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Team Game Tournament Cooperative Learning Model Based on Problem Solving Impact on Collaboration Ability and Learning Outcomes

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ABSTRAK

Rendahnya kemampuan kolaborasi dan hasil belajar Pendidikan Pancasila disebabkan karena model pembelajaran yang sesuai dan metode pembelajaran masih berupa hafalan.Tujuan dari penelitian ini untuk menganalisis model pembelajaran kooperatif Team Game Tournament (TGT) berbasis pemecahan masalah terhadap kemampuan kolaborasi dan hasil belajar pada muatan pelajaran pendidikan pancasila siswa kelas V SD. Jenis peneltian ini adalah penelitian eksperimen semu. Desain penelitian yang digunakan yaitu post-test only control group design. Metode pengumpulan data menggunakan teknik tes dan nontes. Data dianalisis dengan menggunakan Manova. Hasil penelitian menunjukkan bahwa Hasil analisis menggunakan MANOVA berbantuan SPSS25.0 for Windows menunjukan bahwa harga F untuk Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root memiliki nilai sama yakni 186,593 dengan signifikasi (sig.) 0,000 jauh lebih kecil dari 0,05. Artinya, terdapat perbedaan yang signifikan antara keterampilan kolaborasi dan hasil belajar Pendidikan Pancasila antara kelompok siswa yang dibelajarkan dengan model pembelajaran Team Game Tournament dan kelompok siswa yang bukan dibelajarkan dengan model pembelajaran Team Game Tournament. Simpulannya terdapat pengaruh yang signifikan model pembelajaran TGT berbasis pemecahan masalah terhadap keterampilan kolaborasi dan hasil belajar Pendidikan Pancasila. Implikasi penelitian ini yaitu model pembelajaran TGT dalam pembelajaran Pendidkan Pancasila di SD dapat meningkatkan kemampuan kolaborasi dan hasil belajar siswa.

ABSTRACT

The low collaboration ability and learning outcomes of Pancasila Education are caused by the appropriate learning model and the learning method is still rote memorization. The purpose of this research is to determine the differences in student learning collaboration skills between groups of students taught with the TGT learning model and groups of students taught with the conventional learning model, differences in Pancasila education learning outcomes between groups of students taught with the TGT learning model and groups of students taught with conventional learning model, differences in collaboration skills and Pancasika education learning outcomes between groups of students taught using the TGT learning model and groups of students taught using the conventional learning model. This type of research is quasi-experimental research. The research design used was post-test only control group design. Data collection methods use test and non-test techniques. Data were analyzed using Manova. The research results showed that there was a significant influence of the problem-solving-based TGT learning model on collaboration skills and Pancasila Education learning outcomes. With the TGT learning model, students get direct learning experience so that learning is more interesting and can improve collaboration skills and student learning outcomes. From the data, it is recommended that teachers use the TGT learning model in teaching Pancasila education in elementary schools to improve collaboration skills and student learning outcomes.

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1. INTRODUCTION

Education is an important element in the progress of a country's development. Education can prepare the younger generation to face problems with different situations and conditions. Education is a conscious and planned activity or effort to create an atmosphere and learning process so that students actively develop their potential to have religious strength, intelligence, abilities and develop their existing skills (Erlinawati & Rifai'i, 2023; Wati, 2022). Education can also help people to develop their potential better and develop into higher quality human resources (Barlian et al., 2022; Muktamar, 2023). Through a different perspective, Indonesia is invited to see how other people, other countries view the education system in Indonesia, as well as providing objective input about improvements that need to be made in the future (Abdullah et al., 2022). Elementary school education is the first level of formal education in education in Indonesia. Education in elementary school becomes the foundation of initial knowledge to continue to a higher level of education (Banawi et al., 2019; Novita et al., 2019). One of the basic guidelines for schools to implement learning in their educational units is the school curriculum (Hasmalena et al., 2023; Suprianti et al., 2021). In Indonesia, it is recorded that several different curricula have been implemented according to the times. Currently, the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) has launched a new curriculum called the Merdeka Curriculum. The independent curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Rahayu et al., 2022; Yayuk et al., 2023). This curriculum aims to simplify the previous curriculum which seemed complicated and could not meet the competency achievements of students (Yayuk et al., 2023). The Merdeka Curriculum focuses more on essential material so that learning is expected to be able to develop students' competence and character through group learning around real contexts (Strengthening Pancasila Student Profile Project) (Kahfi, 2022; Siregar et al., 2023). In this curriculum, teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students.

