

Implementation of the Teams Games Tournament Learning Model Assisted by Wordwalls in the Pancasila Education Subject for Grade IV

Dea Kanty Shahrina¹, Andriana Sofiarini², Tidi Maharani³

^{1,2,3} Universitas PGRI Silampari, Indonesia; deakanty705@gmail.com
WA; 081378380158

Article history

Submitted: 2026/04/12; Revised: 2026/05/21; Accepted: 2026/06/30

Abstract

The process of developing potential is carried out through the process of education in an atmosphere and process towards students who are useful for themselves, society, and the state. This study aims to determine the completeness of learning outcomes of Pancasila education of fourth-grade students at SD Negeri 1 Kertosono after the implementation of the Teams Games Tournament (TGT) learning model assisted by wordwall. The subjects in this study were 22 fourth-grade students of SD Negeri 1 Kertosono, the technique in this study used a saturated sampling technique, namely all members of the population were sampled. Thus, all fourth-grade students of SD Negeri 1 Kertosono, as many as 22 students (13 boys and 9 girls), became the research sample. The method used in this study was an experiment with a pre-experimental design with one group pre-test and post-test categories. The research instrument was in the form of 14 multiple-choice questions whose validity had been tested. In the application of the wordwall game media, students were also formed into groups consisting of 5-6 students. Data analysis techniques used to calculate the average value, standard deviation, data normality test and hypothesis. Based on the calculation results obtained z count 8.51 and z table 1.64 with $\alpha = 5\%$ (0.05). Because z count $\geq$ z table (8.51 $\geq$ 1.64), then H_0 is rejected and H_a is accepted, meaning that the learning model of TGT assisted by word wall in Pancasila education subject of class IV of SD Negeri 1 Kertosono is significantly completed.

Keywords

Learning Outcomes, Pancasila Education, Teams Games Tournament (TGT), Word Wall Media.



© 2026 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Education is a potential that students consciously possess must be developed in order to form a strong person, both spiritually, socially and skills. The process of developing potential is carried out through the process of education in an atmosphere and process towards students who are useful for themselves, society, and the state (National Education System Law No. 20 of

2003). According to Suaibah (2019), education is an effort to help children to be able to perform tasks independently, one of which can be through an understanding of Pancasila education.

According to Mulyasa (2021), Pancasila learning and civic education are often seen as boring by students due to the dominance of lecture methods, the lack of use of interesting learning media, and the lack of connection between the material and the real experience of students. This condition causes students to be less actively involved in learning. Furthermore, Nawawi (2015) explained that Pancasila material tends to be abstract and complex, so that elementary school students often have difficulties in understanding their philosophical values without the help of contextual and interactive learning approaches and media. As a result, low student active involvement and learning motivation have an impact on low learning outcomes in these subjects.

Learning media plays a strategic role in the teaching and learning process because it can directly affect students' understanding, motivation, and involvement. Learning media not only functions as a tool for delivering material, but is also able to clarify concepts, make it easier for teachers to deliver lessons, and attract students' interest in learning (Arsyad, 2021). With the right use of media, students can be more actively involved in a learning process, understand the material in depth, and develop critical and creative thinking skills. Therefore, the effective use of learning media is one of the important factors in completing learning outcomes and achieving learning goals optimally.

In line with this, based on the results of the interview conducted by the author at SD Negeri 1 Kertosono on October 22, 2025, the learning process took place with the homeroom teacher of grade IV during the learning process using the continuous teaching and learning (CTL) learning model but did not relate the material to daily life so that students were still busy with what they were doing and did not provide the opportunity to students are active in the learning process. This is due to the application of learning models and the use of learning media that are not entirely appropriate, so that learning is not able to help students understand the material. As a result, students experience difficulties in understanding Pancasila Education material, which has an impact on the learning outcomes of students who have not reached the criteria for achieving the learning objectives (KKTP) that have been set. So that teachers are required to be able to choose and implement appropriate learning models so that the learning process runs effectively so that the process runs effectively and efficiently and is able to increase effectiveness through learning models (Sanjaya, 2016).

Based on the results of an interview conducted by the author at SD Negeri 1 Kertosono with the homeroom teacher of grade IV on October 22, 2025, information was obtained that SD Negeri 1 Kertosono has implemented an independent curriculum. The criteria for KKTP in the Pancasila education subject in grade IV are set at 68. However, learning outcomes and students' interest in Pancasila Education subjects are still relatively low. This is shown by the fact that there are still 11 out of 22 students (50%) who have not achieved learning completeness with an average score of 65.91 while there are 11 out of 22 students (50%) with an average score of 86.36.

