



Improving Students' Social Skills Through Cooperative Learning: The Effectiveness of The Teams Games Tournament (TGT) Model

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Article Info

Article History

Received: July, 25th, 2024

Revised: September, 24th, 2024

Published: September, 30th, 2024

Keywords

TGT type cooperative, social skills, vibrations, and waves

Abstract

Improving Students' Social Skills Through Cooperative Learning: The Effectiveness of the Teams Games Tournament (TGT) Model. This research aims to describe the improvement in students' social skills after carrying out the learning process by implementing the Teams Games Tournament (TGT) type cooperative model on vibration and wave material. The type of research used is a pre-experimental design with a one-shot case Study design. In this research, the subjects used were students in class VIII of one of the State Middle Schools in Sidoarjo. The indicators used in this research are being able to socialize with other people, being able to interact confidently, showing concern, reporting things accurately, completing tasks, avoiding bad behavior, respecting other people's opinions, controlling emotions, and being friendly. The results of the research show that all indicators have experienced a significant increase in the average social skills of students being well-trained as indicated by an increase in the percentage of students' skills at each meeting. At meetings I, II, and III respectively, the percentage increase was 52%, 71%, and 93%. Based on this, it can be concluded that Teams Games Tournament (TGT) type cooperative learning can be used to train students' social skills which is one aspect of cognitive development in vibration and wave material.

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Citations: Wulandari, T. A., & Rosdiana, L. (2024). Improving Students' Social Skills Through Cooperative Learning: The Effectiveness of The Teams Games Tournament (TGT) Model. Science Education and Application Journal (SEAJ), 6(2), 116-125.

INTRODUCTION

Education is the basis of social progress in society. Through education, individuals can gain the knowledge, understanding, and skills needed to become productive individuals in society. Developing a quality education system is key to ensuring that all individuals have equal opportunities to fulfill their potential. The independent curriculum is the latest initiative in Indonesia's efforts to develop its education system. The concept of an independent curriculum aims to recover from distance learning during the COVID-19 pandemic and also answers the challenges in the era of education 4.0 in the 21st century which was initiated by Eko Risdianto(Manalu et al., 2022). In facing the challenges of education in the 4.0 era of the 21st century, school reform must equip students with the 4C abilities: creative thinking, critical thinking and problem-solving, communication, and collaboration.(Hasan Muhammad, 2021). 4C skills are progress that students must obtain for the advancement of education in Indonesia.

The implementation of 4C in the independent curriculum concept is reflected through the "Pancasila Student Profile". This profile describes Indonesian students who have global competence and behave by Pancasila values, with six main characteristics: (1) have faith, have faith in God Almighty, and have noble character; (2) global diversity; (3) work together; (4) independent; (5) critical reasoning; and (6) creative(Vishnujati et al., 2021). Social skills and cooperation are characteristics that need to be built by students in the 4.0 era, referring to an individual's ability to interact, communicate, cooperate, and understand other people in various

social situations. Social skills are essential for social adjustment because they allow individuals to interact with others in predictable ways and understand each other better. Based on this, social skills can be defined as a person's ability to interact with other people in various social situations, including in the context of understanding lessons (Salavera C & Usán P, 2021). Social skills, such as the ability to communicate, collaborate, and interact with others, play a crucial role in preparing students for life in an increasingly complex society. Research by Kusadi et al. (2020) emphasizes the importance of social skills as a fundamental component in education that not only supports academic achievement but also vital interpersonal skills. Social skills currently play a very important role in achieving students' learning goals. This is because in social activities, students will exchange information and knowledge, so they can gain more knowledge. So social skills can be used as a factor that influences student learning outcomes (Rashid, 2019).

