

**INFLUENCE OF TEAMS GAMES TOURNAMENT (TGT) LEARNING MODEL ASSISTED BY
SNAKES AND LADDERS MEDIA LEARNING OUTCOMES**

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ABSTRACT

This research related to conditions at SD Negeri Teluk Pucung III, Bekasi City, especially unsatisfactory student learning outcomes and learning objectives that did not optimally achieved due to limited teaching methods. It is known from observations and discussions with students, teachers and guardians who stated that educators have limitations in delivering material so that it is less interesting and ineffective. This research aims to explore the use of TGT teaching method in learning achievement of fifth grade students. The method used is quantitative method that design pretest-posttest group with pre-experimental approach. Data collection techniques include observation, review and the use of pretest and posttest questions. Research population is grade V students at SD Negeri Teluk Pucung III, Bekasi City with sample of 30 VC class students. To evaluate data, techniques applied are parametric data analysis including validity tests, reliability tests and normality tests. The Sig value produced before treatment was 0.593 and test result after treatment was 0.068, where the results of two Sig values were >0.05 so that the data met criteria and could be continued with t-test. Results of the t-test are average score obtained for pretest is 22.17 while average score for posttest is 34.33. So, from results of data analysis, there is an increase in value of Pretest to Posttest. This shows the influence of TGT teaching method on student learning outcomes with an influence level of 90%.

Keywords: *Team Games Tournament, Media, Learning Outcomes, Elementary School.*

ABSTRAK

Penelitian dilakukan karena adanya masalah yang ditemukan di SD Negeri Teluk Pucung III Kota Bekasi, khususnya hasil belajar siswa yang belum memuaskan akibat metode pengajaran yang terbatas, sehingga tujuan pembelajaran tidak tercapai dengan optimal. Hal ini didukung oleh hasil pengamatan dan diskusi dengan siswa, beberapa guru, dan wali murid menyebutkan bahwa tenaga pendidik memiliki kekurangan dalam menyampaikan materi sehingga kurang menarik dan tidak efektif serta tidak sejalan dengan perkembangan zaman. Demikian, riset ini bertujuan untuk mengeksplorasi penggunaan metode pengajaran TGT pada pencapaian pembelajaran siswa kelas lima di sekolah dasar. Peneliti menggunakan metode kuantitatif desain satu kelompok pretest – posttest dengan pendekatan Pra – eksperimental. Teknik pengumpulan

data meliputi pengamatan, tinjauan, penggunaan soal pretest dan posttest. Populasi riset mencakup siswa kelas V di SD Negeri Teluk Pucung III Kota Bekasi di mana sampelnya melibatkan 30 siswa dari kelas V C. Untuk mengevaluasi data, riset ini menerapkan teknik analisis data parametrik meliputi uji validitas, uji reabilitas, uji normalitas, nilai sig yang dihasilkan sebelum diberi perlakuan adalah 0,593 dan untuk hasil uji setelah diberi perlakuan adalah 0,068, dimana hasil kedua nilai Sig tersebut $>0,05$ sehingga data memenuhi kriteria dan data dapat dilanjutkan dengan uji t, hasil dari uji t yaitu nilai rata – rata yang diperoleh pretest sebesar 22,17 Sedangkan posttest rata – rata nilai terjumlah 34,33 Dengan demikian, dari hasil analisis data terdapat kenaikan pada nilai Pretest ke Posttest. Keterangan diatas menunjukkan adanya pengaruh metode pengajaran TGT terhadap hasil belajar siswa dengan Tingkat pengaruh sebesar 90%.

Kata kunci: Tim Game Turnamen, Media, Hasil Belajar, Sekolah Dasar

A. INTRODUCTION

Social studies subjects are material needed at every level of education. The technique of providing material in Elementary Education is very important to pay attention to the needs of students. (Nolinton Taebenu, 2025) Saying that the learning process is a person's activity to gain insights, abilities, and habits through educational experiences. Because social studies subjects are designed to improve students' skills so that they can play a role as part of society that has insight, understanding and the ability to analyze social situations (Kautsar, 2024).

A field of study that is indispensable for elementary level students is social studies, because social studies studies about individuals to interact, the ability to socialize is very important in understanding the world. This is stated by (Aisya Imelia Putri, 2024) that social studies is a science that studies the lives of social beings related to their surroundings. In addition, according to (Niryana & Aramudin, 2024) Social Sciences is an essential subject in Education because it equips students with knowledge related to human behavior, culture, economics and past events. Therefore, in elementary schools, social studies learning aims to provide useful insights for daily life in society (Sundari & Lumintang, 2024). Social studies learning can involve several fields of study such as geography, economics and political science. (Melindawati, 2021) stated that Social Sciences essentially functions to equip students with the basic skills needed in various aspects of life, as well as support their self-development in the learning process in accordance with their respective interests, talents, and capacities.

