Jurnal Pedagogik Pendidikan Dasar

Journal homepage: *https://ejournal.upi.edu/index.php/jppd/index*

The Effectiveness of the Teams Games Tournament Model Assisted by Profession Dice Media on the Learning Outcomes of First-Grade Elementary School Students

Ayu Widya Fatmawati[1], Dinda Sofiya Rahma[2], Epilia Nurhaliza[3], Ina Setiawati[4]

[1,2,3,4] Universitas Kuningan, Indonesia
e-mail: ayuwidyafatmawati01@gmail.com

A B S T R A C T

This study was conducted to address the low learning outcomes of elementary school students. The problem is associated with the limited use of innovative learning models and instructional media in classroom learning. Teacher-centered instruction often limits students' opportunities to participate actively, resulting in low engagement and learning outcomes. This study aimed to determine the effectiveness of the Teams Games Tournament (TGT) learning model assisted by the Profession Dice Learning Media on the learning outcomes of first-grade elementary school students. This study employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The participants consisted of 21 first-grade elementary school students. Data were collected through pretests and posttests and analyzed using descriptive statistics, the Shapiro-Wilk normality test, the Wilcoxon Signed-Rank Test, and the normalized gain (N-Gain) test. The results showed that the mean score increased from 59.52 on the pretest to 83.33 on the posttest, with an average N-Gain score of 0.68, indicating an effective improvement in learning outcomes. The Wilcoxon Signed-Rank Test produced a significance value of 0.000 ($p < 0.05$), indicating a significant effect of the implementation of the TGT learning model assisted by the Profession Dice Learning Media on students learning outcomes. Therefore, this learning model can be considered an effective and innovative alternative for improving learning outcomes in elementary school.

© 2026 Jurnal Pedagogik Pendidikan Dasar

A R T I C L E I N F O

Article History:
Submitted/Received 09 Jun 2026
First Revised 22 Aug 2026
Accepted 27 Aug 2026
First Available online 07 Sep 2026
Publication Date 01 Nov 2026

Keyword:
Teams Games Tournament, Profession Dice Media, learning outcomes, elementary school

1. INTRODUCTION

Elementary school is a crucial stage in the development of students' cognitive abilities, social interactions, and emotional skills, as well as in character formation. During this period, learning should be designed creatively and engagingly while providing a pleasant learning environment to foster optimal understanding. Indonesian is a compulsory subject taught from elementary school through senior high school. This subject enables students to develop a strong linguistic foundation, allowing them to better understand and master the Indonesian language. This is in line with the findings of Tarigan et al. (2023), who stated that Indonesian is one of the subjects that can be used to develop students' skills and knowledge. In schools, four language skills are taught, namely listening, speaking, reading, and writing. Ali (2020) also supports the view that Indonesian is an essential subject that should be learned by students at school. According to Sari et al. (2023), Indonesian language instruction is designed to engage students in various learning activities that help them communicate effectively, particularly through learning experiences involving games and motivational encouragement. This process also provides ample opportunities for reflection, allowing each student to learn according to their talents and interests while supporting their physical and spiritual development. As a result, the learning process can meet the expected outcomes. These outcomes are achieved through students' active and conscious engagement, exploration of learning materials, and continuous progress throughout the learning process.

Marta et al. (2025) stated that learning outcomes reflect the skills acquired by students through their learning experiences, encompassing three aspects: knowledge, skills, and attitudes. Learning outcomes are commonly used as a primary reference for evaluating the extent to which students understand the material that has been taught. Therefore, educators need to implement innovative, engaging, and varied learning models in every learning activity to continuously improve students' learning outcomes. According to Muhadi et al. (2025), a learning model is an instructional design that encompasses the planning, implementation, and evaluation of learning, selected by teachers along with all the supporting components used to achieve learning objectives. In addition to selecting the most appropriate instructional model, teaching materials are also an important factor in supporting the success of the learning process (Jufri et al., 2023). Rahmawati (2025) explained that teaching materials are resources used by teachers to provide students with information and learning resources in the classroom. In this context, the implementation of the Teams Games Tournament (TGT) learning model supported by profession dice is considered an innovative pedagogical solution. This model helps create an interactive, engaging, and relevant learning environment for first-grade students learning Indonesian. Previous research has shown that collaborative learning, particularly cooperative learning, can enhance motivation, student engagement, and academic achievement among elementary school students.