However, based on the results of pre-research through interviews with science teachers regarding the learning process, it was found that students rarely carry out practicums due to limited laboratory facilities, even though a group discussion system has been implemented. However, in carrying out group discussions, students still tend to choose their group members, so their social skills are considered to be low. As a result, students who are already superior tend to maintain their excellence, while those who are less superior have difficulty improving their performance. The teacher also revealed that students' abilities in vibration and wave material were still relatively low. This is supported by research by M. Rahayu et al. (2023) which states that vibration and wave material is material that is difficult for students to understand because it includes knowledge of facts, concepts, and procedures such as wave characteristics and wave magnitude formulas. According to questionnaire data filled out by students, 10% of them said they never got high marks on the material, 30% said they rarely did, 51% said they usually did, and only 9% always got high marks. The results of this questionnaire are in line with the teacher's statement which estimates that around 70% of students get low scores on vibration and wave material. This percentage indicates that only a few students achieved high scores on the material, which is often considered difficult because the concepts are abstract and require in-depth understanding. This situation shows the importance of developing students' social skills through a more interactive learning model. One cooperative learning model that can be used is the Teams Games Tournament (TGT) because social skills are an aspect of students' cognitive development. This model is designed to increase learning motivation and social skills through a game-based approach and group competition. According to Handayani (2022), the TGT cooperative model can activate students' roles, helping build social skills through structured interaction and cooperation. Considering the low social skills and students' understanding of vibrations and waves in this school, it is hoped that the implementation of the TGT model will be able to create a more dynamic learning environment and support the development of student's social and academic skills effectively.

Several previous studies have shown that the implementation of the TGT model can improve students' social skills significantly (Al Maulidah et al., 2023; Kurniawati, 2017). However, research that focuses on the application of the TGT model in the context of Vibration and Wave material and its impact on students' social skills is still limited. Apart from that, the update in this research will modify the method by integrating elements of self-reflection and continuous feedback in each game session which aims to deepen the targeted improvement of students' social skills. Therefore, this research aims to explore the effectiveness of the TGT-

type cooperative learning model in training students' social skills, especially in learning Vibration and Wave material.

Through this research, it is hoped that it can provide deeper insight into how the TGT model can be used to improve students' social skills and their academic achievement in material that is considered difficult. It is also hoped that this research can contribute to the development of more effective and enjoyable learning strategies in the classroom. Based on relevant data and research, researchers conducted research with the title "Application of the Teams Games Tournament (TGT) Type Cooperative Model to Train Social Skills in improving student learning outcomes.

METHODS

The type of research used is a pre-experimental design using a One-Shot Case Study design which describes the social skills of class VIII students at one of the State Middle Schools in Sidoarjo in the even semester of the 2023/2024 academic year. In the One Shot Case Study design the dependent variable (observation) is obtained after applying treatment, namely the TGT type cooperative model, this is suitable for use in this research where data collection is carried out using the observation method(Sugiyono, 2022). The research design can be seen in Table 1.

Table 1. One Shot Case Study Research Design

Treatment	Observation
X	O

(Hardiyanti, 2023)

Information:

X: Treatment is given the cooperative method of TEAMS Games Tournament (TGT)

O: Observation

A sampling technique using purposive sampling was used to select classes based on the considerations of the science teacher and the various abilities of the students. Based on the teacher's considerations, the results of the lowest social skills of all students were from class VIII-E. Apart from that, based on the results of the questionnaire distributed by researchers, show that the ability of class VIII-E students shows that they experience the most difficulties in vibration and wave material.

Table 2. Sample and Population Distribution

Variable	Amount	Percentage (%)	Information
Total Population	360	100%	Class VIII students at SMPN in Sidoarjo
Research Sample	36	10%	Students were selected through purposive sampling
Gender			
● Man	19	54.28%	
● Woman	17	45.72%	
Academic Achievement			Based on the average score of students on vibration and wave material
● Tall	6	16.67%	Average score ≥ 80
● Intermediate	18	50%	Average score 60 - 79
● Low	12	33.33%	Average value < 60
Social Skills			Based on teacher observations
● Good	5	13.89%	Actively participate and cooperate

