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The Application of the Team-Games Tournament Model Assisted by Wordwall Media to the Learning Outcomes of Pancasila Education Grade IV SD Negeri 22 Lubuklinggau

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ABSTRACT

The use of learning models plays a crucial role in realizing the learning targets that have been set. This study aims to determine the completeness of the learning outcomes of Pancasila education of grade IV students at SD Negeri 22 Lubuklinggau after the implementation of the Teams Games Tournament model with the help of Wordwall media. The research method used is quantitative with experimental methods. This study uses a pre-experimental design with one group pre-test and post-test categories. The results of the study showed that based on the results of the analysis of the final student data hypothesis test calculation, a tcal value (4.31) was obtained. Based on the results of the *post-test* value test with a significant level of α = 0.05, the table (1.720) was obtained. Thus it is obtained that tcount (4.31) ≥ ttable (1.720) by this means that Ha is accepted and Ho is rejected. So, it can be concluded that the *Teams Games Tournament* learning model assisted by *Wordwall media* can complete the learning outcomes of Pancasila Education for grade IV students of SD Negeri 22 Lubuklinggau.

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1. INTRODUCTION

Education is a foundation whose existence is absolutely necessary for every individual and will last throughout life. As a social being, man cannot develop optimally if he does not receive education and teaching from other humans. The learning process can occur because it is based on motivation and encouragement from internal and external sources with the intention of getting the expected learning results (Mogale & Malatji, 2022).

The use of learning models plays a crucial role in realizing the learning targets that have been set. In this context, the learning model functions as a series of learning that educators use to design teaching

and learning activities. In this case, it includes the steps to be taken, the model planned to be used, and the learning objectives to be achieved (Eyob Kenta, 2019). So, that learning is not monotonous, teachers can use various learning models to increase student involvement in the learning process, so that teachers can innovate in teaching and learning strategies to become a more interesting learning approach (Aher, Arriaga, & Kalai, 2023).

Handitya (2020) explained that in order for the learning process to form character, each field of science must be guided by the values of Pancasila. Thus, learning does not only focus on cognitive development, but also on good personal growth for students. Therefore, a good Pancasila education is needed for students (Nugraha, Lukitaningtyas, Ridho, Wulansari, & Al Romadhona, 2022).

Successful learning of Pancasila education can form the character of intelligent and responsible students. Teaching Pancasila education from the elementary school level (SD) is very necessary so that students can develop into individuals with character and responsibility. Through this education, students are guided to understand the importance of moral values and the obligatory role of a citizen. Pancasila education at the elementary level plays a big role in instilling a spirit of nationality in students (Bukit, Marcela, & Ernawati, 2023). By understanding the country's identity, national goals, and Pancasila values, students will grow into the next generation who are competent, have integrity, and have the ability to realize a better Indonesia

In fact, the material in Pancasila and Citizenship Education learning related to the theories of discussion emphasizes more on the aspect of memorization (O'Connor, Ludgate, Le, Le, & Huynh, 2023). This causes students to experience a tendency to be uninterested in learning activities and arise learning problems, namely the low absorption ability obtained by students which affects the low learning outcomes obtained. Obtained. Based on the results of the researcher's observations and interviews with teachers in grade IV of SD Negeri 22 Lubuklinggau city on Wednesday, October 2, 2024 which can be seen on (Appendix A page 116). The researcher found a phenomenon of the learning outcomes of Pancasila Education in grades IV A and IV B which are very proportional to their grades, where the grades in class IV A are higher than the grades in grades IV B (Appendix A pages 121 & 122). Based on interviews with homeroom teachers of grade IV A, the significant difference in learning outcomes between classes IV A and IV B is due to variations in learning models. In grade IV A, teachers tend to use more diverse approaches, such as discussions to hone problem-solving skills, learning while playing, role-playing, and conducting experiments. The application of this varied learning model is suspected to be a driving factor for higher grades compared to other classes. On the other hand, the learning outcomes in class IV B showed a lack of optimization. This was identified in relation to several habits and attitudes of students who did not support the learning process, namely 1) learning took place not conducive 2) students quickly felt bored, 3) students tended to prefer to play during the learning process, 4) active students were just that. As a result, it has an influence on student learning outcomes which can be evidenced by the results of odd mid-semester test scores in grade IV B students who show scores that do not meet the criteria for achieving learning objectives (KKTP), which is 70 in the Pancasila Education subject (Appendix A pages 121 & 122). Of the 22 students, 6 students (22.27%) were able to achieve the achievement criteria and there were 16 students (72.72%) who could not meet the achievement criteria for learning objectives. In an effort to optimize learning outcomes, the use of learning innovations is key, namely by implementing learning models. The cooperative learning model can be relevant to overcome learning outcomes. This model engages students in a series of collaborative, interactive, and group learning activities. Various variations of cooperative models are available, and one of them is the Teams Games Tournament (TGT) type. TGT is a cooperative learning method that

