

Differences in the Influence of Teams Games Tournament and Contextual Teaching and Learning Models on Learning Outcomes of Pancasila Education Subjects in Grade V Elementary Schools in Trangkil Pati

Maghribi, L. R.¹, Su'ad², and Rondli, W. S.²

¹Pamulang University, Indonesia

²Muria Kudus University, Indonesia

*Corresponding Author: dosen03189@gmail.com

To Cite This Article:

Maghribi, L. R., Su'ad, and Rondli, W. S. (2026). Differences in the Influence of Teams Games Tournament and Contextual Teaching and Learning Models on Learning Outcomes of Pancasila Education Subjects in Grade V Elementary Schools in Trangkil Pati . ICCCM Journal of Social Sciences and Humanities, 5(4). 25-29. <https://doi.org/10.53797/icccmjssh.v5i4.5.2026>

Abstract: This research aims to develop students' understanding of the influence of the Teams Games Tournament learning model and Contextual Teaching and Learning which relate to events, facts, concepts and generalizations related to real life. The Teams Game Tournament model is a learning model that includes activities for all students regardless of position, includes the role of students as peers, and includes elements of play and reinforcement, while the Contextual Teaching and Learning model is a learning model that relates material to students' real lives. It is hoped that the Teams Game Tournament and Contextual Teaching and Learning learning models can provide information about the influence of these two models in learning. Based on the results of research conducted in Class V of SD Negeri 01 Trangkil Pati, SD Negeri 03 Trangkil Pati, and SD Negeri 05 Trangkil Pati, it can be concluded that there is an influence between the Teams Game Tournament learning model and the Contextual Teaching and Learning learning model on improving teacher skills, results student learning in the cognitive field in Pancasila Education learning, norm material in my life.

Keywords: Differences in the influence of learning models TGT and CTL, Learning outcomes, Teacher skills, Pancasila Education

1. Introductions

Education is an important part of people's lives. Every Indonesian citizen has the right to it and it is hoped that it will continue to develop in the country. Education plays an important role in community development, because basically the education process is for everyone to learn to improve their lives in the future. (Putri et al., 2023).

Education plays an important role in people's lives. Because education can mature and equip someone with positive values that develop systematically in various structured learning situations. The higher the level of education of a country, the happier its citizens will be. Therefore, the implementation of education in schools requires a curriculum related to learning activities in the classroom. Because in the teaching and learning process, students can only understand the subject matter if teachers and students work together. One way to improve the quality of education is through creative learning. However, its implementation does not run smoothly, students have difficulty learning, and the learning process is disrupted. Learning disabilities affect students for various reasons, including internal and external factors. Therefore, as a teacher you must be able to provide the right and appropriate solutions to your students so that they do not encounter learning difficulties in school lessons (Saputri et al., 2023).

1.1 Conceptual framework

Pancasila Education is a subject that focuses on forming oneself into a citizen with noble character, skilled, and able to apply the values contained in Pancasila as the foundation of the state. In addition, Pancasila education aims to increase love for the homeland, increase national spirit, and shape a personality that is in accordance with the philosophy, outlook on life, ideology, and foundation of the state, namely Pancasila (Afrija et al., 2022)

As educators, teachers play an important role in the world of education. Teachers become second parents for students at school. Teachers are important for knowledge and values of goodness because they are role models for students (Utami et al., 2023). Pancasila Education teachers are still fixated on the practice method, inhibiting students from developing critical thinking and problem solving. In fact, students actually have great potential to analyze and reflect. As a result, students' interest and understanding of Pancasila Education has decreased drastically (Saddam et al., 2020).

The low interest and achievement of learning Pancasila in class causes students to easily forget and have difficulty doing assignments. The challenge, as expressed by Jelita and Putra (2021), Nurgiansah and Sukmawati (2020), and Winarno et al. (2020), is connecting the material with the real world of students, so teachers need creative, interactive, and practical learning methods.

These problems can be solved by using models, techniques and methods that are in accordance with the characteristics of the model. Teachers should be able to choose learning strategies that support the development of learning regarding students' social values and encourage students to think for themselves to understand concepts rather than receiving all information from the teacher. Research shows that 91% of students are interested in learning the Pancasila curriculum. Authentic learning experiences can change students' behavior and knowledge (Sulfemi, 2019).

