Electronic Journal of Education, Social Economics and Technology
Vol. 6, No. 1, (2025), pp. 182-186
ISSN 2723-6250 (online)
DOI: https://doi.org/10.33122/ejeset.v6i1.478

SAINTIS publishing

Research Article

The Impact of Using the TGT Model Assisted by Wordwall Media to Improve Indonesian Language Learning Outcomes for Fifth Grade Students at SDN Pandian I

Amiliya Oktaviyana, Syaiful Bahri * & Yeni Puji Astuti

Primary School Teacher Education Study Program, STKIP PGRI Sumenep, Sumenep, Jawa Timur, Indonesia
*Corresponding Author: syaifulbahri@stkippgrisumenep.ac.id | Phone Number: +6287846813777

ABSTRACT

This study investigates the impact of the Teams Games Tournament (TGT) model assisted by Wordwall media on improving the learning outcomes of fifth-grade students in Bahasa Indonesia at SDN Pandian I. The research employs a quantitative experimental method with a one-group pretest-posttest design involving 29 students. The results indicate a significant improvement in student learning outcomes, with pretest scores averaging 55% and posttest scores averaging 75%. Statistical analysis, including validity, reliability, normality, homogeneity, and hypothesis testing, confirms the effectiveness of the TGT model in enhancing student engagement and academic performance. The findings suggest integrating interactive media like Wordwall in cooperative learning models can foster a more engaging and effective educational environment.

Keywords: TGT Model; Wordwall Media; Learning Outcomes

1. INTRODUCTION

Education in the era of globalization today presents many demands that need to be met to achieve educational goals. One of education's goals is to create qualified individuals who have character and can adapt perfectly to their environment, thus having a broad perspective in achieving their desired goals (Tyas et al., 2024). Education is important to enhance a person's understanding from not knowing to knowing, from not understanding to comprehending (Sama et al., 2022). According to the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, learning is the interaction process between educators and learners and learning resources in a learning environment. Learning is a process that allows individuals to acquire and develop new abilities, knowledge, and attitudes, thereby improving the quality of life and achieving desired goals. Therefore, learning is essential for all students to develop their abilities and knowledge to improve their quality of life and not fall behind in the knowledge that has spread among students (Bahri, 2018).

Learning is the process of acquiring knowledge. It requires hard work and can sometimes frustrate learners, causing them to lose attention in a learning activity (Hasan et al., 2021). Learning and teaching are two closely related and inseparable educational activities. Learning and teaching are forms of education that create an interaction between teachers and students. Learning is organizing and arranging the environment around learners to foster and encourage them to engage in the learning process (Bahri & Mulyadi, 2022). Learning is also described as providing guidance or assistance to learners in the learning process (Pane & Darwis Dasopang, 2017). Learning is considered successful and of high quality if at least most learners are physically, mentally, and socially involved in the learning process, in addition to showing high enthusiasm for learning, excellent learning spirit, and self-confidence (Rachma Thalita et al., 2019).

Indonesian language education in elementary schools is one of the subjects that can be used to develop students' activities (Bahri & Wahdian, 2021). Language is a tool for communication. Learning a language means learning to communicate. The objectives of Indonesian language education are no different from those of other educational objectives, which are to acquire knowledge, skills, creativity, and attitudes. Language skills in the school curriculum include four aspects: listening skills, speaking skills, reading skills, and writing skills (Ali, 2020).

However, when the researcher conducted a study on February 18, 2025, at SDN Pandian 1 with the principal, Mrs. Kusniah S.Pd.Sd and the fifth-grade teacher, Mr. Ach Faisol, S.Pd, stated that Indonesian language education at SDN

Pandian I is already considered good because SDN Pandian I is a driving school where students are more active than other schools. However, the teaching media still uses concrete materials, and the class teacher introduces them to students because they are easier to find and simple to apply. The teacher is very interested in using AI-based learning media but is constrained by minimal time. KKTP has replaced the minimum completeness criteria (KKM). Some students at SDN Pandian 1 have not met the minimum completeness criteria (KKM), with an average of 55%. There are 29 students at SDN Pandian I, with 16 students meeting the criteria and 14 students still in the development phase. Students often say using concrete materials is boring because it is not interesting. The learning models at SDN Pandian I are already varied because the class teacher closely observes the students' conditions in the classroom. In this modern era, using only concrete materials is inefficient in learning. Therefore, in this study, the researcher uses Wordwall media and the TGT (Team Games Tournament) model to improve students' learning outcomes at SDN Pandian I.