The teaching process requires a way to organize teaching and learning activities so that they are easy to understand and have meaning so that they are useful for their lives. Social studies learning at the elementary school level often uses traditional methods, namely teachers who teach and students who listen (*Teacher Center*). This is stated by (Mardalena, 2024) during the learning process in the classroom, teachers still use the old

way, namely teachers are very involved in providing material, while students only listen. In the curriculum requirements, students participate in learning so that educators function as guides. This activity makes students less motivated during teaching. Learning in the classroom becomes less interesting and less varied because teachers rarely use learning models and methods that result in decreased student learning outcomes.

These factors are caused by the traits of each student such as learning modality, interest in learning & learning drive that affect their learning achievement. Students think that learning is an activity that is solely present at school, sitting and listening to teaching in the classroom without significant additional understanding. According to (Syam & Rahmi, 2023) the thing that causes student learning outcomes to decline is caused by 2 aspects, the teacher and student aspects. Lack of teachers' knowledge of strategies, models and media as a means of learning and lack of student motivation to learn.

The teaching model is a method or approach taken by teachers to convey material so that it is conveyed properly (Mardalena, 2024). The main obstacle to teaching is the lack of use of fun and challenging learning models in presenting materials, especially in the content of social knowledge (Hariati, 2024) The teaching model adjusts to the needs of the lesson, learning outcomes, characteristics of students, learning facilities and conditions, if this can be fulfilled then there will be an increase in the achievement of student scores. Learning goals will increase if educators choose the appropriate teaching model (widodo & Junaedi, 2024). The learning model in the form of games can encourage students to learn to collaborate in obtaining maximum grades (Muhazir & Amelia, 2024).

Learning outcomes refer to the changes experienced by students, including aspects of knowledge, behavior, and skills acquired through the learning process. Learning outcomes are considered as the result of the teaching process that reflects students' knowledge of the material received so that there is an increase in the assessment submitted by educators (Sundari, 2023). The role of teachers is to provide and optimize student learning achievements, especially in terms of knowledge. Indicators of study results include the ability of students to remember or re-convey the information that has been presented, students' understanding of the material conveyed both orally and in writing, the ability to apply knowledge in certain situations, the ability to interpret certain rules or provisions so that students can create something innovative.

Based on the researcher's observations on Tuesday, September 3, 2024 in grade V of SD Negeri Teluk Pucung III, Bekasi City, it was found that the teaching model used by class V teachers is a traditional teaching model or learning that focuses only on educators. When teaching social studies, teachers have not used learning methods/models. They only rely on themselves as the only source of learning. As a result, students' learning achievements have not met the grade standards set by the school. The standard value is set at 70. Of the total 30 students in class V, 20% or 6 students have achieved KKM (Minimum Mastery Criteria/ MMC) in social studies lessons, while 80% or 24 students have not reached MMC. To have an impact on the results of social studies learning, an educator needs to master.

The ability to plan learning activities that align with the content of the material, the behavior of the students, the school atmosphere, and the surrounding community. It can be concluded that educators need to create an educational environment that enables students to achieve scores exceeding the MMC standard and encourages active student involvement in the learning process.

The above problems can be solved if the use of the learning model is able to help the social studies teaching process from traditional and monotonous to become fun learning, then TGT can be applied to increase student learning outcomes. (Ester, 2024) said that the collaborative teaching approach can be interpreted as a teaching technique that aims to find solutions to certain problems. According to (Estiana Rahmawati, 2024) Team Games Tournament is a Tournament that contains knowledge that encourages students to get involved.

The TGT-type cooperative teaching method involves students in study groups of five to six students with varying characteristics such as knowledge, gender, and ethnicity. Teaching methods can be interesting because they are accompanied by games or tournaments that can motivate students' enthusiasm for learning. Cooperative teaching methods can develop students' cognitive, communication and cooperation skills (Oktaviana, 2024). The stages of TGT teaching are the delivery of material in class, forming a learning team, games, competitions and giving prizes. The cooperative learning model is a learning approach that aims to find solutions to a problem collaboratively so as to encourage students to carry out their obligations in an order, with games & competitions making students more motivated when learning. Learning groupings allow students to support each other, where students who have good skills can help those who lack understanding of learning topics.