groups students into groups with heterogeneity in ability, gender, ethnicity, and race (Lyman, Tredway, & Purser, 2023).

Based on research that has been carried out by (Yusuf, Jusoh, & Yusuf, 2019), namely the Implementation of the TGT Type Cooperative Learning Model, after learning using the TGT model significantly increases the completeness of student learning outcomes by up to 75% and triggers higher learning motivation through competitions and games. This makes this model very suitable for making learning Pancasila Education in elementary schools more interesting. That way, students will be motivated to learn to obtain optimal learning outcomes (Sebsibe, Argaw, Bedada, & Mohammed, 2023).

In line with the Teams Games Tournament learning model that applies games, the researcher applies interactive learning media in the form of Wordwall. Wordwall is an online platform that facilitates the creation of various types of educational games, ranging from simple quizzes to more complex picture puzzles. With a variety of templates available, Wordwall is a flexible medium to make learning more enjoyable (Hordvik, MacPhail, & Ronglan, 2020). In an effort to make learning more interactive, Wordwall is often used by designing various educational games whose concepts are similar to video games. This game is not only interesting, but also has the potential to be an effective learning medium (Suri, Syahputra, Amany, & Djafar, 2023).

This study aims to determine the completeness of the learning outcomes of Pancasila education of grade IV students at SD Negeri 22 Lubuklinggau after the implementation of the Teams Games Tournament model with the help of Wordwall media. The hope of the research is that it can be used as a school policy in implementing the learning model in the classroom according to the conditions of each class.

2. METHODS

The research method according to Sugiyono (2019) is a systematic method in obtaining information with specific purposes and objectives. The type of research used in this study is quantitative research with experimental methods. This study uses a pre-experimental design with one group *pre-test* and *post-test* categories. The experimental method is a research method that aims to determine the causal relationship between independent variables and bound variables. The variables used in this study consist of independent variables and bound variables. The free variable in this study is the *Teams Games Tournament* learning model assisted by *Wordwall media* while the bound variable is the learning outcomes of Pancasila Education. According to Sugiyono, (2019), in general, the experimental research design can be seen in the following image.

Table 1. Research Design

Pretest (Initial Test)	Treatment	Posttest (Final Test)
O1	X	O2

(Scott, 2017)

Information.

X = Treatment pembelajaran model *Teams Games Tournament* media-assisted *Wordwall*

O1 = *Pre-test value*

O2 = *Post-test value*

This research was carried out at SD Negeri 22 Lubuklinggau and the time for this research was carried out in the even semester of the 2024/2025 school year from May 15 to April 15, 2025. Sugiyono,

(2017) explained that population is not only about the number, but also about the whole object or subject being researched with certain characteristics both in terms of age, level of understanding, learning motivation and other things. Therefore, the population determined in this study is all students in grade IV of SD Negeri 22 Lubuklinggau for the 2024/2025 school year."