Student learning outcomes are achievements attained by students academically through exams and assignments and active participation in asking and answering questions that support the acquisition of these learning outcomes (Bahri & Fikri, 2024). In academic circles, it is often thought that educational success is not determined by the grades listed on report cards or diplomas, but cognitive success can be measured through a student's learning outcomes. According to Syaiful Bahri Djamarah and Aswan Zain (in Supardi (2013; Dakhi, n.d.), student success should not only be known through report card grades but also by observing students' activeness in answering and asking questions about material they do not understand—the low learning outcomes of fifth-grade students at SDN Pandian many factors influence me. Low motivation and interest in learning, lack of practice or low parental support in monitoring and supporting students in reviewing the material presented by teachers, minimal completion of exercises, and inappropriate teaching methods make students less enthusiastic about learning (Tyas et al., 2024). Improving student learning outcomes can be achieved by strengthening concepts and skills through interactive and quality learning. Student activeness is the main focus of learning, so learning must be student-centered. Appropriate learning models can be applied to increase student engagement or activeness (Nisa & Soekamto, 2023).

Among the many types of cooperative learning models, the researcher is interested in applying the cooperative learning model type Teams Games Tournament (TGT). Slavin (2015) states that TGT is a learning procedure that allows groups to compete with other groups, making students excited to learn. The games and tournaments characteristic of TGT make students enthusiastic during the learning process because they want to prove they are bright and the best. Additionally, Multyaningsih (2014, p.244) states that the TGT learning model provides opportunities for students to learn more relaxed while fostering responsibility, cooperation, healthy competition, and learning involvement. Several steps in using the TGT learning model need to be considered. According to Slavin (2015, p.170), the steps included in the regular TGT cycle are as follows: 1) Class presentation: Used by the teacher to present the lesson material through direct teaching or teacher-led discussions. The teacher also utilizes class presentations to convey the learning techniques to be used so students can carry out each activity in the TGT steps well. 2) Teams: Teams consist of 4 to 5 students whose members are heterogeneous regarding academic ability, gender, and ethnicity. The team's main function is to ensure that all team members genuinely learn. 3) Games: Games consist of questions designed to test the knowledge acquired by students from class presentations and group learning. 4) Tournament: Tournaments are held after each unit of lesson material has been completed. Students engage in academic games by competing with team members who have similar abilities. 5) Team recognition: Teams that show the best performance will receive awards. Like competitions, the team that accumulates the most points/scores will be awarded the overall champion title, followed by subsequent champions based on the number of points/scores achieved (Rachma Thalita et al., 2019). Based on the above description, the researcher conducted a study titled "The Impact of Using the TGT Model Assisted by Wordwall Media to Improve Indonesian Language Learning Outcomes for Fifth-Grade Students at SDN Pandian I."

2. RESEARCH METHOD

The researcher uses a quantitative research type with an experimental method. This study aims to determine whether the TGT model assisted by Wordwall media improves Indonesian language learning outcomes for fifth-grade students. Data collection techniques in this study include observation, interviews, documentation, and tests. The data analysis technique uses the t-test statistical formula, where the t-test is a statistical test that can measure the difference in learning outcomes between two classes, namely the experimental class and the control class. To test for significant differences, the calculated t-value (t-test) is compared with the t-table at a 5% significance level according to the following criteria: if the calculated t-value is greater than the t-table value, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted; if the calculated t-value is less than the t-table value, the null hypothesis (H0) is accepted and the alternative hypothesis

(Ha) is rejected (Astuti et al., 2024). The population and sample in this study consist of all fifth-grade students at SDN Pandian I.

A population is defined as a general area consisting of objects/subjects with certain properties and characteristics that researchers have determined to be studied and conclusions drawn (Sugiyono, 2014). The population used is all students of SDN Pandian 1. Samples are part of the population. The sample is part of the sample population in this study, and non-probability sampling is used, where the sampling does not provide an equal opportunity for members of the population to be selected as samples. One of the techniques chosen is non-probability sampling, namely purposive sampling. Purposive sampling is a sampling technique with criteria based on the study's objectives so that it can solve research problems. The sample in this study was class V of SDN Pandian I, which was taken using purposive sampling. The research instrument used was a test in the form of a pre-test and post-test. This test sheet is given to students to find out the results of students' Indonesian language learning in multiple choices and fill-in-the-blank descriptions, as one of the evidence-based on the influence of the TGT model assisted by wordwall media to improve mathematics learning outcomes with flat geometry material for class V. This study has three stages of procedures that need to be carried out. (1) Preparation stage, where the researcher prepares learning devices and research instruments in the form of question grids; (2) implementation stage, at this stage, learning is carried out in class by providing special treatment using wordwall media for class V students of SDN Pandian I, (3) final stage, at this stage the researcher conducts data analysis.

