



RESEARCH ARTICLE

The Influence of the Teams Games Tournament (TGT) Type Cooperative Learning Model on Students' Geography Learning Outcomes

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ABSTRACT

The main problem in geography learning at SMA Negeri 16 Bandar Lampung is the low student learning outcomes and the lack of activeness and enthusiasm in the learning process. This study aims to determine the effect of the *Teams Games Tournament* (TGT) cooperative learning model on the geography learning outcomes of grade XI students on the Distribution of Flora and Fauna in Indonesia material. This type of research is quantitative with a quasi-experimental method (*quasi-experimental design*) using a *one-group pretest-posttest design* . The research sample consisted of 34 grade XI F7 students selected using a *purposive sampling technique* . The results showed an increase in the average value from 61 in the pretest to 88 in the posttest. The Paired Sample t-Test produced a Sig. (2-tailed) value <0.001, which indicated a significant difference after treatment. In addition, the average N-Gain value of 0.7364 indicated the effectiveness of the model in the high category. In conclusion, the TGT learning model is effective in improving students' geography learning outcomes.

Keywords: *Teams Games Tournament* ; Learning Outcomes; Cooperative Learning; Geography; Students



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1. INTRODUCTION

Education is a crucial factor in improving the quality of human resources and shaping individual character, enabling them to adapt to changing times. In the context of formal education, learning is the core of the educational process, determining students' success in achieving learning objectives. However, the reality on the ground shows that the learning process in schools is still dominated by a conventional, teacher-centered approach, resulting in students tending to be passive, unmotivated, and less actively involved in the learning process. This condition impacts low student learning outcomes, particularly in geography. As stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods that will be used as guidelines for organizing learning activities to achieve specific educational objectives. Therefore, it is important for the education system, particularly the learning process in schools, to be designed to be more active, participatory, and student-centered. (Fauziah & Afdhal, 2023).

As a process, education is not just temporary but rather continuous, without age limitations or lifelong learning. Education is crucial for improving the quality of human resources so they can compete with their peers. Current learning should be student-centered, *not* teacher-centered. Teachers often deliver subject matter through lectures, while students passively listen, resulting in boring learning and a lack of concentration.

The results of the grade XI grade in the Geography subject at SMA Negeri 16 Bandar Lampung, most of the students' grades can be said to be complete or below the learning objective achievement criteria (KKTP) for the Geography subject that have been set, namely 76. The following is the Geography subject grade data which is classified based on the complete grade of 76 and incomplete less than 76:

Table 1. Summary of Research Instruments (*Example*)

No.	Family Card (KKTP)	Number of Students XI				Total	
		F1	%	F2	%	F	%
1.	≥76	32	91%	31	97%	63	94%
2.	< 76	3	9%	1	3%	4	6%
Amount		35	100	32	100	67	100%

Source: Documents of Geography teachers for class XI of SMA Negeri 16 Bandar Lampung in 2025

Based on the results of initial observations at SMA Negeri 16 Bandar Lampung, it was found that most of the 11th grade students had not achieved the Learning Objective Achievement Criteria (KKTP) which was set at 76. The data showed that around 94% of students scored below the KKTP, which indicates problems in the ongoing learning process. This low learning outcome was caused by the lack of variety in learning models, low student learning motivation, and minimal active student involvement in learning activities.

In an effort to improve the quality of learning and student engagement in the classroom, educators continue to develop and implement various approaches. Based on initial observations conducted by researchers at SMA Negeri 16 Bandar Lampung, researchers found that students tended to be passive in the learning process, lacked enthusiasm in participating in lessons, and had a low level of understanding of the material. This condition indicates that the learning methods used so far have not been able to optimally facilitate students' learning needs. The geography learning process is still dominated by teacher-centered lecture methods, so student engagement in learning is not optimal. Students tend to be passive, lack enthusiasm, and are not yet able to fully understand the material in depth. This condition has an impact on low learning outcomes, as indicated by the large number of students who have not yet achieved the Learning Objective Achievement Criteria (KKTP). This indicates that the learning strategies used are not fully effective in improving students' conceptual understanding. Teacher-centered learning does not increase student learning activities. This is demonstrated by the methods used by teachers in the classroom during the learning process. This is not constructivist and does not encourage students to build on prior knowledge (Widodo et al., 2023). Improving the quality of learning can be determined by several factors, namely teachers, students, systems/schools, communities, and teaching materials/facilities. The presence and creativity of teachers who keep up with technological advances increases student enthusiasm for learning (Widodo et al., 2022).

