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Implementation of the TGT Model Assisted by "Pancamission" Media to Improve Student Learning Outcomes on the Topic of Norms, Rights, and Obligations in Grade VI at SDN Mojoroto 3

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Abstrak: Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik melalui penerapan model Teams Games Tournament (TGT) berbantuan media Pancamissioon pada materi mengenal norma, hak, dan kewajiban. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart yang dilaksanakan dalam beberapa tahapan yaitu tahap pra-siklus, siklus I, dan siklus II. Subyek penelitian in terdiri dari 28 siswa kelas VI SDN Mojoroto 3. Data hasil belajar dianalisis secara kuantitatif melalui nilai rata-rata dan persentase ketuntasan klasikal dengan kriteria ketuntasan minimal sesuai KKTP sebesar ≥70 dan indikator keberhasilan ketuntasan klasikal sebesar ≥75%. Hasil penelitian menunjukkan adanya peningkatan hasil belajar peserta didik. Pada tahap pra-siklus, nilai rata-rata sebesar 64 dengan ketuntasan klasikal 39,29% atau 11 peserta didik mencapai KKTP. Setelah penerapan TGT berbantuan Pancamission pada siklus I, nilai rata-rata meningkat menjadi 81 dengan ketuntasan klasikal 78,57% atau 22 peserta didik mencapai KKTP. Pada siklus II, nilai rata-rata meningkat menjadi 88 dengan ketuntasan klasikal 92,85% atau 26 peserta didik mencapai KKTP. Dengan demikian, penerapan model TGT berbantuan media Pancamission dapat meningkatkan hasil belajar peserta didik pada materi mengenal norma, hak, dan kewajiban di kelas VI SDN Mojoroto 3.

Kata kunci: Teams Games Tournament, Pancamission, hasil belajar, Model TGT

Abstract: *This study aims to improve students' learning outcomes through the implementation of the Teams Games Tournament (TGT) model supported by Pancamission media, focusing on the topic of norms, rights, and obligations. The study employed the Classroom Action Research (CAR) method using the Kemmis and McTaggart model, conducted in three stages: pre-cycle, Cycle I, and Cycle II. The subjects were 28 sixth-grade students at SDN Mojoroto 3. Learning outcome data were analyzed quantitatively using average scores and the percentage of classical mastery, based on a Minimum Mastery Criterion (KKTP) of ≥70 and a success indicator of ≥75% for classical mastery. The results indicate an improvement in students' learning outcomes. In the pre-cycle stage, the average score was 64, with a classical mastery rate of 39.29% (11 students meeting the KKTP). Following the implementation of TGT supported by Pancamission in Cycle I, the average score rose to 81, with a classical mastery rate of 78.57% (22 students meeting the KKTP). In Cycle II, the average score increased to 88, with a classical mastery rate of 92.85% (26 students meeting the KKTP). Thus, the implementation of the TGT model supported by Pancamission media effectively improves students' learning outcomes regarding norms, rights, and obligations among sixth-grade students at SDN Mojoroto 3.*

***Keywords**: Teams Games Tournament, Pancamission, learning outcomes, TGT model*

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Introduction

Education includes all learning events that take place in diverse settings and throughout an individual's life. It encompasses all circumstances that affect individual growth and evolution (Azzahra & Irawan, 2023). Education is a multifaceted endeavor that encompasses multiple elements; one of its functions is the dissemination of knowledge and abilities, aiming ultimately to utilize acquired information in different circumstances (Ramdani et al., 2024). It acts as a crucial factor in molding the character and core principles of the youth. Consequently, education is a complex process that encompasses the dissemination of knowledge and skills, the cultivation of character, and the foundational philosophical principles.

In Indonesia, Pancasila education plays a significant role in internalizing the core national ideals embodied in Pancasila (Qondias et al., 2024). It is a necessary subject at every level of schooling, ranging from elementary school to higher education, and focuses on evaluating and supporting Pancasila across these educational stages. This policy strives to cultivate and develop Pancasila as the nation's identity (Kusumawardani et al., 2021). Civic Education serves a highly important function in teaching Indonesian citizens to be intellectual, responsible, and civilized, in conformity with the nation's principles (Lestari, 2021). The Civic Education curriculum covers several themes, including norms, rights, and obligations.

