



Application of the Teams Games Tournament (TGT) Learning Model on the Learning Concentration of Sixth-Grade Students in Christian Religious Education and Character Education at SD Negeri No. 174573 Hutaraja

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ABSTRACT

The purpose of this study was to determine the effect of the Teams Games Tournament (TGT) learning model on the learning concentration of sixth-grade elementary school students in the subject of Christian Religious Education and Character Education at SD Negeri No. 174573 Hutaraja in the 2025/2026 academic year. The research employed a quantitative approach with a pre-experimental design, using the one-group pretest-posttest format. The population consisted of all sixth-grade Christian students at SD Negeri No. 174573 Hutaraja in the 2025/2026 academic year, totaling 30 students. Data were collected using a closed-ended positive questionnaire containing 20 items. The results of the data analysis showed that there was a positive and significant effect of the Teams Games Tournament (TGT) learning model on students' learning concentration in Christian Religious Education and Character Education. This finding was evidenced by: (1) the significance test result of $t_{count} = -33.914 < t_{table} = -2.045$, and (2) the increase in the mean score from the pre-test (57.30) to the post-test (77.07). This indicates an improvement of 19.77 points in the post-test compared to the pre-test after the implementation of the TGT learning model. Therefore, the alternative hypothesis (H_a) stating that there is a positive and significant influence of the Teams Games Tournament (TGT) learning model on the learning concentration of sixth-grade students in Christian Religious Education and Character Education at SD Negeri No. 174573 Hutaraja in the 2025/2026 academic year is accepted.

Keywords: TGT, Learning Model, Learning Concentration, Christian Religious Education

INTRODUCTION

Education plays a crucial role in improving the quality of human resources. According to Law No. 22 of 2003 on the National Education System, Article 1, paragraph 1, education is defined as a conscious and planned effort to create a learning environment and process

in which learners actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. Through quality education, individuals can acquire knowledge, skills, and values essential for personal and professional growth. The success of education is greatly influenced by the teaching methods applied by teachers in the learning process. Appropriate methods help students understand the material more easily, increase their learning motivation, and maintain focus and concentration in processing information. The effectiveness of the teaching and learning process can be measured by the extent to which students are able to engage in learning activities, reflected in their level of understanding and academic achievement. The higher the students' comprehension and achievement, the greater the overall success of learning. Conversely, the use of inappropriate teaching methods may cause students to feel bored, struggle to grasp concepts, or lose concentration during lessons. Therefore, the choice of teaching method must align with the characteristics of students and the subject matter to ensure that learning becomes more effective, interactive, and enjoyable, ultimately achieving educational objectives optimally. The success of the learning process can be seen from the level of students' concentration during classroom activities. The *Kamus Besar Bahasa Indonesia* (KBBI) defines learning concentration as the act of focusing one's attention or mind on a particular subject. Concentration can also be understood as an effort to create conditions that encourage a person to focus and participate in an activity. When students lack interest, they tend to resist or avoid the learning process. Concentration serves as the driving force of students' overall learning activity, ensuring the continuity of the learning process, providing direction for learning, and enabling students to achieve educational goals at school. Students' learning concentration is influenced by various internal and external factors. Internal factors originate from within the student, including physical and psychological conditions. Physical conditions such as health and physical limitations may affect students' ability to focus, while psychological factors such as talent, interest, and motivation play a key role in determining their concentration level. To enhance students' concentration, it is necessary to create a conducive learning environment, apply engaging learning methods, and ensure a healthy lifestyle supported by balanced nutrition and sufficient rest. External factors include environmental conditions, noise levels, lighting, room temperature, study time, family support, availability of learning facilities, and the methods and media used by teachers. If these factors are not well managed, students may face difficulties concentrating and understanding the lesson material. Hence, it is essential to find suitable solutions to ensure optimal learning outcomes that match students' developmental characteristics and age. Learning that aligns with children's developmental stages facilitates better comprehension and makes the learning experience more enjoyable.