1.2 Research objectives

The purpose of this study was to determine how much influence the TGT learning model and the CTL learning model have on the Pancasila Education subject at SD Negeri 01 Trangkil Pati, SD Negeri 03 Trangkil Pati, and SD Negeri 05 Trangkil. The learning model was applied to the material of norms in my life for grade V of elementary school. The hope of this article is to provide an overview of the advantages and disadvantages of the learning model applied in elementary schools majoring in Pancasila Education.

2. Methodology

2.1 Research design

This study uses the quasi-experimental design method using the Teams Games Tournament and Contextual Teaching and Learning models, as well as a control class using the conventional model.

2.2 Respondents of the study

The population framework in this study was seventy-seven (77) fifth grade students of SD Negeri 01, SD Negeri 03, SD Negeri 05 Pati City, Indonesia. This study uses a quantitative approach because in this case the researcher observed that it can be measured and can be changed into numbers so that an approach using quantitative can be found. The method used by the researcher is an experiment, more precisely a quasi-experimental design that obtains information in the form of information obtained by experiments in real conditions that cannot be controlled or manipulated by all relevant variables.

2.3 Sample how table should be placed is as below

The research instrument used in this study was to use a pretest using the Teams Games Tournament and Contextual Teacher and Learning learning models and a conventional learning model with a comparison using the Snowball Throwing learning model. The researcher presents a table of pretest average similarity tests and post-test similarity tests.

3. Findings and Discussion

In this study, the average pre-test results in the control class using the Snowball Throwing learning model were 40.41 and a standard deviation of 3.994. In the post-test, the control class obtained an average value of 62.50 with a standard deviation of 6.583. The average pre-test results of the experimental class I using the Teams Games Tournament learning model were 62.00 with a standard deviation of 5.9000. In the post-test, the experimental class I obtained an average value of 88.60 with a standard deviation of 8.953. The average pre-test results of the experimental class II using the Contextual Teaching and Learning learning model were 59.46 with a standard deviation of 5.826. In the post-test, the experimental class II obtained an average value of 81.60 with a standard deviation of 8.729.

Table 1. pre-test average equality test

Kelompok	N	Mean	Std. Deviasi	Std. Error	95% Confidence Interval (Lower Bound)
Pre-Test Eksperimen I (Teams Games Tournament)	25	75,5850	115,59774	3,81157	60,2171
Pre-Test Eksperimen II (Contextual Teaching and Learning)	28	60,2193	24,90655	6,09580	50,6241
Pre-Test Kontrol	24	33,5265	14,99690	4,05547	27,1552
Total	77	56,4436	18,50039	4,65428	45,9988

In the control class, the learning outcomes using the Snowball Throwing model for class V of SD Negeri 05 Trangkil Pati obtained an average value of 33.526 with a standard deviation (level of deviation) of 14.99690, while the Std. Error of mean was 4.05547 with a value range of 46.75 with the lowest value being 20 and the highest being 85 and a middle value (median) of 29.6040.

Table 2. ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	82,428	2	41,214	0,683	0,509
Within Groups	3619,018	60	60,317		
Total	3701,447	62			

The explanation above describes the results of the calculation of the learning achievement gain index of students in the control class which is included in the high category, there are 0 students with a percentage of 0%, the medium category has 11 students with a percentage of 30%, and the low category has 13 students with a percentage of 70%.

The first experimental class of learning outcomes using the Teams Games Tournament learning model for class V of SD Negeri 01 Trangkil Pati obtained an average score of 75.580 with a standard deviation (level of deviation) of 15.59774, while the Std. Error of mean obtained 3.81157 with a value range of 60 with the lowest value being 45 while the highest value was 100 and the middle value (median) was 75.5953.

The results of the calculation of the learning achievement gain index for students in the first experimental class show that there is an increase in student learning outcomes in the cognitive domain in the high category of 21 students with a percentage of 75%, then 4 students in the medium category with a percentage of 25% and the low category of 0 students with a percentage of 0%.

Table 3. Multiple Comparisons

(I)	(J)	Lower Bound	Upper Bound
Pre-Test Eksperimen I (Teams Games Tournament)	Pre-Test Eksperimen II (Contextual Teaching and Learning)	4,7965	4,9193
	Pre-Test Kontrol	16,5309	20,3725
Pre-Test Eksperimen II (Contextual Teaching and Learning)	Pre-Test Eksperimen I (Teams Games Tournament)	-4,7965	-4,9193
	Pre-Test Kontrol	11,7344	-20,3725
Pre-Test Kontrol	Pre-Test Eksperimen I (Teams Games Tournament)	-16,5309	-20,3725
	Pre-Test Eksperimen II (Contextual Teaching and Learning)	-11,7344	-15,4532

