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THE EFFECT OF THE TEAMS GAMES TOURNAMENT (TGT) TYPE COOPERATIVE LEARNING MODEL ON THE INDONESIAN LANGUAGE SKILLS OF GRADE IV STUDENTS OF STATE ELEMENTARY SCHOOL 21 PALEMBANG

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Abstract

This study aims to determine the effect of the Teams Games Tournament (TGT) cooperative learning model on the Indonesian language skills of fourth-grade students at SD Negeri 21 Palembang. The study used a quantitative approach with an experimental method and a One Group Pretest-Posttest design. The research sample consisted of 25 students of grade IV.B. Data were collected through an Indonesian language skills test covering listening, speaking, reading, and writing aspects. Data analysis was carried out using normality tests, homogeneity tests, and hypothesis tests. The results showed a significant effect of the TGT model on students' Indonesian language skills. Before treatment, students' language skills were classified as low, but after the implementation of the TGT model there was an increase seen from the posttest results which were higher than the pretest. The results of the hypothesis test showed a significance value of less than 0.05 so that the alternative hypothesis was accepted. Thus, the TGT learning model had a positive effect on improving the Indonesian language skills of fourth-grade students at SD Negeri 21 Palembang. The results of this study recommend the cooperative learning model of the Teams Games Tournament type as an effective learning alternative in improving the Indonesian language skills of elementary school students.

Keywords: Cooperative Learning; Teams Games Tournamnet; Indonesian Language Skills; Elementary School Students..

1. INTRODUCTION

Learning is a purposeful educational process in which teachers and students interact to achieve established instructional objectives. Contemporary learning increasingly emphasizes a student-centered approach, positioning learners as active participants rather than passive recipients of information. This orientation is intended to support meaningful classroom engagement and facilitate the attainment of learning outcomes. Effective instruction therefore involves not only the achievement of specified objectives but also the quality of the learning experiences and interactions through which those objectives are pursued (Rahmi & Farida, 2025, p. 19).

Teaching and learning activities are intended to promote positive changes in students' knowledge, skills, and dispositions. These changes depend on the active involvement of both teachers and learners, who work together throughout the stages of instruction to sustain progress toward the intended outcomes. Learning also enables individuals to develop and participate more effectively in their social and environmental contexts (Payon, Andrian, & Mardikarini, 2021, p. 54). Within this process, students' language proficiency is essential because it supports classroom participation, comprehension, and communication.

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At the elementary level, language proficiency contributes to the development of students' intellectual, social, and character-related capacities. Language serves as a fundamental means of communicating information, expressing ideas, and establishing relationships with others. Artini, Darmayanti, and Numertayasa (2025, p. 59) similarly explain that language learning enables students to communicate orally and in writing and to use language to convey thoughts and feelings while interacting with their surroundings. Appropriate language use can consequently strengthen communication between teachers and students and support the development of learners' language abilities.

Despite the importance and breadth of language learning, some students continue to experience difficulties using Indonesian effectively. Such difficulties may interfere with their ability to understand instructional explanations and communicate meaningfully during classroom activities. Marpaung et al. (2025, p. 70) describe language errors as deviations from linguistic conventions in spoken or written communication. These errors may arise from limited knowledge of language rules, the influence of local languages, or exposure to foreign languages. Addressing these challenges requires teachers to provide deliberate and sustained support for students' language development.

Teachers have a central role in nurturing children's abilities during basic education. Their responsibilities extend beyond delivering information to include guiding learning, offering support, and creating conditions in which students can develop their potential. The quality of elementary education is therefore closely associated with educators' competence, commitment, and responsiveness to students' developmental needs (Putri, 2023). Through purposeful guidance and appropriate instructional strategies, teachers can help students improve their use of Indonesian in learning and everyday communication.