Elementary school students, generally aged 7–12, are in a developmental stage that requires continuous guidance and support to grow optimally—both physically and cognitively. At this stage, their cognitive development is in the *concrete operational period*, during which they begin to think logically but still need tangible objects to understand concepts. Children at this age exhibit strong curiosity, which manifests in their active engagement and desire to explore. However, if this curiosity is not supported by appropriate teaching methods—such as relying solely on monotonous lectures—it can hinder their concentration and learning engagement. Maintaining learning concentration

among upper elementary students, particularly those in grades IV, V, and VI, is a challenge for teachers. Many students struggle to sustain attention during lessons as the material becomes more complex and demanding. As the level of difficulty increases, students must adapt to more effective learning methods. A teaching model that encourages elementary students to actively participate in Christian Religious Education lessons and enhances their concentration is essential. Strong learning concentration helps students understand patterns and principles of faith, develop logical thinking in problem-solving, and foster an appreciation for the significance of Christian Religious Education in daily life. Effective teaching enables students to concentrate better and gain a deeper understanding of the material in alignment with learning objectives. However, in practice, the teaching of Christian Religious Education for sixth-grade students at SD Negeri No. 174573 Hutaraja has not met expectations. Based on observations conducted twice-on February 19 and February 26-it was found that many students experienced difficulties concentrating during Christian Religious Education lessons. Several sixth-grade students struggled to focus, especially when the material became increasingly complex and required deeper comprehension. These difficulties led to low classroom participation, as reflected in students' lack of responsiveness to teacher questions, minimal initiative in discussions, and a tendency to become bored and easily distracted. This finding is supported by an interview with Mrs. Risma Lamsihar Situmeang, the Christian Religious Education teacher at the school, who stated that the lecture method was used most frequently. Such conventional teaching methods provide limited opportunities for students to actively participate in the learning process, leading to passive behavior where students merely listen without direct engagement. Consequently, this reduces comprehension and overall learning effectiveness. As one of the key facilitators of learning, teachers hold the responsibility to create an engaging and enjoyable classroom environment. This allows students to maintain concentration and motivation to learn effectively. In this study, the researcher identified the Teams Games Tournament (TGT) learning model as a potential solution to enhance students' concentration. The TGT model, which is based on collaboration and social interaction, can effectively improve students' focus and engagement in learning. The researcher chose to apply the Teams Games Tournament (TGT) learning model in the sixth-grade class at SD Negeri No. 174573 Hutaraja because it is believed to foster greater concentration and create a more enjoyable, interactive learning environment. TGT is a form of cooperative learning that combines teamwork with educational games. This model not only helps students understand lesson content more effectively but also enhances their learning concentration. In this model, students are divided into small, heterogeneous teams where they collaboratively learn the material before competing in academic tournaments. These tournaments are designed to test students' understanding of the lesson in a fun and challenging way, thereby motivating them to study more seriously. The purpose of this research is to examine the application of the Teams Games Tournament (TGT) learning model and its effect on students' learning concentration in Christian Religious Education and Character Education for sixth-grade students at SD Negeri No. 174573 Hutaraja. This study aims to identify improvements in students' concentration following the implementation of the TGT model. It is expected that through this approach, students will participate more actively, express their ideas and opinions confidently during learning activities, and ultimately improve their concentration. Furthermore, this study seeks to provide recommendations

for teachers on implementing more innovative and effective teaching methods, contributing to the enhancement of learning quality and students' concentration in the classroom.