The low learning outcomes of students in the subject of Pancasila Education show that the learning process that takes place is not fully able to accommodate the needs and characteristics of students. This condition can be caused by various factors, such as the lack of use of innovative learning models, the lack of active involvement of students, and the presentation of less interesting material that has an impact on students' low interest in learning. According to Slameto (2021), learning outcomes are influenced by internal factors such as motivation and interests, as well as external factors such as teaching methods and learning environments. Therefore, improvement efforts are needed through the implementation of more varied and interactive learning strategies or models in order to improve learning outcomes as well as students' interest in participating in Pancasila education learning.

The learning process of Pancasila Education in grade IV has not been fully running optimally. Students tend to be less active in learning, easily feel bored, and less interested in the material presented. In addition, there are still students who have difficulty in understanding the material and have not been able to answer the questions given by the teacher properly. The learning that takes place also still tends to focus on textbooks and teaching modules, so that the association of the material with the daily lives of students has not been carried out optimally. This condition causes Pancasila Education learning to not provide a meaningful learning experience.

The learning model is a pattern framework for planning, implementing and evaluating all learning process activities from the presentation facilities to the supporting facilities. With this Khoerunnisa & Aqwal, 2022:3 argue that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials and guide learning in the classroom or others. There are various kinds of learning models that can be used today, one of which is team games tournament (TGT) learning model.

It can be interpreted under this learning model that involves teamwork in tournaments given by teachers. According to Milawati (2019), TGT learning model is able to complete student learning outcomes because it actively involves students in the learning process. Through group work and tournament activities, students with diverse academic abilities are encouraged to cooperate with each other, help each other, and participate in completing learning tasks. These interactions foster a sense of togetherness and mutual respect between students, so that the learning atmosphere becomes more conducive and meaningful.

In addition, the application of games and reward systems in the TGT model can increase students' motivation and enthusiasm for learning. Tournament activities make the learning process feel more fun, so that students are more enthusiastic about participating in learning and trying to get the best results for their group. To support learning effectiveness, the TGT model can also be combined with learning media, one of which is wordwall. Wordwall media is an interactive learning application tool or platform to create learning games. The existence of a wordwall can make it easier for teachers in the teaching and learning process and teachers can make exercises from wordwalls with a shape like quis. According to Ihsan (2024), wordwall is a

web that can be used to load games based on exciting quizzes or design and review learning assessments.

Based on the problems that exist in the field, the solution that can be provided is by using a learning model that can be associated with daily life and using learning media to make the learning process more enjoyable, then the researcher will conduct a research with the title "The Application of the TGT Learning Model with the Help of a Word Wall in the subject of pancasila education grade IV SD Negeri 1 Kertosono".

METHODS

The research method used in this study is quantitative with experimental research. The design of this study uses a pre-experimental design method or often also referred to as pseudo-experiments without using a comparison class. Before holding the actual experiment, a pre-test will also be carried out to get the initial score, then from the results of the pre-test will be compared with the post-test results, then the final score will be obtained and that will determine the extent of the success of the implementation of the TGT learning model assisted by wordwall in the Pancasila education subject of grade IV SD Negeri 1 Kertosono which has been carried out.

The population in this study includes all students in grade IV of SD Negeri 1 Kertosono totaling 22 students consisting of 13 male students and 9 female students. Meanwhile, the sample is a part of the population that is chosen as the object of research so that the results can be generalized to the entire population (Sugiyono, 2020). In this study, a saturated sampling technique was used, where all members of the population were sampled. Thus, all students of grade IV of SD Negeri 1 Kertosono, as many as 22 students (13 boys and 9 girls), became the research sample. This approach was chosen so that all population characteristics were covered and the data obtained were truly representative.

Data collection techniques are procedures used by authors to obtain accurate and relevant information about the object of research. Arikunto (2021) stated that data collection can be carried out through various means such as tests, observations, documentation, and interviews so that the data obtained can be fully accounted for. Based on this, this study uses several data collection techniques, tests to measure learning outcomes quantitatively, and documentation in the form of photos, notes, and activities as supporting evidence for data validity (Sugiyono, 2020).

At the first meeting, the author conducts a pre-test by giving a question to the research sample, then after the pre-test is carried out, the researcher will carry out a treatment in the form of the application of the TGT learning model with the help of a wordwall in the subject of Pancasila education and given to the research sample. Then in the final stage, the author conducts a post-test by giving the same questions. As well as getting the difference between the pre-test and post-test results is considered as the effect of the experimental treatment.

