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Effect of Team Games Tournament Model with Big Book Media on Students' Collaboration Skills in Local Dance Learning

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ABSTRACT

21st-century education demands that children learn to work together from an early age, but arts and culture education in elementary schools is still largely traditional and teacher-centered, which limits opportunities for collaboration. This study aims to investigate how students' collaborative skills in traditional dance education are affected by the Team Games Tournament (TGT) model that uses Big Book media. Twenty fourth-grade students from SDN 39 in Bima City were chosen through a saturated sampling process as part of the study's quasi-experimental design, which used a one-group pretest-posttest approach. A collaboration ability assessment, observational sheets, and documentation were among the research tools. Normality tests and Paired Sample t-Tests were used for data analysis. The results showed that using TGT in conjunction with Big Book improved students' group collaboration, communication, accountability, and engagement. Big Book media enhanced student participation in educational competitions and improved understanding of traditional dance content. According to this study, the combination of TGT and Big Book greatly improved students' teamwork skills and made it easier to implement the Pancasila Student Profile within the Independent Curriculum.

1. Introduction

The 21st century educational system requires students to possess not only cognitive but also social skills, which are referred to as 4Cs (critical thinking, creativity, communication, and teamwork). According to the aforementioned keempat keterampilan, collaboration is a very important skill since it is closely related to an individual's ability to interact with the community, work in a team, and deal with complex global issues (Partono et al., 2021). Pembagian tanggung jawab, effective communication, saling menghormati, and problem-solving in a collaborative manner are all benefits of collaboration (Akbar et al., 2023). Due to this, the development of collaborative skills from the very beginning of school is very important so that students can interact positively when completing tasks and learning activities.

Arts & Culture, specifically the study of local dances, is a relevant subject for encouraging cooperation. Dance is a cultural expression that emphasizes collaboration, coordination, and communication among participants while transferring physical movement and aesthetic beauty (Dewi, 2025). Through regional dances, students develop forms, synchronize tempo, and promote group cohesion. This is in line with the Independent Curriculum's philosophy, which emphasizes the development of the Pancasila Student Profile, especially the importance of cooperation or teamwork (Octavinia & Komalasari, 2023). Thus, dance instruction in elementary schools has a great deal of potential to improve children's teamwork skills in a tangible way.

However, the reality shows a different picture. Many elementary schools still use lecture methods and one-on-one assignments to teach arts and culture (Saputra et al., 2019). Teachers occasionally put more emphasis on teaching students dance theory by rote rather than encouraging group practice (Supriatna et al., 2021). As such, students lack teamwork skills; they often work alone, participate little, and have a lower ability to coordinate when performing regional dances in groups (Wiradharma et al., 2025). According to preliminary evaluations of fourth-grade students at SDN 39 Bima City, students showed a propensity for passivity when completing group projects, difficulties collaborating, and decreased participation in discussions. This situation presents a serious problem since cooperation and teamwork should be the main priorities of regional dance education.

Numerous earlier studies have demonstrated that the inadequate adoption of innovative teaching strategies that emphasize group work has an impact on elementary school students' poor collaboration skills. Teachers usually rely on lecturing techniques, which limits students' opportunities to participate in group projects (Rahayu et al., 2024). Furthermore, limited educational resources are another factor. The used media is still conventional and uninteresting to students, which lowers their motivation to learn (Ali et al., 2025). Therefore, innovative and dynamic teaching strategies that are adapted to the characteristics of elementary school pupils are crucial.

The Team Games Tournament (TGT) is a good way to help students work together better. Slavin first came up with this idea in the 1980s as a way to teach people to work together and compete in a fun way (Fadillah et al., 2024). In TGT, students work together in groups to learn new material, and then they compete in a tournament with questions or tasks that are related to what they are learning. Every member adds to the group's score, which encourages accountability and teamwork (Adiputra & Heryadi, 2021). Studies show that TGT improves social connections, communication skills, and student involvement in the learning process (Nisa et al., 2024). As a result, the TGT model is useful for dance education, which requires working together.