Table 4. experiment I, II and control comparisson

Class	N	Subset for alpha = 0.05
Pre-Test Experiment I (Teams Games Tournament)	25	15,534
Pre-Test Experiment II (Contextual Teaching and Learning)	28	11,658
Pre-Test Control	24	8,453
Sig.		0,528

Furthermore, based on descriptive statistical data, it can be seen that in the second experimental class, the learning outcomes using the Contextual Teaching and Learning learning model for class V of SD Negeri 03 Trangkil Pati obtained an average score of 60.2193 with a standard deviation of 24.90655, while the Std. Error of mean is 6.09580 with a value range of 80.05 with the lowest value of 45 and the highest value of 100 and a middle value (median) of 62.2518.

The results of the calculation of the learning achievement gain index of experimental class II students show an increase in student learning outcomes in the cognitive domain in the high category of 16 students with a percentage of 65%, then 12 students in the medium category with a percentage of 35% and the low category of 0 students with a percentage of 0%.

Teams Games Tournament learning model on the learning achievement of Pancasila Education for class V of SD Negeri 01 Trangkil Pati is 75.3 and the influence of the Contextual Teaching and Learning learning model on the learning achievement of Pancasila Education for class V of SD Negeri 03 Trangkil Pati is 70.835.

From the explanation above, it can be concluded that there is an influence of learning achievement of Pancasila Education between grade V students using the Teams Games Tournament and Contextual Teaching and Learning learning models in elementary schools. This can be proven by the large value in the experimental class using the Teams Games Tournament learning model with a value of 75.3 which is greater than the experimental class II using the Contextual Teaching and Learning learning model with a value of 70.835 which is also supported by the results of the post-test in the experimental class I, which is 88.60 and the post-test in the experimental class II, which is 81.88, which shows that there is an influence and difference of 7.28.

4. Conclusions and Recommendations

Based on expert opinions, the Teams Games Tournament (TGT) and Contextual Teaching and Learning (CTL) learning models have proven to have a very positive effect on student learning outcomes. This is because both models encourage active student participation, connect subject matter to their real lives, and make the learning process more direct and meaningful. This approach is effective for all grade levels, both lower and upper grades.

Pengajar seharusnya menggabungkan TGT dan CTL untuk mencapai hasil belajar yang maksimal. Manfaatkan TGT untuk meningkatkan kerja sama dan semangat melalui kompetisi antar tim, dan terapkan CTL agar pembelajaran dapat diterapkan dengan melibatkan siswa dalam kegiatan proyek atau analisis kasus nyata. Hal ini mendukung siswa dalam memahami materi secara lebih mendalam serta membangun keterampilan analitis yang penting.

Acknowledgement

The author would like to express gratitude for the participation of the selected public elementary schools. On this occasion I would like to express my gratitude to SD Negeri 01 Trangkil Pati, SD Negeri 03 Trangkil Pati, SD Negeri 05 Trangkil Pati and Muria Kudus University who have provided guidance and advice to me from the beginning until the completion of this article.

Conflict of Interest

The authors declare there is no conflict of interest.

References

- Afrija, D. (2022). Analysis of the effectiveness of learning videos in building students' discipline and responsibility character. *Journal of Education*, 2(2), 341–356.
- Alihar, F. (2018). Improving Civics learning outcomes on freedom of organization material through the card sort method for grade V students of SDN 2 Kopang in the 2016/2017 academic year. *JISIP*, 2(1), 37–39. https://www.fairportlibrary.org/images/files/RenovationProject/Concept_cost_estimate_accepted_031914.pdf
- Asri, T. U. (2020). Improving activities and learning outcomes of PKn globalization material through talking stick learning model with visual media. *Journal of Education Action Research*, 4(1), 103–110. <https://doi.org/10.23887/jear.v4i1.23969>
- Faizah, R. N., Fajrie, N., & Rahayu, R. (2021). Children's politeness seen from single parent parenting patterns. *Jurnal Prasasti Ilmu*, 1(1). <https://doi.org/10.24176/jpi.v1i1.6062>
- Faizah, S. N. (2017). The nature of learning and teaching. *At-Thullab: Journal of Elementary School Teacher Education*, 1(2).
- Fierna, M., Lusie, J., Sasmita, S. K., & Ilham, M. (2023). Attitude of active learning of students in Pancasila education learning. *Journal of Learning and Instruction*, 1(1).
- Gani, A. A., & Saddam, S. (2020). Interactive learning of citizenship education through mobile learning in the industrial era 4.0. *CIVICUS: Education-Research-Service of Pancasila and Citizenship Education*, 8(1), 36. <https://doi.org/10.31764/civicus.v8i1.1849>
- Haryati, I., Santoso, I., Sudarmaji, Rikfanto, A., Mulyati, R. E. S., & Megawati, S. (2022). Efforts to improve the competence of German language teachers through classroom action research training. *Prima: Portal for Research and Innovation in Community Service*, 1(3), 65–74. <https://doi.org/10.55047/prima.v1i3.214>