Geography, a subject that emphasizes critical thinking, spatial analysis, and understanding the relationship between humans and the environment, requires a learning model that actively engages students. One alternative is the cooperative learning model, which emphasizes collaboration among students in heterogeneous groups to achieve shared learning goals. This model is considered effective in improving students' social interaction, communication skills, and conceptual understanding (Maryam, 2018).

One type of cooperative learning that can be implemented is *the Teams Games Tournament* (TGT), a learning model that combines group collaboration with academic games in a tournament format. This model can create a fun, competitive, and interactive learning environment, thereby increasing student

motivation. Previous research has shown that the TGT model can improve student learning outcomes in various subjects (Tanjung, 2022).

Based on the description, this study aims to determine the effect of *the Teams Games Tournament* (TGT) type cooperative learning model on the geography learning outcomes of class XI students of SMA Negeri 16 Bandar Lampung.

2. LITERATURE REVIEW

2.1 Cooperative Learning

Cooperative learning is a learning model that emphasizes group learning activities by involving students in small, heterogeneous groups, both in terms of academic ability, gender, and social background. This model aims to create positive interactions between students so they can help each other understand the learning material. Cooperative learning is a learning model that groups students to develop social interactions that are integrated with academic goals, so that the learning process becomes more meaningful and not solely oriented towards results (Maryam, 2018).

According to Slavin (2005), cooperative learning has several key characteristics: positive interdependence among group members, individual accountability, face-to-face interaction, social skills, and group evaluation. Positive interdependence indicates that the group's success is highly dependent on the contribution of each member, requiring each student to actively participate. Furthermore, individual accountability ensures that each student retains a role and is not completely dependent on other members.

Cooperative learning also offers extensive benefits, not only in improving cognitive learning outcomes but also in developing students' social skills. Students learn to communicate effectively, work together in teams, and respect the opinions of others. This aligns with the demands of 21st-century learning, which emphasizes the importance of collaboration, communication, critical thinking, and creativity. Therefore, cooperative learning is considered highly relevant for application in geography learning, which demands interaction, discussion, and collaborative problem-solving (Rusman, 2010).

2.2 Team Games Tournament (TGT)

The Teams Games Tournament (TGT) learning model is a type of cooperative learning developed by Slavin, which integrates group learning activities with academic games in the form of tournaments. This model is designed to create a fun, healthy competitive learning atmosphere, and is able to increase student motivation and engagement in the learning process. In the TGT model, students are divided into small, heterogeneous groups, then they participate in a series of activities that include presentations by the teacher, group work, academic games, tournaments, and award giving (Slavin, 2005).

During the presentation phase, the teacher explains the concepts to be learned. Students then work in groups to discuss the material and help each other understand the concepts. The game phase involves providing questions in the form of engaging games, followed by a tournament between students from different groups with similar ability levels. Points earned in the tournament are accumulated as a group score, ensuring each member is responsible for making the best possible contribution to their group.

The main advantage of the TGT model lies in its ability to increase student learning motivation through elements of games and competition. According to (Dewi et al., 2024), the TGT model can make students more active and enthusiastic in participating in learning, and is able to foster attitudes of cooperation, responsibility, and mutual respect among students. In addition, this model also provides equal opportunities for all students to participate, so that not only high-ability students dominate learning. TGT learning can make students feel happy, enjoy learning, and perform their tasks well. Feelings of joy in learning will trigger students' interest in learning so that learning will be carried out well and learning will be easy to achieve (Utami, 2018).

Thus, the TGT model is very suitable to be applied in geography learning, especially in material that requires broad and deep conceptual understanding, because it can help students learn actively, interactively, and enjoyably.

2.3 Learning Outcomes

Learning outcomes are an important indicator in assessing the success of the learning process. Learning outcomes not only reflect students' cognitive abilities but also encompass the affective and psychomotor aspects acquired through the learning process. According to Arifin (2017), learning outcomes are behavioral changes that occur in individuals as a result of the learning process, encompassing knowledge, attitudes, and skills.

