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The Use of Teams Games Tournament Learning Model through Wordwall Media to Improve Learning Outcomes of Pancasila Education

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A B S T R A C T

This classroom action research was motivated by the low learning outcomes of class VC students at the UPTD of SD Negeri 1 Weru Lor in the Pancasila Education subject, especially in Chapter 4 "Me and My Environment". This study aims to improve student learning outcomes through the use of the Teams Games Tournament (TGT) learning model through Wordwall media. This study used the Kemmis and McTaggart classroom action research design, which consisted of two cycles, each covering the planning, implementation, observation, and reflection stages. Data were collected through observation, interviews, documentation, and written tests. The results of Cycle I showed that 11 students (38%) achieved the Minimum Completion Criteria (KKTP) with an average score of 66, while in Cycle II, 25 students (86%) achieved the criteria with an average score of 84. These results indicate a significant improvement in student learning outcomes. It can be concluded that the use of the Teams Games Tournament (TGT) learning model through Wordwall media is effective in improving the learning outcomes of Pancasila Education subjects for class VC students at UPTD SD Negeri 1 Weru Lor.

1. Introduction

Margareth et al., (2021), assert that as education is a continuous learning process, it plays a vital role. According to Setiawati et al., (2024), education is the primary pillar in creating a nation with character and dignity because it equips the next generation with the broad knowledge, noble values, and skills necessary to meet a variety of challenges in an increasingly complex future. Meanwhile, according to Ikhlaula et al., (2024), education is a key component in maximizing human resource potential so that people can be more productive and actively contribute to the nation's progress, claims. According to Siahaan et al., (2024), pancasila education can be viewed as a curriculum that contains the nation's noble values, with the main goal of developing positive individual attitudes consistent with the principles of pancasila. In addition to influencing students' views, pancasila education equips

them with knowledge they can use in their daily lives. Therefore, pancasila education is crucial in helping students develop morals, ethics, and a strong sense of patriotism.

According to Retnasari et al. (2020), Pancasila and citizenship education subjects in elementary schools play an important role in shaping the character of smart and good citizenship. In addition to being taught the basic principles of the state, students are also guided to become smart citizens who understand their rights and responsibilities and are able to critically analyze various national issues. In addition, by fostering moral principles, ethics, tolerance, and the spirit of gotong royong, Pancasila education helps students grow into good citizens. Therefore, Pancasila education at the basic level (elementary school) serves to prepare young people who have broad national insight, strong social awareness, and the ability to have a positive impact on the nation. According to Fernanda et al. (2024), pancasila education is one of the important subjects in primary education in Indonesia because it allows students to understand and practice Pancasila values in everyday life. According to Sa'diyah & Dewi (2022), the purpose of Pancasila education at the primary school level is to build good relations between Indonesian citizens and foreign citizens based on Pancasila by providing basic knowledge and skills.

According to Laila Fakhriyah & Assegaf Baalwi (2025), teachers must be creative to innovate in two key elements that are very important in the learning process, namely media and learning models. Learning models according to Fatah et al. (2023), are steps that teachers design and implement to help convey knowledge to students so that students better understand the material which aims to make learning interesting and ensure learning objectives are achieved as best as possible. One appropriate and effective learning model is the Teams Games Tournament (TGT) learning model. According to Mahardi et al. (2019), the Teams Games Tournament (TGT) learning model is a learning approach that uses games to help students remember the material they have learned.

According to Mumtazah et al. (2025), state that the progress achieved in in IPTEK during the 21st century has brought about a number of changes, including in the field of education. According to Indriyani et al. (2022), Teachers at all levels must be more innovative in information technology-based learning in the era of the industrial revolution 4.0 in order to encourage the next generation to think critically and keep up with the times. According to Suryana et al. (2024), learning media is the media used by teachers to convey lesson content to students. Learning media is increasingly sophisticated in this day and age, so educators choose technology-based learning resources in learning media. One of the learning media that can help teachers in learning is wordwall. According to Eriska et al. (2024), wordwall is a web-based educational game used to create interactive quizzes that are interesting and fun for users. According to stated that the purpose of using media in the form of games during learning can improve students' concentration and critical thinking skills through interesting and not boring media. Teachers can use this media to present subject matter in a way that is easier for students to understand, and they can also use educational games that incorporate technology to support learning that is relevant conditions of students.