Cooperative learning is an instructional method that emphasizes group collaboration (Wulandari et al., 2025). This approach enables students to focus not only on their individual success but also on mutual support, allowing even students who experience difficulties to make progress. The TGT model can also foster enthusiasm for learning and encourage students' active participation in learning activities. This model presents learning materials through educational academic games while promoting collaboration within small groups.

TGT model can stimulate students' learning interest through group-based learning involving students with different levels of ability, including high, moderate, and low

achievement levels (Musdalifah, 2023) stated that the. Consequently, the learning environment becomes more supportive and encourages cooperation among all students. In addition to the choice of instructional model, first-grade students generally find it easier to understand learning materials when they are provided with concrete learning tools and opportunities to engage in play-based activities, as these approaches are consistent with their developmental stage, which is still within the concrete operational stage (Susanto & Wulandari, 2024). The use of game-based learning media can make students feel more engaged and enthusiastic during learning activities, thereby improving their focus and active participation throughout the learning process (Ningtyas, 2024). Similarly, the use of games as learning media can enhance students' concentration, enjoyment, and engagement in the learning process (Azrani et al., 2025). Practical evidence indicates that many teachers still rely on expository teaching methods and limited instructional materials, which can easily cause students to become bored, lose concentration, and lose interest in the learning process (Arya Pageh, 2025). Research on the effectiveness of Profession Dice Media combined with the TGT model for first-grade students remains limited. Therefore, further research is needed to examine its impact on students' learning outcomes. This indicates the need to further develop more innovative instructional approaches, particularly those utilizing engaging learning materials, to improve students' learning outcomes. However, teacher-centered instruction often results in decreased student engagement and motivation and may hinder students' full understanding of the learning materials. In contrast, collaborative learning incorporating game-based elements can create a more enjoyable and engaging learning environment while increasing students' participation in learning activities.

Profession Dice Media is used during the Games and Tournament stage of the cooperative learning model using the TGT approach. This media consists of three dice featuring images of heads or faces, bodies or professional attributes, and profession names. Students play in groups by arranging the three parts according to the profession mentioned by the teacher. The group that completes the task most quickly and accurately earns points, and the group with the highest score receives an award. This media was selected because it is appropriate for the characteristics of first-grade elementary school students, who still benefit from concrete, visual, and play-based learning experiences. Profession Dice helps students recognize various professions in an enjoyable way while simultaneously developing collaboration, communication, concentration, and accuracy in following game rules. Research on the effects of the TGT model combined with Profession Dice Media remains very limited. Therefore, this article aims to determine whether the TGT model implemented with Profession Dice Media has a significant effect on the learning outcomes of first-grade students. This article is also expected to highlight several advantages of this approach and contribute to creating more active, engaging, and focused learning experiences for students.

According to Astuti et al. (2022), the Teams Games Tournament (TGT) model is a cooperative learning model in which students work in small groups. These groups are generally heterogeneous, meaning that their members differ not only in terms of academic ability levels (high, moderate, and low), but also in gender, background, and personality. The TGT model is considered highly effective because it makes learning more engaging and enjoyable by integrating elements of play that reflect the natural play behavior of elementary school children. Within the TGT framework supported by Profession Dice Media, students become more actively involved and can absorb learning content more easily, thereby achieving optimal learning outcomes. Harjuna (2024) stated that the TGT strategy is easy to implement because it enables all students to participate actively, regardless of their social background or academic

ability. Therefore, the TGT strategy not only develops a spirit of cooperation but also promotes critical thinking, which contributes to academic achievement. Students' learning develops over time through processes and efforts involving various aspects, including knowledge, emotional attitudes, and psychomotor skills (El Zaldie & Hanif, 2025). Academic achievement can be observed through changes in students' attitudes and improvements in their academic performance (Sembiring, 2023). Learning outcomes refer to students' final achievements or the results obtained after the learning process. These outcomes indicate the extent to which students have understood the learning materials in relation to the predetermined learning objectives. Learning success is demonstrated when students are able to understand and master the content presented by the teacher.