Acquiring comprehension of norms, rights, and obligations necessitates that students interact with relevant regulations, differentiate between rights and responsibilities, recognize behaviors that conform to standards, and connect these ideas to their everyday experiences. Nonetheless, the genuine guidance concerning these subjects frequently encounters numerous obstacles. Discussions with the Grade VI homeroom instructor at SDN Mojoroto 3 indicated that instruction on norms, rights, and obligations predominantly depends on lectures, interactive Q&A, and task-oriented assignments. Instruction is often focused on textbooks, constraining students' chances to understand the application of norms, rights, and obligations in practical contexts. Moreover, the educator has not adequately employed stimulating or tangible teaching resources to assist pupils in grasping the applicability of these concepts in various circumstances. Student engagement has diminished, obstructing ideal educational results, as learners are less involved in dialogs and inquiry sessions. Learners additionally regard the Pancasila Education course as monotonous, due to its substantial dependence on concepts, definitions, regulations, and content that necessitates both understanding and memorizing. As a result, students exhibit less enthusiasm for active engagement, especially when content is presented via lectures and tasks.

A preliminary assessment conducted before instruction revealed that among 28 students, merely 11 fulfilled the Learning Objective Achievement Criteria (KKTP), whereas 17 did not. The mean score for students was 64, suggesting that most need additional support in grasping the concepts of norms, rights, and obligations. Learners encountered difficulties specifically when tasked with recognizing categories of norms through behavioral illustrations, differentiating between rights and responsibilities, and providing instances of how these notions manifest in everyday situations. Concerning the content on norms, rights, and obligations, students sometimes focused solely on rote memorization of concepts, failing to comprehend their practical relevance in daily contexts. As a result, when confronted with issues or scenarios that diverge from previously examined cases, certain students continue to find it challenging to recognize suitable standards and differentiate between rights and responsibilities. Consequently, enhanced contextual and interactive teaching is essential for students to not only recall the definitions of norms, rights, and obligations but also comprehend and utilize them in their everyday lives.

The previously described challenges can be resolved by the adoption of a novel educational framework aimed at enhancing student motivation and engagement. One method is the Teams Games Tournament (TGT) framework; this collaborative learning paradigm is simple to execute and promotes student engagement irrespective of their position, designates students as peer educators, and integrates gamified components (Pratiwi et al., 2024). TGT is a collaborative educational framework that involves all learners irrespective of their standing in tasks where they serve as peer educators in a playful environment that prioritizes reinforcement (Fadila et al., 2023). The primary benefits of this strategy encompass the engagement of all students regardless of status and the chance for them to serve as peer educators, engage in critical thinking, and work collaboratively within their groups to address the challenges presented (Konitah et al., 2024). The TGT model employed in this context will be combined with the utilization of "Pancamission" media.

Pancamission is an interactive educational platform created with PowerPoint that amalgamates content, quizzes, challenges, and digital games. It is explicitly crafted to facilitate teaching on the subject of norms, rights, and responsibilities. Pancamission offers content that delineates the definitions and practical instances of norms, rights, and obligations, together with practice inquiries and gamified exercises. The visual and interactive delivery of the content seeks to assist students in understanding concepts that could otherwise appear intangible, rendering them more tangible and relevant to their personal experiences. The amalgamation of the TGT (Teams-Games-Tournament) framework with the Pancamission medium is anticipated to address the drawbacks of instruction that often becomes tedious and predominantly teacher-focused. Collaborative learning activities such as teamwork, games, challenges, and tournaments offer students avenues for active, contextual education; this enhances the interactivity and significance of the Pancasila Education experience, thereby improving student learning outcomes related to norms, rights, and responsibilities in Grade VI at SDN Mojoroto 3. Consequently, the Pancamission medium functions not merely as a conduit for content dissemination but also as a fundamental component of the game-oriented tasks inside the TGT framework.

The investigator intends to carry out a study entitled "The Application of the TGT Model Supported by 'Pancamission' Media to Enhance Student Learning Outcomes Pertaining to Norms, Rights, and Obligations in Sixth Grade at SDN Mojoroto 3.This study seeks to provide a novel methodology for imparting Pancasila Education that enhances student engagement and active involvement, ultimately leading to better academic results for Grade VI pupils at SDN Mojoroto 3, especially concerning the subject of norms, rights, and obligations.