Observations made during the School Field Introduction (Pengenalan Lapangan Persekolahan/PLP) indicated that Grade IV students experienced difficulties in Indonesian language learning. In classroom activities, students frequently relied on their regional language, suggesting that their ability to use Indonesian for instructional communication remained limited. Some students also struggled to attend to and respond appropriately to communication in Indonesian. In addition, the continued use of conventional, teacher-dominated instruction appeared to limit classroom interaction: students were often less attentive and had few opportunities to participate actively. These conditions may have constrained the development of their Indonesian language skills. This concern is consistent with Yunuh and Zainuddin (2023), who identify language-related learning content as one of the challenges encountered in schools.

Responding to these challenges requires teachers to model accurate and appropriate language use while providing opportunities for students to practise listening, speaking, reading, and writing. When students develop these four skills, they are better equipped to communicate clearly in both spoken and written forms. Mubin and Aryanto (2023, p. 555) likewise suggest that stronger language proficiency enables learners to communicate more fluently. In addition to language modelling, teachers need instructional approaches that create an engaging learning environment and encourage students to participate actively.

Learning models provide a framework for organizing classroom activities in ways that support instructional objectives. Jaya (2023, p. 136) notes that learning models guide educators in achieving desired outcomes while fostering students' motivation and participation. Varying instructional models can make material easier to understand and remember while creating opportunities for critical thinking and effective communication. One approach that may support these aims is the cooperative learning model known as Teams Games Tournament (TGT) (Adipura & Heryadi, 2021, p. 106). Through small-group collaboration and structured competition, TGT can make classroom learning more interactive.

Teams Games Tournament is a cooperative learning approach in which students work in small groups and participate in academic games or tournaments to earn points for their teams. Its design combines teamwork with friendly competition, encouraging students to contribute to shared group outcomes. Diah and Siregar (2023, p. 1035) explain that the model emphasizes cooperation and seeks to involve all students in the learning process. The implementation commonly includes a teacher-led presentation, the formation of heterogeneous teams, games based on the instructional material,

tournament activities, and recognition for teams that meet specified scoring criteria (Ula & Jamilah, 2023).

Although TGT has been discussed as a cooperative learning strategy, the extent to which it influences the Indonesian language skills of Grade IV elementary school students requires further examination in the context of the present study. Establishing evidence about its influence may help address this research gap and inform decisions about the use of cooperative learning in Indonesian language instruction. Accordingly, this study examines the influence of the Teams Games Tournament cooperative learning model on the Indonesian language skills of Grade IV students at SDN 21 Palembang.

Teams Games Tournament is a form of cooperative learning that combines small-group study with academic games, quizzes, and tournaments. Students are generally assigned to heterogeneous teams so that members with different academic achievement levels and backgrounds can learn together. Yuliawati (2021, p. 359) describes TGT as a model centered on games and academic competition in which small groups provide a supportive setting for discussion, problem-solving, and information sharing. Inajati (2023) similarly characterizes TGT as a cooperative approach involving students of varied abilities and backgrounds. Through organized group activities and tournaments, the model is intended to involve learners actively, strengthen motivation, and make learning more engaging.

Taken together, these descriptions indicate that TGT organizes students into small, heterogeneous groups often comprising approximately three to six learners and integrates collaborative study with academic games and tournaments. The approach may offer teachers a practical way to increase participation in Indonesian language lessons because students are encouraged to contribute regardless of differences in academic performance or social background. Its game-based structure can also provide a shared purpose for collaboration while allowing individual students to demonstrate their understanding.

The implementation of TGT generally involves five interrelated components, as outlined by Astuti, Suryana, and Suaidi (2022, pp. 214–215). First, during the class presentation, the teacher introduces the learning material, and students are encouraged to understand it because the content will be used in subsequent group activities and games. Second, students are assigned to heterogeneous teams, typically consisting of four or five members, to review the material collaboratively and prepare for the games. Third, students participate in games that use numbered or otherwise organized questions; correct answers earn points that contribute to scoring. Fourth, tournaments are arranged after the presentation and group preparation, with students placed at tournament tables according to achievement levels. Finally, in the team-recognition stage, the teacher announces the results and recognizes teams whose average scores meet established criteria, potentially through certificates or rewards.