In general, learning outcomes can be classified into three main domains: cognitive, affective, and psychomotor. The cognitive domain relates to students' intellectual abilities, such as understanding, remembering, analyzing, and evaluating information. The affective domain relates to students' attitudes, values, and interests toward learning, while the psychomotor domain relates to students' physical or practical skills. These three domains are interrelated and serve as benchmarks for overall learning success.

Poor student learning outcomes are often caused by various factors, both internal and external. Internal factors include student motivation, interest, and readiness, while external factors include learning methods, the learning environment, and the teacher's role in managing learning. The use of monotonous and less varied learning methods, such as lectures, can cause students to become passive and lack in-depth understanding of the material. This impacts low student learning outcomes (Fauziah & Afdhal).

Therefore, innovations in learning models are needed that can increase active student engagement, one of which is through the implementation of the Teams Games Tournament (TGT) cooperative learning model. This model not only improves conceptual understanding but also increases student motivation to learn, thus indirectly positively impacting learning outcomes.

3. METHOD

3.1 Research Design

This study used a quantitative approach with a quasi-experimental *design*. This quantitative approach was used because this study aimed to test the causal relationship between the independent and dependent variables through numerical data and statistical analysis. The quasi-experimental method was chosen because the researcher did not have full control over external variables, but could still administer certain treatments to determine their effect on student learning outcomes.

The research design used was a *one-group pretest-posttest design*, a design involving one experimental group without a control group. In this design, the same group was given a pretest *before* treatment to determine students' initial abilities, then given treatment in the form of the TGT type of cooperative learning model, and then given a final test (*posttest*) to determine changes in learning outcomes after the treatment. The difference between *the pretest* and *posttest results* was used as a basis for determining the effect of the applied learning model.

The research procedure was carried out in several stages: preparation, implementation, and final stages. In the preparation stage, the researcher developed learning materials and research instruments, and conducted instrument trials. In the implementation stage, the researcher conducted learning activities using the TGT model, which included material presentation, group formation, games, tournaments, and awarding. In the final stage, data collection was conducted through *posttests* and data analysis to test the research hypotheses.

3.2 Participants

The participants in this study were 34 students of class XI F.7 of SMA Negeri 16 Bandar Lampung. The population in this study was all students of class XI of SMA Negeri 16 Bandar Lampung, while the sample was selected using a *purposive sampling technique*. This technique was used with certain considerations that were relevant to the research objectives, namely classes that had problems in geography learning, such as low student activity and learning outcomes that had not yet reached the Learning Objective Achievement Criteria (KKTP) that had been set.

The characteristics of the research participants included senior high school (SMA) students aged around 16–17 years who were studying geography on the distribution of flora and fauna in Indonesia. The selection of class XI F.7 was also based on the results of initial observations which showed that students in the class tended to be passive in the learning process, participated less in discussions, and had relatively low learning outcomes compared to other classes. Thus, the class was considered appropriate for treatment in the form of implementing the TGT model to see its effectiveness in improving student learning outcomes.

3.3 Instruments

The instruments used in this study included a learning achievement test, observation sheets, and documentation. The learning achievement test was used to measure students' cognitive abilities before and after the treatment. It was administered in the form of multiple-choice questions. This test consisted of several questions arranged based on learning indicators on the distribution of flora and fauna in Indonesia. The test was administered twice: *a pretest* before the treatment and *a posttest* after the treatment, to determine improvements in student learning outcomes.

Observation sheets were used to observe student activities during the learning process, particularly in the implementation of the TGT learning model. Aspects observed included student activeness in group discussions, cooperation between group members, participation in games and tournaments, and student enthusiasm in participating in learning. This observation aimed to determine the implementation of the learning model and student responses to the implementation of the TGT model. Documentation was used as supporting data, including photos of learning activities, student grade data, and other archives related to the research process. This documentation serves to strengthen the research data and provide a realistic picture of the implementation of learning in the classroom.

Before use, the test instrument was first tested for its suitability through validity, reliability, difficulty level, and discriminatory power. Validity testing was conducted to ensure that the instrument was capable of measuring the aspects it was intended to measure, while reliability testing aimed to determine the consistency of the measurement results. Furthermore, difficulty level testing was used to determine the difficulty level of the questions, and discriminatory power testing was used to determine the questions' ability to differentiate between high-ability and low-ability students. Instruments that met the eligibility criteria were then used in research data collection.