The researcher found that the phenomenon of learning outcomes of Pancasila Education was lower in class IVB compared to class IVA, therefore the researcher took a sample of research in class IVB that was relevant to the purpose of purposive sampling, namely the sampling technique used to achieve certain goals. This technique was used by researchers to find out how much the Teams Games Tournament learning model assisted by Wordwall media had an effect on the learning outcomes of Pancasila Education students in grade IV of SD Negeri 22 Lubuklinggau City for the 2024/2025 school year on the material on the meaning of Pancasila precepts in the community. The steps for data analysis will be carried out as follows; Calculating the Average Value of Standard Deviation; Normality of the data; Hypothesis Test.

3. FINDINGS AND DISCUSSION

Wahyuni (2020) explained that data description is a process of presenting and describing the collected data with the aim of obtaining a factual picture of a problem. In this regard, data collection in the research at SD Negeri 22 Lubuklinggau was conducted from April 15 to May 15, 2025 (Appendix E page 183) with a research sample in the form of class IV B totaling 22 students, divided into 10 males and 12 females.

This study uses the *Teams Games Tournament* learning model assisted by *Wordwall* media with the subjects used, namely Pancasila Education Chapter 4 Pancasila In Me Topic A The Meaning of Pancasila Precepts in Society. Before the research was carried out in class IV B, the researcher first tested the instrument in class V A which consisted of 18 students on April 15, 2025. Of the 20 multiple-choice questions with Pancasila material in me used in the test, it was found that 13 questions met the validity requirements, namely in question number 1,2,3,4,5,6,7,12,14,16,17,19,20, while 7 questions, namely in number 8,9,10,11,13,15,18 did not meet the valid criteria and was considered invalid.

This research was implemented through several phases, namely with details of one initial ability test, namely *the pre-test* at the first meeting. After that, the meeting was held in class IV B SD Negeri 22 Lubuklinggau in the even semester of 2024/2025 using the *Teams Games Tournament model* with the help of *Wordwall media*. The next stage is the implementation of *post-tests*, which aim to find out the final abilities of students after this learning model is implemented.

Description of Student Initial Ability *Data (Pre-test)*

Pre-test is an initial measurement made of *research* subjects before they receive a certain intervention or treatment (Sugiyono, 2017). The purpose of the *pre-test* is to measure the level of students' initial understanding of the material or topic to be studied. The *pre-test score data* that has been processed for class IV B shows the results summarized in the following table.

Table 2. Pre-test Score Recapitulation

Yes	Category	Information
1.	Average score	50,00
2.	Default deviation	17,40
3.	Lowest value	23
4.	Highest score	77
5.	Tuntas	3
6.	Conclusion	19

From the table, data was obtained that the average score of students was 50.00, with 3 students (13.63%) achieving completeness, while 19 students (86.36%) had not completed. The highest score obtained is 77, while the lowest score is 23.

Description of Student Final Ability *Data (Post-test)*

Measurements or tests given to research subjects after they receive a treatment or intervention (Sugiyono, 2017). After identifying the students' initial abilities, the next step is the implementation of learning activities using the *Teams Games Tournament model* with the help of *Wordwall media*. This learning activity is carried out after the treatment is completed. As the final stage of the research, the final test is given with the aim of evaluating the student's overall ability.

The final ability measured reflects the level of students' mastery of the Pancasila Dalam Diriku material in grade IV of SD Negeri 22 Lubuklinggau after the entire series of learning processes are completed. *Post-tests* are carried out to measure the final ability of students to the material that has been studied. After the processing of *post-test score data* in class IV B, the results of the study can be seen in the following table.

Table 3. Post-test Score Recapitulation

Yes	Category	Information
1.	Average score	80,42
2.	Default deviation	11,32
3.	Lowest value	62
4.	Highest score	100
5.	Tuntas	18
6.	Incomplete	4

Based on the data in the table, it can be seen that students who got scores above the KKTP were 70 with 18 students (81.81%) and 4 students who did not meet the KKTP (18.18%). With the highest score of 100 and the lowest score of 62, then the overall average score is 80.42. So, descriptively, it can be said that the final ability of students after the implementation of the *Teams Games Tournament* model assisted by *Wordwall media* is included in the complete category, because the average score is more than the predetermined KKM which is 70 and can be seen in the following diagram.