3. RESULTS AND DISCUSSION

Data analysis in this study is quantitative descriptive analysis. Statistical Excel tests can provide accurate results from research on the Effect of Using the TGT Model Assisted by WORDWALL Media to Improve Indonesian Language Learning Outcomes for Poetry Material for Class VA. Instrument tests are used to measure students' Indonesian language learning outcomes in the form of tests. Before the study, a trial of questions was conducted, and the data from the trial was tested for validity and reliability to determine whether the questions tested on students were valid. In contrast, other tests were normality, homogeneity, and new hypothesis tests. After calculating all the tests above, the researcher concluded that everything had been tested.

Based on the results of the trial test conducted in class VA at SDN PANDIAN I with 29 respondents with 16 questions, it can be concluded that the questions given to respondents were declared valid. This shows that the instrument used in this study has met the validity criteria for use in broader measurements. The rtable used was 0.3673, with 29 respondents using a significant level of 0.05. Reliability Test The reliability test on a research instrument is used to determine whether the questionnaire used in collecting research data can be said to be reliable (Dewi & Sudaryanto, 2020). In this research, the reliability test was carried out using Alpha Cronbach. Where according to Putri (in Dewi & Sudaryanto, 2020), if a variable shows a Cronbach Alpha value> 0.70, then it can be concluded that the variable can be said to be reliable or consistent in measuring (Rosita et al., 2021). Then, based on the reliability test that has been processed using Excel, the reliability value is known to be 0.811952291; before drawing conclusions where there is a basis for decision-making in the reliability test if the Cronbach's alpha value is more significant than 0.70, then it is concluded that it is reliable and if Cronbach's alpha is less than 0.70 then it is concluded that it is not reliable. The results of the reliability test are more than 0.70. So, from the reliability test, it can be concluded that it has been fulfilled, which can be called reliability.

Based on the normality test results, it can be done using Excel where lilliefors use the alpha significance value of 0.05, the lilies table is 0.1614, and the calculated value is 0.111175. Moreover, there is also a provision where the Lcount value is less than Ltable. The population of statistical test values is distributed NORMALLY, and the population of statistical test values is distributed abnormally. If the Lcount value is more significant than Ltable, then the population of statistical test values is distributed REJECTED, and the population of statistical test values is distributed abnormally. The statement above concludes that this study's normality test is Normal.

According to (Ismanto Hadi Santoso, 2018: 95), Hypothesis testing or statistical testing is a test of a statement whose truth is still in doubt (not sure). In conducting the test, sample data is used, which is distinguished between small samples (n <30) and large samples (n ≥ 30), where the hypothesis test using a small sample, a t table is used, (t table), while when using a large sample, the Z distribution is used (Z table), The basis for decision making is to compare t count with t table (for small samples), or Z count with Z table (for large samples), with the decision rule: If | t count | < t table, reject Ha, accept H0 If | t count | < t table, reject H0, accept Ha. (Siregar et al., 2022). So from the hypothesis test above, ttable (-6.271196846) and tcount (2.048407142) stated that tcount is less than ttable, then Ho is rejected. This means that the average learning outcomes for students taught with the TGT model assisted by Wordwall media are significantly better than those taught with conventional learning models.

Table 1. Results of Homogeneity Test

	Pre-test	Post-test
Mean	58,96551724	69,46428571
Variance	582,820197	454,3320106
Observations	29	28
Df	28	27
F	1,28280681	
P(F<=f) one-tail	0,25999296	
F Critical one-tail	1,897522811	

Based on the homogeneity test (**Table 1**), if F_{count} (1.28280681) is more significant than f_{table} (1.897522811), then the data is Not Homogeneous, but if Fcount is smaller than Ftable, then the data is Homogeneous. So, from the homogeneity test above, it is stated as Homogeneous.

Table 2. Hypothesis Test Results

	Pre-test	Post-test
Mean	58,96551724	70,51724138
Variance	582,820197	470,2586207
Observations	29	29
Pearson Correlation	0,911784195	
Hypothesized Mean Difference	0	
Df	28	
t Stat	-6,271196846	
P(T<=t) one-tail	4,42476E-07	
t Critical one-tail	1,701130934	
P(T<=t) two-tail	8,84953E-07	
t Critical two-tail	2,048407142	