3.4 Data Analysis

Section in this study was conducted using descriptive and inferential statistical techniques aimed at providing a comprehensive overview of student learning outcomes and testing the formulated research hypotheses. Descriptive analysis was used to describe student learning outcome data before and after treatment, which included the average value (*mean*), maximum value, minimum value, and distribution of student scores during *the pretest* and *posttest*. *This analysis aimed to provide an initial overview of changes in student learning outcomes after the implementation of the Teams Games Tournament (TGT) type cooperative learning model.*

Next, inferential analysis is used to test the research hypothesis, namely whether there is a significant influence of the application of the TGT model on students' geography learning outcomes. The test used is *a paired sample t-test* because the data analyzed comes from two measurements in the same group, namely *the pretest* and *posttest scores*. Before testing the hypothesis, a prerequisite analysis test

is first carried out, namely a normality test to determine whether the data is normally distributed. The normality test can be carried out using the Shapiro-Wilk or Kolmogorov-Smirnov test with a significance level of 0.05. If the significance value is greater than 0.05, then the data is declared normally distributed and can be continued with a *paired sample t-test*.

The *paired sample t-test* was conducted by comparing the average *pretest* and *posttest* scores to determine whether there was a significant difference between the two. The decision-making criteria in this test are if the significance value (Sig. 2-tailed) is less than 0.05, then the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected, which means there is a significant effect of the application of the TGT learning model on student learning outcomes. Conversely, if the significance value is greater than 0.05, then H0 is accepted and H1 is rejected, which means there is no significant effect.

In addition to hypothesis testing, this study also used the N-Gain test to determine the level of improvement in student learning outcomes after being given treatment. N-Gain is calculated by comparing the difference between the *posttest* and *pretest* scores to the difference between the maximum score and the *pretest* score. The results of the N-Gain calculation are then categorized into three categories, namely low ($g < 0.3$), medium ($0.3 \leq g < 0.7$), and high ($g \geq 0.7$). This analysis aims to determine how effective the TGT learning model is in improving student learning outcomes quantitatively.

The entire data analysis process in this study was conducted using SPSS statistical software to obtain accurate and scientifically accountable results. Using SPSS enabled researchers to systematically analyze data in accordance with applicable statistical procedures. Therefore, the data analysis techniques used were tailored to the research design and objectives, namely to determine the influence and effectiveness of the *Teams Games Tournament* (TGT) cooperative learning model on students' geography learning outcomes.