Pancasila education is one of the subjects that must be held at every level of education, because it is included in the independent curriculum and is a subject that focuses on building the character of a person who is diverse in terms of religion, social culture, language, age and ethnicity to become Indonesian citizens who are intelligent, skilled and have character as mandated in Pancasila and the 1945 Constitution (Lubis & Najicha, 2022; Maghfirani & Romelah, 2023; Prawati & Ramadan, 2023). Pancasila and Citizenship education is useful for developing human beings who emphasize human beings who are worthy, dignified, moral, and have a strong identity and character both in mental attitude, thinking power and creative power (Adi Purna Wibawa & Rati, 2023; Mulyani et al., 2023). However, in the learning process it is necessary to pay attention to the development of habituation processes, moral maturity and mastery of civic knowledge to strengthen character development, such as respect and responsibility as democratic and law-abiding citizens (Akbar, 2020). This means that the formation of morality is a focus that needs to be realized in learning. In implementing the Pancasila education learning process in elementary schools, a teacher is expected to be able to create a fun, active and varied learning atmosphere in order to optimize student learning activities. The importance of creating active learning conditions will be able to improve students' collaboration abilities so that they can maximize their learning outcomes (Fitria & Juwita, 2018; Lestari & I Nengah Suastika, 2021). Especially in Pancasila education learning, the material provided cannot only be memorized and explained, but students are given the opportunity to understand the learning material (Untari, 2021).

However, in reality, there are still many teaching methods that are still conventional in the learning process. During the ongoing learning process, students are given less opportunities to participate and collaborate in learning activities so that the expected learning outcomes are less than optimal. Based on the results of observations and interviews with one of the class V teachers and several class V students at SD Negeri 2 Bunutin in accordance with the interview guide, several problems experienced by teachers and students in teaching Pancasila Education subjects are that the learning carried out is still conventional and does not use cooperative learning models, lack of use of cooperative learning models in the form of games or games, use of media by teachers to support the learning process is less than optimal, lack of habituation in building students' self-confidence to express the ideas they have in solving a problem and students are rarely given the opportunity to share and collaborate with classmates in solving a problem. Based on the problems above, it has an impact on the value of student learning outcomes in Pancasila Education subjects under the Learning Goal Achievement Criteria (KKTP) at SD Gugus 1 Bangli District. Pancasila education learning for class V students at SD Gugus 1 Bangli District is still not running optimally. This happens because the Pancasila Education learning process still uses conventional learning and the lack of use of cooperative learning models. The same problem is that in the learning process

carried out by teachers using conventional models which have an impact on student learning outcomes. This statement is in accordance with the results of observations made in class IV of SD INPRES Kupa-Kupa in science learning, namely the planning of science learning in elementary schools which is attempted to achieve the expected goals, but the reality shows that there are still deficiencies in the learning process. Students are less accustomed to being confident in conveying ideas in solving problems in learning which causes a lack of student collaboration skills. The learning outcomes obtained by students in this material are still relatively low. If this continues to happen, students will find it difficult to practice their ability to collaborate and improve their learning outcomes. In connection with this problem, there needs to be corrective action, namely teachers should be able to design learning that can activate students, so that they are able to train their abilities in collaboration which will have an impact on improving student learning outcomes. Therefore, updates are needed in the learning system implemented in this class.