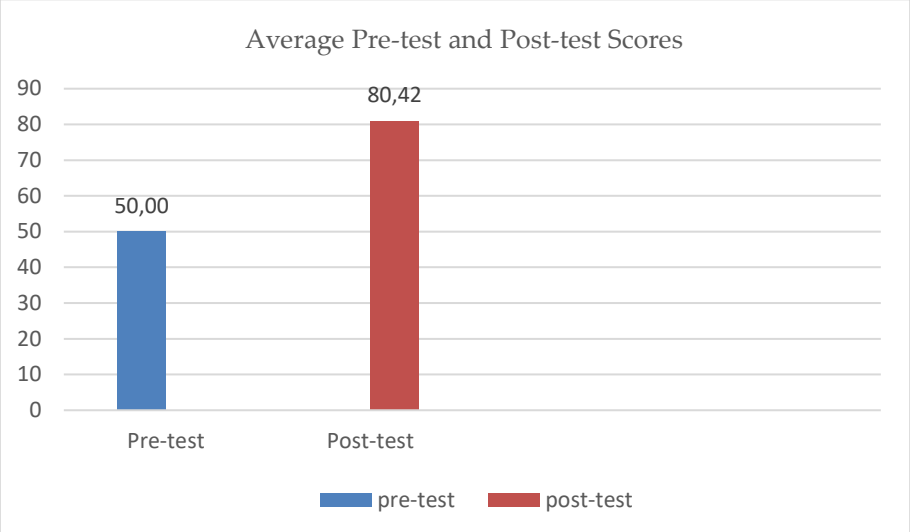

Figure 1. Diagram of *pre-test* and *post-test average scores*

Based on the graph, it can be concluded that the average *pre-test score* is 50.00 with the criteria of completion, 3 students (13.63%) are complete and 19 students (86.36%) students are incomplete or do not meet the KKTP, which is 70. Then after the *post-test* was carried out, an increase was obtained, namely with the complete criteria of 18 students (81.81%) and 4 students who did not meet the KKTP (18.18%).

Testing Data Analysis Requirements

Normality Test; aims to see whether the two data groups, the population are normally distributed or not. Sugiyono (2017). The normality test is based on the provisions of statistical calculation regarding the data normality test with a significant level of $\alpha = 0.05$. If $\chi 2$ counts < $\chi 2$ table then it can be stated that the data is normally distributed, if $\chi 2$ counts ≥ $\chi 2$ table then it can be stated that the data is not normally distributed. The recapitulation of the results of the calculation of the *post-test normality test* can be seen in the following table.

Table 4. Recapitulation of *Pre-test* and *Post-test Normality Test Results*

Class	$\chi 2$ count	*Dk*	$\chi 2$ Table	Conclusion
Pre-test	5,1784	5	9,488	Usual
Post-test	2,2024	5	9,488	Usual

Based on the table, the values of $\chi 2$ calculate *pre-test* and *post-test* data are smaller than $\chi 2$ tables ($\chi 2$ calculate < $\chi 2$ tables). Thus, *the pre-test* and *post-test data* are normally distributed with a significant level of $\alpha = 0.05$.

Hypothesis Testing; The results of the hypothesis test for *the post-test* data can be seen in the following table.

Table 5. Recapitulation of Hypothesis Hypothesis Results

Stuttgart	*Dk*	Table	Conclusion
4,31	21	1,720	Ho rejected Hadisimu

Based on the results of the hypothesis test analysis, it was obtained that tcount compared to ttable on the distribution t with ttable = 1.720, tcount = 4.31 was obtained. Thus tcount (4.31) ≥ ttable (1.720). This means that Ho is rejected and Ha is accepted. In other words, the hypothesis proposed in this

research can be accepted as true, so it can be concluded that the application of the *Teams Games Tournament* learning model assisted by *Wordwall media* is effective in measuring the learning outcomes of Pancasila Education for grade IV students of SD Negeri 22 Lubuklinggau.