Method

The methodology utilized is Classroom Action Research (CAR). CAR is a research project centered on the classroom environment that seeks to tackle pedagogical difficulties encountered by educators, elevate the quality and results of learning, and test innovative strategies to boost teaching efficacy (Nopiyanti et al., 2024). The CAR technique functions in iterative phases derived from the spiral model conceived by Kemmis and McTaggart. It consists of four phases: planning, executing, observing, and reflecting (Thalita et al., 2019). These phases are executed in order; after the completion and evaluation of one cycle, a subsequent cycle is performed adhering to the identical procedural steps.

Teaching modules, learning resources, student worksheets (LKPD), the "Pancamission" medium, student activity observation sheets, and learning result assessment tools were all produced by the researcher during the design phase. The TGT model, which includes content presentation, group building, team-based learning activities, games, tournaments, and awarding rewards to groups, was used to provide

instruction during the action (acting) stage. In addition to providing content, the "Pancamission" medium facilitated challenges, instructional games, and quizzes about norms, rights, and obligations. Data on student activities and engagement were gathered at the observation (observing) stage of the learning process. Aspects that were noted were paying attention to the lecture, contributing actively to discussions, working in groups, being able to respond to questions, participating in games and competitions, and taking responsibility for finishing assignments. Analyzing observation data and student learning results was the final step of the reflection (reflecting) cycle. The outcomes of this reflection were utilized to pinpoint the achievements and difficulties that arose throughout the action phase and to ascertain what needed to be improved for the next cycle.

The Classroom Action Research (CAR) design utilized in this study is shown in the diagram below:



Figure 1. Classroom Action Research (CAR) Design: Kemmis and Taggart Model

Data collection techniques in this study included observation, tests, interviews, and documentation. Observation was used to gather data on student activities and engagement during the learning process, utilizing observation sheets. Tests were used to obtain data on student learning outcomes during the pre-cycle, Cycle I, and Cycle II stages. Interviews were conducted with the classroom teacher to gather information regarding the initial state of instruction and the challenges faced in teaching Pancasila Education. Documentation served as supporting data, consisting of photographs of learning activities, instructional materials, student work, and evaluation records.

Learning outcome data were analyzed quantitatively by calculating the class average score and the percentage of classical mastery. The average learning outcome score was calculated using the formula:

$\bar{X} = \Sigma X/N = ...$

Where:

$\bar{X}$ = class average score

ΣX = sum of all student scores;

N = total number of students.

The percentage of classical mastery was calculated using the formula:

$P = n/N \times 100\% = ...$

Where:

P = percentage of classical mastery;

n = number of students achieving the Learning Objective Achievement Criteria (KKTP);

N = total number of students.

Observational data were analyzed using descriptive quantitative methods by calculating the percentage of student activity achievement. Interview and documentation data served as supporting evidence to reinforce the interpretation of changes in the learning process and the results of the intervention.

Research success indicators were assessed based on both process and learning outcome aspects. Regarding the process, the intervention was deemed successful if student activity reached a minimum of 75% based on observational data. Regarding learning outcomes, the research was considered successful if at least 75% of students

met the Learning Objective Achievement Criteria (KKTP)—specifically, achieving a score of ≥70. Thus, the research was declared successful if the implementation of the TGT model, supported by *Pancamission* media, succeeded in increasing student engagement in the learning process and achieving a minimum classical mastery rate of 75%. If the specified indicators were not achieved in Cycle I, the research proceeded to Cycle II, incorporating improvements based on the reflection from the previous cycle.

Result and Discussion

This classroom action research was conducted with 28 sixth-grade students at SDN Mojoroto 3. The study proceeded through several stages: the pre-cycle phase, Cycle I, and Cycle II. Each cycle comprised stages of planning, action implementation, observation, and reflection.

Pre-Cycle Results

Prior to implementing the TGT model supported by Pancamission media, the researcher administered a pre-cycle test to assess the students' initial proficiency regarding the topic of norms, rights, and obligations. The test results revealed that out of the 28 students, only 11 met the established mastery criterion (KKTP), while 17 did not. The class average score during the pre-cycle phase was 64.

The percentage of class mastery during the pre-cycle phase is calculated as follows:

$$P = \frac{11}{28} \times 100\% = 39{,}29\%$$

Thus, the class mastery rate in the pre-cycle phase was 39.29%, while 60.71% of the students had not yet achieved mastery. These results indicate that student learning outcomes had not yet met the established success criterion of 75%. The students' difficulties were primarily evident in identifying types of norms based on behavioral examples, distinguishing between rights and obligations, and connecting concepts to real-life situations.