2. RESEARCH METHODOLOGY

This study employed a quantitative approach using a pre-experimental design with a one-group pretest–posttest design. The study population consisted of two first-grade elementary school classes. The sample was selected using purposive sampling, in which the sample is determined based on specific considerations in accordance with the research objectives. One class was subsequently selected as the research subject, consisting of 21 students.

The research instrument was a knowledge test consisting of multiple-choice and short-answer questions, which was used to measure students' understanding before and after the implementation of the Teams Games Tournament (TGT) learning model assisted by Profession Dice Media. Before being used for data collection, the test was piloted with second-grade elementary school students, one grade level above the research subjects, to obtain empirical evidence of its validity and reliability. Reliability was calculated using Microsoft Excel with the Cronbach's Alpha coefficient, which yielded a value of 0.84 and was categorized as high. Therefore, the instrument was considered reliable and appropriate for use as a measurement tool in this study.

The data were analyzed in several stages. The first stage involved descriptive statistical analysis, including the mean, median, standard deviation, minimum, and maximum values, to provide an overview of the characteristics of the data. Subsequently, a normality test was conducted using the Shapiro–Wilk test to determine the appropriate inferential statistical test. Based on the results of the normality test, hypothesis testing was performed using the Wilcoxon signed-rank test as a nonparametric alternative for data that were not normally distributed. In addition, the normalized gain (N-gain) was calculated to determine the magnitude of the improvement in students' learning outcomes after the treatment was administered.

3. RESULT AND DISCUSSION

The pretest and posttest scores of the 21 students were analyzed descriptively to provide an overview of the distribution of scores. A summary of the descriptive statistical analysis is presented in Table 1 below.

Tabel 1. Descriptive Statistics of Pretest and Posttest Data

Statistic	Pretest	Posttest
N	*21*	*21*
Mean	*59.52*	*83.33*
Median	*70.00*	*90.00*

Statistic	Pretest	Posttest
Std. Deviation	*25.78*	*25.17*
Minimum Score	*20*	*20*
Maximum Score	*100*	*100*

Based on Table 1, the students' mean pretest score was 59.52, with a standard deviation of 25.78. Following the implementation of the TGT learning model assisted by Profession Dice Media, the mean posttest score increased to 83.33, with a standard deviation of 25.17. Thus, the mean score increased by 23.81 points, equivalent to approximately 40.00%.

The Teams Games Tournament (TGT) learning model consists of five main components: class presentation, team activities, games, tournaments, and team recognition. During the class presentation stage, the teacher delivers the learning material and provides examples of various professions being studied. Students then work in groups to understand the material and support one another. The games stage provides opportunities for students to practice through enjoyable activities, while the tournament stage involves intergroup competition to demonstrate students' understanding of the learning material. In the final stage, groups receive recognition based on the points accumulated throughout the activities. This sequence of activities provides students with opportunities to learn through collaboration, games, and competition.

In this study, the tournament stage was conducted using Profession Dice Media. Each group received three dice, each representing a different component of a profession's identity: (1) a profession-name die, (2) a profession-face die, and (3) a profession-body or work-attribute die. When the teacher mentioned a particular profession, each group competed to assemble the three corresponding dice. Students worked together to determine the appropriate face and body or work attributes. The group that assembled all three components correctly and in the shortest time earned one point. The activity was repeated using several profession names, giving students opportunities to identify professions and associate their names with their corresponding characteristics.