Like other instructional approaches, TGT has both strengths and limitations. One of its principal advantages is its potential to increase students' participation by incorporating structured games and group competition into classroom learning. However, carrying out each stage requires adequate preparation and classroom time, which may present a practical challenge for teachers.

Janah and Fitriani (2023, p. 36) observe that the game-based nature of TGT can make lessons more enjoyable, reduce boredom, and encourage students to participate enthusiastically, including when taking turns answering questions in front of their classmates. These features may contribute to a more active classroom atmosphere. Nevertheless, Sandra, Theresia, and Nurbaiti (2022, p. 24) note that some students may have difficulty explaining material to their peers. Teachers can address this limitation by providing guidance and helping students with stronger academic performance learn how to explain concepts clearly and supportively. Such scaffolding may enable peer learning to become more effective for all team members.

Language proficiency is fundamental to interpersonal communication and contributes to success in educational, social, and professional settings. It involves knowledge of vocabulary and grammar as well as the ability to adapt language use to particular communicative situations. Sanulita et al. (2024, p. 2) emphasize that effective language skills help individuals express ideas clearly, maintain relationships, and communicate successfully across different contexts. In education, these

skills also support intellectual, social, and character development. Tarigan (2008, as cited in Pamuji & Setyami, 2021, p. 7) identifies four principal language skills: listening, speaking, reading, and writing. Listening and reading are receptive skills, whereas speaking and writing are productive skills.

Listening involves paying attention to spoken messages, identifying the information conveyed, and interpreting its meaning. As discussed by Pamuji and Setyami (2021, p. 8), listening requires learners to attend to what others say and construct an understanding of the message. It is an active receptive process rather than the mere perception of sound. Septya, Widyaningsih, Khofifah, and Harahap (2022, p. 336) explain that listeners must consciously recognize speech sounds, interpret them, and derive meaning to understand a message accurately. At the elementary level, listening competence may be reflected in students' ability to follow read-aloud stories, distinguish sounds and intonation, respond to clear verbal instructions, and identify key ideas in conversations (Pamuji & Setyami, 2021, p. 9).

Speaking is another essential language skill because it allows individuals to communicate ideas and information orally. Basri, Sahib, and Kaharuddin (2023, p. 3047) describe speaking as a communicative process through which a message is conveyed from one person to another. In Indonesian language lessons, speaking activities can help students expand their vocabulary, acquire information, organize ideas, and interact with others. Anjelina and Tarmini (2022, p. 7328) identify communication and interpersonal interaction as central purposes of speaking. More specifically, speaking may be used to inform, greet, or persuade. Dalman (2024, p. 137) proposes several indicators for assessing this skill, including pronunciation, grammatical structure, vocabulary use, clarity of the idea being expressed, and nonverbal features such as gestures, facial expressions, and tone of voice.

Reading involves constructing meaning through interaction between the reader and written text. Febrianingsih (2021, p. 25) describes reading as a communicative process that connects written language with cognitive activity. Successful reading requires more than visual recognition: readers must identify written symbols, process them efficiently, recall linguistic knowledge, and use reasoning to interpret meaning (Silvia, Pebriana, & Sumianto, 2021, p. 9). Reading proficiency is important because it provides access to information and supports the development of knowledge. As discussed by Tarigan (as cited in Ritonga et al., 2023), reading comprehension includes understanding vocabulary, grammar, and textual structure; identifying an author's intended meaning; responding to and evaluating what is read; and adjusting reading strategies to the purpose and type of text.

Writing is a productive language skill through which ideas and messages are expressed in written form. Al-Falah and Khadijah (2022, p. 27) explain that writing involves using linguistic patterns to communicate ideas through text. Unlike direct oral interaction, written communication relies on the organization of language symbols, words, and sentences so that readers can interpret the intended message. Wiratama, Fatima, and Widiyati (2022, p. 3429) likewise characterize writing as an active and creative process that transforms ideas into written language. Students therefore need regular practice in organizing their thoughts and applying linguistic conventions. Tarigan (2021, p. 150) identifies important writing competencies, including accurate spelling, appropriate word choice and word forms, correct word order, and clear, well-structured sentences.

