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IMPROVING LEARNING OUTCOMES IN PANCASILA EDUCATION THROUGH THE TEAMS GAMES TOURNAMENT (TGT) MODEL ASSISTED BY FLASHCARDS AMONG FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract: *This study aims to improve fifth-grade students' learning outcomes in Pancasila Education through the Teams Games Tournament (TGT) cooperative learning model assisted by flash card media. The study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The research was conducted in Grade V at SDN 178/II Purwasari during the second semester of the 2025/2026 academic year, involving 15 students: eight boys and seven girls. Data were collected through learning outcome tests, classroom observations, and documentation, then analyzed using descriptive quantitative and qualitative techniques. The success criterion was established at a minimum learning score of 70, with at least 75% of students achieving the criterion. The findings revealed a consistent improvement in students' learning outcomes. In the preliminary assessment, only 46.67% of students achieved the minimum learning criterion. This proportion increased to 73.33% in Cycle I and reached 86.67% in Cycle II, exceeding the predetermined success criterion. Classroom observations also indicated improvements in teacher and student activities, progressing from the fairly good category in Cycle I to the very good category in Cycle II. These findings suggest that TGT assisted by flash card media can support student participation and improve learning outcomes in Pancasila Education.*

Keywords: *Pancasila Education, Learning Outcomes, Teams Games Tournament, Flash Card Media, Classroom Action Research.*

Abstrak: Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas V pada mata pelajaran Pendidikan Pancasila melalui model pembelajaran kooperatif *Teams Games Tournament* (TGT) dengan bantuan media kartu kilas (*flash card*). Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart, yang mencakup tahapan perencanaan, tindakan, pengamatan, dan refleksi. Penelitian dilaksanakan di kelas V SDN 178/II Purwasari pada semester genap tahun ajaran 2025/2026, dengan subjek penelitian sebanyak 15 siswa yang terdiri dari 8 laki-laki dan 7 perempuan. Data dikumpulkan melalui tes hasil belajar, observasi kelas, dan dokumentasi, kemudian dianalisis menggunakan teknik deskriptif kuantitatif dan kualitatif. Kriteria keberhasilan ditetapkan dengan nilai minimal 70, di mana setidaknya 75% siswa harus mencapai kriteria tersebut. Hasil penelitian menunjukkan adanya peningkatan yang konsisten pada hasil belajar siswa. Pada penilaian awal, hanya 46,67% siswa yang mencapai kriteria ketuntasan minimal. Proporsi ini meningkat menjadi 73,33% pada Siklus I dan mencapai 86,67% pada Siklus II, yang berarti telah melampaui kriteria keberhasilan yang ditetapkan. Observasi kelas juga menunjukkan peningkatan dalam aktivitas guru maupun siswa, dari kategori "cukup baik" pada Siklus I menjadi "sangat baik" pada Siklus II. Temuan ini mengindikasikan bahwa model pembelajaran TGT dengan bantuan media kartu kilas dapat mendukung partisipasi siswa serta meningkatkan hasil belajar dalam mata pelajaran Pendidikan Pancasila.

Kata Kunci: Pendidikan Pancasila, Hasil Belajar, *Teams Games Tournament*, Media Kartu Kilat (*Flash Card*), Penelitian Tindakan Kelas.

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INTRODUCTION

Pancasila Education plays a strategic role in developing students' character, understanding of Pancasila values, and awareness of their rights and responsibilities as citizens. At the elementary school level, Pancasila Education should not be limited to the cognitive mastery of concepts but should also encourage students to understand, internalize, and apply Pancasila values in their everyday lives. Therefore, the learning process needs to be designed in a contextual, participatory, and meaningful manner so that students can construct their understanding through active learning experiences. This approach is consistent with constructivist learning principles, which position students as active participants in knowledge construction rather than passive recipients of information from teachers (Anjelita & Supriyanto, 2024).