METHODS

Research methodology refers to a scientific approach employed to obtain or collect data for specific objectives and purposes. This process is conducted to answer hypotheses that have been previously formulated and to gain new knowledge through structured and systematic techniques. According to Sugiyono (2019), quantitative research methodology is a method grounded in the philosophy of positivism, which is used to study a particular population or sample. Data collection is carried out using research instruments, and the collected data are analyzed quantitatively or statistically with the primary goal of testing established hypotheses. Based on the formulated hypotheses and the nature of the data utilized, this study adopts a quantitative research method. The quantitative approach allows the researcher to measure variables numerically and examine the causal relationship between independent and dependent variables objectively. The design applied in this study is a pre-experimental design with the model *One Group Pretest-Posttest Design*. As stated by Sugiyono (2019), this design involves conducting an initial measurement (*pretest*) before the treatment is administered and a final measurement (*posttest*) after the treatment is given. In this research, only one experimental group is used without a control group, which means that no comparison class is included. However, this design remains effective for assessing the treatment's impact because it involves pretest and posttest data, enabling the researcher to observe any differences in outcomes before and after the intervention. The *One Group Pretest-Posttest Design* is considered appropriate for this study since it only involves one class as the experimental group. The difference between pretest and posttest results indicates whether the treatment, in this case, the Teams Games Tournament (TGT) learning model, influences students' learning concentration. This study was conducted at SD Negeri No. 174573 Hutaraja during the 2025/2026 Academic Year. The research aims to examine the implementation of the Teams Games Tournament (TGT) learning model and its effect on the learning concentration of sixth-grade students in Christian Religious Education and Character Education. The study was carried out at SD Negeri No. 174573 Hutaraja, North Tapanuli Regency, from July to August 2025, to collect the required data effectively and ensure the reliability of the findings.

RESULTS AND DISCUSSION

With the rapid development of education, innovative learning models are increasingly essential to enhance students' motivation and engagement. One such model is the Teams Games Tournament (TGT). Through this model, students not only learn individually but also collaborate in groups to achieve shared goals. TGT provides opportunities for students to compete in an enjoyable atmosphere, making the learning process more engaging and effective. According to Slavin (as cited in Haryanto), TGT utilizes games that can be adapted to any topic. These games are generally more effective than individual ones because they provide opportunities for peers to assist one another and help avoid

the common issue in individual games where stronger students dominate. By placing all students in mixed-ability teams, everyone has an equal chance of success. Similarly, Prasetya Perdana explains that the Teams Games Tournament (TGT) model is a form of cooperative learning that groups students into teams of five to six members with diverse abilities, genders, ethnicities, or races. This learning model is easy to implement because it involves all students without status differentiation, encourages them to act as peer tutors, and incorporates elements of play and reinforcement. Through game-based learning activities in the TGT model, students can learn in a relaxed atmosphere while cultivating a sense of responsibility, cooperation, healthy competition, and increased engagement in the learning process. Hamdayama (as cited in Harianja et al.) states that the Teams Games Tournament (TGT) learning model is one of the cooperative learning approaches that integrates game elements. In cooperative learning, students are guided to help their peers within the group who face difficulties so that all group members can achieve a deep understanding of the lesson material. Based on the explanations above, it can be concluded that the Teams Games Tournament (TGT) learning model is a method that presents learning in a more engaging way-through tournaments structured as games. This model encourages students to be more active in competitive learning according to their abilities, enhances concentration, and builds self-confidence. Additionally, TGT helps students develop individual responsibility as representatives of their teams, fosters courage, and creates a more interactive classroom atmosphere.

The Application of the Teams Games Tournament (TGT) Learning Model on Students' Learning Concentration

The Teams Games Tournament (TGT) learning model has a significant influence on students' learning concentration. This can be seen in the design of learning activities that encourage active participation in each session. The model integrates game elements in the form of academic tournaments, which require students to divert their attention away from external distractions. Students are guided to align their focus on problem-solving and task completion collaboratively. The continuous interaction within teams creates a supportive learning environment, while the structured challenges presented in the tournament help increase students' concentration and comprehension levels. This aligns with Robiatussadiyah et al., who argue that the TGT learning model is an effective approach to improving students' learning concentration. The model actively involves students in the learning process through enjoyable games and competitions. High engagement levels make learners more focused when absorbing lesson material. The TGT model also helps reduce common distractions found in traditional learning, such as boredom and lack of interest in the subject. By promoting structured and enjoyable competition, this model enhances students' concentration and helps them absorb information more effectively. It creates an interactive and enjoyable learning atmosphere that supports both academic achievement and motivation. Syukurti notes that implementing the TGT learning model combines elements of games and teamwork, thereby creating a learning environment that is enjoyable and not monotonous. The use of Snakes and Ladders as a supporting game medium captures students' attention and motivates them to remain focused throughout the lesson. Activities within this model encourage students to think critically, collaborate, and actively participate at every stage

of learning. The healthy competitive spirit embedded in the gameplay helps maintain students' engagement from beginning to end. Thus, the use of the Teams Games Tournament (TGT) model, supported by the Snakes and Ladders game, serves as an effective strategy to create an interactive, engaging, and enjoyable learning process that enhances students' concentration.

