

THE IMPLEMENTATION OF THE TEAMS GAMES TOURNAMENT (TGT) MODEL BASED ON STUDENTS' SOCIO-EMOTIONAL DEVELOPMENT IN CIVIC EDUCATION ON THE TOPIC OF NORMS FOR 7TH GRADE AT SMP SUNAN GIRI

Lailatul Izzah¹, Uswatun Hasanah², Nurul Saila³, Abdul Basit⁴

¹PPKn, Universitas Panca Marga Probolinggo

²PPKn, Universitas Panca Marga Probolinggo

³PPKn, Universitas Panca Marga Probolinggo

⁴PPKn, Universitas Panca Marga Probolinggo

Email : izzahlailatul64@gmail.com

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ABSTRACT

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*Corresponding Author
izzahlailatul64@gmail.com

The development of emotional intelligence and social interaction among seventh-grade students at SMP Sunan Giri during Civic Education (PPKn) lessons on the topic of "Norms" remains sub-optimal. This condition is characterized by students' lack of confidence in expressing opinions, low collaboration, and boredom—even though adolescents inherently require an educational approach that facilitates emotional regulation and interpersonal relationships. Utilizing a descriptive qualitative method with data collection techniques consisting of observation, interviews, and documentation, this study aims to describe students' socio-emotional development through the Teams Games Tournament (TGT) model. The results indicate that the TGT model effectively stimulates students' socio-emotional development through three main components. In the Team stage, students experienced increases in empathy, responsibility, and cooperation; in the Games stage, they successfully trained their emotional regulation, joyfulness, and resilience; and in the Tournament stage, students' self-confidence, relationship skills, and sportsmanship increased significantly. Thus, the TGT model is proven to be a highly relevant learning strategy as it is capable of building socio-emotional intelligence while simultaneously creating a meaningful and enjoyable learning atmosphere for the topic of norms.

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INTRODUCTION

Entering the gateway of the 21st century, the world of education is faced with complex challenges. Ideal education is not merely a transfer of knowledge, but a holistic endeavor to optimize students' spiritual, character, intellectual, and social potential. As educators, teachers are required to uphold the *Among* principle taught by Ki Hajar Dewantara: to lead by example (*ing ngarso sung*

tulodo), to build spirit in the middle (*ing madyo mangun karso*), and to give encouragement from behind (*tut wuri handayani*). Unfortunately, the reality on the ground often presents a contrasting picture. Particularly in the subject of Pancasila and Civic Education (PPKn), which inherently bears the mission of forming good citizens, the character of the younger generation appears to be degrading. Pancasila values and adherence to norms often become mere rote memorization on paper rather than being implemented in daily real-life actions.

This precise condition was directly observed in the 7th-grade class of SMP Sunan Giri Probolinggo. Based on initial observations, the learning atmosphere tended to be passive. Students were prone to boredom, reluctant to express ideas due to the fear of being wrong, and had a tendency to rely on one another when given group tasks. In fact, middle school-aged students are in the early adolescent phase, experiencing extraordinary socio-emotional developmental shifts, ranging from the search for identity to a heightened sensitivity in interpersonal relationships. They highly enjoy interactive and competitive group activities. Given this urgency, conventional learning models must immediately be replaced with more adaptive strategies. One innovative solution offered is the cooperative learning model of the Teams Games Tournament (TGT) type. This team-game-based model is considered highly relevant for grounding the topic of Norms, as it embodies the essence of mutual cooperation (*gotong royong*), emotional management, and fun, healthy competition. Therefore, this article aims to examine more deeply how the implementation of TGT can intervene and stimulate the socio-emotional aspects of 7th-grade students at SMP Sunan Giri.

Furthermore, research conducted by Solihah (2016) shows that the TGT learning model influences students' mathematics learning outcomes on the topic of two-dimensional geometry. This is evident as the mathematics learning outcomes of students taught using TGT were higher than those taught using the STAD model. The reviewed study states that implementing the TGT model is better than the STAD model because TGT can foster motivation so that students are enthusiastic about learning. Additionally, in TGT learning, students compete against other groups with similar abilities, making it feel fairer compared to STAD learning. Both studies similarly evaluate student learning outcomes (Hasanah et al., 2020).