The findings of observations made during PMDS activities and interviews with VC homeroom teachers revealed issues with the learning process, specifically that pupils found Pancasila teaching simple due to its relevance to daily life. As educators, teachers still tend to use less varied learning models and rarely use media, so even though the material is related to everyday life, many students find it less interesting and do not pay attention when the teacher explains it optimally. Additionally, students are not actively involved because no one asks if there is material that they have not understood. Furthermore, only a small percentage of students complete tasks on their own; the majority typically duplicate answers from acquaintances. Students are still less involved in learning which results in low learning outcomes. According to Putri et al. (2024), learning outcomes are what students do or change in their behavior, abilities, and knowledge during the educational process, and these results are assessed after the educational process is complete.

Based on data provided by the VC homeroom teacher about student learning outcomes in the subject of Pancasila and Citizenship Education Chapter 4: Me and My Environment in class VC UPTD SD Negeri 1 Weru Lor with KKM 70, there are 5 students (17%) who have completed and 24 students (83%) have not completed. The unsatisfactory student learning outcomes are caused by a lack of student learning activities. For example, students did not participate in class and were silent when the teacher asked if there was still something they did not understand. The problem of low learning outcomes in Pancasila education needs to be addressed immediately. From the description above, the author is interested in conducting Classroom Action Research (CAR) which aims to improve and enhance the quality of learning (focusing on learning outcomes) which is implemented using the Teams Games Tournament (TGT) learning model through wordwall media.

2. Methodology

Classroom Action Research (PTK) was used in this study. According to Utomo et al. (2024), classroom action research is research conducted by teachers in the classroom as an effort of self-reflection through actions carried out in a planned, structured, and repeated manner in several cycles whose main purpose of the research is to improve and improve the quality of teacher activities, students and student learning outcomes. The focus of this research is to improve the learning outcomes of class VC students of UPTD SD Negeri 1 Weru Lor with the expected final results.

This research consists of two cycles with two meetings each, each cycle consisting of plan, action, observation, and reflection. This research is collaborative in nature where the researcher acts as the implementer of actions in CAR, which means the researcher designs, implements, observes, and reflects on the actions taken in learning and the homeroom teacher (VC) acts as an observer who helps assess the learning process and provides input, or discusses the results of reflection and subsequent actions.This study uses the Kemmis and Mc. Tanggart model which is spiral-shaped as shown in Figure 1.