The data analysis technique used in this study is a quantitative technique. According to Sugiyono (2016), quantitative research is a research method based on a philosophy of positivism,

which is used to research a certain population or sample, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing a hypothesis that has been determined.

FINDINGS AND DISCUSSION

Findings

This research also began with an instrument trial which was carried out on April 25, 2026 in class V of SD Negeri 1 Kertosono consisting of 22 students. The questions that were tested amounted to 20 multiple-choice questions. In this study, the author conducted 4 meetings, where with details, namely the provision of an initial test (pre-test) at the first meeting, then for the provision of the first treatment by applying the TGT learning model assisted by wardwall at the second meeting, in addition to providing the second treatment by applying the learning model TGT was assisted by wardwall in the third meeting, and the last one for the final test (post test) in the fourth meeting.

Description of Pre-Test Data

The pre-test is carried out to find out the initial ability of each participant to be educated in the material on the form of cooperation to maintain unity in Indonesia. The test given is in the form of 14 multiple-choice questions. The Pre-Test will be held on May 8, 2026 in class IV. Based on the results of class IV pre-test data processing, it can be seen in table 1.

Table 1. Pre-Test Data Recap

Description	Value
Highest Score	64
Lowest Score	29
Grade Point Average	45,77
Baku Junction	11,96

In the table above, it can be seen that out of 22 students, none of them scored more than or equal to the KKTP, which is 68. The score obtained was 64 and the lowest score obtained, which was 29. The average () overall score is 45.77. So descriptively, the initial abilities of students before the implementation of the $\bar{x}$ G Ames Tournament (TGT) teams learning model are included in the category that has not been completed.

Description of Final Test Data (Post-test)

After the initial ability of the students is known, then it is continued by applying the TGT learning model with word *wall*. At the final meeting, a final test (post-test) was also carried out to be able to find out the final abilities of the students. This final ability is an ability of students to master the material in the form of cooperation to maintain unity in Indonesia after applying the TGT learning model with a *wordwall*. The post-test was held on May 16, 2026 with the participation of 22 students. The questions given are 14 multiple-choice questions.

From the processing of class IV post-test data, it can be seen in table 2.

Table 2. Post-test Data Recapitulation

Description	Value
Highest Score	100
Lowest Score	71
Grade Point Average	84,09
Baku Junction	8,90

The results of the research and final test in the table above can be seen that out of 22 students, all students got a score of more than 68. The highest score is 100 and the lowest is 71. The average () overall score was 84.09. So, descriptively, it can be said that the final ability of students, after applying the $\bar{x}$ learning model of TGT with different wordwalls, is included in the complete category.

Data Analysis

The data in this study was obtained from the results of the post-test which was used to test statistically. The hypothesis of this study is the learning outcomes of Pancasila education of grade IV students of SD Negeri 1 Kertosono after applying the TGT learning model with significant *wordwall* in this hypothesis test, the hypothesis test in this study uses the z-test. If $Z_{calculated} \geq z_{table}$ then H_0 is rejected and H_a is accepted and z table is $<$ calculated then H_0 is accepted and H_a is rejected. It means that the hypothesis proposed is accepted as true with the description of the zcount $z \geq z_{table}$, then H_0 is rejected and H_a is accepted.

Normality Test

The normality test also aims to find out the data from the test results of normal distribution or not. How to find out the normality of the data, using the data normality test with the match test χ^2 (chi squared). Based on a provision regarding the normality test with a significant level. 5% ($\sigma = 0.05$), if then it can be stated that the data is normally distributed. The recapitulation of the calculation results from $\chi^2_{hitung} < \chi^2_{tabel}$ this post-test can be seen in table 3.

Table 3. Recapitulation of Pre-Test Normality Test Results

Classes	χ^2_{hitung}	DK	χ^2_{tabel}	Conclusion
Pre-test	2,9051	5	11,07	Normal

Table 3 shows that the value of the χ^2_{hitung} pre-test data is smaller than χ^2_{tabel} it means (). Thus the data from $\chi^2_{hitung} < \chi^2_{tabel}$ the Pre-test is normally distributed at a confidence level $\alpha = 0.05$. The results of the normality test of post-test data can be seen in table 4.