The use of Profession Dice Media during the tournament provided a learning experience that was consistent with the characteristics of first-grade students aged 6–7 years, who benefit from concrete, simple, and engaging learning activities. Information about each profession was presented through several visual components, namely its name, face, and body or work attributes. Pedagogically, dividing the information into these components helps simplify the elements that students need to attend to simultaneously. Students first identify the profession name and then match it with the appropriate face and attributes, making the learning task more structured and reducing the need to process all information about a profession at once. This condition may help reduce cognitive load during the activity and enable students to focus their attention more effectively on the task at hand. Furthermore, simple game rules, clear objectives, time limits, and point accumulation provide students with immediate feedback and may encourage their motivation to participate actively in the tournament. Thus, Profession Dice Media serves not merely as a game tool but as an integral component of the tournament stage within the TGT model, supporting student engagement throughout the learning process.

3.1. Pretest, Posttest, and N-Gain Data

Table 2 presents the detailed pretest and posttest scores, along with the normalized N-Gain scores, for each student. These scores were subsequently classified into categories based on the criteria proposed by Sundayana.

Tabel 2. Pretest, Posttest, and N-Gain Data of Students

No.	Code	Pretest	Posttest	N-Gain	Category
1	*S-1*	*20*	*20*	*0.00*	*Less Effective*
2	*S-2*	*70*	*90*	*0.67*	*Effective*
3	*S-3*	*20*	*20*	*0.00*	*Less Effective*
4	*S-4*	*90*	*100*	*1.00*	*Highly Effective*
5	*S-5*	*70*	*90*	*0.67*	*Effective*
6	*S-6*	*60*	*70*	*0.25*	*Less Effective*
7	*S-7*	*70*	*100*	*1.00*	*Highly Effective*
8	*S-8*	*90*	*100*	*1.00*	*Highly Effective*
9	*S-9*	*80*	*90*	*0.50*	*Fairly Effective*
10	*S-10*	*80*	*90*	*0.50*	*Fairly Effective*
11	*S-11*	*60*	*100*	*1.00*	*Highly Effective*
12	*S-12*	*40*	*80*	*0.67*	*Effective*
13	*S-13*	*20*	*90*	*0.88*	*Highly Effective*
14	*S-14*	*40*	*100*	*1.00*	*Highly Effective*
15	*S-15*	*50*	*90*	*0.80*	*Highly Effective*
16	*S-16*	*100*	*100*	-	*N/A*
17	*S-17*	*90*	*100*	*1.00*	*Highly Effective*
18	*S-18*	*40*	*90*	*0.83*	*Highly Effective*
19	*S-19*	*20*	*40*	*0.25*	*Less Effective*
20	*S-20*	*70*	*90*	*0.67*	*Effective*
21	*S-21*	*70*	*100*	*1.00*	*Highly Effective*
	Mean	*59.52*	*83.33*	*0.68*	*Effective*

Table 2 shows that nearly all students experienced substantial learning gains after the implementation of the TGT model assisted by Profession Dice Media. The mean N-Gain score was 0.68, which, according to Sundayana's criteria, falls within the "effective" category, ranging from 0.56 to 0.70. Several students (S-4, S-7, S-8, S-11, S-14, S-16, S-17, and S-21) achieved a perfect N-Gain score of 1.00, indicating that they obtained the maximum posttest score. However, students S-1 and S-3 recorded an N-Gain score of 0.00, indicating no improvement and highlighting the need for further teacher intervention.

3.2. Normality Test

Before hypothesis testing, a normality test needed to be conducted using the Shapiro-Wilk test, given a sample size of only 21 individuals ($n = 21 < 50$). The hypotheses were H0: the data are normally distributed; H1: the data are not normally distributed. The significance level was $\alpha = 0.05$. The results of the normality test are presented in Table 3.

Tabel 3. Shapiro-Wilk Normality Test Results

Data	Shapiro-Wilk (W)	Sig.	Description
Pretest	*0.9169*	*0.075*	*Normal*
Posttest	*0.6575*	*0.000*	*Not Normal*

Based on the normality analysis in Table 3, the pretest data showed a W value of 0.9169 with a significance value of 0.075 (Sig. > 0.05). This result indicates that the null hypothesis (H0) is accepted, and the pretest data can be considered normally distributed. However, the posttest data obtained a W value of 0.6575 with a significance level of 0.000 (Sig. < 0.05), indicating that the null hypothesis (H0) is rejected, and the posttest data cannot be considered normally distributed. This situation is influenced by the distribution of scores showing a strong left skew, with many students obtaining scores between 90 and 100. Various data transformation attempts were made but did not produce a normal distribution, because this condition actually reflects the success of the learning process rather than a measurement error. On this basis, hypothesis testing proceeded using the non-parametric Wilcoxon Signed-Rank test.