Achieving the objectives of Pancasila Education remains challenging, particularly in terms of encouraging students' active engagement throughout the learning process. Learning activities dominated by teacher explanations may limit students' opportunities to participate in discussions, express their opinions, ask questions, and develop their understanding through interaction with their peers. Social interaction and collaboration are important components of cooperative learning because they enable students to exchange knowledge, provide mutual support, and construct understanding collectively (Slavin, 2016). Therefore, a learning model is needed that not only facilitates the delivery of instructional content but also provides opportunities for students to participate actively in learning activities.

One learning model that can be employed to increase student engagement is Teams Games Tournament (TGT). TGT is a cooperative learning model that integrates group learning with academic games and tournaments. Through this model, students have opportunities to study materials collaboratively, engage in discussions, answer questions, and demonstrate their understanding through structured game-based activities. These characteristics can create a more interactive learning environment while encouraging individual and collective responsibility for achieving learning objectives (Slavin, 2016; Suprijono, 2019). Previous studies have also examined the implementation of TGT in Pancasila Education. Wati et al. (2024), for example, investigated the effectiveness of the TGT model in relation to learning outcomes in Pancasila and Citizenship Education, while Nakhlah and Rondli (2024) examined the influence of TGT on Pancasila Education learning outcomes in elementary schools. Kiranti et al. (2024) also explored the implementation of TGT cooperative learning to improve motivation and learning outcomes among fifth-grade elementary school students. These studies provide an empirical basis for considering TGT as an alternative cooperative learning model for Pancasila Education.

In addition to selecting an appropriate learning model, the use of instructional media that aligns with the characteristics of elementary school students is also important. Instructional media can help teachers present information in a more concrete, engaging, and comprehensible manner. Arsyad (2017) explains that instructional media serve as a means of conveying educational messages and can stimulate students' attention, interest, and engagement. One type of media that can be utilized is the *flash card*, which consists of cards containing information, questions, keywords, images, or specific concepts to support learning activities. In Pancasila Education, flash cards can be used to present questions about Pancasila values, rights and responsibilities, social norms, civic duties, and examples of citizenship practices in everyday life.

Krisdiana and Jamaludin (2022) examined the influence of flash card media on elementary school students' learning outcomes, while Yulianti et al. (2025) investigated the development of flash card-based instructional media to improve elementary school students' learning outcomes. These studies provide relevant grounds for considering flash cards as a supporting medium in the learning process, although their findings and implications must be interpreted in accordance with the context of each study.

Integrating the TGT model with flash card media has the potential to create a more active and structured learning experience. In this implementation, flash cards can be used to present questions or academic challenges during group discussions and learning games. Students are not merely required to recall information but are also encouraged to discuss ideas, interpret questions, communicate answers, and collaborate with their group members. The combination of this learning model and instructional medium may strengthen peer interaction and provide students with a variety of learning activities. Prastiyo (2024), who examined the use of Pancasila Ball media combined with TGT to support the development of the Pancasila Student Profile, also demonstrated the relevance of integrating game-based activities and instructional media in Pancasila Education. Nevertheless, the benefits of integrating TGT and flash cards need to be established through classroom implementation and the measurement of students' learning outcomes in the context under investigation.

A similar problem was identified in the teaching of Pancasila Education to fifth-grade students at SDN 178/II Purwasari. Based on preliminary observations and interviews conducted on January 9, 2026, the learning process showed limited active student engagement. Classroom activities tended to be dominated by teacher explanations and question-and-answer sessions, while some students had not demonstrated optimal participation in asking questions, expressing opinions, or engaging in discussions. Some students also tended to lose concentration during learning activities. In terms of learning outcomes, the preliminary data indicated that only 7 of the 15 students, or 46.67%, had achieved the Learning Objective Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran*, KKTP) of 70. Meanwhile, 8 students, or 53.33%, had not met this criterion. These data indicate a gap between the expected learning outcomes and the actual classroom situation, highlighting the need for instructional improvement. The preliminary observation findings and learning outcome data constitute the empirical basis of the present study rather than findings derived from previous research.