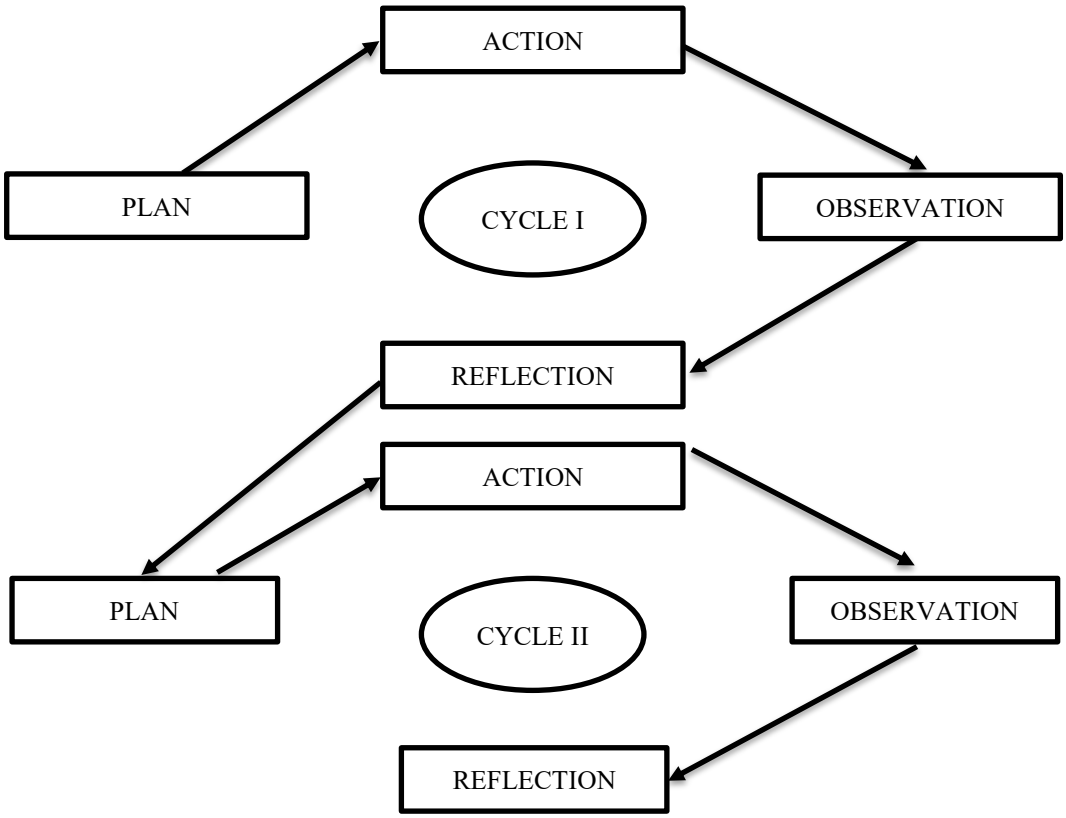

Figure 1. Kemmis and Mc. Tanggart Spiral Model

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3. Results and Discussion

This classroom action research was conducted in the VC class of UPTD SD Negeri 1 Weru Lor, Weru District, Cirebon Regency, with 29 students, consisting of 17 boys and 12 girls. In general, the class conditions are heterogeneous in terms of both academic ability and social character. Based on the results of initial observations and interviews with the homeroom teacher, it was found that most students showed a passive attitude during the learning process, especially in the Pancasila Education subject. The teacher still uses conventional learning methods such as lectures and questions and answers without involving interactive media that attract students' attention. As a result, many students lack focus and tend to talk to themselves when the teacher explains. This condition has an impact on low learning outcomes, where only a small number of students achieve the KKTP of 70.

Based on these conditions, the researcher and the homeroom teacher attempted to make improvements by implementing the Teams Games Tournament (TGT) learning model assisted by Wordwall media. This model was chosen because it is able to create a fun, competitive, and collaborative learning atmosphere, so it is expected to increase student engagement in the learning process. The use of Wordwall media is also considered appropriate to the characteristics of elementary school students who enjoy playing while learning. According to D. Eriska et al., (2023), the use of educational games can encourage active student involvement in the learning process, thereby creating a more interesting and enjoyable learning atmosphere. In implementing the actions in cycles I and II, the researcher acted as a teacher as a facilitator who guided group discussions, supervised the progress of the game tournament, and provided reinforcement for the material being studied. With this more interesting and participatory learning strategy, it is hoped that students will be more enthusiastic, actively compete healthily, and experience significant improvements in learning outcomes.

During the implementation of the research, the learning process was carried out in two cycles with four stages: planning, implementation, observation, and reflection. Learning activities were carried out in the VC classroom of UPTD SD Negeri 1 Weru Lor in the even semester of the 2024/2025 academic year. In the implementation stage, the teacher implemented learning using the Teams Games Tournament model combined with Wordwall media in accordance with the teaching module that had been validated by experts. Meanwhile, data collection was carried out through observations of teacher and student activities during the learning process, interviews with homeroom teachers to obtain supporting information, documentation of learning activities, and administration of learning outcome tests in the form of pretest and posttest at the end of each cycle. The results of the data collection were then analyzed to determine the improvement in learning outcomes and the effectiveness of using the Teams Games Tournament (TGT) learning model through Wordwall media in the Pancasila Education subject, but the focus of this study was to determine the improvement in learning outcomes as seen from the results of the pretest cycle I and posttest cycle II.

The implementation of learning uses the Teams Games Tournament (TGT) model combined with Wordwall media displayed through the media display used during the study. First, access the Wordwall page, then select the "Create Activity" feature to start creating learning media and select the appropriate activity type. This study uses wordwall media with the type of activity of “open the box” containing 11 essay questions. The material is adjusted to the sub-chapter regarding the characteristics of regions in Indonesia and mutual cooperation, aiming to challenge students in syntax games tournament activities to solve problems by competing in a healthy and fun manner. If the question is answered incorrectly, it will be explained in more detail by the researcher as a teacher, and if the question is answered correctly, it will be discussed further together, thus making learning more interesting. The display can be seen in Figures 2 and 3.