Teaching Teams Games Tournament has many advantages, such as increasing student motivation and participation, developing cooperation and communication, and improving learning outcomes (Riswana & Khaerunnisa, 2024). In fact, students feel motivated to learn, collaborate with each other so that the classroom atmosphere becomes lively, besides that students' knowledge of the material is broader. In fact, this learning model has been widely researched by several people, including increasing social studies learning achievement by applying the TGT teaching method to students. There is an impact on the learning outcomes obtained through the TGT teaching method support of wordwall media (Wahyudi, 2024), then (Rahmalia, 2024) there is an impact on the learning outcomes of science produced through the TGT teaching method and there is also an impact on the learning outcomes obtained from the TGT teaching method supported by a drag – and – pull game for the achievement of learning science (Januar, 2024). So that this learning model is a method that has a positive effect on increasing learning achievement.

This research differs from previous research, such as (Sulistri, 2024), who studied the influence of the TGT (*Team Games Tournament*) learning model assisted by crossword puzzles on the cognitive learning outcomes of IPAS students in grade V at SDN 5

Singkawang. The novelty of this research is the use of the snakes and ladders media, which focuses on Social Studies subjects. In addition, (Sundari, 2023) explored improving Social Studies learning outcomes for elementary school students through the Scramble learning model on the topic of ethnic and cultural diversity, where the novelty of this research lies in the use of the Team Games Tournament learning model. Furthermore, (Sundari & Lumintang, 2024) investigated the improvement of Social Studies learning outcomes through the Think Pair Share model for grade III students at SDN Bojong Rawalumbu X, East Bekasi City. The novelty of this research is the use of the Team Games Tournament model assisted by the snakes and ladders media, which helps students reduce boredom and tension during learning, enhances patience, and improves social skills. This innovation differs from previous research. Additionally, other differences lie in the research design, subjects, and samples used in this study.

Given the extensive problems outlined in the problem identification above, the focus of this research is Influence of Teams Games Tournament Learning Model Assisted By Snakes And Ladders Media Learning Outcomes. This research was conducted with the aim of determining whether the TGT learning model can influence student learning outcomes in the fifth grade of Elementary School on Social Studies subjects. Based on the problem identification, problem limitations, and research objectives, the researcher will conduct research on learning outcomes by raising the title "Influence of Teams Games Tournament (TGT) Learning Model Assisted by Snakes and Ladders Media Learning Outcomes".

B. METHOD

This research applies a quantitative method with the type of experimental research used to conduct a trial on the use of teaching methods carried out at Public Elementary School Teluk Pucung III, Bekasi City. An experiment is defined as an activity that is carried out to understand the impact of an action in a predetermined situation (Kamil, 2021).

The design of one group of pretests – posttest with a pre-experimental approach is applied as a research design. In this research, it is possible to understand the results of the intervention more accurately, because it can be seen from the conditions before the treatment is given.

The aspects that can be measured in this research are the collaborative teaching method or called TGT which functions as an independent variable, as well as the learning outcomes of social studies class V at Public Elementary School Teluk Pucung III, Bekasi City.

The population in this research includes all grade V students at Public Elementary School Teluk Pucung III, Bekasi City, for the 2024/2025 academic year with a total of 89 students. Furthermore, to clarify the sample so that it is more focused, the researcher applies one of the methods of sample selection with the purposive sampling method, this method is a way to select a sample that will be applied by considering the characteristics of the population, students who can be used as a sample are students whose scores have not reached a very good classification so that the total number of respondents taken is 30 students from one class, namely class V C, which totaled 13 men and 17 women.

The data collection method in this research involves observation and discussion, as well as the application of written exams consisting of pretests and posttests given to students to be done. The pretest and posttest questions presented are concurrent based on existing indicators to be used as a tool to measure individual abilities which contain a series of questions related to the material knowledge being researched. In connection with the problems that have been described previously, the analysis was carried out using information obtained through data quality testing through the SPSS 25 application which consisted of: 1) Descriptive Analysis, 2) Validity Test, 3) Reliability Test, 4) Normality Test, 5) T Test.

The score categories for pretest and post test questions.

Table 1. Pretest and Posttest Question Score Categories

No.	Value Interval	Predicate	Description
1.	93 – 100	A	Very Good
2.	84 – 92	B	Good
3.	75 – 83	C	Quite Good
4.	< 74	D	Not Good

Source : <https://belajarkomunikasianakautis.com/ki-kd-v2/>

C. RESULTS AND DISCUSSION

Research Results

Students' learning achievements can be known based on the results of filling out the initial test and the final test as many as 10 questions formed based on instruments. Pretest and posttest questions are given to the experimental class after expert validation.