Also, the use of media that fits the needs of the students affects how well they learn. The Big Book is a good way to teach because it has big text and pictures that all the students in a class can see (Yasin, 2022). Big books help students understand things both visually and culturally, and they also make learning more interesting by

presenting the material in an engaging way (Yamin & Syahrir, 2020). Research demonstrates that Big Books can improve student engagement, visual literacy skills, and foster collaborative learning (Sumiati et al., 2024). In the field of dance, Big Books can show dance moves, traditional clothing, and the cultural importance of regional dances, which can help students understand and talk about the subject (Oktavia et al., 2025).

Many previous studies have examined the effectiveness of TGT and Big Book separately. Aszari et al. (2024) conducted research that showed TGT greatly improved primary school students' ability to work together. A later study by Rosyadi et al. in 2024 showed that Big Book greatly improved students' engagement and ability to work together. Nonetheless, this research was limited to the utilization of a singular technique. No existing research has integrated the TGT paradigm with Big Book media in conventional dance education. Combining the two could make the learning environment more dynamic, fun, and collaborative (Chaniago, 2024).

This research is imperative due to the difficulties inherent in conventional arts and culture education within elementary schools. By combining the benefits of TGT, which focuses on working together and healthy competition, with the visually appealing Big Book, it is hoped that regional dance education will do a better job of helping students work together (Jesika & Hairi Dilfa, 2025). This integration provides practical support for educators in selecting instructional strategies and fosters theoretical progress by developing distinctive collaboration-based learning models specifically designed for the characteristics of primary school children (Suryani, 2023). This also meets the needs of the Independent Curriculum and the improvement of the Pancasila Student Profile.

This study aims to evaluate the influence of the Team Games Tournament (TGT) model, enhanced by Big Book media, on the collaborative skills of fourth-grade students at SDN 39 Kota Bima within the framework of regional dance arts and culture education. This research seeks to enhance educational science, specifically through the application of innovative visual media-based cooperative learning models in primary education.

2. Methodology

This study utilized a quasi-experimental design featuring a one-group pretest-posttest framework. This design was chosen because the study focused solely on one experimental group and did not include a control group. Before the treatment, students took a pretest to see how well they could work together at a basic level. The treatment was carried out using the Team Games Tournament (TGT) method, along with Big Book media. After finishing the program, the students took a posttest to see how much their collaboration skills had improved. The study included 20 fourth-grade students from SDN 39 Kota Bima for the 2025/2026 school year. Because there weren't many students, the sampling method used was saturated sampling, which meant that the whole population was the study sample. The

research site was chosen because of early observations that showed students had trouble working together during regional dance classes.

The research tools were things like observation sheets, tests of how well people could work together, and paperwork. The observation sheets were used to keep track of signs of student involvement, such as respect, cooperation, communication, and responsibility. We used scenario-based questions to test the ability to work together both before and after the test. The validity test results showed that 10 questions were valid ($r\text{-count} > 0.4438$), and the reliability test showed that Cronbach's Alpha was 0.927, which means that the test was very reliable. Documentation, encompassing school records, lesson plans, and audiovisual materials, was employed to enhance the data. The data collection process occurred in four stages: (1) pretest, to gauge students' initial competencies; (2) treatment, involving learning through TGT facilitated by Big Book; (3) posttest, to measure improvements in collaborative skills; and (4) observation and documentation, to validate the research findings. The data were analyzed in three stages. First, use the Shapiro–Wilk method to check if the data is normally distributed by doing a normality test. Secondly, a homogeneity test using Levene's Test will check how similar the data variances are. The hypothesis test used a Paired Sample t-Test to look at the average scores on the pretest and posttest. The study demonstrated a significant disparity between the two groups ($t = -14.104$; $p < 0.05$), indicating that the Big Book-assisted TGT model markedly improved students' collaborative skills.