The solution to overcome this problem is with a learning model. The learning model should be designed according to the characteristics and learning needs of students so that the learning process can take place in a conducive and not boring manner so as to encourage students to collaborate in solving problems which can improve student learning outcomes, especially in the Pancasila Education subject content. One model that can be applied is the Team Game Tournament cooperative learning model based on problem solving as a solution. Cooperative learning is sheltered in constructivist theory (Cecchini et al., 2021; Perdana et al., 2023). This learning arises from the concept that students will find it easier to find difficult concepts if they discuss them with their friends (Hendra & Rahayu, 2021; Perdana et al., 2023). The use of the Team Game Tournament (TGT) cooperative learning model based on problem solving is expected to make learning interesting and fun, making students actively collaborate in groups so that learning becomes more conducive. The TGT learning model is a model that is really liked by students because in this model the application contains games so that students can learn while playing (Komariyah, 2023; Sudana, 2022). Besides containing games, in the learning process there is also competition between groups to get as many points as possible and the group that gets the most points will be the winner and at the same time get an award in the form of a prize given by the teacher to the winning group at the end of the tournament (Cintia & Cintiasa, 2021; Hendra & Rahayu, 2021).

The Team Game Tournament model with other cooperative models, namely this model contains games and tournaments so that it has its own attraction for students to learn. The TGT model uses academic tournaments, as well as using quizzes and an individual progress scoring system, where students compete as representatives of their teams against members of other teams whose previous academic performance is equivalent to theirs (Merti, 2020; Qisthi, 2023). The TGT model of learning has advantages, namely the TGT model makes all students active and have an important role in their group, it can foster a sense of togetherness and mutual respect, it can foster enthusiasm for learning because in learning the teacher promises an award, it makes students happy in taking lessons because there are games in the form of a tournament in this model (Hendra & Rahayu, 2021; Perdana et al., 2023). Previous research findings stated that the Teams Games Tournament (TGT) learning model can improve the collaboration skills of class V/B students at SD Negeri 4 Pahandut Palangka Raya (Ayu Wulandari et al., 2021). By using the Teams Games Tournament learning model applied by the teacher, students take an active role in the learning process, students learn to respect each other's opinions and are able to foster a sense of togetherness within group members, cooperation between students makes learning interactions in the classroom not boring and makes participants students are more enthusiastic in participating in learning. The use of the CTL-based TGT learning model influences students' science learning outcomes IV. The use of the Teams Games Tournament type cooperative learning model in learning accompanied by academic tournaments is able to train students to have the courage to speak and express their opinions, making it easier for students to remember the lessons that have been given and learning in class to be effective and enjoyable (Ayu Wulandari et al., 2021; Merti, 2020).

This research aims to analyze the Team Game Tournament (TGT) cooperative learning model based on problem solving on collaboration abilities and learning outcomes in the content of Pancasila education lessons for fifth grade elementary school students in Cluster 1 Bangli District. It is hoped that the link between the TGT (Team Game Tournament) cooperative learning model can stimulate students to develop their thinking and collaboration skills so that it can influence student learning outcomes and learning objectives will be achieved.

2. METHOD

This type of research is quasi-experimental research. The research design used was post-test only control group design. In this research, two main types of data are needed, namely Pancasila education learning outcomes data as the dependent variable and collaboration skills data as the dependent variable.

Data collection methods use test and non-test techniques. To collect data on Pancasila education learning outcomes, a learning outcomes test was used after following a series of learning process activities and collaboration ability data was collected by providing observation sheets. This assessment uses several data collection instruments, namely instruments used to measure Pancasila education learning outcomes, instruments used to determine differences in students' collaboration skills. The conception of each instrument needs to be explained first, then followed by an explanation of the grid used to compile each instrument. The collaboration skills questionnaire grid is presented in Table 1.