- In, S., & Dasar, S. (2023). The role of teachers in improving students' discipline and learning outcomes in elementary schools. *Journal of Educational Science*, 8(9), 5491–5502.
- Indira, A., Saputri, D., Wahyu, E., Pangestu, P., Widodo, S. T., Wahyuni, I., & Andayani, T. W. (2023). Application of innovative media based on problem based learning as an effort to overcome learning difficulties of students in Pancasila education learning in elementary schools. *Journal of Elementary Education*, 7(6), 3548–3558.
- Istiqomah, W. N., Iswara, P. D., & Ibrahim, T. (2023). Didactic method. *Journal of Primary Education*, 17(1), 30–34.
- Jelita, A., & Putra, E. D. (2021). Analysis of thematic learning difficulties in grade IV students of public elementary schools. *QALAMUNA: Journal of Education, Social, and Religion*, 13(2), 429–442. <https://doi.org/10.37680/qalamuna.v13i2.1010>
- Junistira, D. D. (2022). Application of STAD type cooperative learning model to improve learning outcomes of grade V students in social studies subjects. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(2), 533–540. <https://doi.org/10.54371/jiip.v5i2.440>
- Maghribi, L. R., Fajrie, N., & W, S. S. (2023). Implementasi model pembelajaran Teams Games Tournament di SD Margorejo 01 Kecamatan Pati. *Jurnal Pendidikan dan Konseling*, 5(3), 5917–5924.
- Maghribi, L. R., Ismaya, E. A., & Kudus, U. M. (2024). Analisis hambatan belajar siswa dalam mata pelajaran IPS kelas V SD IT Nurul Fikri Kecamatan Trangkil Pati. *Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 7(9).
- Meileni, H. R., & Fajri, N. (2022). Learning of elementary school children in Undaan Tengah village. *Jurnal Pendidikan Dasar*.
- Nasution, S. (2017). Improving student learning outcomes using the TGT learning model in Civics subjects for class VI SDN 097 Gunung Barani. *Jurnal Education*, 1(3), 1–8.
- Nurgiansah, T. H., & Sukmawati. (2020). Challenges of Civic education teachers in the new normal adaptation period. *Jurpis: Jurnal Pendidikan Ilmu Sosial*, 17(2), 139–149.
- Roikhatul, Sukirman, & Sri, W. (2022). The influence of work discipline on the performance of teachers of Cluwak District, Pati District. *International Journal of Contemporary Management and Social Science Humanities*, 1(5), 35–44. <https://doi.org/10.53797/iccmmjssh.v1i5.6.2022>
- Solikah, H. (2020). The effect of using interactive learning media Quizizz on student motivation and learning outcomes in persuasive text material for class VIII at SMPN 5 Sidoarjo in the 2019/2020 academic year. *Bapala: Jurnal Mahasiswa UNESA*, 7(3), 1–8.
- Sulfemi, W. B. (2019). The application of the discovery learning model increases motivation and learning outcomes of civic education. *Pancasila and Citizenship*, 4(2). <http://www.jurnal.stkipggritulungagung.ac.id/index.php/rontal/article/view/1021>
- Suwarni, N. (2019). Application of the cooperative learning model of the Teams Games Tournaments (TGT) type to improve the Civics learning outcomes of grade 1 students of SD Negeri 004 Teratak Buluh. *PJR: Pesona Jurnal Rendah*, 3(1), 175. <https://doi.org/10.33578/pjr.v3i1.6830>
- Utami, F. N. (2020). The role of teachers in overcoming elementary school students' learning difficulties. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 93–100. <https://doi.org/10.31004/edukatif.v2i1.91>
- Winarno, W. W., Rusnaini, R., Muchtarom, M., Yuliandri, E., Rasyid, M. A., & Suryaningsih, A. (2020). Analysis of PPKn teachers' difficulties in developing Bhinneka Tunggal Ika learning materials. *Journal of Moral and Civic Education*, 4(2), 97–112. <https://doi.org/10.24036/8851412422020510>