In response to these problems, implementing the TGT model assisted by flash card media is proposed as an alternative approach to improving the learning process and learning outcomes in Pancasila Education. TGT provides a cooperative learning structure through group activities and academic games, while flash cards serve as a medium for presenting instructional content or questions in a concise and focused manner. Integrating these components is expected to provide students with more opportunities to participate in learning activities, collaborate with peers, answer questions, and understand the material through varied learning experiences. However, the success of this instructional strategy cannot be assumed solely on the basis of the characteristics of the model and media. Its effectiveness needs to be assessed by examining changes in classroom learning activities and students' learning outcomes throughout the implementation of the instructional intervention.

Previous studies have examined the use of TGT in Pancasila Education (Kiranti et al., 2024; Nakhlah & Rondli, 2024; Wati et al., 2024), whereas other studies have focused on the use of flash card media in elementary school learning (Krisdiana & Jamaludin, 2022; Yulianti et al., 2025). In

addition, Prastiyo (2024) investigated instructional media integrated with TGT in the context of Pancasila Education. These studies provide a foundation for the present research; however, they do not, by themselves, establish that the specific combination of TGT and flash card media will produce equivalent results across different instructional contexts. Accordingly, the present study seeks to obtain empirical evidence regarding the implementation of this combination among fifth-grade students at SDN 178/II Purwasari, with particular attention to changes in the learning process and students' learning outcomes.

Based on this rationale, this study aims to improve the learning process and learning outcomes in Pancasila Education through the implementation of the Teams Games Tournament (TGT) cooperative learning model assisted by flash card media among fifth-grade students at SDN 178/II Purwasari. The study is expected to provide practical contributions to elementary school teachers in designing more active and collaborative Pancasila Education lessons. Empirically, it is also expected to provide insights into changes in classroom learning activities and students' learning achievement following the implementation of the instructional intervention. Thus, the contribution of this study lies not only in applying a learning model and instructional medium but also in documenting the process of instructional improvement within the specific classroom context investigated.

METHODS

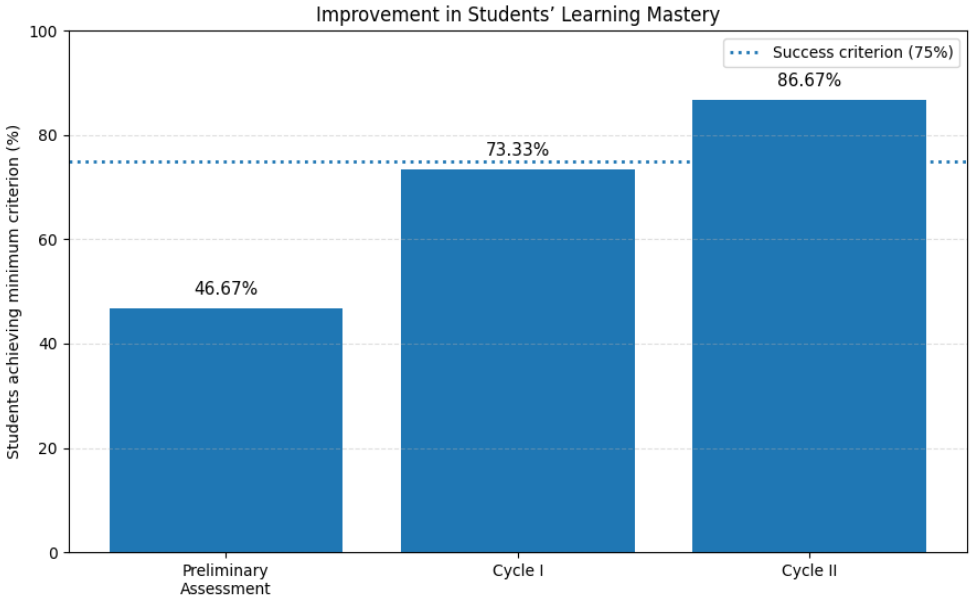
This study employed Classroom Action Research (CAR) to improve the learning process and outcomes in Pancasila Education through the implementation of the Teams Games Tournament (TGT) cooperative learning model assisted by flash card media. The research was conducted in Grade V at SDN 178/II Purwasari, Indonesia, during the second semester of the 2025/2026 academic year, involving 15 students consisting of eight boys and seven girls. The study followed the Kemmis and McTaggart model, which comprises four stages: planning, action, observation, and reflection, implemented over two cycles, with two instructional meetings in each cycle (Arikunto, 2019). During the planning stage, the researcher prepared teaching modules, student worksheets, flash card media, and research instruments. The action stage involved implementing the TGT model through material presentation, group learning, academic games, tournaments, and group rewards, with flash cards used to support students' engagement with the learning material. Data were collected through learning achievement tests, classroom observations, and documentation. Tests were administered at the end of each cycle to measure students' learning outcomes, while observation sheets were used to assess teacher activities and student participation. Documentation, including photographs and field notes, provided supplementary evidence of the learning process. The research instruments underwent expert judgment by subject-matter experts and the classroom teacher, while the learning achievement test was subjected to limited pilot testing to examine item suitability, difficulty level, discrimination power, and reliability. Data were analyzed using descriptive quantitative and qualitative approaches. Quantitative data were analyzed by calculating the percentage of students achieving the *Kriteria Ketercapaian Tujuan Pembelajaran* (KKTP), with a minimum individual score of 70. The intervention was considered successful when at least 75% of the students achieved a score of 70 or higher. Qualitative data from classroom observations were analyzed descriptively to examine teacher performance, student participation, and the implementation of the instructional model. The results from the preliminary assessment and both research cycles were compared to identify changes in student learning outcomes and classroom engagement.