In the Indonesian educational context, language is commonly understood as a primary means of communication, but its role in schooling extends beyond the exchange of information. Indonesian language instruction aims to develop students' ability to understand and use the language effectively in both oral and written communication. It can also support critical thinking, the articulation of ideas, the expansion of knowledge, and character development. Putri, Hetilaniar, and Dedy (2025, p. 2712) similarly emphasize the contribution of Indonesian language learning to these broader educational aims. For this reason, instructional approaches that provide meaningful opportunities to practise language skills warrant attention in elementary classrooms.

2. METHOD

The research used in this research is a quantitative experimental approach with a Pre-Experimental Design research design. The type of research used is One-Group Pretest-Posttest

Design. According to (Sugiyono, 2023, p. 114) in this design there is a pretest before treatment is given. There are 2 research variables in this research, namely the Independent Variable (X) is the Teams Games Tournament type cooperative learning model and the Dependent Variable (Y) is the students' Indonesian Language Skills.

This research will be carried out in class IV of SD Negeri 21 Palembang which is located on Jl. Puncak Sekuning No.84, 26 ilir. Ilir Barat 1 District, Palembang City, South Sumatra. The research will be carried out in the even semester of the 2025/2026 academic year. According to Suriani, Risnita, & Jailani (2023, p. 26) the research population is defined as all research objects or subjects that have certain characteristics that will be studied so that conclusions can be drawn. The population in this study were fourth grade students at SD Negeri 21 Palembang, totaling 73 students. The research sample is a part of the characteristics possessed by a certain population (Sugiyono, 2023, p. 127). The sample in the research used one class, namely class IV.B with a total of 25 students.

The data collection techniques used are tests and documentation. A test contains questions that students must work and answer to measure a certain aspect. As in its function, namely as a measuring tool for learning achievement which will measure the level of students' abilities in mastering the material that has been presented, (Faiz, Putra, & Nugraha, 2022, p. 493). There are 2 types of tests that will measure students' Indonesian language skills, namely the initial test (Pretest) and the final test (Posttest). Documentation is used to find out data on the list of the number of class IV students at SDN 21 Palembang.

Tabel 1. Indonesian Language Skills Test Instrument Grid

No	Aspects of Indonesian Language Skills	Focus on Indicators being Measurred	No	Max Score
1.	Listening Skills	11. Students are able to listen to the story/reader well.	1	**4**
2.	Speaking Skills	11. understand the pronunciations, structure and vocabulary used. 3. Understand the idea you want to convery. 4. Applying pre-linguistic elements such as gestures, facial expressions, and tone of voice.	2,3,4	**12**
3.	Reading Skills	5. Understanding vocabulary, grammar, and structure writing. 6. Understanding the meaning in reading (goal author and provide feedback). 7. Ability to evaluate reading. 8. Adjusting reading accuracy to the conditions and type of reading.	5,6,7,8	**16**
4.	Writing Skills	9. Using spelling and ordering words correctly. 10. Using word forms correctly. 11. Using correct and clear sentence structure.	9,10,11	**12**
Total		Skor Maks		**44**

(Source: Quoting indicators from (Pamuji & Setyami, 2021), (Dalman, 2024).

Instrument validation techniques are valid research results if there are similarities between the data collected and the data that actually occurs on the object being studied (Sugiyono, 2023, p. 175). This research uses a validity test and a reliability test.

In the validity test, testing of 15 Indonesian language skills test items was carried out with the help of SPSS version 26. Based on the results of the validity test, of the total of 15 Indonesian language skills test items, 11 items were declared valid, while the other 4 items were declared invalid. The reliability test is used to find out whether the questionnaire used when collecting data can be said to be reliable or not (Forester, Khater, Afgani, & Isnaini, 2024, p. 1814). This test was carried out by comparing the Cronbach's Alpha value with the significance level used to obtain a Cronbach's Alpha value of 0.826. This value shows that the 11 questions in the research instrument have a good and consistent level of reliability. This is because the Cronbach's Alpha value obtained is above the minimum limit of reliability criteria, namely 0.50, so the instrument is declared reliable and suitable for use.

