Learning Model Integration *Teams Games Tournament* (TGT) and Gaming Media *Uno Stacko* to Social Studies Learning Outcomes In the classroom V Elementary School 2 Bahonsuai

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Abstract

Education is very important capital in development a country of use obtain source Power quality human being, because through arrangement good educationwill produce good graduates too. Thereforethat's an increase quality education also means improvement quality source Power man. As for the formula problem Does the integration of *the Teams Games Torunemaent* (TGT) model and the *Uno Stacko game media* have an effect on social studies learning outcomes for class V of SD Negeri 2 Bahonsuai, objectives study Based on formulation the problem above so objective study namely to find out the integration of *the Teams Games Torunemaent* (TGT) model and the *Uno Stacko game media* which influences the social studies learning outcomes for class V SD Negeri 2 Bahonsuai, method This research is a type of quantitative research with experimental methods, results study The research instrument test is used to determine the level of validity, reliability, level of difficulty and distinguishing power of the questions. Before examining the average similarity between the two classes using *independent sample t-test analysis, a normality test, homogeneity test, and N-Gain* test are needed first. After carrying out the normality test, homogeneity test, and *N-Gain test* in both classes, the data was sufficient to carry out hypothesis testing.

Keywords: Integration, Teams Games Tournament, Learning Model, Uno Stacko Game Media, Learning Outcomes

Introduction

Social Studies Knowledge (IPS) is one of them eye lessons at school the basis discussed about problem social. IPS is also an eye frequent lessonsconsidered as learning that is not interesting and brings a feeling of boredom in the classroom. This matter make student behave pessimistic finish problem in social studies lessons that have an impact on results Study student.

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More carry on (Azizah et al., 2024) say social studies learning is considered boring will result decline results Study student. One of reason low results Study student that is still lack of application of the model or method classroom learning. Teacher only use method conventional so that classroom learning become monotonous. This matter relevant with research that has been done (Rosadi et al., 2024) One way that can be done For avoid activity boring learning is using learning media. Learning will delivered with good, interesting, and more meaningful in every learning process with thereby required appropriate methods, models and media as tool for convey material to student. Supported learningwith unique and interesting media can increase results Study as well as can make it easier reach objective social studies learning in elementary school.

Basicallystudent school basically very happy play, so a teacher needs to create learning is fun and not boring. This is in line with research (Riyadi & Zulfiati, 2024) regarding the needs of elementary school students, namely to enjoy playing. Based on these needs, elementary school teachers need to develop learning that contains game elements. Elementary school teachers must be able to design learning models that include game activities. Thus a teacher needs apply appropriate learning models and media need student.

TGT learning model of course own strengths and weaknesses. Excess from the learning model. This lies in modification evaluation carried out with use tournament so that make atmosphere fun and active role students in the class who can have implications for the results Study student. Weakness from the learning model. This happen commotion and shortage time for the learning process if the teacher doesn't can manage class. In line with Makrifah (2020) stated there is influence of learning models cooperative TGT type against results learning social studies in students Class IV of Kalikutuk State Elementary School. This matter proven with results calculation of the average value group experiment before treatment of 42.67 and after treatment amounting to 71.67. Whereas results average value before treatment group control of 44.44 and after treatment amounting to 48. Changes group averageexperiment more tall than group control. Based on group N-Gain test results experiment more big than group control that is equal to 0.55>0.04.

Literature Review

One of the capable learning models activate student especially on the eyes Social studies lessons are a learning model cooperative Teams Games Tournament (TGT) type (Aditya, nd) The TGT learning model is a learning model that provides chance to the students For seen in a way active in every learning. Started from the thought process, working together in group until give high contribution For win something match tournament. In this TGT learning model student must can responsible answer on material and also students must look for solution For solve problems given by the teacher (Misnawati, 2024)

The TGT learning model is one type or learning model easy cooperationapplied, involving activity all over student without There is difference in status, involving role student

as a peer and pregnancy tutor element game (Astuti, et al. 2022). The application of the TGT model can be make student active and capable compete sportingly throughgames and tournament activities, as as a result results Study student increase. This matter in line with (Magdalena et al., 2023) states the learning model Teams Games Tournament offers atmosphere fun and packed learning in form tournament or competition so in the end activities and results Study student can experience enhancement.