• Enough	20	55.56%	Sometimes active, but less consistent
• Not enough	11	30.55%	Less involved and tends to be passive

Data collection was carried out by observing social skills during learning activities. The results of the students' social skills data were assessed during the TGT-type cooperative model treatment which was observed by observers during science learning. Observers observed the students' social skills at 3 meetings with 3 different sub-materials, namely the understanding of vibrations and their parameters (meeting 1), the understanding and types of waves (meeting 2), and the wave parameter relationship sub-material (meeting 3). This observation was carried out by six observers with each observer observing five students. Before making observations, all observers are given an explanation including a detailed explanation of the observation criteria, how to use research instruments, and observation simulations, to ensure that all observers have a uniform understanding and can make consistent assessments. Observations were carried out using a social skills observation sheet instrument that had been validated by two validators, including seven indicators that had been modified from the research Salimi et al., (2021). This adaptation was carried out through considerations of high validity, diversity of indicators, and suitability to the research context. The seven indicators are described using the observation criteria listed in Table 3.

Table 3. Observation Criteria for Each Indicator

Indicator	Observation Criteria	Code
Able to socialize with other people	Students take the initiative to interact with group members	A
	Students respond well to other members.	B
	Students actively talk in groups.	C
	Students can adapt themselves in groups.	D
	Students want to help each other.	E
	Students handle conflict in a constructive and peaceful way	F
	Students provide a positive influence (providing support, encouragement, or pleasant humor)	G
Able to interact with confidence	Students dare to carry out activities in groups	H
	Students convey their ideas or opinions.	I
	Students dare to ask questions.	J
Showing concern	Students help friends who are experiencing difficulties	K
Report something accurately	Students report their activities as a form of responsibility	L
Completing the task	Students complete their assignments on time	M
Avoid bad behavior	Students do not cheat	N
	Students focus on their assignments.	O
Respect other people's opinions.	Students express whether they agree or disagree with other people's opinions.	P
	Students express disagreement naturally.	Q
Controlling emotions	Students are not offended when disturbed by others	R
Be friendly	Students show acceptance of each other	S
	Students appreciate the results of other people's ideas	T

The observation sheet is filled in by ticking the "Yes" and "No" columns with the observation score using the Guttman scale. The Guttman Scale is used to obtain firm answers regarding the social skills possessed by students. Although there are limitations in using the Guttman scale, namely a lack of flexibility in handling individual responses, these limitations have been considered through validation tests by validators to reduce the impact of using the Guttman scale. Observation scores using the Guttman scale are presented in Table 4.

Table 4. Guttman Score Observational Analysis

Observation	Score
Yes	1
No	0

(Nuziana, 2020)

The resulting data is then converted into a percentage using the formula in Equation 1

$$\text{Percentage} = \frac{\sum \text{Skor "YA" yang diperoleh}}{\sum \text{Skor Maksimal}} \times 100\%$$

The data analysis used is identifying social skills, and then categorizing them based on the categories presented in Table 5.

Table 5. Assessment Category

Mark	Category
> 80%	Very good
> 60% – 80%	Good
> 40% – 60%	Pretty good
> 20% – 40%	Not good
≤20%	Not good

(Widyoko, 2009)

Next, calculate the average social skills score for each group and re-categorize the average social skills score based on the assessment categories in Table 4. Interpretation of the results will involve analysis to determine whether the research that has been conducted supports or rejects the hypothesis that has been proposed. In addition, researchers will discuss the implications of these findings, both in theoretical and practical contexts, including how these results can be applied in educational settings to improve students' social skills. If the observation results show a percentage of ≥61%, then all students are considered to have trained social skills well.