4. RESULTS AND DISCUSSION

Results

Location map of Research Locations at State Senior High School 16 Bandar Lampung

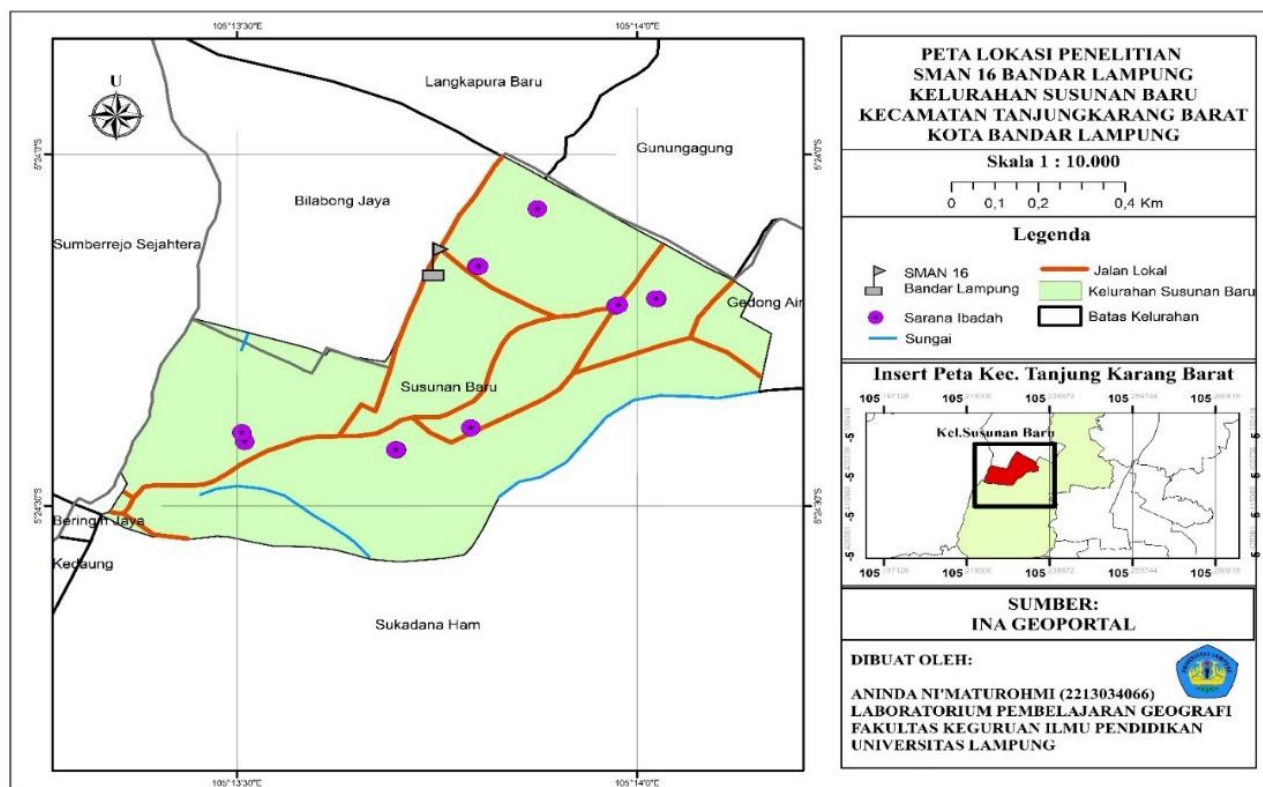


Figure 1. Map of Research Locations at State Senior High School 16 Bandar Lampung in 2025

Source: ArcGIS Mapping Results, 2025

The location map in Figure 1 shows the location of SMA Negeri 16 Bandar Lampung in Lampung Province, Indonesia. The school is located on Jl. Darussalam, Susunan Baru Village, Tanjung Karang Barat District, Bandar Lampung City, Lampung Province, with the postal code 35155. Geographically, Bandar Lampung City is located at coordinates 5°20'–5°30' South Latitude and 105°28'–105°37' East Longitude. This school is located in an urban area that is easily accessible and supported by adequate educational facilities. SMA Negeri 16 Bandar Lampung has an area of 5,967 m², consisting of classrooms, learning support facilities, and a school environment that supports teaching and learning activities. A relatively conducive school environment is one of the considerations in conducting this research, because it can influence student comfort and engagement during the learning process.

Descriptive Analysis

SMA Negeri 16 Bandar Lampung was the research location used by researchers to test the effect of learning using the *Teams Games Tournament* (TGT) cooperative learning model on students' geography learning outcomes. The data or results of this study consisted of pretest and posttest results, as well as the results of a learning questionnaire in the experimental class, which were analyzed descriptively to determine the maximum, minimum, and average scores.

Data Analysis Prerequisite Test Results

1. Data Normality Test

The normality test was carried out to determine whether the data obtained was normally distributed or not using the *Shapiro-Wilk normality test* using SPSS 27 with a significance level of 0.05. The following are the *output results* in the table:

Table 2. Results of Data Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
<i>Pretest</i>	.119	34	.200	.951	34	.136
<i>Posttest</i>	.153	34	.043	.942	34	.072

Source: SPSS Calculation Results, 2025

Based on the results of the normality test conducted using the SPSS version 27 program with the *Shapiro-Wilk test*, the significance value (Sig.) for the *pretest data* was 0.136 and for the *posttest data* was 0.072. Both values are greater than the significance level of 0.05.

This shows that both *pretest* and *posttest data* are normally distributed. Thus, it can be concluded that the student learning outcomes data before and after the implementation of the *Teams Games Tournament* (TGT) cooperative learning model meets the assumption of normality. Because the data are normally distributed, further analysis can be carried out using *parametric statistical tests*, namely the *Paired Sample t-Test* to test the hypothesis regarding the effect of the TGT learning model on students' geography learning outcomes.

