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The Effect of Implementing the Team Games Tournament Learning Model Assisted by PowerPoint Media on the Learning Outcomes of PPKn Class VII at SMPN 11 Mataram

Herosita*, M. Ismail, Basariah, Edy Haryanto
Mataram University
***Email Corresponding:** rositaafenditaa@gmail.com

Abstract : The purpose of this study was to determine whether or not there was an effect of implementing the Team Games Tournament learning model assisted by PowerPoint media on the learning outcomes of seventh-grade students in the Civics subject. The research method used was a quantitative approach with a Nonequivalent Control Group Design. Purposive sampling was used for sample selection, and data was collected using observation and multiple-choice tests. Based on the data analysis, the average value of the pre-test results in the experimental class was 54.33, while in the control class, it was 50.58. Meanwhile, the average value of the post-test results in the experimental class was 82.66, and in the control class, it was 76.16. Thus, the calculation of the t-test using the pooled variance formula showed that tcount = 15.520 and ttable = 2.0738. Therefore, since t count > t table, Ha is accepted and Ho is rejected, which means that there is an effect of the Team Games Tournament learning model assisted by PowerPoint media on the learning outcomes for class VII students in the Civics subject at SMPN 11 Mataram.

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Introduction

Education is an inseparable part of the effort.Education is a vehicle for human resources to develop themselves. Therefore, education has a very important role in the lives of individuals in society. Education helps individuals to develop their potential to the maximum and contribute to the progress of society.(Inayah, 2024).

Indonesia as a developing country continues to strive to improve the quality of human resources through National Education. The objectives of National Education are stated in the Preamble to the 1945 Constitution which mandates to educate the nation's life.Indonesia as a developing country continues to strive to improve the quality of human resources through National Education.

Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
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Januari 2025. Vol. 10 No. 1
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pp. 49-57

The objectives of National Education are stated in the Opening of the 1945 Constitution which mandates the intellectual life of the nation. One of the subjects that can realize the objectives of National Education is the subject of Pancasila and Citizenship Education.(PPKn). According to Marzuki & Basariah (2017), one of the objectives of the PPKn subject is to help students have the ability to think critically, rationally, and creatively in responding to citizenship issues. The abilities possessed by students will be able to produce citizens who are actively involved and ready to face the challenges of the global world.

The success of educational achievement in schools depends on the learning process.The learning process is essentially a process of interaction between teachers and students (Khasanah, 2023). Therefore, the learning process must meet good criteria so that students understand what the teacher is conveying. This requires the teacher's ability to innovate in classroom learning that allows students to gain new experiences (Ismail. et al., 2022).

The use of learning models aims to develop students' potential and students can easily understand the subject matter. For this reason, a PPKn teacher must apply a creative learning model so that teaching and learning activities can be more innovative and understood by students (Herianto et al., 2023).

Based on the results of observations conducted with PPKn subject teachers in February in class VII of SMPN 11 Mataram, it is known that the methods used are quite varied, such as questions and answers, discussions and lecture methods. The obstacles faced when teaching are more directed at students. When the teacher explains the subject matter, there are still many students who do not pay attention, such as chatting during the learning process, which results in students not understanding the material presented by the teacher, and students are less brave in expressing opinions or asking about learning material that is not understood. Students who have difficulty understanding learning materials will result in low student learning outcomes (Toyyibah & Setyawan, 2020).

Learning outcomes are one of the measuring tools to see how far students can master the subject matter that has been delivered by the teacher (Wirda et al., 2020). Cognitive learning outcomes are the main direction of development in PPKn subjects because students can be said to be successful if the measured cognitive learning outcomes show a high level of ability (Setiawan et al., 2018). For this reason, a learning method is needed that can encourage student learning activity. One alternative that can be used is the model

Team Games Tournament learning is a learning model that is attractive to students because students can demonstrate their abilities to the maximum to get optimal results together with their team.(Herlina et al., 2019). This model is applied in groups of 5-6 students. As the name implies, this model is developed in games (matches) with various advantages such as sharpening students' cognitive abilities and providing an award to encourage students to play the match.(Mahardi et al., 2019).