RESULTS AND DISCUSSION

Table 6. Recapitulation of Social Skills Improvement Data

Indicator	Meeting		
	Pert 1	Pert 2	Pert 3
Able to socialize with other people	46%	71%	86%
Able to interact with confidence	43%	68%	86%
Showing concern	53%	80%	100%
Report something accurately	53%	77%	100%
Completing the task	70%	87%	100%
Avoid bad behavior	63%	72%	92%

Respect other people's opinions	47%	63%	88%
Controlling emotions	47%	60%	93%
Be friendly	50%	57%	95%
Average	52%	71%	93%
Category		72%	Good

Social skills have an important role in life and need to be possessed by every student. Social skills are the ability of a person or community member to interact with other people and solve problems, so that they can adapt harmoniously to the surrounding environment (Kusadi et al., 2020). Based on the observation data presented in Table 5, the first indicator regarding students' ability to socialize with other people shows a significant increase. The average percentage obtained by students was 46% at the first meeting, 71% at the second meeting, and 86% at the third meeting. This is due to the need for students to adapt to the new group at the first meeting. Difficulty in adapting to the environment can cause poor attitudes (Geburu & Yuksel-Kaptanoglu, 2020). At the second and third meetings, students begin to get used to socializing with other people, such as taking the initiative to interact with their group friends, responding to group members, and adapting to the group. The increase in social skills at the second and third meetings occurred because, during learning, active contribution in groups was always practiced, so students got used to working in groups and their social skills increased.

The second indicator is students' ability to interact confidently. This indicator is supported by three statements: students' courage to carry out activities in groups, express their ideas or opinions, and ask questions. This is an advantage of the TGT cooperative model, which helps students to be active during learning as seen from these three statements (Dewi & Lestari, 2024). The results of observations on the second indicator show an increase at each meeting. At the first meeting, the average percentage of students interacting with their group friends was still low, namely 43%. This percentage increased to 68% at the second meeting and 82% at the last meeting. At the first meeting, students were still at the stage of adjusting to the group. At subsequent meetings, they began to get used to interacting with their group friends to hold discussions. The TGT cooperative learning model is a learning activity that involves heterogeneous group learning by taking part in games and tournaments which have the advantage that students have the freedom to interact and use their opinions, increase tolerance, and have high self-confidence (Astuti et al., 2022). This ability to adapt is to the equilibration aspect of Piaget's theory of cognitive development.

The third indicator is showing concern. This indicator has one statement, namely, students help other friends. At each meeting, there was an increase in concern among students. The successive increases occurring at meetings 1 to 3 were 53%, 80%, and 100%. This increase shows that one of the elements in the cooperative learning model, namely positive interdependence, has been achieved (Zuriatun Hasanah & Himami, 2021). The ability of students to show concern shows that students have the willingness to help each other when one of their friends experiences difficulties during learning.

The fourth and fifth indicators, namely reporting things accurately and completing tasks, also showed a significant increase with the percentage at the last meeting being 100%. The fourth indicator is training students during the completion of LKPD and concluding at the end of learning. These two indicators are related to aspects of responsibility (Abidin, 2020). The increase in these two indicators shows that the aspect of student responsibility has also increased. When students have good responsibility skills, they will be accustomed to taking responsibility for every task given, including in science learning.

The sixth indicator is avoiding bad behavior. This indicator includes two statements: students do not cheat and focus on the tasks they have. Avoiding cheating is an important sub-indicator of social skills for students (Rismayani et al., 2020). At the first meeting, the percentage of student quality in this indicator was in a good category with an average percentage of 63% and continued to increase at subsequent meetings. This shows that students can avoid bad behavior.

The seventh indicator is respecting other people's opinions. The results of this indicator show that students respect and respect friends' opinions when discussing by speaking politely, being kind, and not bullying friends who have different opinions. Students' social skills on this indicator show very good final results. This indicates that students can respect friends' opinions and speak politely when discussing. The eighth indicator is controlling emotions. This indicator shows an increase, in social skills is important in achieving the emotional and behavioral readiness of students to carry out social relationships with each other and to be able to adapt to activities and learning demands. (Kurniawati, 2017). TGT learning has a big influence on students' emotional intelligence and has a positive impact on their emotional intelligence (Rahayu, 2017).