Table 1. The Collaboration Capability Grid

***Subskills*/Collaboratio**	**Indicator**
Cooperation	Effective group collaboration
	Group collaboration with diverse teams
Flexibility	Individual contributions made by each team member
	Adapt to fellow team members
Responsibility	Shared responsibility for collaborative work
	Able to lead group members
	Have initiative and can organize yourself
Compromise	Make compromise Which required Forachieve common goals
	Deliberation makes decisions
Communication Value	Effective communication in groups

The scale used is a range of 1-5 with the provisions Strongly Agree (SS) being given a score of 5, Agree (S) being given a score of 4, Quite Agree (CS) being given a score of 3, Disagree (TS) being given a score of 2, Strongly Disagree (STS).) is given a score of (1).The learning outcomes test used consists of 20 questions. In accordance with the assessment rubric for learning outcomes tests, the maximum score on learning outcomes tests that students can achieve is 20 and the minimum score is 0. The total score is converted into absolute conversion guidelines on a scale of 100 by dividing the learning outcomes score obtained by the student by the maximum score. learning outcomes, then multiplied by 100. The results of the conversion of the absolute value on a scale of 100 are then used as the student learning outcome value. The instrument used to collect data about Pancasila education learning outcomes is a regular multiple-choice learning outcomes test with four answer choices, with one correct answer. The number of questions tested was 20 questions. The instrument grid for Pancasila education learning outcomes is in Table 2.

Table 2. Pancasila Education Learning Outcomes Instrument Grid

Achievements Learning	**Indicator Learning**	**Cognitive Level**	**Item Question**
Students are able to understand and Presents the relationships between the internal elements Pancasila as a unified whole, identify and present the meaning of values Pancasila as views of life nationality and state as well Apply values Pancasila in Environment family, school	Analyze the position Pancasila as a way of life	C4	1,2
	Concluding the function of Pancasila as a way of life	C5	3
	Categorize examples of Pancasila as a way of life	C4	4
	Choose an example of a positive attitude of Pancasila as a view of life	C5	5
	Analyze the meaning of mutual cooperation	C4	6
	Concluding the spirit and purpose of mutual cooperation as a characteristic of my nation	C5	7.8
	Categorizing the values contained in mutual cooperation as a characteristic of my nation	C4	9
	Examining the values contained in mutual cooperation as a characteristic of my nation	C4	10

	Indicator Learning	Cognitive Level	Item Question
and society.	Examining mutual cooperation in diversity	C4	11,12,14
	Concluding ways of mutual cooperation in diversity	C5	13
	Selecting types of mutual cooperation in diversity	C4	15
	Examining the attitude of mutual cooperation in interactions	C4	16,17,18
	Analyze examples of mutual cooperation in interactions in everyday life	C4	19
	Analyzing examples of attitudes of age differences in mutual cooperation in interactions	C4	20
	Amount		

Research Instrument Testing of collaboration ability instruments and Pancasila education learning outcomes. The content validity test was carried out using the Gregory formula. The first step is content validation, which is often called expert/judge validation. This really needs to be done to get consideration/advice from experts in the field or colleagues/practitioners. Testing the validity of the collaboration ability instrument, the product moment correlation technique functions to calculate the correlation coefficient between the interval independent variable (score) and other interval dependent variables (score). Based on the calculation of the validity test of collaboration skills, of the 10 statements tested on 40 respondents, 10 valid statements were obtained. From the results of calculating the reliability of collaboration skills using the KR-20 formula, it was obtained that r1.1 = 0.96, which means that the research questionnaire was classified as reliable. Testing the validity of the learning results from 20 multiple choice questions which were tested on 40 respondents obtained 20 valid questions. The results of calculating the reliability of the learning outcomes test using the KR-20 formula obtained r1.1 = 0.94, which means that the multiple-choice test questions in this study were classified as reliable. Inferential statistical analysis is an analysis used to test research hypotheses. In analyzing the data in this research, the researcher used quantitative data analysis techniques. Data analysis techniques that are quantitative techniques use statistics, so this analysis can be called statistical analysis. The tests used in this research are the data distribution normality test, normality test, variance homogeneity test, correlation test between dependent variables. The hypothesis test that will be used in this research is MANOVA analysis (multivariate analysis of variance).