3. Results and Discussion

The experimental group consisted of 20 fourth-grade students from SDN 39 Kota Bima, evenly divided between 10 males and 10 females. The conditions of the class were very different when it came to academic skills and social factors. Initial observations suggested that students displayed passivity in their engagement with arts and culture education, especially regarding regional dance content. Teachers kept using old-fashioned methods like lectures and simple demonstrations, which meant that students didn't have many chances to talk to each other and work together. Only a small number of students actively participated in group assignments, while the rest relied on their peers.

This indicates that the pedagogical approach remained teacher-centered, which was not conducive to enhancing students' collaborative skills. In these circumstances, the fourth-grade class at SDN 39 Kota Bima was deemed suitable for utilization as an experimental class for the implementation of the Team Games Tournament (TGT) model, supported by Big Book media. The main tool used in this experimental class was the Big Book, a large book that had information about regional dances, including pictures of dance moves, explanations of their cultural significance, and other visuals like traditional clothing and dance floor designs. Big Books were chosen because they fit the needs of elementary school students, who like bright, colorful presentations and large formats that make it easy for groups to see. Using Big Books is expected to boost students' motivation and help them

understand the material better. Figure 1 shows an example of the Big Book that was used in this study.



Figure 1. Big Book Media used in Learning

The TGT paradigm and the Big Book were used together to carry out the educational process. The teacher told the students what they would be learning and showed them the Big Book at the beginning. After that, the students were put into small groups of four to five people. Each group worked together to look at the Big Book's contents, looking at drawings of dance moves and talking about what they meant in different cultures. Then, the students worked together to practice the dance steps according to the instructions in the Big Book. After that, the students played a tournament or instructional game with questions and activities related to the subject. In this contest, every member of the group got to answer questions and show off their skills, and the results added to their group's score. This system encouraged students to be responsible, help each other, and get involved. So, learning regional dance not only showed off movement skills, but it also helped people learn how to communicate, work as a team, and work together in a fun way. Figure 2 shows how the learning process worked in this study.



Figure 2. Learning process with TGT model assisted by Big Book

After the Team Games Tournament (TGT) model was put into use with Big Book media, data were collected through pretests and posttests of students' ability to work together. This information gives a general idea of what things were like before

treatment and how they changed after the students started learning. The analysis showed that the intervention improved the ability of fourth-grade students at SDN 39 Kota Bima to work together. The average score on the posttest was higher than the average score on the pretest. Also, the score distribution showed differences. The lowest posttest score went up compared to the lowest pretest score, and the highest posttest score went up compared to the highest pretest score. Table 1 has a lot of information about how well students can work together.

Table 1. Descriptive Statistics of Pretest and Posttest Scores of Collaboration Ability

Statistics	Pretest	Posttest
N	20	20
Average	63.35	85.90
The highest score	80	95
Lowest Value	50	70
Standard Deviation	8.10	6.12

The mean score of students on the pretest was 63.35, but it went up to 85.90 on the posttest. This shows that the TGT learning method using the Big Book has raised the score by 22.55 points. The pretest's highest score was 80, and the posttest's highest score was 95. The pretest's lowest score was 50, and the posttest's lowest score was 70. The standard deviation went down from 8.10 in the pretest to 6.12 in the posttest. This means that the scores didn't change as much and the students' abilities were more evenly spread out. This data shows that learning through TGT with Big Book not only raises the average score but also improves how well students work together and share their skills.

Before performing the hypothesis test, it was necessary to conduct a normality test. The aim of this examination was to determine the normal distribution of pretest and posttest score data, thereby facilitating the application of parametric statistical analysis. The Shapiro–Wilk method was used for the normality test in this study because there were less than 50 students in the sample. The results of the test showed that the pretest score had a significance value of 0.200 and the posttest score had a significance value of 0.102. Both significance scores were higher than 0.05, which means that the data from the pretest and posttest were normally distributed. As a result, the analysis of the data can move on to the hypothesis testing stage using the Paired Sample t-Test. Table 2 shows a summary of the results of the normalcy test.