RESULT AND DISCUSSION

1. Improvement in Students' Learning Outcomes

The implementation of the Teams Games Tournament (TGT) cooperative learning model assisted by flash card media was conducted in two cycles involving 15 fifth-grade students at SDN 178/II Purwasari. The research focused on improving students' learning outcomes in Pancasila Education while enhancing teacher performance and student participation during classroom instruction. Before the intervention, preliminary observations indicated that the learning process was predominantly teacher-centered, with limited student participation in discussions and classroom activities. The initial assessment revealed that only 7 out of 15 students (46.67%) achieved the minimum Learning Objective Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran*, KKTP) score of 70, whereas 8 students (53.33%) had not achieved the required standard. These findings indicated that the existing instructional approach had not sufficiently supported students in achieving the expected learning objectives.

Figure 1. Improvement in Students' Learning Mastery

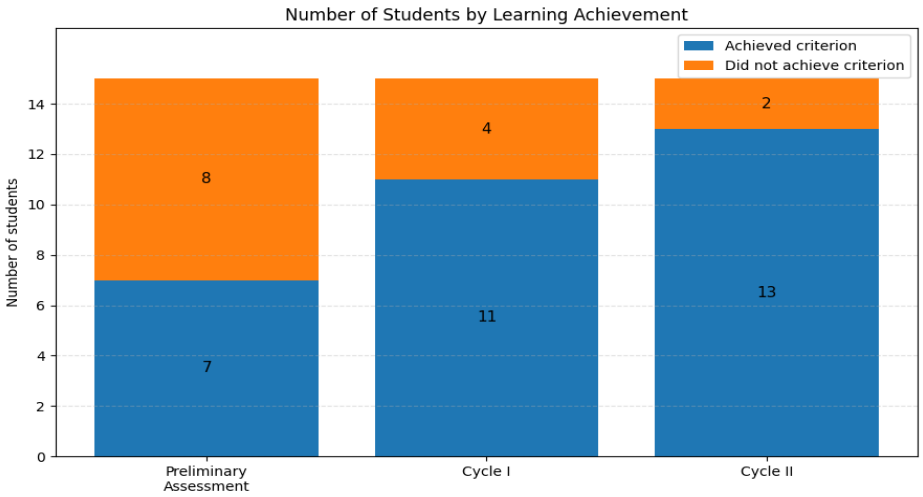


Following the implementation of the TGT model assisted by flash card media in Cycle I, the number of students achieving the minimum learning criterion increased to 11 students (73.33%), while 4 students (26.67%) remained below the required standard. This represented an improvement of 26.66 percentage points compared with the preliminary assessment. The increase suggests that the instructional intervention was associated with improved learning achievement during the first cycle. The integration of group learning, academic games, and tournaments provided students with opportunities to engage more actively with the learning material. Meanwhile, flash cards provided visual prompts that could support students in recalling and understanding the concepts discussed during classroom activities. Nevertheless, the classical learning mastery rate remained slightly below the predetermined success criterion of at least 75% of students achieving a score of 70 or higher. Therefore, the results of Cycle I indicated that further instructional improvements were necessary.

The reflection conducted after Cycle I identified several aspects requiring attention. Some students were still hesitant to express their opinions, did not fully understand the tournament procedures, and had not yet collaborated optimally with their group members. Classroom time management and the distribution of teacher guidance among groups also required improvement. In response, the teacher refined the implementation of the intervention in Cycle II by explaining the rules of academic games and tournaments more systematically, providing more consistent guidance during group discussions, and optimizing the use of flash card media to support students' understanding of the learning material.