3. RESULT AND DISCUSSION

Result

The description of the data in the research can be grouped into 4, namely collaboration abilities between groups of students who were taught using the Team Game Tournament learning model, collaboration abilities between groups of students who were not taught with the Team Game Tournament learning model, Pancasila Education learning outcomes between groups of students who were taught with the Team Game Tournament learning model, and the Pancasila Education learning outcomes between groups of students who were not taught the Team Game Tournament learning model. Data description includes mean, median, mode, standard deviation, minimum score, maximum score. Summary of descriptive statistics of research variables in Table 3.

Table 3. Summary of Descriptive Statistics of Research Variables

Variable / Statistics	A1		A2	
	Y1	Y2	Y1	Y2
N	21	23	21	23
Mean	38.14	30.61	16.67	13.26
Median	39.00	30.00	17.00	13.00
Mode	42a	22a	18	10a
Standard Deviation	6,740	6,521	2,708	2,508
Variance	45,429	42,522	7,333	6,292

Variable / Statistics	A1		A2	
	Y1	Y2	Y1	Y2
Range	24	24	9	8
Minimum	24	22	11	10
Maximum	48	46	20	18

Average collaboration ability score between groups of students taught using the learning model*Team Game Tournament*is 38.14 Located in the interval 33.3 ≤X≤ 39.9. Data on collaboration skills between groups of students taught using the learning model*Team Game Tournament*included in the ''High'' category. Visualizing the ability to collaborate between groups of students who are taught using the learning model*Team Game Tournament*can be presented in a histogram in Figure 1.

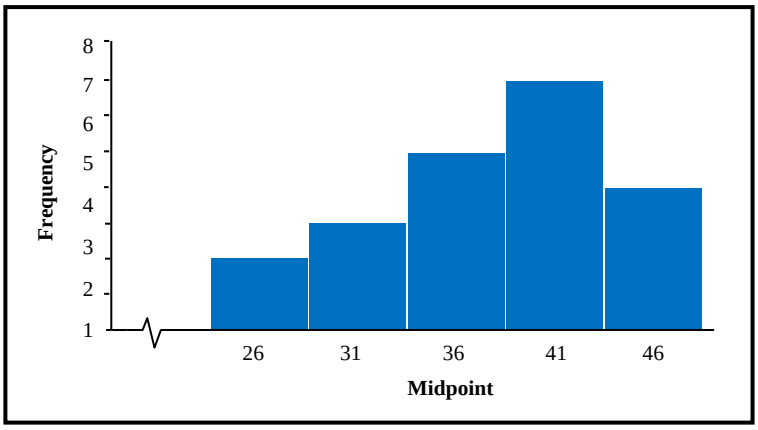

Figure 1. Histogram of the Collaboration Ability of The Experimental Group

Average score of Pancasila Education learning outcomes between groups of students taught using the learning model*Team Game Tournament*is 16, 67. Is in the interval 14.95 ≤X≤ 19.9. Based on the table above, Datascience learning outcomes between groups of students taught using the Team Game Tournament learning modelin the ''Very High'' category. Visualizing the learning outcomes of Pancasila Education between groups of students taught using the learning model*Team Game Tournament*can be presented in a histogram in Figure 2.