During the pre-cycle stage, the class mastery rate reached only 39.29%. This indicates that the majority of students had not yet grasped the material effectively. Instruction dominated by lectures, question-and-answer sessions, and assignments limited students' opportunities to explore the material through hands-on activities. Consequently, students tended to merely memorize definitions of norms, rights, and obligations without understanding their application in real-life situations.

Cycle I Results

In Cycle I, instruction was conducted using the TGT (Teams-Games-Tournaments) model supported by the Pancamission learning medium. The lesson began with the presentation of material regarding norms, rights, and obligations using the Pancamission medium. Students were then divided into heterogeneous groups to engage in discussions and complete activities embedded within the medium. During the game phase, students were presented with questions and challenges concerning the practical application of norms, rights, and obligations in daily life. The activity proceeded to an inter-student tournament. At this stage, an increase in student engagement became apparent; students participated more actively in discussions and demonstrated enthusiasm while playing the game.

Based on the evaluation results of Cycle I, the average score was 81; 22 students met the Minimum Mastery Criteria (KKTP), while 6 students did not.

The percentage of class mastery in Cycle I was:

$$P = \frac{22}{28} \times 100\% = 78{,}57\%$$

These results indicate an improvement in learning outcomes compared to the pre-cycle condition; the class mastery rate in Cycle I (78.57%) met and exceeded the success indicator of 75%. Observational data suggests that the implementation of TGT supported by Pancamission fostered greater student

engagement in the learning process. However, certain challenges remained, such as students being unfamiliar with the game mechanics, suboptimal time management, and the continued passivity of some students during group discussions.

The implementation of the TGT method in Cycle I brought about changes in learning activities. Students did not merely receive information from the teacher but actively engaged in group discussions, games, and tournaments. These characteristics provided opportunities for students to learn through peer interaction; within their groups, they could explain concepts to one another and assist members who were struggling. The use of "Pancamission" further supported this shift. Content that was previously conveyed primarily through abstract concepts and definitions was instead presented via visuals, questions, challenges, and games, thereby offering students a more varied learning experience. Furthermore, topics regarding norms, rights, and obligations could be linked to situations relevant to the students' own lives, ensuring that understanding went beyond the mere memorization of definitions.

Although learning outcomes improved during Cycle I, certain challenges remained. Some students were not yet accustomed to the TGT learning format and continued to rely heavily on specific group members. Additionally, there was a need for improvement in time management and the delivery of game instructions. Reflection on the results indicated that the interventions in Cycle I brought about positive changes in the learning process, yet further improvements were needed. Some students still tended to rely on group members perceived as more capable. Additionally, game instructions needed to be simplified to ensure all students understood the rules. Improvements for Cycle II involved providing clearer game instructions, better managing the time allocated for each activity, ensuring more equitable opportunities for all group members to participate, and providing additional guidance to students struggling to grasp the material.

Cycle II Results

In Cycle II, instruction was conducted based on the reflections from Cycle I. The TGT model, supported by Pancamission, continued to be implemented with several improvements. The teacher explained the game rules more systematically and provided opportunities for every student to participate in group activities and tournaments. Students appeared more accustomed to the flow of instruction. Discussion activities were more active, and students showed greater confidence in answering questions. The use of real-life scenarios within Pancamission also helped students connect the subject matter to their own experiences.

Based on the Cycle II evaluation results, the average score was 88; 26 students met the Minimum Mastery Criteria (KKTP), while two did not. The class mastery rate reached 92.85%.

The class mastery rate for Cycle II was:

$$P = \frac{26}{28} \times 100\% = 92{,}85\%$$

These results indicate that class mastery in Cycle II met the success criterion of 75%. Since mastery reached 75% or higher, the research intervention was deemed successful, and the study could be concluded at the end of Cycle II.

The improvement in learning outcomes observed in this study can be attributed to the characteristics of the TGT (Teams-Games-Tournament) model, which offers students opportunities for both collaborative and competitive learning within a game-like atmosphere. Students do not merely listen to teacher explanations; they also engage in discussions, answer questions, tackle challenges, and participate in tournaments. These activities allow students to review and apply the concepts they have learned. Furthermore, integrating "Pancamission" with TGT contributes to a more contextual learning experience. Topics regarding norms, rights, and obligations are closely linked

to everyday life; therefore, using real-life scenarios via interactive media helps students grasp the connection between the concepts studied and the behaviors they encounter in their daily lives.