After the researcher tabulated the respondents' answers, the data were processed and analyzed. Based on the results of data processing and analysis, it was found that the overall average learning concentration of sixth-grade students at SD Negeri No. 174573 Hutaraja in the 2025/2026 academic year increased from a pre-test score of 57.30 to a post-test score of 77.07. This indicates an improvement of 19.77 points in students' learning concentration as a result of applying the Teams Games Tournament (TGT) learning model. Based on the distribution of pre-test data regarding students' learning concentration, the highest achievement was found in item number 17, with a score of 100 and an average value of 3.33. Most students responded that they often felt enthusiastic during the TGT learning activities. Meanwhile, the lowest achievement was in item number 19, with a score of 76 and an average value of 2.53, where most students stated that they sometimes presented their group opinions using clear and easily understood language. Regarding the pre-test indicators, the highest average score was found in indicator number 3 ("psychomotor behavior"), with an average value of 2.91, which included bodily movements following the teacher's instructions, nonverbal communication, and well-coordinated language activities. Conversely, the lowest score was recorded in indicator number 2 ("affective behavior"), with an average value of 2.81, referring to attention to learning materials, responses to instructional content, and the ability to express ideas or opinions. Based on the post-test data, the highest achievement appeared in items number 7, 17, and 19, each with a score of 118 and an average value of 3.93. Most students responded that they always could explain the lesson to their peers after TGT activities, consistently showed enthusiasm during TGT sessions, and regularly presented group opinions in clear and understandable language. The lowest achievement was in item number 20, with a score of 109 and an average value of 3.63, where most students stated that they often wrote their group answers neatly and legibly. For the post-test indicators, the highest score was found in indicator number 1 ("cognitive behavior"), with an average value of 3.86, which included readiness of knowledge when needed, the ability to explain information, apply acquired knowledge, and articulate learned concepts. The lowest score among the indicators was indicator number 3 ("psychomotor behavior"), with an average value of 3.84, involving body movements following the teacher's directions, nonverbal communication, and well-coordinated language activity. Based on the hypothesis testing using the t-test, the calculated value was $-t_{count} = -33.914 < -t_{table} = -2.045$, leading to the rejection of H_0 and acceptance of H_a . Thus, it can be concluded that there is a positive and significant difference in the learning concentration of sixth-grade students in the Christian Religious Education and Character Education subject after the implementation of the Teams Games Tournament (TGT) learning model at SD Negeri No. 174573 Hutaraja in the 2025/2026 academic year.

CONCLUSION

Based on the comparison between the calculated t -value (t_{count}) and the critical t -value (t_{table}), where $-t_{\text{count}} = -33.914 < -t_{\text{table}} = -2.045$, it can be concluded that there is a positive and significant difference in the learning concentration of sixth-grade students in the subject of Christian Religious Education and Character Education after the implementation of the Teams Games Tournament (TGT) learning model at SD Negeri No. 174573 Hutaraja in the 2025/2026 academic year. Based on the results of data analysis, it was found that the overall average learning concentration score of sixth-grade students at SD Negeri No. 174573 Hutaraja during the 2025/2026 academic year increased from the pre-test score of 57.30 to the post-test score of 77.07. This means that there was an improvement of 19.77 points in students' learning concentration after the application of the Teams Games Tournament (TGT) learning model. This increase indicates that the use of the TGT model had a positive and significant effect on enhancing students' focus and engagement in learning Christian Religious Education and Character Education.

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