Discussion

This research was conducted directly by researchers in grade IV of SD Negeri 22 Lubuklinggau. The implementation follows the schedule set by the school using the *Teams Games Tournament model assisted by* Wordwall *media* in the Pancasila Education Chapter 4 Pancasila Dalam Diriku subject. This research was carried out in several phases, namely the implementation *of pre-test*, two treatments, the application of *the Teams Games Tournament* learning model assisted by *Wordwall media*, and the final test or *post-test* after learning in the second treatment.

The first meeting will be held on April 22, 2025, with the main agenda in the form of a *pre-test of ability*. This test aims to identify students' initial level of understanding before they take part in learning using *the Teams Games Tournament* (TGT) model with the help of *Wordwall media*. A total of 22 students who were class samples took part in *this pre-test*. In addition to the implementation of *the pre-test*, at the same meeting, the researcher also gave an initial explanation to students regarding the mechanism of the *Teams Games Tournament* learning model assisted by *Wordwall media* that will be applied (Sugiarti & Husain, 2021).

At this meeting, the researcher explained the stages that will be carried out and the material that will be studied, namely the Meaning of Pancasila Precepts in Society. Furthermore, the researcher formed the students into several groups with a total of 5-6 people who varied from gender, ability, and ethnicity. Based on the processing of *pre-test* score data for grade IV, it was revealed that the average score of students was 50.00. The range of students' grades ranges from 23 (lowest grade) to 77 (highest grade). Of the total students, only 3 people (13.63%) achieved completeness, while the other 19 students (86.36%) have not completed it.

In the second meeting, after the *pre-test was carried out*, the next step was to carry out the treatment, namely applying *the Teams Games Tournament* model with the help of *Wordwall* media in the sample class. The second meeting was held by the researchers on April 28, 2025. The implementation of learning using *the Teams Games Tournament* model assisted by Wordwall *media* is carried out in 4 stages, namely, material delivery, group formation, tournament, and finally rewarding (Syamsul, Basyaruddin, & Yuhdi, 2020). The researcher began the learning by inviting students to pray and continued by checking attendance. To activate students' initial knowledge, the researcher reminded relevant material. Then, the researcher conveyed the learning objectives and explained the flow of the day's learning activities. After that, the researcher presented the material in a classical manner. Then, students are formed into several groups consisting of 5-6 members of the group where this group has been formed on the previous day.

Each group consists of different genders, different abilities with the aim that they can complement each other's shortcomings and strengths. Furthermore, the researcher explained to students the process of carrying out the game, how to play the game, the rules of the game and the point system that will be given if they win the game. Then, the researchers pasted pictures of the movements they had to follow on the floor. Next, 2 groups that will play prepare and march. Meanwhile, the group that did not play waited outside the game area so that they did not disturb other groups and did not see the problems on the laptop. The first step, namely 2 groups with 5 students each, will compete for the first time. They will line up according to their group, then when the game starts they have to follow the movements in the pictures that have been pasted on the floor until they go to the tournament table in front, namely

there is a laptop that has loaded the *Wordwall* website, which is in the form of a quiz that contains learning that has been taught before and they have to answer it alternately with other group members (Jamiah, Fatmawati, & Purwaningsih, 2019). After one of the members answers, he must return to the back row and take turns with the next student until the quiz questions end.