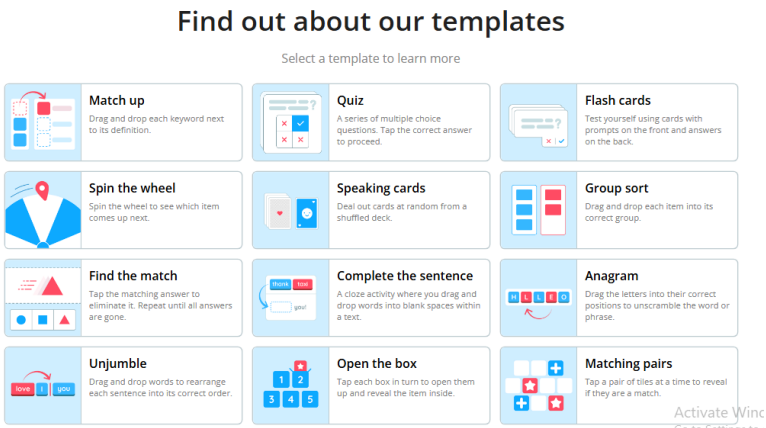

Figure 2. Wordwall Media Display

Figure 3. Research using "open the box" essay questions

Result

This research has been conducted in class VC UPTD SD Negeri 1 Weru Lor, there is a significant increase in student learning outcomes. This increase in learning outcomes is obtained from the pretest and posttest scores done by students in cycle I and Cycle II with a KKTP value of 70. 4 Me and My Environment obtained by students can be seen in the learning activities of each cycle.

Pre-Cycle Learning Outcomes

In the pre-cycle, researchers obtained data during initial observations to obtain initial research data. Initial observation activities began with an explanation of CHAPTER 4 Me and My Environment material by the VC homeroom teacher. After that, the teacher and students were involved in discussions and question and answer sessions to observe the activeness of students during the learning process. Before the application of the teams games tournament learning model with wordwall media, the teacher distributes evaluation test sheets to measure students' learning outcomes. Initial data obtained from the formative test results and used as a reference for researchers in designing improvements in the implementation of

subsequent cycles. The recapitulation of initial data on learning outcomes can be seen in table 1 and in diagram form can be seen in figure 4.

Table 1. Recapitulation of Initial Data on Student Learning Outcomes (Pre-Cycle)

No	Analyzed Data	Baseline Data
1	Number of all students	29
2	Number of students who took the test	29
3	Number of students who completed	5
4	Number of students who did not complete	24
5	Highest score	84
6	Lowest score	20
7	Total score obtained	1542
8	Average score	53
9	Classical Completion Criteria	17%
	Description KKTP	**Not Achieved**

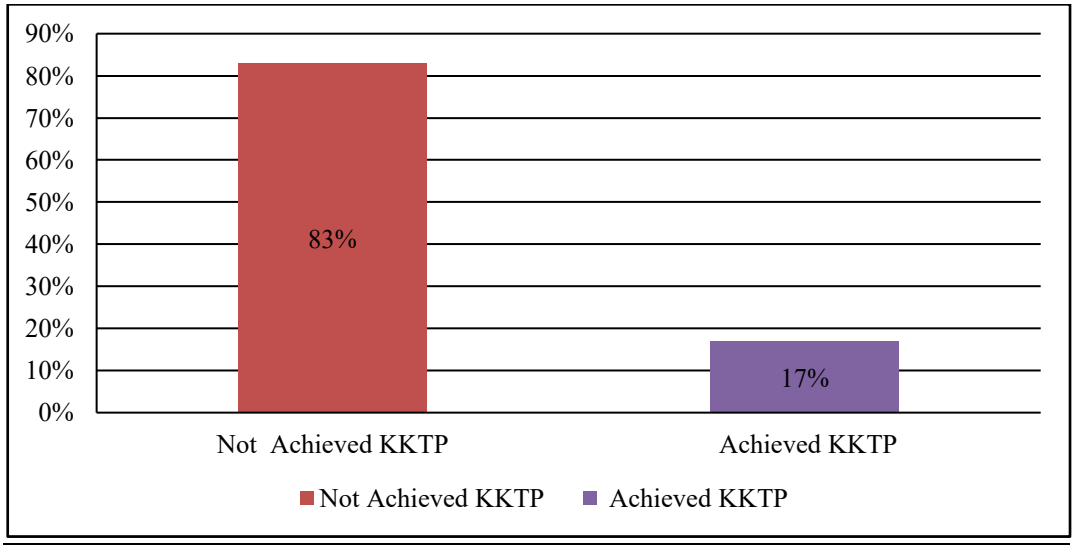

Figure 4. Diagram of Initial Data on Learners' Learning Outcomes (Pre-Cycle)

Based on table 1 and figure 4, this condition describes the initial condition, where there were still students who had not reached KKTP. Of the total 29 students, there are 17% or 5 students who are complete with scores above KKTP, 83% or 24 students have not met KKTP standards. The low learning outcomes are caused by the difficulty of students in understanding Pancasila education subjects, especially the material of CHAPTER 4. Me and My Environment. Given the low achievement of student learning outcomes, researchers will conduct a two-cycle study using the teams games tournament model with wordwall media to find out if there is an improvement in learning outcomes.