3.3. Hypothesis Test (Wilcoxon Signed-Rank Test)

Because the normality test showed that the posttest data did not follow a normal distribution, the subsequent hypothesis test used the Wilcoxon test, a non-parametric procedure, instead of the paired-sample t-test. The hypotheses for this test were H0, indicating that there is no significant difference between scores before and after implementing the TGT model supported by Profession Dice Media, while H1 states that a significant difference exists. The test results are presented in Table 4.

Tabel 4. Wilcoxon Signed-Rank Test Results

Test	Statistic W	Sig. (2-tailed)	Description
Wilcoxon Signed-Rank Test (Posttest – Pretest)	*0.000*	*0.000*	*H0 rejected*

According to Table 4, the Wilcoxon signed-rank test revealed a statistic value of W = 0.000 with a significance of 0.000 (Sig. < 0.05). This means that H0 is rejected and H1 is accepted. Therefore, it can be stated that there is a significant difference in students' academic achievement before and after the implementation of the TGT model and Profession Dice Media. In other words, it is proven that the intervention has a real effect and contributes to improving the learning outcomes of first grade students.

3.4. N-Gain Analysis and Learning Effectiveness

To determine the improvement achieved by students, while also measuring whether the learning was effective, a normalized N-Gain calculation was carried out using the Hake formula. The N-Gain scores were then interpreted using Sundayana's learning-effectiveness categories. Table 5 presents the results of this categorization for each student.

Tabel 5. Distribution of N-Gain Categories Based on Sundayana

Category	N-Gain Range	f	%
Highly Effective	*N-Gain > 0.70*	*10*	*47.62%*
Effective	*0.56 – 0.70*	*4*	*19.05%*
Fairly Effective	*0.40 – 0.55*	*2*	*9.52%*

Category	N-Gain Range	f	%
Less Effective	*N-Gain < 0.40*	*4*	*19.05%*
Total	**-**	***21***	***100%***

Table 5 shows that 10 students (47.62%) were in the highly effective category, 4 students (19.05%) in the effective category, 2 students (9.52%) in the fairly effective category, and 4 students (19.05%) in the less effective category.

The overall average N-Gain reached 0.68, indicating a fairly high improvement in learning outcomes after using the TGT learning model assisted by Profession Dice Media. Based on Sundayana's (2016) effectiveness category, this value falls into the effective category (0.56–0.70). Based on these results, the learning model used had a positive impact, thereby helping students improve their understanding and mastery of the material.

Students who continue to experience academic difficulties should receive greater support from their teachers. This support can take the form of tutoring, personalized learning methods, and contributions from parents who support their children's learning at home. This can increase the effectiveness of learning for all students.

3.5. Discussion

The findings of this study show that the implementation of the Teams Games Tournament (TGT) model assisted by Profession Dice media had a significant effect on the learning outcomes of first-grade elementary school students, as reflected in the substantial increase in mean scores from 59.52 to 83.33 and an average N-Gain of 0.68, which falls into the effective category. This result is consistent with the characteristics of the TGT model described by Gillies & Ashman (1998), which emphasizes heterogeneous small-group work that integrates elements of play and reflects the natural play behavior of elementary school children. Because the Profession Dice medium presented learning content in the form of a game involving a concrete, tangible object, namely a die depicting various professions, it aligned well with the concrete operational stage of first-grade students, who generally find it easier to understand subject matter through concrete tools and play-based activities (Mardianawati et al., 2026). This suggests that the effectiveness of the TGT model in this study can be attributed not only to its cooperative structure but also to the suitability of the accompanying medium for the students' developmental stage.