The results of Cycle II showed further improvement. A total of 13 students (86.67%) achieved the minimum learning criterion, while only 2 students (13.33%) remained below the standard. Compared with Cycle I, classical learning mastery increased by 13.34 percentage points. Overall, learning mastery increased by 40 percentage points from the preliminary assessment to Cycle II, rising from 46.67% to 86.67%. The final achievement also exceeded the predetermined success criterion of 75% by 11.67 percentage points. These findings indicate that the intervention was accompanied by progressive improvements in students' learning outcomes across the research cycles.

Figure 2. Number of Students by Learning Achievement



The comparison of learning achievement across the three stages is presented in Table 1.

Table 1. Improvement in Students' Learning Outcomes

Learning Achievement Indicator	Preliminary Assessment	Cycle I	Cycle II
Total number of students	15	15	15
Students achieving the minimum criterion	7	11	13
Students not achieving the minimum criterion	8	4	2
Classical learning mastery	46.67%	73.33%	86.67%
Students not achieving mastery	53.33%	26.67%	13.33%
Success criterion of ≥75%	Not achieved	Not achieved	Achieved

Source: Original research data, 2026.

Table 1 demonstrates a consistent increase in the proportion of students achieving the minimum learning criterion throughout the intervention. The most substantial increase occurred between the preliminary assessment and Cycle I, when learning mastery rose by 26.66 percentage points. A further increase of 13.34 percentage points occurred in Cycle II. Although the magnitude of improvement was smaller in the second cycle, the additional progress was important because it enabled the class to exceed the predetermined success threshold. The findings also indicate that the number of students who had not achieved the learning criterion decreased from eight at the preliminary stage to two at the end of Cycle II.

These results suggest that the intervention provided a useful instructional approach for addressing the learning difficulties identified before the research began. However, the findings should be interpreted within the scope of classroom action research. Because the TGT model and flash card media were implemented together, the observed improvement cannot establish the independent contribution of either component. Rather, the results demonstrate that the combined instructional intervention was associated with improved learning outcomes in the class under investigation.

2. Improvement in the Learning Process and Student Participation

In addition to learning achievement, the research examined changes in the quality of the instructional process through observations of teacher activities and student participation. During the preliminary stage, classroom observations indicated that instruction was dominated by lectures and question-and-answer activities. Students tended to participate less actively, were hesitant to express their opinions, showed limited involvement in group discussions, and sometimes lost concentration during lessons. This initial classroom situation provided the rationale for introducing an instructional approach that incorporated cooperative learning, academic games, and visual learning resources.