Cycle I Learning Outcomes

During cycle I, researchers gave formative tests in the form of pretest questions that students had to do individually. From the results of this test can be seen changes from pre-cycle to cycle I. The following is based on the results of cycle I action:

Table 2. Recapitulation of Student Learning Outcomes Cycle I

No	Analyzed Data	Baseline Data
1	Number of all students	29
2	Number of students who took the test	29
3	Number of students who completed	11
4	Number of students who did not complete	18
5	Highest score	91
6	Lowest score	34
7	Total score obtained	1923
8	Average score	66
9	Classical Completion Criteria	38%
	Description KKTP	**Not Achieved**

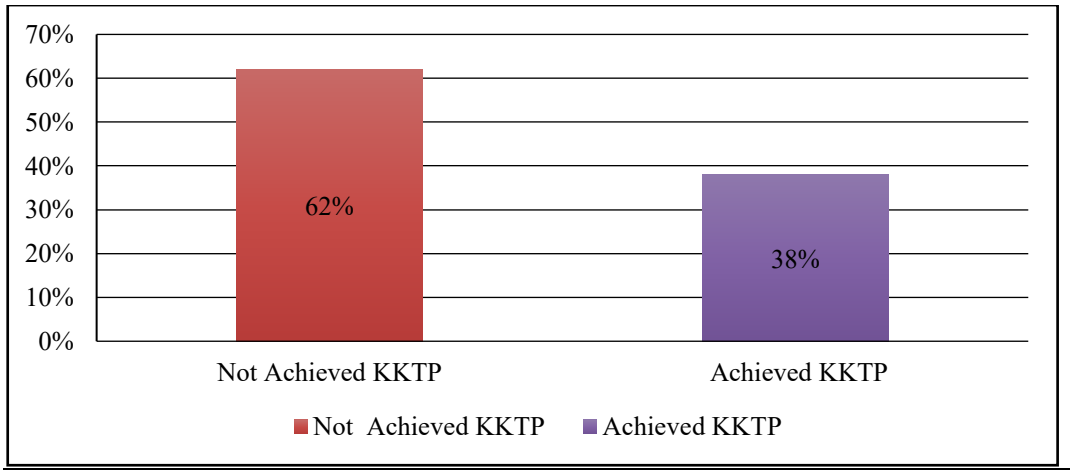

Figure 5. Diagram of Student Learning Outcomes Cycle I

As shown in the table and diagram of the learning outcomes of students in cycle I above, of the 29 students who took part in the learning process using the TGT model through Wordwall media, only 11 or 38% of students have achieved learning completeness in accordance with the predetermined minimum completeness criteria (KKTP). Meanwhile, as many as 18 or 62% of other students still did not reach KKTP because they obtained scores below the specified standard. This condition shows that classical completeness has not been achieved, because it has not met the minimum percentage of completeness of 81% of the standards used in this class action research. Thus, it is necessary to improve and enhance the learning process in cycle II so that students can be more active, motivated, and able to achieve overall learning completeness.

Cycle II Learning Outcomes

Based on cycle II learning activities that have been carried out by researchers, data on the learning outcomes of students when given a formative test in the form of posttest questions that are done individually show an increase compared to cycle I. This increase can be seen from the ability of students to master and understand the material in the action in cycle II. This increase can be seen from the ability of students to master and understand the material in the action in cycle II. Learners

seemed more enthusiastic and able to understand the lesson better through the use of the team games tournament model through wordwall media that had been implemented. The results of the increase can be seen in the recapitulation of student learning outcomes presented in table 3 and in diagram form can be seen in figure 6.