The purpose of the Teams Games Tournament learning model is to produce good cooperation between students in solving problems, facilitate students to increase motivation in the learning process, provide students with the opportunity to receive opinions from each other, and make students more communicative in every learning process (Solihah 2016).

In addition to learning models, supporting media are also needed in the learning process, one of which is by using PowerPoint media. PowerPoint is an interesting and interactive

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 49-57

learning media. Through the help of PowerPoint media, teachers can convey material more easily. The use of PowerPoint media can attract students' attention and can increase their enthusiasm and motivation in learning so that it is suitable for use in the learning process. Interesting learning like this will make learning very enjoyable (Susmiati, 2021).

The use of appropriate models and media by teachers in the learning process certainly has characteristics that are appropriate to students. For this reason, there needs to be supporting factors that attract students' interest and learning activity so that learning outcomes increase. Learning outcomes are an effort to achieve the set learning objectives and the final grades obtained by students after the learning process which is followed by changes in behavior and learning achievement. So it can be said that learning outcomes are changes that occur after students follow the learning process (Yuliatin, 2021).

Research Method

The approach in this study uses a quantitative approach. This type of research is an experiment with a quasi-experimental design. This type of research has a control group but cannot fully function to control external variables that affect the implementation of the experiment (Sugiyono, 2018). This research is in the form of Nonequivalent Control Group Design which is carried out using two classes as control groups. Before the Team Games Tournament learning model assisted by PowerPoint media was applied, the two classes were given a pre-test and after that the two classes were given a post-test. Students in the experimental class were given treatment and in the control class were not given treatment, so that the learning outcomes of students between the two classes could be compared.

Tabel 1. Pre Test and Post Test

Pretest	Treatment	Posttest
O1	X	O2
O3	-	O4

(Sugiyono, 2018)

Information:

O1= Pre-test experimental class
X = Treatment
O2= Post-test of experimental class
O3= Pre-test control class
O4= Post-test control class

The population in this study were students of class VII at SMPN 11 Mataram consisting of 4 classes totaling 98 students. The sample in this study was class VII D as the control class and class VII C as the experimental class taken using the techniquepurposive sampling. The instruments used in this study are observation and test techniques. Observation techniques are used to ensure that the learning process runs according to the planned procedures. While the test is a measuring instrument in the form of writing and contains questions intended to measure a person's level of ability (Sukendra & Atmaja 2020).

The research instruments used have previously been tested and analyzed using Validity Test, Reliability Test, Question Distinguishing Power Test and Question Difficulty Level Test.

Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jtp/index

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 49-57

This study uses statistical data analysis, but previously several tests were carried out as prerequisite tests in conducting data analysis with parametric statistics using the formulapolled variance. The research data is then calculated and analyzed manually according to the formula set at the planning stage. The prerequisite tests used are the normality test and the homogeneity test.

The normality test is carried out using the Chi Square formula with the aim of determining whether the data is normally distributed.

Formula:

$$x^2=\sum_{i=1}^{k}\frac{(fo-fh)^2}{fh}$$

(Sugiyono, 2018)

Information:

x2 = Chi Square
fo = observation frequency
fh = expected frequency

Data homogeneity test is carried out using the F test to determine whether the sample data is homogeneous.

Formula:

$$=\frac{variansterbesar}{variansterkecil}$$

(Sugiyono, 2018)

Results And Discussion

This research was conducted by applying a learning modelTeam Games Tournamentassisted by PowerPoint media to students of class VII at SMPN 11 Mataram. Before the learning process is carried out, a test sheet containing 25 multiple-choice questions is first given according to the learning material. The Team Games Tournament learning model assisted by PowerPoint media is implemented in class VII D which is used as an experimental class which is then compared with class VII C which is used as a control class and is not given treatment.