Before using the TGT model, the necessary steps in the TGT model is very important For ensure every student understand regulation game, goal learning and responsibility answer they in team. More carry on Pardede (2019) also said that steps in apply the TGT learning model as following : 1) present class, 2) form group in a way heterogeneous, 3) carry out game, 4) carry out match or tournaments, and 5) provide A award.

Uno Stacko learning media that is game compile beam, which requires serious concentration in every taking beam. Uno stacko size many kinds of every beam measuring 8.5 cm $\times$ 3 cm or more depends making. Uno stacko capable push creativity someone and train the visual where eye will trained in catch shape, number, and color from object. (Magdalena et al., 2023) Kumala, Sumarni, and Widiyatun (2020) stated Uno Stacko game is consisting of games of 45 stacko with various color and variety instruction order. Colors in Uno Stacko There are five colors, including: blue, yellow, angry, green, and purple. One of the Uno Stacko games from Lots variation Uno game. Game. This is game beam arrange. In playing Uno Stacko player only compile blocks and pick them up one by one until successful and the building No collapsed. (Jannah, M. 2020)

Research Methods

This is type study quantitative with method experiment. (Alfianita, 2024) say that method study experiment is one of method quantitative, used especially if researcher want to do test For look for influence independent variable /treatment/ treatment certain to variable dependent / result / output in controlled conditions.

Results/Findings

Based on the calculation results and compared with the r $_{table\ value,}$ the results of the trial of 30 questions contained 20 question items which were declared valid because the $_{calculated\ r\ value}$ > r $_{table.\ The\ table}$ r value is obtained from the list of critical values of r $_{product\ moment}$ with level = 0.05 with N=15, then we get r $_{table}$ = 0.514. The validity results table based on SPSS version 23 is as follows:

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Table 1 Validity Results of Test Items

Question Number	r count	r table	Status
1	0.543	0.514	Valid
2	0.602	0.514	Valid
3	0.584	0.514	Valid
4	0.647	0.514	Valid
5	0.316	0.514	Invalid
6	0.089	0.514	Invalid
7	0.387	0.514	Invalid
8	0.543	0.514	Valid
9	0.607	0.514	Valid
10	0.685	0.514	Valid
11	0.548	0.514	Valid
12	0.243	0.514	Invalid
13	0.685	0.514	Valid
14	0.607	0.514	Valid
15	-0.185	0.514	Invalid
16	0.151	0.514	Invalid
17	0.336	0.514	Invalid
18	0.621	0.514	Valid
19	0.607	0.514	Valid
20	0.548	0.514	Valid
21	0.763	0.514	Valid
22	0.524	0.514	Valid
23	0.528	0.514	Valid
24	0.071	0.514	Invalid
25	0.007	0.514	Invalid
26	0.568	0.514	Valid
27	0.582	0.514	Valid
28	0.646	0.514	Valid
29	0.358	0.514	Invalid
30	0.667	0.514	Valid

Based on the results of reliability trials carried out as a whole using the KR.20 (*Kuder Ricahardson*) formula with the help of *Microsoft Excel* and *Cronbach's alpha technique* with the help of SPSS version 23, the result was that the correlation index for the 20 questions was 0.914 so the level of reliability was categorized as very high.

Table 2 Test Reliability Results

Σrespondents	Σquestion	Total variance	Reliability	Information
15	20	37,289	0.914	Very high

KR.20 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded a	0	0.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.914	20

Based on the calculation of the level of difficulty using SPSS version 23 from 20 validated questions, the questions were found to be in the medium category, with a difficulty index of 0.31 - 0.70.