Descriptive Analysis

Descriptive analysis presents a summary of the research results conducted. The results are as follows:

Table 2. Case Processing Summary Table

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PreTest	30	100,0%	0	0,0%	30	100,0%
Post Test	30	100,0%	0	0,0%	30	100,0%

Source: Processed by researchers, 2025

The results of the Case Processing Summary are used to find out if there is any data that is missing or missing during the processing process. This can be observed through the number "N". Based on the results obtained, it can be seen that the number of "N" is 30 with a percentage of 100%, there is no data lost or unavailable during data processing and the level of confidence or validity in the processing is 100%.

Table 3. Descriptive Table of PreTest and PostTest Values

Descriptives		Statistic	Std. Error	
Pretest	Mean	22,17	,652	
	95% Confidence Interval for Mean	Lower Bound	20,83	
		Upper Bound	23,50	
	5% Trimmed Mean	22,09		
	Median	21,50		
	Variance	12,764		
	Std. Deviation	3,573		
	Minimum	16		
	Maximum	30		
	Range	14		
	Interquartile Range	5		
	Skewness	,364	,427	
	Kurtosis	-,345	,833	
	Post Test	Mean	34,33	,808
95% Confidence Interval for Mean		Lower Bound	32,68	
		Upper Bound	35,99	
5% Trimmed Mean		34,52		
Median		34,50		
Variance		19,609		
Std. Deviation		4,428		
Minimum		25		
Maximum		40		
Range		15		
Interquartile Range		7		
Skewness		-,430	,427	
Kurtosis		-,691	,833	

Source: Processed by researchers, 2025

Based on table 3. The Descriptive Table was taken from the results of the distribution of pretest and posttest questions to 30 respondents, it can be seen that the variable of the TGT collaborative teaching method has a minimum value with the results obtained at the pretest time of 16, the maximum score is 30, the middle score is 14, the average score reaches 22.17, and the standard deviation reaches 3,573. After applying the TGT type cooperative teaching method, the minimum score obtained at the time of the post test reached 25, the highest score reached 40, the middle score reached 15, the average score reached 34.33 and the standard of preparation reached 4.428.

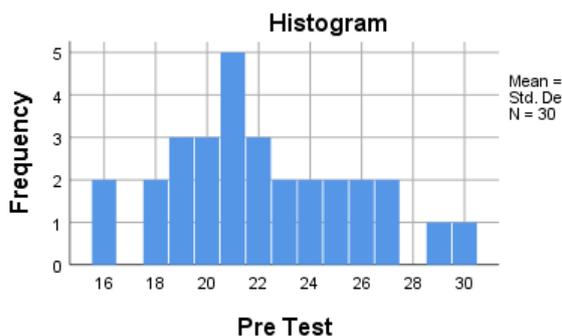


Figure 1. Pretest Histogram Image

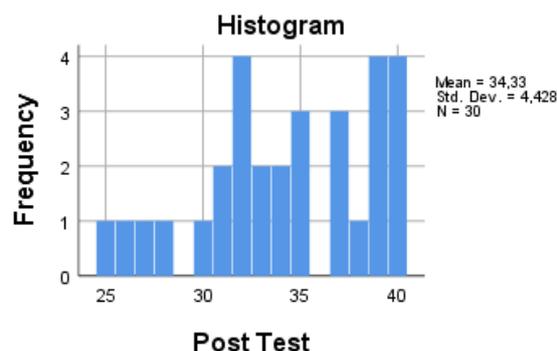


Figure 2. Posttest Histogram Image

Source: Processed by researchers, 2025

Based on the histogram image above, there is a clear difference in the achievement of scores in each PreTest & Post Test assessment indicator. The increase in the percentage of scores from the PreTest & Post Test can be seen in each indicator of student learning success. Thus, it can be stated that the percentage of student learning achievement in each indicator in the PreTest condition is lower than the score obtained after the application of the TGT teaching method supported by the Snake and Ladder media

In table 4. Below it can be seen that all indicators used have obtained a correlation value of more than 0.05, it can be concluded that each indicator in each question can be declared valid.