METHOD

This study utilizes a descriptive qualitative approach to capture phenomena organically in their natural setting without any manipulation of variables. The research was located at SMP Sunan Giri, located at Jl. KH. Agus Salim No. 4, Mayangan, Probolinggo City. There were 5 key informants, consisting of Ms. Siti Fatimah, S.Pd. (7th-Grade Homeroom Teacher), Ms. Lisa Puspitasari, S.Pd. (Civic Education Teacher), and three 7th-grade student representatives with heterogeneous academic backgrounds. The data collection procedure used a triangulation technique that combined structured interviews, participant observation during classroom dynamics, and documentation studies. Data analysis moved inductively through the interactive cycle developed by Miles and Huberman, namely data reduction, data display, and conclusion drawing. Data credibility was fully guaranteed through the triangulation of sources, techniques, and time to minimize subjective bias.

FINDING AND DISCUSSION

The implementation of the TGT model in Civic Education learning on the topic of Norms in the 7th grade of SMP Sunan Giri proved to provide a positive "emotional surprise" regarding student behavior. Based on the results of observations and interviews across informants, students' socio-emotional transformation was clearly documented through the three main pillars of TGT, as follows:

1. Socio-Emotional Dynamics in the Team Phase

Before this model was tested, the culture of group learning in the classroom tended to be passive and characterized by the phenomenon of shifting responsibility. However, the heterogeneous group structure in TGT successfully broke down these barriers. In this phase, indicators of empathy and elaboration in undertaking roles flourished. Students with higher academic abilities no longer dominated; instead, they patiently taught their teammates through peer tutoring so that their group would be ready to face the tournament. This process reflects the real practice of the norms of politeness and cooperation in school.

2. Emotional Management in the Games Phase

When the academic quiz began, the classroom atmosphere was filled with high energy and joy. This game became an effective medium to train students' self-management. When their group experienced a loss or answered a quiz question incorrectly regarding the norms material, students no longer showed negative reactions such as blaming one another. On the contrary, they learned to

be broad-minded, control their disappointment, and bounce back in the next round. This proves an increase in resilience (emotional toughness) within these 7th-grade adolescents. From this definition, it can be concluded that in detailing adjustment, humans are not born in a state of already being able to adjust; thus, adjustment to the environment, growth, and development requires a fairly unique process. Furthermore, individuals facing demands from both within themselves and from the outside must be able to maintain a balance between fulfilling needs and environmental demands, understanding them well—for instance, within the environment, being able to interact, speak, adapt socially, and adjust accordingly so that we can understand ourselves, the environment, and those close to us, allowing individuals to overcome internal needs, tension, frustration, conflict, and harmony over the demands of the surrounding world.

3. Self-Efficacy and Sportsmanship in the Tournament Phase

The tournament phase is the peak where students' self-confidence is tested. Because the tournament is designed by matching students from equal academic tables, group anxiety was successfully suppressed. Students who were usually shy became bolder in raising their hands and speaking up.

As expressed by Ms. Siti Fatimah as the 7th-Grade Homeroom Teacher:

"Usually, when put into groups, the children like to push tasks onto one another or are too shy to perform. But after TGT was implemented, they became more confident and bolder in seizing opportunities."

This was also agreed upon by Ms. Lisa Puspitasari, S.Pd., as the Civic Education teacher, who stated that the "emotional footprint" of this TGT remained as a new classroom culture even when learning returned to regular methods; students became far more courageous in expressing opinions without fear of being cheered or mocked by their peers. This increase in internal motivation and sportsmanship value confirms that TGT successfully shifted the students' mindset from being risk-avoiding to becoming opportunity-seeking. Nevertheless, the study noted that the aspect of students' self-awareness still requires continuous guidance, as some students still need direction from the group leader to map out their own ability levels independently.

CONCLUSION

The implementation of the Teams Games Tournament (TGT) model in Civic Education (PPKn) on the topic of Norms for 7th grade at SMP Sunan Giri

is empirically proven effective in stimulating students' socio-emotional development. Through the structured syntax of TGT, students are not only able to master the substance of the norms material deeply and enjoyably, but also experience a significant escalation in character quality. This model successfully builds empathy in teamwork, trains emotional regulation when facing defeat in games, and boosts self-confidence as well as sportsmanship through an inclusive tournament system.

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