

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Teams Games Tournaments (TGT) terhadap hasil belajar siswa pada mata pelajaran IPAS “Transformasi Energi di Sekitar Kita” kelas IV UPTD SD Negeri Lantek Timur 1. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan desain eksperimen menggunakan model one group pretest–posttest design. Sampel penelitian terdiri dari 25 siswa yang dipilih melalui teknik purposive sampling. Pengumpulan data dilakukan menggunakan lembar observasi dan instrumen tes berupa soal pretest dan posttest yang telah diuji validitas, reliabilitas, tingkat kesukaran, dan daya pembeda. Hasil penelitian menunjukkan bahwa terdapat peningkatan hasil belajar siswa secara signifikan setelah diterapkannya model pembelajaran TGT. Nilai rata-rata posttest lebih tinggi dibandingkan dengan pretest, yang menunjukkan peningkatan pemahaman dan keterlibatan siswa dalam proses pembelajaran. Berdasarkan hasil uji paired sample t-test, diperoleh nilai thitung (9,49) > ttabel (2,003), sehingga H_0 ditolak dan H_a diterima. Dengan demikian dapat disimpulkan bahwa penerapan model pembelajaran Teams Games Tournaments (TGT) berpengaruh signifikan terhadap peningkatan hasil belajar siswa pada mata pelajaran IPAS “Transformasi Energi di Sekitar Kita” kelas IV UPTD SD Negeri Lantek Timur 1.

Kata Kunci: Hasil belajar, IPAS, *Teams Games Tournaments*

ABSTRACT

This study aims to determine the effect of the Teams Games Tournaments (TGT) learning model on students' learning outcomes in the IPAS subject "Energy Transformation Around Us" for fourth-grade students at UPTD SD Negeri Lantek Timur 1. This research employed a quantitative approach with an experimental design using a one-group pretest–posttest model. The research sample consisted of 25 students selected through purposive sampling. Data were collected using observation sheets and test instruments consisting of pretest and posttest items that had been validated for validity, reliability, difficulty level, and discriminating power. The results showed a significant increase in students' learning outcomes after applying the TGT learning model. The average pretest score was lower than the posttest score, indicating improved understanding and engagement. The results of the paired sample t-test showed that $t_{count} (9.49) > t_{table} (2.003)$, which means H_0 is rejected and H_a is accepted. Thus, it can be concluded that the implementation of the Teams Games Tournaments (TGT) learning model has a significant positive influence on students' learning outcomes in the IPAS subject "Energy Transformation Around Us."

Keyword: *Learning outcomes, IPAS, Teams Games Tournaments*