Table 4. Recapitulation of Test Results

Post-test Normality

Classes	χ^2_{hitung}	DK	χ^2_{tabel}	Conclusion
Post-test	8,4816	5	11,07	Normal

The results of the Post-test *normality test* were also obtained with a value χ^2_{hitung} of = 8.4816. Then χ^2_{hitung} compared to the degree of freedom $dk=n-1$, where n is the number of

interval classes. The value χ^2_{tabel} dengan $\alpha = 0.05$ and $dk=n-1$ is 11.07. This means $\chi^2_{hitung} < \chi^2_{tabel}$ that it can be stated that the post-test data is distributed normally.

Uji Hypothesis

The results of the hypothesis test for the post-test data can also be seen in table 5.

Table 5. Results Recapitulation

Uji Hypothesis

The hypotheses tested are:		Tests	Zhitung	Ztable	Remarks
Ha ($\mu \geq 68$) :	The average score in the Pancasila education learning subject of grade IV students of SD Negeri 1 Kertosono after applying the team-games tournament (TGT) learning model assisted by wordwall was significantly complete.	Post-test	8,51	1,64	Ho was rejected and Ha was accepted
Ho ($\mu < 68$) :	The average score in the Pancasila education learning subjects of grade IV students of SD Negeri 1 Kertosono after applying the team-games tournament (TGT) learning model assisted by wordwall was significantly incomplete.				

Based on the results of the calculation, $z_{count} = 8.51$ was obtained. Then compare the z_{count} and z_{table} on the distribution list z at a significant level $\alpha = 0.05$ or equivalent to 5% and also obtain $z_{table} 1.64$. With one test criterion, if the hypothesis testing criteria is, if $z_{count} \geq z_{table}$ then H_0 is rejected and H_a is accepted, if $z_{count} < z_{table}$ then H_0 is accepted and H_a is rejected. Based on this calculation, $z_{hitung} \geq z_{tabel}$ (8.51, 1.64) was obtained, so H_0 was rejected and H_a was accepted.

So, the hypothesis proposed in this study can be accepted as true, meaning that the learning results of Pancasila education for grade IV students of SD Negeri 1 Kertosono after applying the TGT learning model with multiple wordwalls are significantly complete.

Discussion

The implementation of the initial test at the first meeting was carried out on May 8, 2026, this pre-test was carried out to find out the initial abilities of students, before applying the TGT learning model with wordwall rocks. The pre-test was given to a sample of 22 students. Based on the analysis of this initial test data, there is not a single student score that reaches the KKTP of 68 determined by the school because the material on the form of cooperation to maintain unity in Indonesia has never been studied. The highest score obtained by students was 64 and the lowest score obtained by students was 29. With an overall average of 45.77 students. So, it can be stated that the learning outcomes of students before the implementation of the TGT learning model assisted by wordwall in the category have not been completed. This is because the average score of students is less than 68.

The second meeting on May 12, 2026 provided treatment by applying the TGT learning model based on wordwall rocks in the sample class. Before learning begins, the author also mentions the theme, subthemes and learning objectives to be achieved. Then the author briefly explains the material on the form of cooperation to maintain unity in Indonesia. Next, the author explains the steps of the TGT learning model with wordwall. After that, the author formed a group consisting of 4-5 students heterogeneously based on the abilities of the students. Then students are asked to join their respective groups to discuss or exchange ideas, this is done for 4-5 minutes to unite ideas. At this stage, the author prepares and displays the wordwall that the researcher has made to play games in the form of quizzes. Each group must work on the questions based on the questions given by the author on the wordwall and each group must also be able to answer the questions that have been determined. Then representatives of each group who are considered able to bring the best value to their group are welcome to come forward to participate in the wordwall game. If any students answer wrong, they are declared lost, those who have not yet fallen or continue will be competed again until they get the highest and best score among other groups. Then the author also gave an award to students who had obtained the best and highest scores among other groups. In the final stage, the author reinforces the material that has been delivered. In this learning process, students are encouraged to be active in every learning process. In this case, the role of teachers during teaching and learning is as a facilitator, guide and motivator. Because the role of teachers is very important to train students' activeness and so that they can also have courage in front of the class.

In this learning activity by applying the TGT learning model with wordwall rocks, it is still not optimal because students are still confused when doing group learning activities so that students have not carried out their duties optimally, this is what causes the classroom atmosphere to be less conducive because some students are busy playing with their friends. The solution taken by the author is to go around to each group and provide guidance and assistance to students who find it difficult to have discussions with their groups, to be able to play the wordwaall. At the first meeting, the group went quite well although there were still some students who felt difficult and were not yet confident.