2. Linearity Test

Linearity testing of data is considered linear if the significance value of the *deviation from linearity* is more than 0.05. The following are the results of the linearity test in this study:

Table 3. Linearity Test Results

ANOVA Table							
			Sum of Suares	df	Mean Square	F	Sig.
Posttest Prettest	Between Groups	(Combined)	1190,682	9	132.98	16,961	<,001
		Linearity	1023.633	1	1023.633	131,235	<,001
		Deviation from Linearity	167,049	8	20,881	2,677	.029
	Within Groups		187,200	24	7,800		
	Total		1377,882	33			

Source: SPSS Calculation Results, 2025

Based on the results of the linearity test in Table 25, it is known that the relationship between *the pretest* and *posttest* scores was tested using ANOVA analysis of variance to see whether the relationship between the two is linear. The decision-making criteria for the linearity test is if the significance value of *the Deviation from Linearity* is greater than 0.05, then the relationship between the two variables is declared linear. The results of the analysis show that the significance value of *the Deviation from Linearity* is 0.029, which is greater than 0.05. Thus, it can be concluded that the relationship between *the pretest* and *posttest* is linear.

Hypothesis Test Results

1. T-test

The t-test (*paired sample test*) in this study was used to answer the problem formulation "is there an influence of *the Teams Games Tournament* (TGT) type cooperative learning model on the Geography learning outcomes of class XI students at SMA Negeri 16 Bandar Lampung?" This study uses a significance level of 0.05 based on the established research hypothesis, so the testing criteria in the t-test refer to Sugiyono's opinion (2022) as follows:

Table 4. Student Learning Outcomes Before and After Intervention

Paired Samples Test									
Paired Differences									
				95% Confidence Interval of the					
				Std. Error	Difference				
		Mean	Std. Deviation	Mean	Lower	Upper	T	Df	Sig. (2- tailed)
Paired 1	Pretest- Posttest	-27,529	5,462	.937	-29,435	-25,624	-29,389	33	<,001

Source: SPSS Calculation Results, 2025

Based on the results of data analysis using paired sample t-Test in SPSS program, the significance value (Sig. 2-tailed) shows the result <0.001, which means it is smaller than the significance level of 0.05. It can be concluded that there is a significant difference between the pretest and posttest scores of students after the implementation of the Teams Games Tournament (TGT) type learning model. These results indicate that the implementation of the TGT type cooperative learning model has a significant effect on

improving the geography learning outcomes of class XI students at SMA Negeri 16 Bandar Lampung. Thus, the research hypothesis (H_1) which states that "there is an influence of the Teams Games Tournament (TGT) type cooperative learning model on students' geography learning outcomes" is accepted, while the null hypothesis (H_0) is rejected.

2. N-Gain Test

To obtain an overview of the improvement in learning outcome scores before and after the implementation of learning with the *Teams Games Tournament* (TGT) cooperative model, a normalized N-Gain test was conducted. The results of the normalized N-Gain test conducted with the help of SPSS software are as follows:

Table 5. N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
Ngain_Score	34	.54	1.00	.7364	.12072
Gain_Percent	34	53.85	100.00	73.6394	12.07206
Valid N (listwise)	34				

Source: SPSS Calculation Results, 2025

N-Gain test calculations carried out using the SPSS program, the N-Gain Score value was obtained with an average (mean) of 0.7364, a minimum value of 0.54, and a maximum value of 1.00, with a standard deviation of 0.12072. According to the N-Gain interpretation criteria according to Sugiyono (2022), the increase in learning outcomes with an average N-Gain value of 0.7364 is included in the high category (because the N-Gain value ≥ 0.70). This shows that there was a significant increase in learning outcomes after the application of the *Teams Games Tournament* (TGT) type cooperative learning model. Thus, it can be concluded that the use of the *Teams Games Tournament* (TGT) type cooperative learning model effective in improving students' geography learning outcomes. This improvement reflects that learning with a cooperative approach based on games and cooperation is able to encourage active student involvement, thus having a positive impact on their understanding and achievement of learning outcomes.

Learning outcomes

Pretest Learning Results

Researchers conducted a pretest to determine students' initial abilities on the topic "Distribution of Flora and Fauna in Indonesia." The pretest lasted 30 minutes and consisted of 25 multiple-choice questions that had previously undergone validity testing. The following table shows the pretest results:

Table 6. Pretest Results of Experimental Class XI F.7 Students

Maximum Value		Minimum Value		Average
92		44		61
Amount	3	31		34

Source: SPSS Calculation Results, 2025

Pretest results, it can be concluded that students' initial abilities on the distribution of flora and fauna in Indonesia are still varied. This situation indicates the need to implement appropriate learning models to improve student understanding and learning outcomes.