Tabel 2. Reliability Test

Reliability Statistic	
Cornbach's Alpha	N Of Items
.826	**11**

Data analysis techniques are a methodological process with the application of different statistical tools that are useful in transforming the raw data that has been collected into relevant information. That is, data analysis Research is an important procedure in changing unprocessed data into relevant information by applying statistical methods (Susanto, Arini, Yuntina, Soehaditama, & Nuraeni, 2024, p. 5). In this study, researchers used normality tests, homogeneity tests, and hypothesis tests.

The normality test is a technique used to determine whether data comes from a normally distributed population or belongs to a normal distribution (Nasar, et al., 2024, p. 793). The normality test is a provision for determining the type of statistics used in subsequent analysis, with data that can be said to be normally distributed if Sig.(2-tailed) > 0.05.

Homogeneity test is a statistical procedure used to determine whether several population variants are the same or not (Sianturi, 2022, p. 388). This test is carried out if the group is in a normal distribution and shows that the differences that occur in statistics really occur as a result of differences between groups, not as a result of differences within groups. The variance homogeneity test used is the Levene test which tests the equality of variances of several populations and analyzes one-way variance.

Hypothesis testing is a test that verifies a statement statistically and concludes whether the statement can be accepted or rejected. Hypothesis testing is what is considered correct based on reasons and also explanations of an opinion that requires proof and therefore needs to be verified, (Waluyo, et al., 2024, p. 776). In this study, the paired t-test was used, a parametric test that compares the average measurements in the same group. The paired sample t test is the effectiveness of the treatment, which is identified through the mean difference before and after treatment. The testing criteria for the paired sample t test is that if the Sig (2-tailed) value is <0.05, then HO is rejected and Ha is accepted. The testing procedure is to evaluate by calculating the differences between pairs of data (posttest-pretest) and testing whether the average significant difference is different from zero.

3. RESULT AND DISCUSSION

Result

Research was carried out at SD Negeri 21 Palembang, namely from 22 to 29 April 2026 with the aim of finding out the influence of the Teams game tournament type cooperative learning model on the Indonesian Language Skills of fourth grade elementary school students, where in this class there is still a lack of students' skills in Indonesian in the learning process which hinders understanding and affects communication skills and teachers still apply conventional learning models that are less varied.

a. Uji Normalitas

The normality test is used to determine whether data comes from a normally distributed population or belongs to a non-normal distribution. A data can be said to be normally distributed if Sig > 0.05. In this study, researchers used the Shapiro-Wilk method because the number of respondents was less than 50. The results of the normality test can be seen in the following table.

Tabel 3. Normality Test

Class	*Test Of Normality* *Shapiro-Wilk*		
	Statistic	***Df***	***Sig.***
Pretest	0.962	25	**0.445**
Posttest	0.951	25	**0.263**

Based on the results of the normality test using the Shapiro-Wilk method, which shows that the significant value in the Pretest is 0.445 and Posttest 0.263. This shows that the data is normally distributed, because the significance value of the Pretest and Posttest data is greater than the significance level of 0.05.

b. Uji Homogenitas

The Homogeneity Test is used to find out whether several population variants are the same or not. This test is carried out if the group is in a normal distribution and shows that the differences that occur in statistics really occur as a result of differences between groups, not as a result of differences within groups. The homogeneity of variance test used is the Livene's Test, if the significant value is > 0.05 then the data can be declared homogeneous.