Based on the results of research conducted by researchers, data was obtained through tests.pretestand posttest that has been distributed to students at the first and final meeting of learning. The results of data collection are used to see the application of Team Games Tournament assisted by PowerPoint media has an effect on student learning outcomes in PPKn subjects. The test given to students is a question of 25 questions in the form of multiple choices. Then the questions are distributed to the sample, namely the experimental group (VII D) and the control group (VII C). So that the pretest values from the two samples are obtained as follows:

Table 2 Pre-Test Value Data

Experimental Class

Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jtp/index

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 49-57

N	The highest score	Lowest Value	Average
24	72	32	54.33

Control Class			
N	The highest score	Lowest Value	Average
24	68	32	50.58

Based on the pre-test data of the experimental class and the control class, there were the highest and lowest differences in the two classes, where the highest value in the experimental class was 72 and the lowest value was 32, while the highest value in the control class was 68 and the lowest value was 32. The average value of the experimental class was 54.33 and the control class was 50.58. After the students were given*pretest*then the researcher conducted 2 meetings to provide an experimental class of Team Games Tournament learning assisted by PowerPoint media. After that, the author gave a posttest where the test was given after the treatment was given, namely, the application of the Team Games Tournament model assisted by PowerPoint media in the experimental class and the conventional learning model in the control class. So that the posttest results data from the sample are as follows:

Table 3. Posttest Value Data

Experimental Class			
N	The highest score	Lowest Value	Average
24	96	64	82.66

Control Class			
N	The highest score	Lowest Value	Average
24	92	60	76.16

Based on table 3.data value post test the lowest score in the experimental class was 64 and the control class was 60. The highest score in the experimental class was 96 and the control class was 92. The average score for the experimental class was 82.66 and the control class was 76.16. This happened because class VII D as the experimental group implemented the Team Games Tournament learning model assisted by PowerPoint media while the control class used the conventional learning model. Furthermore, the researcher processed the data using the SPSS version 29 application, where after obtaining the pretest and posttest scores, the data was analyzed to obtain accurate results so that they could see the effect of implementing the Team Games Tournament learning model assisted by PowerPoint media on student learning

Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jtp/index

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 49-57

outcomes in PPKn subjects. In this case, the researcher used prerequisite tests, namely the normality test and the homogeneity test. The normality test in this study used the Shapiro-Wilk test, which is generally limited to samples of less than 50 in order to produce accurate decisions. The samples in each experimental and control class in this study were below 50. The following are the results of the normality test calculation using the Shapiro-Wilk test from the pretest and posttest results, namely:

Table 4. Results of Calculation of Normality Test for Pretest of Experimental and Control Classes

Experimental Class		
Statistics	Df	Sig.
0.946	24	0.218
Control Class		
Statistics	Df	Sig.
0.924	24	0.073

Based on table 4 it can be seen that the results*pretest*the experimental group obtained a significance of 0.218. This shows that the data is normally distributed because the significance is 0.218 > 0.05. Data is said to be normally distributed if the significance value is > 0.05. So, it can be concluded that the data is normally distributed because the data significance value is 0.218 > 0.05. Likewise, the pretest results in the control group obtained a significance of 0.073. This shows that the data is normally distributed because the significance is 0.073 > 0.05.

Table 5 Results of Calculation of Posttest Normality Test for Experimental and Control Classes

Experimental Class		
Statistics	Df	Sig.
0.960	24	0.443
Control Class		
Statistics	Df	Sig.
0.925	24	0.075

Based on table 5 it can be seen that the resultspost testthe experimental group obtained a significance value of 0.443. This shows that the data is normally distributed because 0.443 > 0.05. Likewise, the post-test results in the control group obtained a significance of 0.075. This shows that the data is normally distributed because the significance is 0.075 > 0.05.

So, the conclusion that can be drawn from the results of the normality test in the experimental class and the control class is normally distributed, so that the statistical technique that will be used in testing the hypothesis can be determined, namely using parametric statistical techniques. After conducting the normality test, the next step is to conduct a data homogeneity test using the variance test, namely the testLeveneThe aim is to find out whether the data is distributed homogeneously or not homogeneously.

Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jtp/index

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 49-57

Table 6. Results of the Calculation of the Homogeneity Test for the Pretest and Posttest of the Experimental Class and Control Class

Experimental Class			
Levene Statistics	Df1	Df2	Sig.
3,571	1	46	0.065
Control Class			
Levene Statistics	Df1	Df2	Sig.
0.896	1	46	0.348

Based on table 6 regarding the homogeneity test, it shows that the results ofpretestexperimental group and control group significance 0.065. According to the criteria if the sig value > 0.05, namely 0.065 > 0.05 then the sample has the same variance. The acquisition of this Pretest value shows that the experimental class and control class come from a homogeneous population or have the same variety.