Post-test learning outcomes

After the entire learning series using the TGT model was completed, the researchers conducted a final posttest to determine student learning outcomes after the treatment. The test was administered at

the final meeting and lasted 30 minutes. The instrument used was 25 multiple-choice questions, the same as those used in the *pretest*.

Table 6. Pretest Results of Experimental Class XI F.7 Students

Maximum Value		Minimum Value	Average
100		76	88
Amount	34	-	34

Source: SPSS Calculation Results, 2025

Posttest results above, the maximum score achieved was 100, while the minimum score was 76, with an average of 88 from 34 students. From the pretest and posttest results, it can be seen that the level of student ability increased with the Teams Games Tournament (TGT) cooperative learning model.

Discussion

This discussion aims to interpret the results of data analysis related to the influence of the application of learning models. cooperative learning using *the Teams Games Tournament (TGT)* type on geography learning outcomes of class XI students at SMA Negeri 16 Bandar Lampung.

Based on the results of statistical analysis using *Paired Sample t-Test*, the significance value (Sig. 2-tailed) shows <0.001 which is smaller than 0.05. These results indicate a significant difference between student learning outcomes before and after the implementation of *the Teams Games Tournament (TGT)* cooperative learning model. Thus, the research hypothesis stating that there is an influence of the TGT model on the geography learning outcomes of class XI students of SMA Negeri 16 Bandar Lampung can be accepted. This finding indicates that changes in learning outcomes that occur are not caused by chance factors, but rather as a direct result of the treatment in the form of the application of the TGT learning model. This is in line with the theory of learning outcomes put forward by Benyamin S. Bloom 1956 which is quoted (in Atmowardoyo, 2020) stating that learning outcomes are changes in cognitive abilities that can be measured after students follow a certain learning process.

The positive impact of implementing the TGT model on student learning outcomes demonstrates its ability to improve both the quality of the learning process and outcomes. The TGT model not only positions the teacher as the sole source of information, but also transforms the teacher's role into a facilitator who guides students in constructing their own knowledge. Students are actively involved in group discussions, academic games, and tournaments, allowing them to take responsibility for their individual and group learning processes. Through the TGT model, these three elements can be optimally realized in the learning process.

Furthermore, the game and tournament elements characteristic of the TGT model create a competitive yet enjoyable learning environment. Healthy competition among students encourages higher learning motivation, as students are encouraged to achieve the best scores for the success of their group. This aligns with the motivational theory proposed by Slavin (2005), which states that cooperative goal structures and group rewards can enhance student learning motivation. High motivation will encourage students to be more focused, active, and serious in understanding the material, thus directly impacting the improvement of learning outcomes. The results of this study are also in line with various previous studies that state that *the Teams Games Tournament cooperative learning model* has a positive effect on student learning outcomes in various subjects. Therefore, the TGT model can be recommended as an alternative, innovative and effective learning model to improve student geography learning outcomes at the high school level.

Based on the results of data analysis, hypothesis testing, and discussions that have been carried out, several important findings were obtained in this study which provide an overview of the effectiveness of

implementing the *Teams Games Tournament (TGT)* type cooperative learning model in improving student learning outcomes, namely as follows:

1. the *Teams Games Tournament (TGT)* type cooperative learning model has a significant influence on improving student learning outcomes.
2. Learning using the TGT model can increase student participation and activeness in the learning process.
3. The implementation of the TGT model not only has an impact on improving cognitive learning outcomes, but also strengthens students' affective and social aspects.

5. CONCLUSION

Based on the results of data analysis and hypothesis testing, this study concluded that there was a significant influence of the implementation of the *Teams Games Tournament (TGT)* type cooperative learning model on the geography learning outcomes of class XI students at SMA Negeri 16 Bandar Lampung . This was evidenced by an increase in the average value of student learning outcomes, from an average *pretest* score of 61 to 88 in the *posttest* , or an increase of 27 points . The results of the *Paired Sample t-Test* showed a significance value (Sig. 2-tailed) <0.001, which was smaller than 0.05 , so the research hypothesis (H_1) which stated that there was an influence was accepted . In addition, the results of the *N-Gain* test obtained an average score of 0.7364 , which indicated that the increase in learning outcomes was in the high category . Thus, the application of the TGT learning model proved effective in improving students' geography learning outcomes on the material Distribution of Flora and Fauna in Indonesia .

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