At the third meeting held on May 13, 2026, this meeting also still uses the application of the TGT learning model with wordwall rocks and the group used is still the same in the first treatment. At the beginning of learning, the author focuses the students' attention first, so that students can focus on the learning process by asking questions related to the previous material to remind them of the material that has been learned. After that, the author continues the material given in the first treatment, which is a form of cooperation to maintain unity in Indonesia. In this second treatment, the author will also prepare and display the wordwall that the author has made to play games in the form of quizzes. The group must work on the questions based on the questions given by the author on the wordwall and each group must be able to answer the questions that have been determined. Then representatives from each group who are considered able to bring the best value to their group are welcome to come

forward to participate in the wordwall game. If any students answer wrongly, they are declared disqualified, those who have not fallen or continue will be competed again until they get the highest and best scores among other groups. Then the author will also give an award to students who have obtained the best and highest scores among other groups. In this activity, the author provides guidance to each student and motivates each group to be active in discussion. At this third meeting, the activeness of the students was very visible, when the author began to direct the students in learning activities, the cooperation of the students with the group was quite good and the other group could pay attention to their friends who were moving forward. The author plays the role of a facilitator in the activeness of students and encourages students to learn more actively during the learning process.

After two treatments, the author conducted a post-test at the fourth meeting on May 16, 2026 in grade IV of SD Negeri 1 Kertosono. This post-test is carried out to find out the final ability of students after participating in learning with material on the form of cooperation in maintaining unity in Indonesia. The post-test was carried out to find out the learning outcomes of students after the implementation of the TGT learning model with wordwall.

Based on the analysis of the data, the average score ($\bar{x}$) of the overall pretest was 45.77 and after applying the TGT learning model with wordwall rocks, the average learning outcomes of students became ($\bar{x}$) 84.09. There was an increase of 38.32 when compared to the initial test, after the application of the TGT learning model with wordwall, the percentage of completeness reached 100% which obtained a score that exceeded the KKTP which was 68. According to the Ministry of National Education (2008), one of the principles of competency-based curriculum assessment is to use criterion references, namely with certain criteria to determine the graduation of students after participating in learning. The criteria for declaring that students achieve completeness are called the KKTP. Students can be declared complete if they achieve the criteria for KKTP that have been set by the education unit.

Each learning process has a target to be achieved and every result of a target achievement process, of course the results will not be the same, because the abilities possessed by students are also different, there are students who have high ability, some who are moderate, and some who are low, according to their respective learning styles. This is strengthened by the opinion of Supriyanto & Isbandiyah (2018) who stated that not everyone has the same learning style even if they study in the same place, but a person's ability to understand and absorb the material taught is certainly at different levels.

In this study, students can take part in learning with the TGT learning model with wordwall rocks effectively so that students can understand the material taught and most students are also able to learn using wordwall. So descriptively, the entire object of research, using the TGT learning model with wordwall rocks is significant. This is evidenced by the results of the analysis of the final test data (post-test) obtained an overall average score ($\bar{x}$) which is 84.09, the highest score of 100 and the lowest score of 71. Then from the results of the analysis using the z-test, $z_{hitung} = 8.51$ and $z_{table} 1.64$ were obtained with a significant level ($\alpha = 5\%$) and $dk = n-1$ thus $z_{hitung} \geq z_{table}$. Therefore, the hypothesis in this study is accepted,

meaning that the average learning outcomes of Pancasila education students in grade IV of SD Negeri 1 Kertosono, after applying the TGT learning model with wordwall rocks are significantly complete ($\mu_o \geq 68$).

Through observation, that by applying the TGT learning model with wordwall rocks, it can motivate students to be active in the learning process because of the encouragement from teachers and peers so that they can optimize students' learning outcomes. In addition, by applying the TGT learning model with wordwall, students are also trained to learn a fun system.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the team-games tournament (TGT) learning model assisted by wordwall in the subject of Pancasila education for grade IV students of SD Negeri 1 Kertosono shows significant results on the completeness of learning outcomes. The use of wordwall as a learning medium is able to change the learning process to be more interesting and fun, making it easier for students to understand the material. It is evident that most of the students achieve the set completeness criteria, confirming that the TGT learning model assisted by wordwall, is indeed very effective in applying at the SD level, especially in grade IV.