Each group must answer the question quickly until the question is exhausted and get 1 winning group. Next is a group of 6 people, they play a game with the same thing then get 1 group of winners. Next, the group that wins the game will get a reward. Next, the researcher invites students to review the material that has been studied. In addition, the researcher also motivates students to stay enthusiastic and not blame each other for group members (Nabilah Mokhtar, Lim Zhi Xuan, Lokman, & Noor Hayati Che Mat, 2023). The test results at this meeting showed progress compared to the *pre-test*, although the improvement has not been maximized. Some of the factors that cause this are that students are still adapting to the new learning model that emphasizes the tournament system. They still need to understand group dynamics, the rules of the game, and how to contribute effectively in the team (Yunus, Setyosari, Utaya, & Kuswandi, 2021).

In this meeting, there were still some students who blamed their friends for feeling upset when other friends answered questions incorrectly. Then students also interacted with *Wordwall media* and laptops for the first time as a learning tool where there are still some students who are still confused about how to use laptops. They need time to understand how to use the medium. The implementation of the model and the use of media at this meeting were not fully optimal because students were still in the process of adjustment (Jannah, Prasojo, & Jerusalem, 2020). Nevertheless, the enthusiasm of students to take part in the next learning is visible. Although the improvement has not been maximized, the results of the first meeting provide an early indication that *the Teams Games Tournament* model assisted by *Wordwall* media has the potential to improve student learning outcomes. Group interactions, game elements, and material visualization through *Wordwall* began to have a positive impact on student understanding (Ariyanda & Arifyani, 2020). They become more enthusiastic about learning and doing tournaments.

The next implementation of the *Teams Games Tournament learning model* treatment with the help of *Wordwall* media is on April 29, 2025. In the second meeting, learning with models and media was carried out through 4 stages, namely, material delivery, group formation, *tournament,* and finally rewarding. The researcher began the learning by inviting students to pray. The next action is to check the attendance of students before starting learning activities. Then, the researcher conducted an apperception by reminding the previous material that was related. After that, the researcher conveys the learning objectives and provides an overview of today's learning flow. Next, the researcher explains the material in a classical way.

Finally, students are formed into groups of 5-6 members, which are predetermined. If in the previous meeting the group consisted of 5 people who played first, then in this meeting the group consisted of 6 people who played first. The rest of the group waited outside the game area. At this meeting, students conducted tournaments more conducive than before. They are calmer and understand to support each other to their group members. They are more focused on answering questions on *Wordwall*. During the tournament, there is no longer confusion in using a laptop. After the tournament is over, the researcher gives rewards to the winning group. Then, with the aim of reflecting back on the material that has been studied, the researcher invites students to review as well as provide motivation to maintain their enthusiasm in the learning process.

A significant improvement in student learning outcomes was seen on the second meeting test compared to the previous meeting. This indicates a better understanding of the mechanics of the Teams *Games Tournament learning model* with the help of *Wordwall* media. This increase is reflected in more active participation in group discussions, collaboration between team members, and healthy competition during tournaments. In the second meeting, students seemed more adaptive in learning using the *Team-Games Tournament* model with the help of *Wordwal* (Kaya & Ercag, 2023). They show higher activeness, do not hesitate to ask questions, and the learning atmosphere becomes more conducive. Group discussions and game elements in tournaments encourage students to think critically. A significant increase in learning outcomes at the second meeting showed that the *Teams Games Tournament* model assisted by *Wordwall* media, when implemented properly, can optimize students' understanding and mastery of Pancasila Education materials.

At the third meeting after providing treatment, the researcher carried out *a post-test* on May 29, 2025. *Post-test* aims to find out the extent to which students master the lesson at the end of the lesson related to the material that has been studied. The processing of *pre-test* score data for grade IV showed that 18 students (81.81%) exceeded the KKTP (70) with complete criteria, while 4 students (18.18%) did not meet the KKTP. The highest score was recorded at 100, the lowest score was 62, and the overall average was 80.42. Further analysis revealed that the average *pre-test* score was 50.00, while the average *post-test* reached 80.42. Thus, there was an increase in the average score of 30.42 from *pre-test* to *post-test*.