These results also support the view of Ali (2020), who argued that cooperative learning encourages students to focus not only on their own success but also on mutual support within the group, thereby helping students who are struggling to progress. During the tournament, students with varying ability levels, high, medium, and low, worked together, which is in line with Sari et al. (2023), who found that the TGT model stimulates students' interest in learning through mixed-ability grouping and fosters a more cooperative learning atmosphere. The game-based format of the Profession Dice medium likely contributed to increased concentration, enjoyment, and engagement during the learning process, a pattern also reported by Marta et al. (2025) and Rahmawati (2025) in their studies on game-based learning media.

The data further indicate that although most students showed marked improvement, two students (S-1 and S-3) recorded no gain at all (N-Gain = 0.00), while one student (S-16) had already reached the maximum score at pretest and therefore could not be classified. This variation suggests that, despite the overall effectiveness of the TGT model, individual differences in students' initial ability, motivation, and engagement still influence learning outcomes, in line with Mugara & Ali (2025), who emphasized that student learning develops gradually through a process involving cognitive, emotional, and psychomotor aspects that differ

from one student to another. This finding reinforces the importance of continued teacher support, such as tutoring or personalized learning strategies, for students who have not yet shown improvement.

From a practical standpoint, these findings confirm that expository, teacher-centered instruction, which previous studies identified as a factor contributing to low student engagement and limited academic achievement (Suhirman et al., 2025), can be effectively complemented with cooperative, game-based strategies such as the TGT model assisted by Profession Dice media. The significant improvement in learning outcomes also supports Utami et al. (2024), who noted that academic success can be observed through changes in students' attitudes and improvements in their achievement. Taken together, these findings suggest that the TGT model with Profession Dice media is not only an effective strategy for improving first-grade students' learning outcomes but also a practical and engaging alternative to conventional teaching methods, particularly in contexts where teachers seek to increase active student participation while accommodating diverse ability levels within the classroom.

4. CONCLUSION

Based on the findings, the implementation of the Teams Games Tournament (TGT) learning model supported by Professional Dice Media had a positive effect on the learning outcomes of early-grade students. The combination of collaborative activities, educational games, and healthy competition created a more active, interactive, and enjoyable learning environment. Professional Dice Media also provided a more concrete learning experience that was appropriate for the characteristics of early-grade students, thereby encouraging their engagement, creativity, learning motivation, and understanding of the learning material.

The innovation of this study lies in the use of Professional Dice Media as an interactive learning medium integrated into the TGT model in elementary school, particularly for first-grade students. These findings indicate that simple and engaging learning media can serve as an alternative for teachers to create more meaningful learning experiences that are suited to students' needs. Future research is recommended to employ a more comprehensive research design, such as involving a control group and a larger and more diverse sample, to examine the effectiveness of the TGT model supported by Professional Dice Media more broadly and comprehensively.

5. REFERENCE

Ali, M. (2020). Pembelajaran bahasa indonesia dan sastra (basastra) di sekolah dasar. *Pernik: Jurnal Pendidikan Anak Usia Dini*, *3*(1), 35–44.

Arya Pageh, W. (2025). *Media Pembelajaran*. Askara Sastra Media.

Astuti, N. F., Suryana, A., & Suaidi, E. H. (2022). Model Rancangan Pembelajaran Kooperatif Learning Team Game Tournament (TGT) pada Pelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *Tarbiatuna: Journal of Islamic Education Studies*, *2*(2), 195–218.

Azrani, L., Putri, R. S., Nurhaliza, A. S., Maisyani, A. M., Sabila, W. N., & Putri, H. E. (2025). Pemanfataan game interaktif gimkit sebagai media evaluasi untuk meningkatkan keterlibatan dan motivasi belajar siswa pada pembelajaran matematika di Sekolah Dasar. *Jurnal Kolaboratif Sains*, *8*(12), 8290–8305.

El Zaldie, Z., & Hanif, M. (2025). Peranan psikologi pendidikan dalam mendorong pertumbuhan dan perkembangan holistik peserta didik melalui aspek kognitif, afektif, dan psikomotorik. *Al-Ilmiya: Jurnal Pendidikan Islam*, *1*(3), 536–545.