The observation results reported in the original article indicated that teacher activity and student activity were categorized as *fairly good* in Cycle I and improved to *very good* in Cycle II. Although the article presents these results categorically rather than providing numerical observation scores, the reported progression suggests that the quality of classroom implementation improved during the intervention.

The improvement in teacher activity was associated in the original research discussion with more systematic implementation of the TGT instructional sequence. This sequence included presenting the learning material, organizing students into groups, conducting academic games, facilitating tournaments, and providing group rewards. In Cycle II, the teacher provided clearer explanations of the tournament procedures, increased guidance during group discussions, and made more effective use of flash cards. These refinements were intended to help students understand the learning activities and participate more confidently.

The improvement in student activity was reflected in the reported transition from a *fairly good* to a *very good* observation category. The TGT structure provided opportunities for students to learn collaboratively, respond to academic questions, participate in games, and contribute to their groups' performance during tournaments. In this context, learning was not limited to listening to explanations from the teacher; students were also expected to engage with the material and participate in activities that required them to apply their understanding.

Flash card media formed a complementary component of this instructional arrangement. The visual presentation of information could help students identify key concepts, recall relevant

material, and respond to questions during academic games. When incorporated into group activities, flash cards also provided a shared learning resource around which students could discuss and compare their understanding. The combination of visual prompts and structured group interaction therefore offered a plausible explanation for the improvement in classroom engagement reported in the study.

Nevertheless, the observation findings require careful interpretation. The original article reports categorical changes in teacher and student activity but does not provide sufficient numerical observation scores in the summarized results to quantify the magnitude of these changes. Consequently, the evidence supports a descriptive conclusion that classroom implementation improved across the cycles, rather than a precise statistical estimate of the increase in student engagement. Future studies could strengthen this evidence by reporting observation scores, indicators of student participation, and changes in individual behaviors across each cycle.

3. Discussion: Interpreting the Contribution of TGT Assisted by Flash Card Media

The findings indicate that the implementation of TGT assisted by flash card media was accompanied by improvements in both learning achievement and the observed quality of classroom instruction. The increase in classical learning mastery from 46.67% at the preliminary stage to 86.67% in Cycle II, together with the improvement in teacher and student activity categories, suggests that the intervention provided a practical means of improving Pancasila Education instruction in the classroom studied.

One possible explanation for these improvements is the emphasis of TGT on cooperative learning and structured academic participation. According to Slavin (2016), cooperative learning provides opportunities for students to work together toward shared learning goals. Within the TGT model, group learning is combined with academic games and tournaments, creating a classroom structure in which students can review subject matter, discuss answers, and participate in activities designed around learning objectives. Such activities may encourage students to become more involved in the learning process than they were under the predominantly lecture-based approach observed before the intervention.

The findings of the present study are consistent with the direction of previous research on TGT in elementary education. Nakhlah and Rondli (2024) examined the TGT model in Pancasila Education and reported its relevance to students' learning outcomes. Similarly, Kiranti et al. (2024) investigated the use of TGT in Grade V learning and addressed improvements in motivation and achievement through cooperative learning and differentiated instruction. Rahayu (2025) also discussed the application of TGT to improve student learning outcomes. Considered together, these studies provide a relevant research context for interpreting the improvement observed in the present classroom. However, differences in instructional settings, research procedures, and intervention designs mean that the findings should be viewed as converging evidence rather than direct proof that the same mechanism operated identically in every study.

A second factor concerns the use of flash card media to support students' engagement with the learning material. Arsyad (2017) explains the instructional role of learning media in presenting information and supporting the learning process. In the present study, flash cards were incorporated into the TGT activities, providing visual prompts during learning and academic games. This combination may have helped students access the material while participating in collaborative tasks. The use of flash cards was therefore not merely an addition to the classroom environment; it formed part of the learning activities through which students interacted with the subject matter.