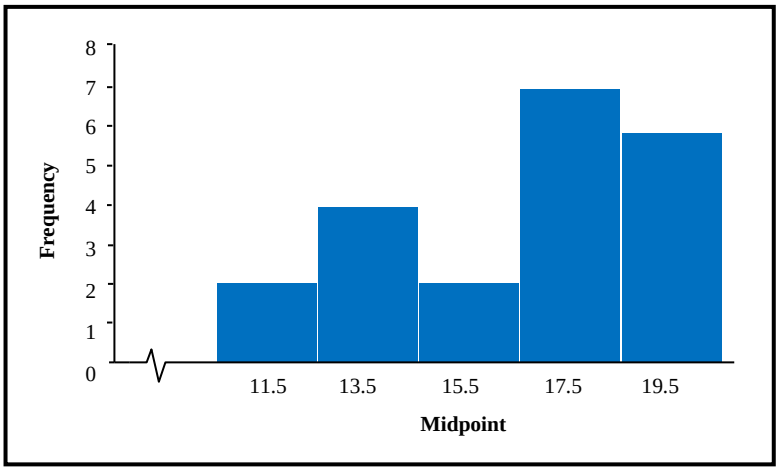

Figure 2. Histogram of Experimental Group Learning Results

Average collaboration ability score between groups of students who were not taught using the learning model*Team Game Tournament*is 30.61 Located in the interval 26.7 ≤X≤ 33.3. Data on the ability to collaborate between groups of students who are not taught using the learning model*Team Game Tournament*included in the ''Medium'' category. Visualizing the ability to collaborate between groups of students who are not taught using a learning model*Team Game Tournament*can be presented in a histogram in Figure 3.

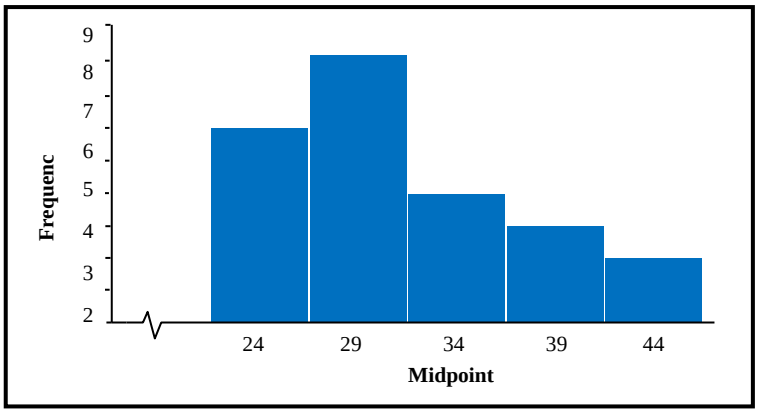

Figure 3. Histogram of Control Group Collaboration Abilities

Average scorelearning outcomesPancasila Educationbetween groups of students who were not taught using the Team Game Tournament learning modelis 13.26 in the interval 11.65 ≤X≤ 14.95. DataPancasila education learning outcomes between groups of students who were not taught using the Team Game Tournament learning modelin the ''High'' category. Visualizing the learning outcomes of Pancasila Education between groups of students who were not taught using the learning model*Team Game Tournament*can be presented in a histogram in Figure 4.

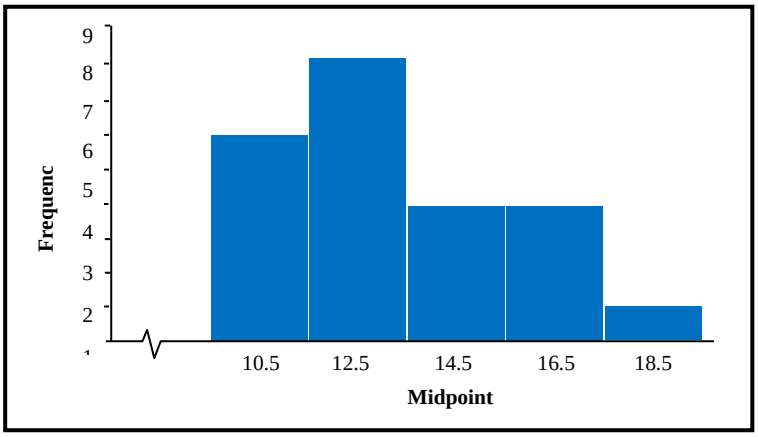

Figure 4. Histogram of Control Group Learning Results

Before testing the hypothesis using statistical methods with the ANOVA and MANOVA tests, the data is first tested with prerequisite analysis tests which include normality tests, homogeneity tests, and correlation tests between dependent variables. The results of the normality test for the experimental and control groups using SPSS 25.0, the analysis output shows that the Kolmogrov Smirnov (a) collaboration skills scores are 0.200 and 0.200, while the scores for the Pancasila education learning outcomes are 0.186 and 0.123. Therefore, the probability value of the two significant values is > 0.05, so the post-test data for the experimental and control groups is normally distributed. Normality test results in Table 4.