Table 2. Normality Test Results of Pretest and Posttest Scores

Variables	Shapiro-Wilk Sig.	Information
Pretest	0.200	Normal
Posttest	0.102	Normal

This study did not perform a homogeneity test because it employed a one-group pretest–posttest design. This design includes only one experimental group and does not have a control group for comparison. A homogeneity test is commonly conducted to evaluate the equality of variance among two or more groups, such as

between an experimental group and a control group. The study's reliance on a single treatment group renders the use of a homogeneity test unnecessary. The principal aim of the research is to analyze the fluctuations in student collaboration ratings within the same group prior to and subsequent to treatment. Thus, a normality test suffices to confirm data distribution, followed by a hypothesis test utilizing a Paired Sample t-Test. This method makes sure that the analysis is correct and follows the rules of quantitative research. The hypothesis test sought to determine whether a significant difference exists in students' collaboration skill scores before and after participation in the Team Games Tournament (TGT) model facilitated by Big Book media. The statistical method utilized was a Paired Sample t-Test, as the data compared were derived from the same cohort, specifically fourth-grade students of SDN 39 Kota Bima, evaluated under two different conditions: before treatment (pretest) and after treatment (posttest). The method consisted of comparing the means of the two scores and assessing the resulting significance values. Table 3 shows a summary of the results of the Paired Sample t-Test.

Table 3. Paired Sample t-Test Results Pretest and Posttest Scores

Variables	Mean Difference	t-count	Sig. (2-tailed)
Pretest-Posttest	-22.550	-14.104	0.000

The pretest and posttest scores differed by an average of -22.550, as indicated in Table 3. The t-test result was -14.104 with a significance value (Sig. 2-tailed) of 0.000. Given that the significance value is less than 0.05, it is feasible to draw the conclusion that there is a significant difference between the students' collaboration ability scores before and after treatment. These results imply that students' capacity for teamwork is positively impacted when Big Book is used to support the TGT model. This finding further validates the research hypothesis, which holds that fourth-grade students at SDN 39 Kota Bima's ability to collaborate when learning arts and culture—particularly regional dance content—is significantly impacted by the application of the TGT model with Big Book media. These results demonstrate how innovative cooperative-based learning, supported by aesthetically pleasing resources, can address the problem of low student collaboration skills that has emerged in conventional education.

Discussion

The results of the study show that the Team Games Tournament (TGT) model with Big Book media support greatly improves students' capacity for teamwork. This is demonstrated by the results of the Paired Sample t-Test, which produced a significant value of $0.000 < 0.05$, and the difference in average scores between the pretest and posttest, which came to 22.55 points. Thus, it can be concluded that utilizing the TGT model in conjunction with Big Book media can assist students in developing their communication skills, cooperation, respect, and responsibility during learning activities. These results also lend credence to the proposed research hypothesis, which maintains that the TGT model, with Big Book's assistance, greatly enhances the fourth-grade students' ability to collaborate with others at SDN

39 Kota Bima. To further highlight the difference between pretest and posttest scores, the study's results are also shown as a graph in Figure 3.

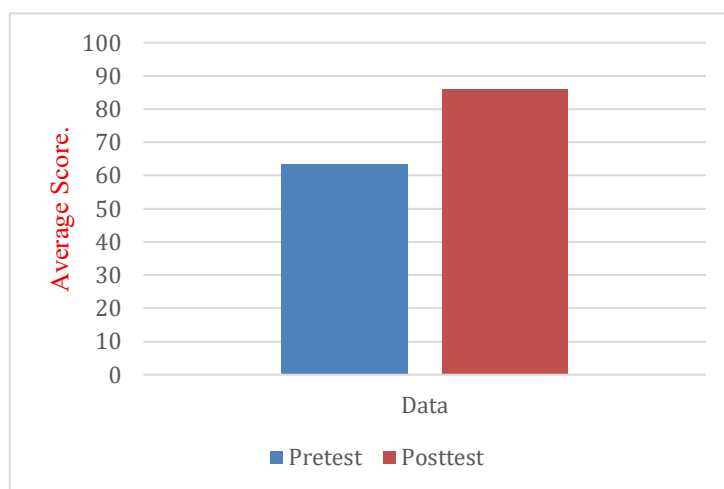


Figure 3. Comparison chart of average pretest and posttest scores of students' collaboration skills