4. CONCLUSION

Based on the results of the study, it is proven that there is a significant influence of the TGT Model assisted by Wordwall Media to improve learning outcomes with an average difference in percentage in-class activities of pretest questions of 55% while posttest questions were 75%. This conclusion is also supported by a hypothesis test which shows that tcount (2.048407142) is less than ttable (-6.271196846), then H1 is accepted, and Ho is rejected. This means that the average learning outcomes for students taught with the TGT model assisted by Wordwall media are significantly better than those taught with conventional learning models. Thus, it is recommended that teachers integrate the TGT model with Wordwall media in Indonesian language learning to improve student learning outcomes. Using the TGT model with Wordwall media can be an effective learning alternative to increase student engagement and learning outcomes. Teachers can consider using the TGT model with Wordwall media in Indonesian language learning to improve the quality of learning and student learning outcomes. Developing a more interactive and enjoyable learning model, such as TGT with Wordwall media, can help improve student motivation and learning outcomes. To improve student learning outcomes, it is recommended that schools develop more innovative and effective learning programs, such as the use of the TGT model with Wordwall media.

REFERENCES

Ali, M. (2020). Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar. *PERNIK: Jurnal Pendidikan Anak Usia Dini*, *3*(1), 35–44. https://doi.org/10.31851/pernik.v3i2.4839

Astuti, Y. P., Wahdian, A., & Jamilah, J. (2024). Penerapan Model Cooperative Learning dengan Teknik Two Stay Two Stray dalam Pembelajaran Ipas di Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, *1*(3), 8. https://doi.org/10.47134/pgsd.v1i3.246

Bahri, S. (2018). Fenomena Kedwibahasaan di Sekolah Dasar; Sebuah Kondisi dan Bentuk Kesantunan Berbahasa. *Jurnal Bidang Pendidikan Dasar*, *2*(2), 62–72.

Bahri, S., & Fikri, A. (2024). Analisis Nilai Profil Pelajar Pancasila Dalam Cerita Rakyat Malin Kundang. *Jurnal Multidisiplin Ilmu Akademik*, *1*(4), 528–533.

Bahri, S., & Mulyadi, M. (2022). Implementasi Strategi Guru dalam Meningkatkan Keterampilan Berbahasa pada Masa Pandemi Covid-19 untuk Anak Berkebutuhan Khusus (ABK) di Sekolah Dasar. *Edumaspul: Jurnal Pendidikan*, *6*(1), 1304–1310. https://doi.org/10.33487/edumaspul.v6i1.4079

Bahri, S., & Wahdian, A. (2021). Penguatan nilai-nilai pendidikan karakter melalui game edukasi icando di sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, *6*(2), 23–41.

Dakhi, A. S. (n.d.). *Peningkatan Hasil Belajar Siswa*.

Haniah, N. (2013). Uji Normalitas Dengan Metode Liliefors. *Statistika Pendidikan*, *1*, 1–17.

Hasan, M., Milawati, Darodjat, Khairani, H., & Tahrim, T. (2021). Media Pembelajaran. In *Tahta Media Group*.

Nisa, A. Q., & Soekamto, H. (2023). Model Pembelajaran Time Token Berbantuan Media WordWall dan Dampaknya Terhadap Hasil Belajar Siswa Pada Materi Hidrosfer. *Jurnal Ilmiah Pendidikan Profesi …*, *6*, 548–557.

Pane, A., & Darwis Dasopang, M. (2017). Belajar Dan Pembelajaran. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, *3*(2), 333–352. https://doi.org/10.24952/fitrah.v3i2.945

Rachma Thalita, A., Dyas Fitriyani, A., & Nuryani, P. (2019). Penerapan Model Pembelajaran Tgt Untuk Meningkatkan Keaktifan Belajar Siswa Kelas Iv. *Jurnal Pendidikan Guru Sekolah Dasar*, *4*(2), 147–156.

Rosita, E., Hidayat, W., & Yuliani, W. (2021). Uji Validitas Dan Reliabilitas Kuesioner Perilaku Prososial. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, *4*(4), 279. https://doi.org/10.22460/fokus.v4i4.7413

Sama, S., Bahri, S., & AR, M. M. (2022). Realizing creative innovative education through increasing digitalization skills in learning with canva media in the era of smart society 5.0. *Mattawang: Jurnal Pengabdian Masyarakat*, *3*(1), 70–81.

Siregar, H. D., Wassalwa, M., Khairina Janani, & Harahap, I. S. (2022). Analisis Uji Hipotesis Penelitian Perbandingan Menggunakan Statistik Parametrika. *Al Itihadu Jurnal Pendidikan*, *1*(1), 3.

Sugiyono. (2014). Konsep populasi dan sampling serta pemilihan partisipan ditinjau dari penelitian ilmiah pendidikan. *Jurnal Pendidikan Islam*, *1*(2), 24–36.

Tyas, D. S., Hadi, P. K., Diah, H., & Astutik, J. (2024). *P e r i s a i*. *3*(3), 435–444.