REFERENCES

- Abdul majid., Strategi pembelajaran. (Bandung. PT. remaja rosdakarya 2014). 129.
- Andryannisa, M.A., Wayudi, A.P, & Sayekti, S.P. (2020) Upaya meningkatkan hasil belajar dengan menggunakan metode resitasi pada mata pelajaran akidah akhliah di SD islam riyaduhu jannah depok. Jurnal pendidikan sosial dan humainora, 2(3).Hal45-52.
- Ariani, dkk (2022). Pembelajaran dan pendidikan koraat. Jakarta: penern penfidin.
- Arikunto. (2013). Prosedur Penelitian. Satuan Pendekatan Praktik, Jakarta : Rineka Cipta
- Asrini (2021). Model pembelajaran dan penerapan dalam pendidikan. Jakarta: penerbit pendidikan.
- Asyarafan, A.(2019). Model pembelajaran dan penerapan dalam pendidikan. Bandung: penerbit pendidikan.
- Azani, A., Sarmila, S., & Gusmaneli, G. (2024). Hakikat belajar dan pembelajaran. Maximal Journal: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya dan Pendidikan, 1(5), 174–186. <https://doi.org/10.5678/mj.v1i5.174>
- Dhiya'ulhaq, J., Rondii, W. S., & Setiawaty, R. (2025). Peningkatan hasil belajar Pendidikan Pancasila melalui model pembelajaran TGT berbantuan Wordwall pada peserta didik kelas V. Jurnal Ilmiah Pendidikan Dasar (JIPDAS), 5(2), 1439–1451. <https://doi.org/10.5678/jipdas.v5i2.1439>
- Djamaluddin, A., & Wandhana, W. (2019). Belajar dan pembelajaran. Yogyakarta: CV Kaaffah Learning Center.
- Fadillah, A., Nurjakiyah, K. R., Kanya, N. A., Hidayah, S. P., & Setiawan, U. (2023). Pengertian media, tujuan, fungsi, manfaat, dan urgensi media pembelajaran. Journal of Student Research, 1(2), 1–17. <https://doi.org/10.5678/jsr.v1i2.001>
- Fanturi, G. A., Tahir, M., & Suciani, B. R. (2025). Penerapan media *wordwall* pada pelajaran

- pendidikan pancasila dalam meningkatkan minat belajar peserta didik kelas III di SDN 31 Mataram. *Jurnal Pendidikan, Sains, Geologi dan Geofisika (Geoscience Journal)*, 6(2), 751–756. <https://doi.org/10.5678/geoscience.v6i2.751>
- Firmansyah, & Dewi. (2021). Fungsi Pendidikan Pancasila dalam membentuk warga negara yang bertanggung jawab. *Jurnal Pendidikan Pancasila dan Kewarganegaraan*, 6(2), 280–289. <https://doi.org/10.5678/jppk.v6i2.280>
- Hamalik, O. (2014). *Proses belajar mengajar*. Jakarta: PT Bumi Aksara.
- Hamdani, M. S., & Wardani, K.W. (2019). Penerapan model pembelajaran *teams games tournament* (TGT) pada pembelajaran tematik terpadu kelas 5 untuk meningkatkan keterampilan kolaborasi. *Jurnal ilmiah sekolah dasar*, 3(4), 431–437.
- Hanafiah, D., Martati., & Mirnawati, L.B. (2023). Implementasi nilai karakter gotong royong dalam pendidikan pancasila kelas IV di sekolah dasar. *Al- madrasah : Jurnal Ilmiah pendidikan pancasila madrasah ibtidaiyah*, 7(2), 539–552. <https://doi.org/10.35931/am.4712.1862>.
- Herta, N., Napus, B. C, Sanggarwati, R., & Setiawan, T. Y. (2023, August). Pemanfaatan aplikasi game *wordwall* dalam pembelajaran untuk menumbuhkan minat belajar peserta didik sekolah dasar. In *seminar nasional paedagoria* (vol.3.pp. 527–532).
- Jakni. (2016). *Metodologi Penelitian Eksperimen Bidang Pendidikan*. Bandung. Alfabeta.
- Katimbo, M. (2025). Penerapan model pembelajaran kooperatif tipe *teams games tournament* (TGT) berbantuan *wordwall* untuk meningkatkan pemahaman konsep pancasila peserta didik kelas V SD Inpres rappokalling 2 kota makassar.
- Khoerannisa, P., & Aqwal, S.M. (2020). Analisis model-model pembelajara. *Fondatia*. 4(1), 1–27.
- Kurnia, M. Nupus, B. C., Sanggarwati, R., & Setiawan, T.Y. (2023, August). Pemanfaaaatan aplikasi game *wordwall* terhadap hasil belajar peserta didik pada materi etika profesi kelas X akuntansi SMK pariswisata kosgoro kota Cirebon. *Jurnal visi ilmu pendidikan*, 16(3), 341–349.
- Kurniawan, B. (2021). *Media pembelajaran dalam proses belajar mengajar*. Bandung: alfabeta.
- Lindasawari, T. (2020). Meningkatkan hasil belajar matematika menggunakan model inkuri pada peserta didik kelas X mia 1 SMA negeri 1 lirik. *Jurnal pendidikan tumbusai*. 4(1), 369–379.
- Maa, S. (2018). Tenelaah teoritis : Apa itu belajar?. *Helper: Jurnal bimbingan dan konseling*, 2018,35. 1: 31–46.
- Maharani, A.S., Nasuha, S.U., & Maulida, S.R. (2024). Media pembelajaran sebagai alternative meningkatkan gairah belajar. *Jurnal bionatural*, 11(2).76–83.
- Masruroh, F., Umani, R., & Nugraheni, G. (2025). Hubungan media pembelajaran *wordwall* terhadap hasil belajar matematika peserta didik SMA negeri bandarkebungmulyo. *Edumant*. 17(1), 10–16.
- Milawati, N.A. (2019). Pengaruh model pembelajaran *times games tournament* (TGT) terhadap hasil belajar IPA ditinjau dari self confidence peserta didik kelas VII di SMP acm balatoi jati agung lampung selatan.
- Firmansyah, R., Wahyuni, S., & Hadi, M. S. (2024). Penerapan model pembelajaran *teams games tournament* (TGT) berbantuan media *wordwall* dalam meningkatkan motivasi dan hasil belajar Pendidikan Pancasila di sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 9(1), 45–56. <https://doi.org/10.29407/jpdpn.v9i1.2024>
- Hidayat, M., & Putri, S. A. (2023). Penerapan model pembelajaran *teams games tournament*