Based on the results ofposttestexperimental and control groups obtained a significance value of 0.348. According to the criteria that 0.348 > 0.05, the sample has the same variance. The acquisition of this Pretest value shows that the experimental class and control class come from a homogeneous population or have the same variance.

After conducting normality and homogeneity tests, which showed that the data was normally distributed and homogeneous or had the same variance, the hypothesis test used parametric techniques with testing using the T-test.Paired Sample Test. The criteria for hypothesis testing using a two-tailed test, namely if (sig.2-tailed) > 0.05 then Ho is accepted and Ha is rejected, and if (sig.2-tailed) < 0.05 then Ho is rejected and Ha is accepted.

Table 7. Hypothesis Test Results

Paired Sample Test		
Experiment Pretest – Experiment Posttest		
Sig.2-tailed	**count**	**table**
0.000	-15,520	2,0738
Control Pretest – Control Posttest		
Sig.2-tailed	**count**	**table**
0.000	-16.111	2,0738

Based on table 7, the sig. value is obtained. (*2 tails*) of 0.000 which means it is smaller than 0.05, then Ha is accepted and H0 is rejected. So it can be concluded that there is an influence of the implementation of the Team Games Tournament model assisted by PowerPoint media on student learning outcomes in the subject of PPKn class VII at SMPN 11 Mataram.

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 49-57

Based on the results of the hypothesis test of the t-count data with the criteria for hypothesis testing, namely, the t-count value > t table, then H0 is rejected and Ha is accepted.

Based on table 6. the t-count has a negative value, namely -15.520 for the experimental class and -16.111 for the control class. The negative t-count value is caused because the average value of the pretest learning outcomes is lower than the average posttest learning outcomes. In the context of this case, the t-count valuenegative can mean positive. So that the t-count value becomes 15,520 for the experimental class and 16,111 for the control class. Thus, because the t-count value in the pretest and posttest pair of the experimental class is 15.520> t table 2.0738 and the t-count value in the pretest and posttest pair of the control class is 16.111> t table 2.0738. So it can be concluded that the application of the Team Games Tournament model using PowerPoint media has an influence on student learning outcomes in the PPKn subject of class VII at SMPN 11 Mataram.

The Team Games Tournament learning model is a learning model that combines elements of cooperation and competition, Team Games Tournament can motivate students to learn more actively and achieve better results. The game method in Team Games Tournament can provide opportunities for students to be directly involved in learning and students will feel happy with the material presented in the learning process. When learning using the game method, it will give rise to a sense of pleasure so that students will tend to be able to improve their learning outcomes (Syifa 2019). In addition, in today's modern era, students live side by side with increasingly sophisticated technology, where students' attention will be more focused and impressive if the learning model is also combined with the use of media, one of which is learning using media.PowerPoint. PowerPoint is one of the interesting and interactive learning media. Through the help of PowerPoint media, teachers can convey material more easily. This is relevant to what was conveyed by Susmiati, (2021) who stated that the use of PowerPoint media can attract students' attention and can increase their enthusiasm and motivation in learning so that it is suitable for use in the learning process. Interesting learning like this will make learning very enjoyable. Based on the results of this study and previous studies, it shows that the Team Games Tournament model assisted by PowerPoint media is effective in improving student learning outcomes in PPKn subjects.

Conclusion

It was found that the learning outcomes of students in the PPKn subject of the Experimental class (VIID) at SMPN 11 Mataram increased. Based on the results of the hypothesis test with a significance level of 5% (0.05) using the t-test, the t-test value was obtained. sig (2-tailed) 0.000 <0.05, which means that Ha is accepted and H0 is rejected. Thus, the implementation of the Team Games Tournament model assisted by PowerPoint media has an influence on student learning outcomes in the PPKn subject of class VII at SMPN 11 Mataram.

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Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
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pp. 49-57

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