Table 4. Validity Tes Result

No.	Variabel	Indikator	Colleration coefficient	R Table (N = 30 a = 0,361)	Description
1.	Hasil Belajar	X1	0,486	0,361	Valid
2.		X2	0,411	0,361	Valid
3.		X3	0,414	0,361	Valid
4.		X4	0,566	0,361	Valid
5.		X5	0,404	0,361	Valid
6.		X6	0,489	0,361	Valid
7.		X7	0,503	0,361	Valid
8.		X8	0,568	0,361	Valid
9.		X9	0,498	0,361	Valid
10.		X10	0,608	0,361	Valid

Source: Processed by researchers, 2025

This is because R table for 30 respondents 5% of 0.361 if the results in the validity test correlation coefficient >0.361 the question indicator can be declared valid and vice versa if the person correlation <0.361 the question indicator can be declared invalid because the value does not meet the criteria, from the table above the total on each question indicator shows that all indicators used have a correlation value of >0.361 , so it can be concluded that Every indicator is considered legitimate.

Table 5. Tabel Case Processing Summary
Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Source: Processed by researchers, 2025

Table 6. Tabel Tes Reability
Reliability Statistics

Cronbach's Alpha	N of Items
.658	10

Source: Processed by researcher, 2025

In the table above there is a reliability test table. The test aims to test the variables independent variables in the study need to be tested to determine whether they are reliable or not. Cronbach's Alpha value for the overall aspect is 0.658 for each question indicator. Based on these findings, the aspects studied in this study are considered reliable. The statement is based on the criterion that the aspect is relied upon if the total Cronbach Alpha exceeds 0.6.

Normality Test

It is carried out to ensure that the statistical distribution of teaching results has passed the requirements of the normalization test. The normalization test is a prerequisite in the t-test.

Table 7. Tabel Uji Normalitas
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	,128	30	,200*	,972	30	,593
Post Test	,126	30	,200*	,935	30	,068

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Processed by researchers, 2025

This test ensures the perfection of the data distribution through the Kolmogorov-Smirnov and Shapiro-Wilk tests, pay attention to the value of the sig column in the test results. If the test result score is below 0.05, the score is declared not to pass the eligibility test. On the other hand, if the test number is above 0.05, the score is declared to have passed the eligibility test. Because the test sample used is only 30 data, it is seen from the test results from Shapiro – Wilk where in this study the Sig value is 0.593 for the results of the pretest test and for the results of the posttest test 0.068, where the two Sig values are > 0.05 so that the data meets the criteria and the data can be continued paired sample t – test.

Hypothesis Test

T – The test in hypothesis testing is useful in assessing a learning process or action, in order to determine whether or not the action taken has an impact on the subject being researched.

**Table 8. Tabel Uji T - Test
Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	22,17	30	3,573	,652
	Post Test	34,33	30	4,428	,808

Source: Processed by researchers, 2025

Based on the table above with a total sample of 30, the average score obtained from the pretest amounted to 22.17 and had a standard deviation of 3.573. Meanwhile, in the posttest, the average score obtained reached 34.33 and had a standard deviation of 4.428. Thus, from the results of data analysis, there is an increase in the value of Pretest to Posttest.

**Table 9. Tabel Paired Correlation
Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	PreTest & Post Test	30	,221	,241

Source: Processed by researchers, 2025

The results of the above statistics are used to understand the results of the initial test & final test, it is known that Sig. > 0.05 with a result of 0.241. As a result, there is no correlation between the Pretest score and the Post test score.

**Table 10. Tabel Paired Samples Test
Paired Samples Test**

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	PreTest – Post Test	-12,167	5,038	,920	-14,048 -10,285	-13,226	29	,000

Source: Processed by researchers, 2025

Table 10 above is used to make a decision, whether or not there is an influence before and after the application of the TGT teaching method on the social studies learning achievement of students. If the significance value is < 0.05, then there is a significant influence on the difference in treatment of each variable and vice versa, if the significance value is > 0.05, then there is no significant influence on the difference in treatment of each variable. Based on the significance value (2 – tailed) obtained is 0.000 < 0.05. So, it can be concluded that the application of TGT teaching techniques has an impact on the teaching achievement of educators.

Discussion

The collaborative teaching method, also known as TGT, is considered interesting, efficient, and involves students in diverse groups (Amni & Kusuma Ningrat, 2021). According to research conducted in January 2025 at Public Elementary School Teluk Pucung III in Bekasi City, the significant impact of implementing the TGT type cooperative learning model was identified.