The final indicator is being friendly. This indicator includes two statements: not distinguishing between each other and appreciating other people's ideas. There was a significant increase in this indicator, with an average percentage of 50% at the first meeting, 57% at the second meeting, and increasing drastically to 95% at the last meeting. This shows that students are starting to get used to the differences between them and are used to appreciating the work of others. This indicator is one of the advantages of the TGT-type cooperative learning model (Al Maulidah et al., 2023). The drastic improvement at the second and third meetings occurred because students began to show acceptance of each other at the third meeting. This acceptance is based on trust built through repeated and shared interactions (Kurdjokova et al., 2013). At the third meeting, students began to get used to it because there had been repeated and joint interactions during learning.

From the results of observations, it is known that the first and second indicators obtained the lowest percentage compared to other indicators, even though they were still in the good category. Students' social and interaction abilities are influenced by external and internal factors. One of the internal factors is students' clearer personal goals and interests (Haleta et al., 2021). Students who have clearer goals and interests tend to be more accustomed to being involved in social relationships and developing their social skills. The results of student responses also show that there are still students who do not feel familiar with their friends and have difficulty discussing with them. Therefore, there needs to be encouragement so that students can be influenced by internal and external factors to develop their social skills.

In the observation results, there is a perfect percentage, namely 100% on indicators that show concern, report things accurately, and complete tasks. This perfect percentage shows that students have shown concern (helped each other), reported everything accurately, and completed the tasks given. This is to the principles of cooperative learning, where students help each other, communicate, and work together to complete tasks (Yulitri et al., 2020). A perfect score of 100% on several indicators indicates very high achievement by students. However, it is important to explore further whether these scores reflect maximum effect, that is, the best performance a student can achieve in a given context, or whether they are simply indicative of momentary gains. Further discussion would be beneficial to understand whether these scores truly reflect stable and sustainable maximum performance, or if there is still room for further development.

Based on the description above, it can be concluded that the overall social skills of students are in a good category with an average percentage in all meetings of 72% after implementing the TGT-type cooperative learning model. The research results showed that

during the activity, students' social skills were well-trained. Students can socialize well, interact confidently, show concern, report accurately, complete assignments, avoid bad behavior, respect other people's opinions, control emotions, and be friendly. This shows that the TGT-type cooperative learning model can be an effective choice in schools for training students' social skills which are a factor in students' cognitive development, in this case, science learning by Piaget's theory. However, these results are also influenced by several limitations, such as variability in student performance which may be influenced by external factors, one of which is individual motivation. Additionally, the small sample size may limit the generalizability of these findings. Support for research results is also obtained from the TGT-type cooperative model which involves student activity (Handayani, 2022).

CONCLUSION

Based on the results and discussion previously presented, it can be concluded that the social skills of class VIII students at one of the State Middle Schools in Sidoarjo district with the implementation of the TGT type cooperative learning model experienced an increase in the first to third meetings with an average percentage gain of 52 in a row. % in the quite good category, 71% in the good category, and 93% in the very good category. This emphasizes the effectiveness of the Teams Games Tournament (TGT) type cooperative model in training social skills among students. Additionally, these findings are reinforced by previous research and statistical analysis, which further confirm the positive impact of this learning approach on students' social skills. Overall, the research results show that the integration of TGT-type cooperative model strategies in the learning process can significantly contribute to students' social skills needed to obtain improved learning outcomes and social skills that can be applied in social life.

SUGGESTION

In increasing the implementation of the TGT-type cooperative model, it is recommended that teachers receive training in specific strategies for managing the classroom effectively, including classroom organization and time management techniques. Future research should involve larger and more diverse samples and consider additional variables such as differences in social skills and the long-term impact of the TGT model. In addition, the results of this research need to be conveyed to school administrators, curriculum developers, and policymakers so that they can be applied in a broader educational context.

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