Table 4. Normality Test

Variable	Group	Kolmogorov-Smirnova		
		Statistics	df	Sig.
Collaboration Capabilities	Experiment	0.097	21	0.200
	Control	0.102	23	0.200
Learning outcomes	Experiment	0.168	21	0.125
	Control	0.150	23	0.195

The homogeneity test using Box'M produced a significant figure for collaboration skills of 0.765 and learning outcomes of 0.493. The results of the analysis show that the significant figures produced separately are greater than 0.05. Thus, it can be concluded that the variables of collaboration skills and

Pancasila Education learning outcomes are homogeneous. The results of the correlation test between the dependent variables have a significance value of 0.382> 0.05. So, Ha is accepted, meaning there is no significant relationship between collaboration skills and Pancasila education learning outcomes. The calculation results can be seen in Table 5.

Table 5. Table of Correlation Results Between Variables

Variable		Collaboration Skills	Learning outcomes
Collaboration Capabilities	Pearson Correlation	1	0.210
	Sig. (2-tailed)		0.171
	N	44	44
Learning outcomes	Pearson Correlation	0.210	1
	Sig. (2-tailed)	0.171	
	N	44	44

The results of testing the first hypothesis using the F variant test through Manova analysis using the Test of Between Subject Effects, the significance value of the Corrected Model on interest is 0.001<0.05, which means H0 is rejected and H1 is accepted. Thus it can be concluded that the second hypothesis is accepted, namely that there is a significant difference between collaboration skills between groups of students taught using the Team Game Tournament learning model and groups of students who are not taught using the Team Game Tournament learning model. The results of testing the second hypothesis have significance values in the Test of analysis. Between Subject Effects, the significance value of the Corrected Model is 0.001<0.05, which means H0 is rejected and H1 is accepted. It can be concluded that there is a significant influence between the learning outcomes of Pancasila Education between groups of students who were taught using the Team Game Tournament learning model and groups of students who were not taught using the Team Game Tournament learning model. The results of the third hypothesis analysis using MANOVA assisted by SPSS25.0 for Windows show that the F value for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root has the same value, namely 186.593 with significance (sig.) = 0.000 which is much smaller than 0.05 . That is, the F values for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root are all significant. It can be concluded that hypothesis one is accepted, namely that there is a significant difference between collaboration skills and Pancasila education learning outcomes between groups of students who were taught using the Team Game Tournament learning model and groups of students who were not taught using the Team Game Tournament learning model.

Discussion

The results of the first research hypothesis on collaboration abilities are that there is a significant difference in the collaboration abilities of students who received the Team Game Tournament cooperative learning model based on problem solving and students who received the conventional learning model. This learning model emphasizes games and competitions which involve cooperation in diverse groups to collaborate in solving the problems faced (answering questions). In learning that applies the Team Game Tournament cooperative learning model based on problem solving, all students are involved without having to have differences in status and students are taught as peer tutors to foster collaboration and cooperation skills so that they will be able to carry out healthy competition in competitions. In this series of activities the teacher will train students' cognitive skills in the domains of analyzing (C4), comparing and evaluating (C5) and concluding (C6) (Shah et al., 2020; Silberman et al., 2021). Meanwhile, in terms of students' psychomotor skills, teachers can develop students' competence in the domain of showing and differentiating (P1) (Kivunja, 2019; Parmini et al., 2023). Apart from that, this tournament will also give students the opportunity to hone their social and emotional skills.