Tabel 4. Homogeneity Test

Test Of Homogeneity of Variance

		Levene Statistic	*df1*	*df2*	***Sig***
Value	*Based on mean*	2.750	1	48	**0.104**
s	*Based on median*	2.130	1	48	**0.151**
	Based on median and with adjusted df	2.130	1	43.556	**0.152**
	Based on trimmed mean	2.839	1	48	**0.099**

The homogeneity of variance test used is the Livene's Test, if the significant value is > 0.05 then the data can be declared homogeneous. Based on the homogeneity test data above, there is a significant value for the pretest and posttest results of 0.104. This proves that the homogeneity test results have a significant value of more than the same as the significance level. Therefore, it can be interpreted that the Pretest and Posttest have homogeneous results.

c. Uji Hipotesis

Hypothesis testing is used to verify a statement statistically and draw conclusions about whether the statement can be accepted or rejected. To test the hypothesis in this research, the paired t-test is a parametric test that compares the average measurements in the same group. The paired sample t test is the treatment activity, which is identified through the mean difference before and after treatment. Based on the results of the t-test that has been used, it can be seen in the following table:

Tabel 5. Hypothesis Test

Paired Sample Test (*Paired Differences)*

	N	***Mean***	***Std. Deviasi***	**t-count**	***Sig.(2-tailed)***	**Informatio n**
Pretest	25	67.0909	8.45605			
posttest	25	84.7273	5.95986	-16.077	0.000	**Signifikan**

To test the hypothesis in this research, the paired t-test is a parametric test that compares the average measurements in the same group. The paired sample t test is the treatment activity, which is identified through the mean difference before and after treatment. Based on the results of the t-test table above, it is known that the average Pretest value is 67.09 while the average Posttest value is

84.72. So decision making can be seen from the sig value, (2-tailed) which if sig. > 0.05 then Ho is accepted and Ha is rejected. When sig. <0.05 then Ho is rejected and Ha is accepted. The test results show a significance value (2-tailed) of 0.000, which means this significance is <0.05 so Ho is rejected and Ha is accepted. Thus, the results of the hypothesis test are that there is an influence of using the Teams Games Tournament type cooperative learning model on the Indonesian language skills of class IV students at SD Negeri 21 Palembang.

Discussion

Based on the research results, data was obtained that students' Indonesian language skills before being treated with the Teams Games Tournament type cooperative learning model were still relatively low, with an average pretest score of 67.09. These low skills are caused by the use of conventional teacher-centered learning methods, so that interactions between teachers and students and between students are less than optimal. This condition means that students are not used to using Indonesian properly and correctly in the learning process, resulting in low Indonesian language skills in the aspects of listening, speaking, reading and writing.

To overcome this problem, researchers used a cooperative learning model of the Teams Games Tournament type. This leaming model was chosen because the process can involve students actively in learning activities through group formation, discussions, playing games and tournaments. With these activities, students can get the opportunity to interact and participate actively directly during the learning process. The improvement in students' Indonesian language skills occurs because the Teams Games Tournament type cooperative learning model provides a more active and enjoyable learning experience. In the learning process, students not only receive material from the teacher, but are also directly involved in group activities, discussions, academic games and tournaments. After being given treatment using the learning model, students' Indonesian language skills improved, as can be seen from the average Posttest score which increased to 84.72.

In the first step, namely the class presentation, in this activity the teacher will convey the learning objectives and materials that will be achieved. This will create students' listening skills, where when the teacher explains, students will listen. In listening skills, students are trained to focus more on paying attention to the teacher's explanation and understanding the information conveyed during learning activities. This listening skill is not only carried out when the teacher explains the material, but also when students listen to opinions from other students, directions during group games, or instructions given during the process of implementing the learning model. In line with the theory stated by Septa, Widyaningsih, Khofifah & Harahap (2022) which states that through these activities, students will learn to receive information well, understand the content of learning, and develop the ability to analyze information received orally. This process makes students more active and concentrated in participating in learning. so that they can improve the indicators for assessing listening skills, namely being able to listen to stories or readers well.

