Prawiyogi, A. G., & Putra, R. T. (2023). Elementary School Students' Talent Analysis through Sparing Partners in Futsal Extracurricular Activities. *Al-Ishlah: Jurnal Pendidikan*, 15(2), 1773–1779.
- Asmawati, A., Syamsinar, S., & Palimari, P. (2022). Efektivitas Pembelajaran Matematika melalui Penerapan Model Kooperatif Tipe Teams Games Tournaments (TGT). *Al-Irsyad Journal of Mathematics Education*, 1(2), 62–70. <https://doi.org/10.58917/ijme.v1i2.24>
- Avia, E., Handayani, T., & Kristiono, N. (2024). Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran IPS Menggunakan Model Pembelajaran Teams Game Tournament (TGT). *PTK: Jurnal Tindakan Kelas*, 4(2), 475–486. <https://doi.org/10.53624/ptk.v4i2.407>
- Cahyaningsih, U. (2019). Penerapan Model Pembelajaran Kooperatif Tipe Tai (Team Assisted Individualization) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Matematika . *Jurnal Cakrawala Pendas*, 5(1), 45.
- Erviani, I., Hambali, H., & Thahir, R. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe TGT (Team Games Tournament) Berbantuan Media Kokami terhadap Keterampilan Kolaborasi Siswa. *Jurnal Riset Dan Inovasi Pembelajaran*, 2(3), 30–38. <https://doi.org/10.51574/jrip.v2i3.680>
- Hu, Y.; Shu, J. The Effect of Drama Education on Enhancing Critical Thinking Through Collaboration and Communication. *Educ. Sci.* 2025, 15, 565. <https://doi.org/10.3390/educsci15050565>
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and Competition: Theory and Research*. Interaction Book Company.
- Lestari, N. I., Razak, A., Lufri, Zulyusri, & Arsih, F. (2022). Meta-Analisis Pengaruh Penggunaan Model Pembelajaran Teams Games Tournament (TGT) Terhadap Hasil Belajar Siswa. *Bioilmi: Jurnal Pendidikan*, 8(1), 17–30. <https://doi.org/10.19109/bioilmi.v8i1.12917>
- Maghfiratullah, M., Friska, F., Sugiyanto, S., Wahidah, W., & Haidawati, P. (2024). Upaya Meningkatkan Hasil Belajar Matematika Menggunakan Model Pembelajaran Team Game Tournament (TGT) Berbantuan Media Tiruan pada Peserta Didik Kelas II SDN Tahai Jaya 2. *Jurnal Perspektif Penelitian Pendidikan*, 2(1), 17–24. <https://doi.org/10.33084/jppp.v2i1.7569>
- Marlani, L., & Prawiyogi, A. G. (2019). Penerapan Model Pembelajaran Project Based Learning untuk Meningkatkan Keterampilan Menulis Puisi di Sekolah Dasar. *Al-Aulad: Journal of Islamic Primary Education*, 2(1), 8–12.
- Nahdi, D. S. (2015). Meningkatkan Kemampuan Berpikir Kritis Dan Penalaran Matematis Siswa Melalui Model Brain Based Learning. *Jurnal Cakrawala Pendas*, 1(1).

- Nurluthfiana, F., & Rondli, W. S. (2025). Pengaruh Model Pembelajaran Teams Games Tournament (TGT) terhadap Kemampuan Kerjasama pada Pembelajaran PPKn Siswa Sekolah Dasar. *Jurnal Ilmiah Wahana Pendidikan*, 11(2.B), 83–90. <https://doi.org/https://jurnal.peneliti.net/index.php/JIWP/article/view/9820>
- Prawiyogi, A. G., & Syarifudin, A. (2023). *Implementasi Model dan Metode dalam Pembelajaran di Sekolah Dasar*. Indonesia Emas Group.
- Prawiyogi, A. G., Suparman, T., & Fitri, A. (2025). Folktales as a Media for Positive Character Building Education in Elementary Schools (Case Study in Karawang, West Java, Indonesia). *Edelweiss Applied Science and Technology*, 9(1), 1219–1227.
- Rahmadani, Z. A., Listy, S. A. M., S, D. A. D., Fakhriyah, F., & Ismaya, E. A. (2023). Systematic Literature Review (SLR): Efektivitas Model Pembelajaran Kooperatif Tipe Jigsaw terhadap Hasil Belajar Matematika Siswa Sekolah Dasar. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 3(3), 28–45. <https://doi.org/10.55606/khatulistiwa.v3i3.1806>
- Susilo, S. V. (2020). Penggunaan Media Pembelajaran Berbasis Audio Visual Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 6(2), 108–115.