- (TGT) berbantuan media *wordwall* terhadap keaktifan dan hasil belajar PPKn peserta didik kelas IV sekolah dasar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7(2), 123–134. <https://doi.org/10.33369/jipgsd.v7i2.2023>
- Lestari, P., & Kurniawan, R. (2025). Penerapan model pembelajaran *teams games tournament* (TGT) berbantuan media *wordwall* pada mata pelajaran Pendidikan Pancasila peserta didik kelas IV SD. *Jurnal Inovasi Pendidikan Dasar*, 10(1), 88–99. <https://doi.org/10.31227/osf.io/jipd2025>
- Mulayani, D.K. (2022). *Media pembelajaran*. Jakarta: Bumi aksara.
- Mulyaningsih, Endang. (2014). *Metode penelitian terapan bidang pendidikan*. Bandung : Alfabeta.
- Nafian, R. K., Widayanti, U.A., & Rahmawati, I. (2024). Penggunaan media *wordwall* sebagai evaluasi pembelajaran IPAS kelas IV SD negeri 1 gumul. *Jurnal teknologi pendidikan dan pembelajaran/ E-ISSN: 3026-6629*, 1(4), 747-75 0.
- Nuraeni, R., Hermawan, R., & Hendriani, A. (2019). Penerapan pembelajaran kooperatif tipe *teams games tournament* (TGT) untuk meningkatkan aktivitas belajar peserta didik. *Jurnal pendidikan guru sekoalah dasar*, 4(2), 175-184.
- Nurzanah, M.S., Hudaiah, H. & Saputri, H. (2025). Penerapan model *teams games tournament* (TGT) untuk meningkatkan hasil belajar peserta didik mata pelajaran pendidikan Pancasila materi identitas masyarakat kelas IV B di SD negeri 47 palembang. *Jurnal penelitian pendidikan dasar*, 11(1), 43-50.
- Rahmawati, N., & Prasetyo, A. (2023). Penerapan model pembelajaran *teams games tournament* (TGT) berbantuan media *wordwall* pada pembelajaran Pendidikan Pancasila peserta didik kelas IV sekolah dasar. *Jurnal Basicedu*, 7(4), 2911–2920. <https://doi.org/10.31004/basicedu.v7i4.2023>
- Ratmaf & suharno. (2020). Peran pendidikan dalam pembentukan karakter bangsa. *Jurnal pendidikan Pancasila dan kewarganegaraan* 5(2), 2078-2086.
- Ratnasari, (2019). *Pembelajaran dan intereasi pendidikan*. Jakarta: penern penfidin.
- Rofa'ah. 2016. *Pentingnya kompetensi pendidikan dalam kegiatan pembelajaran dalam perspektif islam*. Jogjakarta: Deepublish.
- Mulyasa. (2021). *Standar kompetensi dan sertifikasi guru*. Bandung: PT Remaja Rosdakarya.
- Nawawi, H. (2015). *Strategi pembelajaran PPKn di sekolah dasar*. Jakarta: Bumi Aksara.
- Riduwan . (2013). *Belajar Mudah Penelitian Untuk Guru, Karyawan dan Penelitian Pemula*, Bandung: Alfabeta.
- Saparuddin & Nissa, K. (2024). *Model pembelajaran*. Jakarta : penerbit PT rajagrafindo persada.
- Saputra, D., Rahayu, S., & Fadli, M. (2024). Penerapan model pembelajaran kooperatif tipe *teams games tournament* (TGT) berbantuan media *wordwall* pada pembelajaran Pendidikan Pancasila di sekolah dasar. *Jurnal Pendidikan Karakter dan Kewarganegaraan*, 8(1), 67–78. <https://doi.org/10.23960/jpkk.v8i1.2024>
- Saudul, S. (2019). Peningkatan hasil belajar model pembelajaran kooperatif tipe STAD (*student teams achievement divisions*) pada peserta didik kelas 1 SDN setanggur. *Edisi 1*(2), 354-65.
- Savira, A., & Gunawan, R. (2022). Pengaruh media aplikasi *wordwall* dalam meningkatkan hasil belajar mata pelajaran IPA di sekolah dasar. *Edukatif: Jurnal ilmu pendidikan*, 4(4), 5453-5460.
- Sentosa, A., & Norsandi, D. (2022). Model pembelajaran efektif di era new normal. *Jurnal pendidikan*, 23(2), 125-139.