The success of the TGT model in this study stems from its structure, which combines academic competition with teamwork, thereby fostering a lively and participatory classroom dynamic (Kurniawan & Sutriyani, 2025). Interactive media plays a pivotal role in boosting active student participation. By creating a more dynamic learning environment, students move beyond passive information reception to actively interact with the material, making the learning process more engaging and effective (Ali et al., 2025). This aligns with the views of Lestari & Sary (2024), argue that game-based learning models facilitate comprehension, put students at ease during the learning process—preventing them from feeling burdened by the material—and enhance students' mathematical critical thinking skills.

Summary of Learning Outcomes

The following is a recapitulation of student learning outcomes obtained from the pre-cycle, Cycle 1, and Cycle 2:

Table 1. Summary of Student Learning Outcomes

Stage	Average	Students Meeting Mastery	Students Not Meeting Mastery	Class Mastery
Pre-cycle	64	11	17	39,29%
Cycle I	81	22	6	78,57%
Cycle II	88	26	2	92,85%

Based on Table 1, it is evident that student learning outcomes improved following the implementation of the TGT model supported by Pancamission media. During the pre-cycle stage, the class mastery rate stood at only 39.29%. Following the intervention in Cycle I, mastery rose to 78.57%, and subsequently increased further to 92.85% in Cycle II. This improvement demonstrates a shift in student learning achievement resulting from instruction conducted through more interactive activities. In addition to the rise in average scores, the improvement is also reflected in the increased number of students meeting the Minimum Mastery Criteria (KKTP).

The research results indicate that implementing the Teams Games Tournament (TGT) learning model supported by Pancamission media can improve students' learning outcomes regarding the topic of norms, rights, and obligations. This improvement is evident in the progression of learning outcomes from the pre-cycle stage through Cycle I and Cycle II. These findings align with research by Ramadhani et al., (2023), which showed that applying the TGT model with media support led to improved cognitive learning outcomes, with classes achieving mastery in every cycle. Furthermore, the study is supported by research conducted by Mu'ayanah et al. (2025), which demonstrated an increase in student learning outcomes in Pancasila Education; performance rose from a "Good" (B) classification with 80% achievement in Cycle I to a "Good" (B) classification with 100% achievement in Cycle II. Thus, the improvement in learning outcomes observed in this study stems not only from the use of digital media but also from the integration of the learning model and the media itself. TGT provides a collaborative activity structure involving groups, games, and tournaments, while Pancamission supplies the content, questions, challenges, and visualizations utilized in these activities. The combination of the two fosters more active learning and offers students a more diverse learning experience.

Overall, the research findings suggest that implementing the TGT model supported by Pancamission media serves as a viable alternative for teaching Pancasila Education, particularly regarding the topic of norms, rights, and obligations. This approach helps boost student engagement during lessons while simultaneously improving learning outcomes, as evidenced by the rise in average scores and the achievement of class mastery across each stage of the research.

Conclusion

Based on the results of the classroom action research conducted, it can be concluded that implementing the Teams Games Tournament (TGT) model supported by Pancamission media improved student learning outcomes regarding norms, rights, and obligations in the Grade VI class at SDN Mojoroto 3. This improvement is evident from the changes in learning outcomes across the research stages. In the pre-cycle stage, the students' average score was 64, with a classical mastery rate of 39.29% (11 out of 28 students meeting the mastery criteria). After implementing the TGT model supported by Pancamission in Cycle I, the average score rose to 81, with a classical mastery rate of 78.57% (22 students meeting the mastery criteria). Subsequently, following instructional improvements based on the Cycle I reflection, the average score increased to 88 in Cycle II, with a classical mastery rate of 92.85% (26 students meeting the mastery criteria).

This improvement demonstrates that instruction incorporating group collaboration, games, quizzes, challenges, and tournaments supported by Pancamission media provides a more interactive learning experience. It helps students understand the material on norms, rights, and obligations within the context of daily life. The implementation of TGT supported by Pancamission serves as a viable alternative for Pancasila Education instruction, fostering a more active learning process and supporting improved student learning outcomes.

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