The results of the second hypothesis on Pancasila Education learning outcomes are that there is a significant difference in Pancasila Education learning outcomes between students who received the Team Game Tournament cooperative learning model based on problem solving and students who received conventional learning model treatment. The TGT model of learning has the advantage that the TGT model makes all students active and have an important role in their group, can foster a sense of togetherness and mutual respect, can foster enthusiasm for learning because in learning the teacher promises an award, makes students happy in taking lessons because there are games in the form of a tournament in this model. Apart from that, through this problem-solving-based TGT model, students can practice their collaboration skills with groups. In the learning process as a peer tutor, students will learn to support each

other and work together with their friends. This will help them develop collaborative and cooperative skills which are very important in everyday life and the world of work in the future (Sopiyati, 2021). With healthy competition, students will also learn to appreciate and respect the abilities and achievements of others, so that they can cultivate a sportsmanship attitude and not easily feel jealous. Through this peer tutoring program, students will also learn to understand and manage their own emotions (Kuslulat, 2023; Negara et al., 2019). They will be taught how to deal with stress and pressure in learning situations and how to stay calm and focused. In this way, they will become better prepared and resilient in facing future challenges. By interacting with their friends, students will also learn to develop an attitude of empathy and understanding towards others, so that they are able to build healthy and harmonious relationships with the people around them. The results of the analysis of the third hypothesis, Pillae Trace, Wilk Lambda, Hotelling's Trace, Roy's Largest Root, are that there are significant differences in collaboration abilities and Pancasila Education learning outcomes between groups of students taught with the Team Game Tournament cooperative learning model based on problem solving and groups of students taught with conventional learning models. The Team Game Tournament cooperative learning model is a form of learning that is packaged with a game process and focuses on student activity. By playing, children can develop all their potential, channel their energy and have the opportunity to laugh and joke freely (Hendaryati, 2019; Sukerta, 2020). A pleasant classroom atmosphere will increase students' motivation in learning. The application of the Team Game Tournament cooperative learning model based on problem solving causes the learning process to become less monotonous, students are more active and enthusiastic in learning and trains students to be more confident in communicating and expressing their opinions. Studying in groups and accompanied by games will be able to increase students' concentration in the learning process so that it will influence students' understanding of the material presented by the teacher (Astuti, 2019; Hendaryati, 2019).

The Teams Games Tournament cooperative learning model is a cooperative learning model developed to help students review and master the subject matter and also improve basic skills, achievement, positive interactions between students which can encourage students to always think actively and stimulate the enthusiasm of each student because After students have mastered the lesson, there will be a tournament held to measure the extent of students' understanding both individually and during group discussions. Previous research has also proven the effectiveness of the Teams Games Tournament cooperative learning model in improving mathematical communication skills. Students who were treated with the Teams Games Tournament cooperative learning mode strategy were better than students who were taught using conventional learning. This finding is reinforced by previous research findings stating that the application of the TGT type cooperative learning model collected from science learning results tests shows that students' science learning results are better (Hendra & Rahayu, 2021; Merti, 2020). Implementing the Team Game Tournament cooperative learning model can improve student learning outcomes (Prime et al., 2023). Team Game Tournament cooperative learning model activities accompanied by games can increase student learning activities (Ilmiani et al., 2020; Sukerta, 2020). Other research shows that the TGT learning model can increase students' interest and motivation in learning activities (Nurhayati et al., 2018; Yuliawati, 2021). This proves that the TGT cooperative learning model is indeed effective in improving collaboration abilities and learning outcomes in Pancasila Education. The application of the TGT type cooperative learning model makes students more active in the teaching and learning process in class. By studying together, discussing, discovering and appreciating for themselves the important concepts contained in the material discussed, as well as competing all the knowledge that has been obtained in their respective groups. The application of the TGT type cooperative learning model can improve student learning outcomes. This increase in learning outcomes is due to the application of the TGT type cooperative learning model making students active in learning and students' understanding of the concepts being studied. The application of the TGT type cooperative learning model collected from science learning results tests shows that students' science learning results are better.

4. CONCLUSION

Based on the explanation above, it can be concluded that there are significant differences in collaboration abilities and learning outcomes between groups of students who are taught using the Team Game Tournament (TGT) cooperative learning model based on problem solving and collaboration abilities and learning outcomes of groups of students who are not taught with the Team Game cooperative learning model. Tournament (TGT) based on problem solving in the Pancasila Education lesson content for fifth grade elementary school students in Gugus I Bangli sub-district.

5. REFERENCES

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