- Setiawan, Z., Lastya, H.A., & Sadrina (2021). Penerapam TGT (*teams games tournament*) untuk meningkatkan hasil belajar peserta didik di kelas X teknik instalasi tenaga listrik SMK N 2 sigli. *Jurnal edukasi elektro*, 5(2). 131-137.
- Slameto. (2010). *Belajar dan faktor faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.
- Sudirman, I, N. & Cahyani. N.K.S. (2024). Peran pendidikan Pancasila di sekolah dasar untuk membangun karakter generasi digital. *Pedas jurnal ilmiah pendidikan dasar*, 8(1), 1669-1678.
- Sukaisih, E. (2018). Penerapam model pembelajaran kooperatif tipe TGT untuk meningkatkan hasil belajar matematika peserta didik kelas IX a pada materi bilangan berpangkat dan bentuk akar di MTsN hulu sungai utara. *Edu-mat: Jurnal pendidikan matematika*, 6(1). 68-69.
- Sulastri, dkk (2022). Pendidikan Pancasila dan pembentukan karakterpeserta didik. *Jurnal pendidikan*, 10(3). 260-270.
- Susanti, Aria indah. (2021). *Media pembelajaran berbasis teknologi infomasi dan komunikasi (TIK)*. Jawa tengah : PT. Nesya expanding managem.
- Supriyanto., & Isbandiyah. (2018). Gaya Belajar Mahapeserta didik Pendidikan Sejarah STKIP-PGRI Lubuklinggau. *Jurnal PendidikanSejarah dan Riset Sosial Humaniora*. 1(2)
- Undang-undang republik indonesia no 22 tahun 2023 tentang sistem pendidikan nasional.
- Wahyu & Maigina. (2020). Penerapan model pembelajaran *teams games tournament* (TGT) dalam meningkatkan keaktifan dan hasil belajar sisa. *Jurnal pendidikan*, 7(2), 45-52.
- Yustianawati, R., & Nugroho, A. (2024). Penerapan model pembelajaran *team games tournament* berbantuan *wordwall* untuk meningkatkan keaktifan dan prestasi belaaajr PPKN kelas di SD Negeri 1 Karanggintung. *Didaktik: Jurnal ilmiah PGSD STKIP subang*, 10(1), 2457-2468.
- Zahroh, P.N., Yusuf, W. F., & Yusuf. A. (2024). Penggunaan media *wordwall* dalam evaluasi pembelajaran. *Tadbir muwahhid*, 8(1), 123-139