In the second step, namely group formation, in this activity the teacher will divide students into small groups to play games. In this case, speaking skills will be created where students will ask questions and answers to the teacher regarding group formation and directions for carrying out the game that will be played. In speaking skills, students are given the opportunity to express opinions, answer questions, and discuss with group members using good and correct Indonesian. Group discussion activities in the Teams Games Tournament type cooperative learning model encourage students to be more courageous in expressing ideas, asking questions and providing responses. This is in line with research conducted by Halik, Ilmi, & Ningsih (2023) which found a positive influence from the use of the TGT model on students' speaking skills at SDN 9 Arawa, which stated that the application of the teams games tournament learning model was able to improve speaking skills leaming outcomes seen during the learning process. Students participated in learning activities actively and were able to collaborate with fellow group teams. So that students are able to fulfill all assessments contained in the speaking skill indicators well.

The next step is to play games and tournaments. In this activity, students will carry out activities in groups to answer the questions that have been given in turn. At this stage students' reading and writing skills will develop. Students' reading skills also experience development through

various learning activities, such as reading questions, understanding the meaning and evaluating the content of reading, and identifying important information. With the help of the TGT learning model, it can increase students' active involvement in group activities so that it can make it easier for students to improve their reading skills. In line with the theory stated by Febrianingsih (2021) that reading is a communication process that involves readers and writers through a text, in other words there is a cognitive relationship between spoken and written language. Meanwhile, in writing skills, students are trained to write down discussion results, answer questions in writing using correct spelling and word forms, and compose answers according to their understanding of the material being studied with clear sentence structures and carry out tasks given during learning activities. This is done so that an assessment of writing skills can be achieved according to the indicators. This is supported by research by Sasra (2025) which states that with the help of TGT leaming model activities it has a positive and significant influence on writing skills which is proven to help students explore ideas, expand vocabulary and compose sentences well.

The final step is to give awards to the group that has won the game with the highest score during the four meetings. At this stage the teacher will appreciate the students' activities after carrying out all the activities. With awards, students are more enthusiastic about participating in each learning activity so that they can improve their listening, speaking, reading and writing skills develop optimally. Students become more focused on listening to the teacher's explanations, more active in talking and discussing with friends, more active in reading material and game questions, and more careful in writing answers and discussion results. Thus, giving awards plays a role in increasing student participation, motivation and involvement which ultimately supports improving all aspects of Indonesian language skills.

The results of this research are in line with the cooperative learning theory put forward by Slavin which states that cooperative learning emphasizes the importance of cooperation between students in groups to achieve learning goals together. In cooperative learning, students not only act as individuals who learn independently, but also have responsibility for the success of their group. Each group member works together, helps and supports each other understanding the learning material so as to create positive interactions during the learning process. This approach also provides opportunities for students to be actively involved in learning through communication, discussion and problem solving together.

This is in line with the opinion of Pitriani, Noviati, and Juanda (2022) who state that through the TGT model students will be involved in all learning activities so that the learning atmosphere becomes more comfortable and participatory. Overall student involvement in learning activities makes students more confident to express opinions, discuss and collaborate with their group of friends. These conditions indirectly support the improvement of students' Indonesian language skills, both in the aspects of listening, speaking, reading and writing. Therefore, based on the results of research that has been carried out and supported by theory and previous research, it can be stated that the problem formulation in this research has been answered. The results of the research prove that the Teams Games Tournament (TGT) type cooperative learning model has an influence on the Indonesian language skills of class IV students at SD Negeri 21 Palembang, so that this model can be used as an effective learning alternative in improving students' language skills in elementary schools.

4. CONCLUSION

Based on the results of the research conducted, it can be concluded that there is a significant influence from the use of the Teams Games Tournament type cooperative learning model on the Indonesian Language Skills of class IV students at SD Negeri 21 Palembang. From the results of the hypothesis test which was carried out using the Paired Sample t-test, the Sig value was obtained. (2-tailed) is 0.000 which is smaller than 0.05. So it can be concluded that Ho is rejected and Ha is accepted, meaning there is a significant influence. This is because the Teams Games Tournament learning model can improve students' Indonesian language skills in an active and fun learning environment.

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