Research by Krisdiana and Jamaludin (2022) examined the relationship between flash card media and elementary students' learning outcomes, while Yulianti et al. (2025) addressed the development of flash card-based learning media to improve elementary students' achievement. These studies are relevant to the interpretation of the present findings because they focus on the instructional potential of visual learning resources. Nevertheless, the present study does not independently compare TGT with and without flash cards. It is therefore not possible to determine whether the improvement resulted primarily from the cooperative learning model, the visual media, or the interaction between the two components.

An additional insight concerns the iterative nature of classroom action research. The results of Cycle I did not immediately meet the predetermined success criterion, despite the increase in learning mastery from the preliminary assessment. Reflection identified practical difficulties related to students' confidence, their understanding of tournament procedures, group collaboration, time management, and the distribution of teacher guidance. These findings informed the adjustments implemented in Cycle II. The subsequent increase in learning mastery and the improvement in activity categories suggest that refining the implementation of an instructional model may be as important as selecting the model itself.

This pattern is consistent with the reflective orientation of classroom action research, in which evidence from one cycle informs subsequent instructional decisions. The progression from Cycle I to Cycle II indicates that instructional improvement involved not only introducing a new learning model but also adjusting its implementation in response to classroom conditions. In this respect, the findings underscore the importance of teacher facilitation, clear activity procedures, and appropriate support for students during cooperative learning.

From a practical perspective, the results suggest that TGT assisted by flash card media can be considered an alternative instructional strategy for Grade V Pancasila Education, particularly in classrooms where students show limited participation and learning mastery is below the expected standard. The model combines structured collaboration, academic competition, and visual support, potentially creating opportunities for students to engage more actively with the subject matter. Its implementation, however, requires careful preparation of learning materials, clear tournament rules, effective time management, and equitable opportunities for students to participate.

Several limitations should be acknowledged when interpreting the findings. First, the study involved only 15 students in one classroom, limiting the extent to which the results can be generalized to other schools or student populations. Second, the intervention combined TGT with flash card media, preventing the separate effects of the two components from being established. Third, the reported observation findings were presented in categorical terms, limiting the ability to quantify changes in teacher performance and student participation. Finally, the study did not include a comparison group, so changes in learning outcomes cannot be attributed exclusively to the intervention without considering other possible influences.

Despite these limitations, the study provides classroom-based evidence that implementing TGT assisted by flash card media, together with reflection and instructional refinement across two cycles, was accompanied by improved learning mastery and more favorable observations of the learning process. The achievement of 86.67% classical learning mastery in Cycle II exceeded the predetermined success criterion of 75%. The results support the practical value of the combined approach in the classroom studied while also indicating the need for further research involving

larger samples, more detailed observation measures, and comparative designs to investigate the contribution of each instructional component.

CONCLUSION

This study concludes that the implementation of the Teams Games Tournament (TGT) cooperative learning model assisted by flash card media was accompanied by improvements in the learning process and learning outcomes in Pancasila Education among fifth-grade students at SDN 178/II Purwasari. Classical learning mastery increased from 46.67% in the preliminary assessment to 73.33% in Cycle I and 86.67% in Cycle II. The final achievement exceeded the predetermined success criterion of 75%, with 13 out of 15 students attaining the minimum learning score of 70. In addition, classroom observations indicated that teacher and student activities improved from the *fairly good* category in Cycle I to the *very good* category in Cycle II. These findings suggest that combining cooperative group learning, academic games, tournaments, and visual learning resources can provide a practical approach to encouraging student participation and supporting learning achievement in Pancasila Education. The reflection and instructional adjustments conducted between cycles also highlight the importance of systematic implementation and responsive teacher guidance. However, because this study involved a single class without a comparison group and combined TGT with flash card media, the findings cannot establish the independent effects of each component or be generalized to all elementary school settings. Further research involving larger samples, comparison groups, and more detailed measurements of student engagement is recommended to examine the effectiveness and broader applicability of this instructional approach.

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