Source: Researcher Documentation, 2025

Figure 1. Pretest Documentation

In the first stage before being treated, students are expected to fill out the pretest questions first to see the students' initial abilities. After the pretest there are 6 students or only 20% who have reached the KKM in social studies lessons, while 24 students or 80% or have not reached the KKM out of a total of 30 students in class V.



Source: Researcher Documentation, 2025

Figure 2. Treatment Documentation

In the second stage, the application of the TGT model by explaining the learning topic first, then students are asked to make a squad, with each squad consisting of 5 students, then the researcher explains the rules of playing snakes and ladders to students which in the game there is a group assignment sheet to be done by discussing, students are expected to collect points from the right answers. If the team fails to answer the questions correctly, they will not get points.



Source: Researcher Documentation, 2025

Figure 3. Post Test Documentation

In the third stage, after students go through the pretest and treatment process, then students go through the final stage, namely the posttest stage to see if the TGT teaching method has an effect on the achievement of social studies learning for elementary school students.

It can be proven by the acquisition of a significance value of the Post Test results of the Post-Test as much as 068 which means that the $>$ value is 0.05 so that the results are normal, through the Pretest and Posttest that have been carried out to students in class V of Public Elementary School Teluk Pucung III North Bekasi. The increase occurred because of the new things that students faced in the classroom so that students felt that learning using the game learning model was more fun and not boring (Aulia, 2024).

Social studies learning outcomes are the result of an educational process that emphasizes elements related to society and the social environment, to support achievement in learning, a learning model that involves students in order to achieve good learning outcomes is needed so that an approach is needed that motivates students to be more active, creative, and independent during learning. Social studies subjects have a very significant contribution in shaping students' traits and behaviors, views, actions, mindsets, and improving social abilities to become good, caring individuals and able to solve social problems (Sarah, 2024). The success of learning is highly dependent on the effectiveness in motivating students to actively participate in teaching and learning procedures. It is important to communicate teaching materials well through TGT-oriented learning methods, which can provide beneficial learning outcomes.

Learning outcomes are a benchmark of students' knowledge of material. Nurhayati (Pakpahan, 2024) stated that learning achievement refers to the level of mastery of students after completing the learning stage, observed in terms of knowledge, behavior, and skills. Then (Hardilah, 2016) also revealed that learning outcomes are a reflection of the level of mastery of the material that has been achieved through their interaction during the educational process.

According to (Fuji Astuti, 2022) cooperative learning is a learning strategy utilizing small squads consisting of several students with variations in educational background, gender, race or ethnicity. Therefore, teachers need to determine the right teaching strategy

because according to (Piharani, 2024) choosing the right teaching strategy can foster a spirit to explore knowledge because it can attract students' attention. This learning model makes students have a sense of mutual respect and responsibility. (Irviana, 2016) also revealed that the TGT teaching method is collaborative teaching that researchers see as able to encourage and provide pleasure in learning achievement to find solutions to problems raised by teachers by working in groups, therefore by using this learning model, students are better prepared to face learning challenges so that they can hone cognitive abilities in students.

This learning model provides an enthusiasm for working together in groups efficiently (paramastuti & bua, 2024). This learning model can also inspire and motivate students to stimulate students' creativity in overcoming problems (amalia & witanto, 2024). The implementation of this teaching model will become more meaningful if it is supported by learning aids to achieve teaching goals (Ajiba, 2024).

D. CONCLUSION

Based on the study obtained from related researchers regarding the impact of teaching methods on student learning outcomes. The data calculation results indicate that in the descriptive analysis, the lowest score was obtained during the post-test at 25, the highest score reached 40, the median score reached 15, the average score reached 34.33, and the standard deviation reached 4.428. Furthermore, for the validity test, the R table for 30 respondents at 5% is 0.361, and the result obtained is >0.361 , thus the indicator is declared valid. The value obtained from the reliability test, the Cronbach Alpha value reached 0.658, which exceeds 0.6. This statement is based on the criterion that a measure can be considered reliable if Cronbach Alpha >0.6 , which means that all question indicators meet the criteria. Then the results obtained from the normality test of the Sig value before being treated were .593 and for the test results after being treated with .068, where the results of the two Sig values > 0.05 so that the data met the criteria and the data could be continued with the paired sample t-test, the value obtained from the results of the T Test, namely the average value obtained in the pretest reached 22.17 and had a standard deviation of 3.573. Meanwhile, in the posttest, the average score obtained reached 34.33 and had a standard deviation of 4.428. Thus, from the results of data analysis, there is an increase in the value of Pretest to Posttest. The above information shows that there is an impact of the TGT teaching method on student learning achievement.

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