Gillies, R. M., & Ashman, A. F. (1998). Behavior and interactions of children in cooperative

groups in lower and middle elementary grades. *Journal of Educational Psychology*, *90*(4), 746.

Harjuna, M. (2024). Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) dalam Meningkatkan Keterampilan Kolaboratif Peserta Didik Pada Mata Pelajaran SKI Kelas XB MAN Sidenreng Rappang. *Sipakainge: Inovasi Penelitian, Karya Ilmiah, Dan Pengembangan (Islamic Science)*, *2*(10), 9–17.

Jufri, A. P., Asri, W. K., Mannahali, M., & Vidya, A. (2023). *Strategi pembelajaran: Menggali potensi belajar melalui model, pendekatan, dan metode yang efektif*. Ananta Vidya.

Mardianawati, L., Muntomimah, S., & Kumala, F. N. (2026). Meningkatkan Kemampuan Kognitif Anak Usia 3-4 Tahun Melalui Aktifitas Pembelajaran Berbasis Bermain Media Dadu. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *9*(2), 2594–2601.

Marta, M. A., Purnomo, D., & Gusmameli, G. (2025). Konsep taksonomi Bloom dalam desain pembelajaran. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, *3*(1), 227–246.

Mugara, R., & Ali, E. Y. (2025). *Kurikulum Dan Pembelajaran Di Pendidikan Dasar Teori, Desain, Strategi, Dan Implementasi Kontekstual Untuk Abad 21*. Penerbit Widina.

Muhadi, M., Jarir, J., Khairina, K., Rajuna, R., & Prasetyo, E. (2025). Evaluasi perencanaan desain pembelajaran, pelaksanaan proses kegiatan pembelajaran, dan evaluasi instrumen hasil pembelajaran. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, *5*(2), 156–165.

Musdalifah, M. (2023). Implementasi pembelajaran kooperatif dalam meningkatkan motivasi belajar siswa di madrasah. *Al-Miskawaih: Journal of Science Education*, *2*(1), 47–66.

Ningtyas, W. S. R. (2024). Keaktifan siswa melalui pembelajaran permainan edukatif di SD Dumas Surabaya. *Walada: Journal of Primary Education*, *3*(2).

Rahmawati, A. F. (2025). Model pembelajaran teams games tournament (tgt) dalam perspektif pendekatan aktif pendidikan: analisis literatur. *Maliki Interdisciplinary Journal*, *3*(5), 1485–1494.

Sari, Y., Ansya, Y. A., Alfianita, A., & Putri, P. A. (2023). Studi literatur: Upaya dan strategi meningkatkan motivasi belajar siswa kelas V sekolah dasar dalam pembelajaran bahasa dan sastra Indonesia. *Jurnal Guru Kita*, *8*(1), 9–26.

Sembiring, F. M. (2023). Peran pembelajaran kooperatif terhadap prestasi akademik dan pengembangan keterampilan sosial. *EDUCARE: Jurnal Pendidikan Dan Kesehatan*, *1*(1), 36–40.

Suhirman, L., Judijanto, L., Mendrofa, I. J., Amirah, A., & Ismadi, I. (2025). *Belajar & Pembelajaran: Dilengkapi dengan Model, Strategi, Pendekatan dan Metode Pembelajaran*. PT. Sonpedia Publishing Indonesia.

Susanto, A. H., & Wulandari, M. D. (2024). Optimalisasi pembelajaran anak usia sekolah dasar melalui pemahaman teori perkembangan kognitif Jean Piaget. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *9*(04), 689–706.

Tarigan, Y. H. B., Cipta, N. H., & Rokmanah, S. (2023). Pentingnya Keterampilan Berbahasa Indonesia Pada Kegiatan Pemebelajaran Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *9*(5), 829–842.

Utami, D. S., Putri, S. A., Suriansyah, A., & Cinantya, C. (2024). Pentingnya motivasi dalam meningkatkan hasil belajar peserta didik sekolah dasar. *MARAS: Jurnal Penelitian Multidisiplin*, *2*(4), 2071–2082.