Table 3. Recapitulation of Student Learning Outcomes Cycle II

No	Analyzed Data	Baseline Data
1	Number of all students	29
2	Number of students who took the test	29
3	Number of students who completed	25
4	Number of students who did not complete	4
5	Highest score	100
6	Lowest score	51
7	Total score obtained	2439
8	Average score	84
9	Classical Completion Criteria	86%
	Description KKTP	**Achieved**

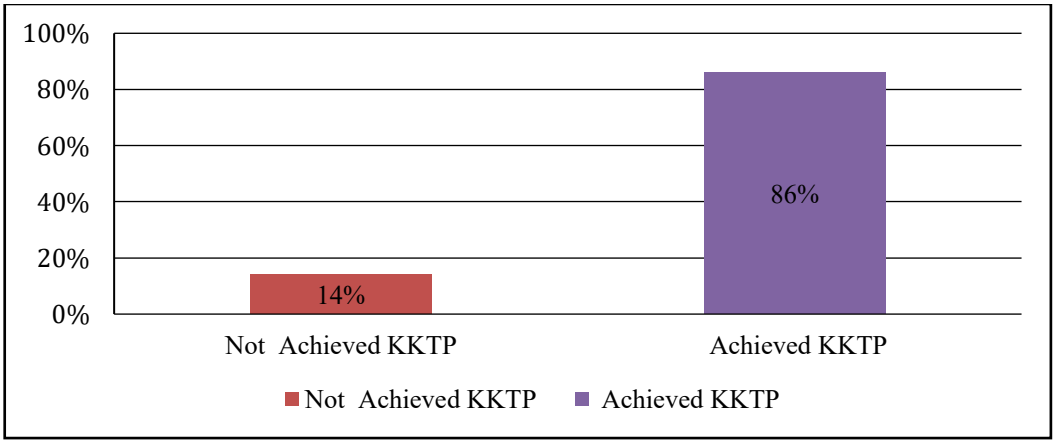

Figure 6. Diagram of Student Learning Outcomes Cycle II

The recapitulation table and diagram of the learning outcomes of students in cycle II above, of the total 29 students who took part in learning using the TGT (Teams Games Tournament) model through Wordwall media, 25 students or around 86% had reached learning completeness with scores above the Learning Objective Completeness Criteria (KKTP), while only 4 students or around 14% had not reached KKTP completeness. Various factors are the cause of the 4 learners' incompleteness, including: the existence of learners who have not been able to read fluently which causes these learners to have difficulty understanding the material and answering questions, learners who fill in answers carelessly, and learners who do not really understand the learning material. However, learners who have not achieved completeness in cycle II do not require special treatment, it is enough to be given additional study time with homeroom teachers to improve their understanding of the material they have learned. This achievement shows that the indicator of the success of the action in cycle II has been met because it has exceeded the classical completeness criteria set, which is at least 81%.

Improvement of Learning Outcomes in Each Cycle

After the implementation of two cycles, the research was stopped because the data showed an increase in learning outcomes in cycle II. The percentage increase in the results of this class action research is presented in the recaptulation of learning outcomes for each cycle in the diagram can be seen in figure 7 below:

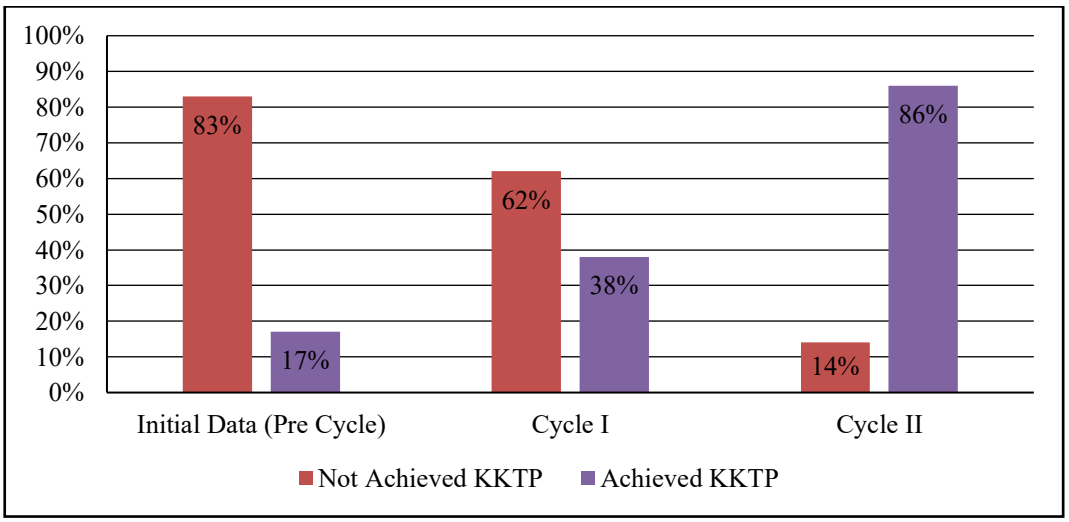

Figure 7. Diagram of Student Learning Outcomes for Each Cycle

Learners' learning outcomes improved significantly in each cycle, as shown in the diagram above. The level of learning completeness of students is still low at the pre-cycle stage, only 5 students or 17% are able to achieve grades in accordance with the Criteria for Achievement Level Completeness (KKTP). Meanwhile, as many as 24 or 83% of learners have not achieved the expected completeness. In cycle I, there was an increase in student learning outcomes. The number of students who achieved completeness increased to 11 people or around 38%, while those who were not complete decreased to 18 or 62% of students. These results did not meet the researchers' expected targets so the researchers continued with cycle II.

In cycle II, it showed a very significant increase, where only 4 students or 14% had not yet reached KKTP, and 25 students or 86% had reached >81% learning completeness. The data shows that the Teams Games Tournament (TGT) model and wordwall media in learning applied in cycle II succeeded in overcoming the obstacles faced by students. Thus, the research is said to be successful and completed in cycle II because there is an improvement in the learning process which has a direct impact on the learning outcomes of students. Thus, the research was said to be successful and completed in cycle II because there was an improvement in the learning process which had a direct impact on the learning outcomes of students. Overall, the data in the table and diagram show that the use of appropriate and sustainable learning models and media can improve students' understanding and achievement. In cycle II, this reflects the success of learning carried out by teachers in encouraging students to achieve better learning outcomes.

Discussion

The use of the TGT model directly contributes to improving student learning outcomes. This is in line with the opinion of Sururi & B S (2022), which states that TGT creates a healthy and fun competitive atmosphere in heterogeneous groups, thus encouraging students to help each other understand the material. In the context of this study, the use of Wordwall media as a learning support is an important factor in improving students' understanding of the material presented.

Wordwall media proved to be an interesting and appropriate media for the characteristics of elementary school students. Interactive quiz-based games can generate enthusiasm for learning, accelerate the understanding process, and reduce student boredom with material that is considered abstract. This is reinforced by the opinion of Putra et al. (2024), Students construct their knowledge from educational materials packaged in the form of games so that wordwall is able to present a more interactive and fun classroom atmosphere. The use of this media not only increases the enthusiasm and enthusiasm of students, but also creates a comfortable and pleasant learning environment, so that students are more active in learning.

As explained by Nur Dena Rahmastuti et al. (2024), there is currently a change in the learning paradigm from previously teacher-centered to student-centered as a result, teachers must be more inventive and creative in their classroom instruction. Innovative and creative here in choosing models and media that are in accordance with technological developments and student characteristics. In this study, the collaboration between TGT and Wordwall models proved to be the right solution in increasing student engagement, improving concept understanding, and ultimately improving learning outcomes.

4. Conclusion

Based on the results of classroom action research that has been conducted for two cycles, it can be concluded that the use of the Teams Games Tournament (TGT) learning model through Wordwall media is able to improve the learning outcomes of Pancasila Education of class VC students of UPTD SD Negeri 1 Weru Lor in CHAPTER 4. Me and My Environment, the material on regional characteristics in Indonesia and mutual cooperation. This improvement is seen from significant changes in each learning cycle, where the achievement of learning completeness increases from a low initial condition, then increases in cycle I, and reaches classical completeness according to the target in cycle II. The use of the TGT model and Wordwall media is able to create an active, interactive, and fun learning atmosphere that encourages students to participate more, understand the material, and be motivated in the learning process. Wordwall media based on educational games has been proven to be effective in reducing student boredom with material that is considered abstract, while increasing their direct involvement in learning activities. Thus, the use of the TGT model through Wordwall media not only has a positive impact on improving learning outcomes, but also forms a collaborative attitude, healthy competition, and student self-confidence. This success serves as a reference

that teachers can utilize a combination of the TGT method and Wordwall media as an alternative innovative learning strategy to improve the quality of learning, especially in subjects that are considered less interesting such as Pancasila Education.

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