Table 3 Results of Question Difficulty Level

No. question	Difficulty index	Information
1	0.47	Currently
2	0.47	Currently
3	0.60	Currently
4	0.40	Currently
8	0.47	Currently
9	0.40	Currently
10	0.53	Currently
11	0.53	Currently
13	0.53	Currently
14	0.40	Currently
18	0.47	Currently
19	0.40	Currently
20	0.53	Currently
21	0.53	Currently
22	0.60	Currently
23	0.40	Currently
26	0.53	Currently
27	0.47	Currently
28	0.53	Currently
30	0.40	Currently

Before the experimental class was given treatment, students were first given *pretest questions* with a total of 20 questions consisting of multiple choices to determine the students' initial abilities. Next, students take part in learning using the TGT model and the *Uno Stacko*

game media with the aim that students will better understand the material that will be given. At the final meeting, students will be given *a posttest* with a total of 20 questions with the aim of knowing student learning outcomes after being given treatment. The assessment of this learning outcome uses a scale of 100.

Table 4 Description of Experimental Class Results Data

No.	Statistics	*Pretest*	*Posttest*
1	N number of Students	20	20
2	Number of Values	925	1665
3	Average	46.25	83.25
4	Maximum	75	100
5	Minimum	30	60

Discussion

Statistics descriptive is statistics used For analyze data with method describe or describes the data that has been collected as exists without mean For make applicable conclusions For general or generalize (Magdalena et al., 2023) .

Inferential statistical analysis is a statistical technique used to analyze the process of drawing conclusions about the population as a whole based on sample data that has been collected (Magdalena et al., 2023) . The aim of this analysis is to generalize the findings from the sample to the entire population, so as to provide further information that cannot be directly observed. To obtain information from the data, normality tests and homogeneity tests were carried out using *the Statistical Package for the Social Sciences* (SPSS) version 23 *for Windows* program.

TGT learning model is a learning model that creates atmosphere fun and giving chance to student for can involve in every activity learning. Using the TGT model and Uno Stacko game media can make student think critical, capable Work together and contribute high on the situation fun class in every way learning process activities as well as Work The same win something match tournament with member his group. In the student TGT learning model must can responsible on material and also assignments that have been discussed together group, students must look for solution in solve problems given by the teacher (Siti Muntamah & Fardana N, 2024) . Based on results research carried out by researchers, can said that learning with using the TGT model and the Uno Stacko game media give influence significant value on the results Study students and stimulate student For more active and enthusiastic in Study.

The Uno Stacko learning media is a block arranging game, which requires serious concentration when each block is taken. The size of the Uno Stacko varies, each block measuring 8.5 cm $\times$ 3 cm can also be more depending on the manufacture. Uno stacko is able to encourage a person's creativity and train visuals where the eye will be trained to capture the shape, number and color of objects. (Alfianita, 2024)

The TGT learning model is a learning model that utilizes the appeal of games and competition to encourage healthy teamwork so that an interactive, challenging and fun learning environment can be created to increase students' sense of enjoyment and involvement during the learning process which has an impact on learning outcomes. (Siti Muntamah & Fardana N, 2024) .

Learning outcomes is level assignments achieved participant educate in follow appropriate learning with objective education that has been set. Learning outcomes can seen through change Act in demand participant students and the grades obtained participant educate (Moutawaqil & Wibawa, 2024) .

Conclusion

This carried out at SD Negeri 2 Bahonsuai, Kec. Bumi Raya, Kab. Morowali. Classes used in research. This is VA class with number of 20 students and class VB with total of 20 students. Learning models and media integrated into research. This namely TGT and the media game Uno Stacko. The TGT learning model is a learning model that can create fun and rewarding learningchance to student for more active. TGT models make student become enthusiasm and enthusiasm for activities learning. Student can interact with Good with Friend his group .

The instruments used in class V are valid pretest questions and posttest questions. There are 20 questions that are declared valid. About that used For research in class VA and class VB at SD Negeri 2 Bahonsuai. Data obtained in study This is the data collected from test results Study student form posttest questions given to two classes different. VA class as class experiment using the TGT model and Uno Stacko game media, meanwhile VB class as class control without treatment. Pretest questions are given before student given treatment with the model and media used, meanwhile posttest questions are given after student given treatment for now results Study student.

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