These findings are in line with Slavin's (2019) cooperative learning theory, which maintains that group-based instruction with clear objectives and healthy competition can improve students' social skills and learning outcomes. In this way, TGT empowers students to help one another and take charge of the group, while Big Books provide engaging visual learning resources that help students understand the material. Combining the two makes learning more interesting, applicable, and suited to elementary school students' needs. Other studies, such as Hastuti & Sulistyaningsih (2020), who found that TGT can improve students' social connections, and Wulandari (2021), who found that Big Books increase motivation and comprehension of fundamental concepts in arts and culture education, support these findings.

These findings align with Slavin's (2019) cooperative learning theory, which maintains that group-based instruction with clear objectives and healthy competition can improve students' social skills and learning outcomes. In this way, Big Books provide engaging visual aids that help students understand the material, while TGT empowers students to help one another and assume group responsibilities. Learning becomes more interesting, pertinent, and suited to elementary school students' needs when the two are combined. Other studies have supported these findings, such as Hastuti & Sulistyaningsih (2020), who found that TGT can improve students' social connections, and Wulandari (2021), who found that Big Books increase motivation and understanding of the fundamental concepts in arts and culture education.

According to Practical Sisi, teachers in Dasar schools will be significantly impacted by this study. A different approach to teaching seni budaya is Penerapan TGT berbantuan Big Book, particularly when it comes to academic materials. Teachers who typically use the ceramah approach can start implementing this paradigm to

make learning more interactive. Furthermore, the Big Book is relatively easy to use because it can be adapted to the existing content in a vast visual style. In this way, the teacher can help students with *tari keterampilan* as well as collaborative *sikap*, one of the 21st century's *keterampilan*. The national education strategy also highlights the importance of the Pancasila student profile in the Merdeka curriculum. One of the most important aspects of the Pancasila profile is *gotong royong*, which is closely related to teamwork skills. Through TGT-based instruction with Big Book, students learn not only academic content but also how to collaborate with others, respect differences, and be accepting of their peers. Therefore, this study offers a practical means of enhancing the Dasar school's implementation of the Merdeka curriculum.

4. Conclusion

The goal of this study was to determine how the fourth-grade students at SDN 39 Kota Bima's capacity for teamwork was impacted by the Team Games Tournament (TGT) model, which was implemented using Big Book media. The results showed that students' teamwork skills were successfully improved when Big Book and the TGT model were used together. All collaboration indicators, such as responsibility, cooperation, communication skills, and respect for one another in groups, improved after the treatment. This illustrates how the TGT learning model offers students numerous opportunities to practice actively cooperating and participating in groups, in addition to placing a high value on mastering academic material. Big Book media further enhances the learning process and raises students' motivation to actively participate in learning activities because of its expansive, colorful, and vividly illustrated display, which makes it easier for students to understand the content on regional dance arts. As a result, this study successfully addresses the research question that students' ability to collaborate is improved when the TGT model and Big Book are used together.

The success of this study demonstrates that combining an engaging visual medium with a cooperative learning strategy can address the problem of students' inadequate collaboration skills in traditional learning. These findings imply that primary school teachers can use Big Book-assisted TGT as an alternative approach to teaching culture and the arts. Through the implementation of this model, students are encouraged to understand regional dance material and are trained to develop social skills that are highly relevant to 21st-century needs and align with the mutual cooperation dimension of the Pancasila Student Profile in the Independent Curriculum. This study can be considered successful since the results are in line with the premise and support previous theories and research. More research is still needed to increase the breadth, for example, by using different samples, switching up the subjects, or conducting the study at various educational levels. This will enable a broader contribution to the field of education and further testing of the effectiveness of the Big Book-assisted TGT model.

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