Based on the previous explanation, it can be concluded that the application of the *Teams Games Tournament* (TGT) learning model assisted by *Wordwall media* has the potential to improve student learning outcomes. The TGT model combines elements of positive play and competition between groups, so that the learning atmosphere is not boring, and encourages students to be actively involved. The use of *Wordwall* in *the Teams Games Tournament* makes Pancasila Education materials presented in an interesting and challenging form, thereby increasing student active involvement. *The Teams Games Tournament* involves social interaction and competitions between teams in person (Elhawwa, 2022). This combination accommodates a wide range of student learning styles and maintains a high level of engagement. In the *Teams Games Tournament* model, students are in heterogeneous groups. They discussed, shared knowledge, and helped each other to prepare for the tournament. This process encourages collaborative learning and builds a deeper understanding of the material. When preparing for the tournament, students in the team will explain the material to each other. This process not only reinforces the student's understanding of explaining, but also helps other students on the team to understand concepts that may be difficult. This provides students with the opportunity to iterate and review material in a non-boring manner, thus improving long-term comprehension and retention. Success in the game and positive contribution to the team in *the Teams Games Tournament* can increase students' confidence in understanding Pancasila Education materials.

The cooperative approach in the *Teams Games Tournament* learning model supports the realization of a relaxed learning atmosphere while fostering student responsibility, as explained by Aprido (2024), by inviting all students to play an active role and collaborate regardless of their learning status. Prihatmojo (2020) added that *the Teams Games Tournament* prioritizes the active involvement of students through team games to achieve group scores, where teachers can design learning in the form of quizzes related to the material. In this context, (Chusni, Saputro, Budi Rahardjo, & Suranto, 2020) introduced *Wordwall*, a web application that allows educators to create engaging learning media such as quizzes and games that can be customized and accessed through various devices.

Based on the results of the research that has been carried out by researchers, the learning process and learning outcomes are improved by using *the Teams Games Tournament* learning model assisted by *Wordwall media*. This is in line with the t-test calculation obtained that tcount (4.31) ≥ ttable (1.720). This means that Ho is rejected and Ha is accepted. Thus, it can be concluded that the learning outcomes of Pancasila Education for grade IV students of SD Negeri 22 Lubuklinggau after the implementation of *the Teams Games Tournament* learning model with the help of *Wordwall* media have proven to be effective. So it can be stated that the *Teams Games Tournament learning model* with the help of *Wordwall media* can be used as an alternative in completing the learning outcomes of Pancasila Education (Matriano, 2020).

This research is in line with previous research by (Febriani, Widayanti, Saputra, Safutri, & Bedra, 2023) which showed that the application of the *Teams Games Tournament* model with *Wordwall media* significantly increased the activeness and learning achievement of PPKN grade IV students at SD Negeri 1 Karanggintung. The study recorded an increase in the percentage of learning completeness from 54.68% to 82.81% after the implementation of the TGT cooperative model. Suitability is also seen in a study conducted by (Suharijadi, Fausiyah, & Astuti, 2023) which proves the effectiveness of the TGT model in improving the learning outcomes of the Pancasila meaning material for third grade students of SDN Kalirungut 1/264 Surabaya, with an increase in the average score from 50 to 67.59% and completeness from 57.15%.

This is in line with the advantages of the *Teams Games Tournament* learning model which not only highlights outstanding students, but also provides opportunities for other students to actively contribute in the group, students will learn to support each other and appreciate the contribution of each group member, by working in groups, students will better understand the importance of cooperation in achieving common goals, there is a reward system in the model This learning makes students more excited to achieve learning goals, teachers succeed in creating a more competitive and fun learning atmosphere through reward strategies. Then, the tournament that is integrated in this learning model has succeeded in increasing students' enthusiasm and enthusiasm in participating in lessons. This is in line with the advantages of *Wordwall* learning media in this study, namely, being able to provide a meaningful learning system to students, the use of *Wordwall* is easily accessible and easy for students to understand, the use of *Wordwall* can increase teachers' creativity in applying learning media.

4. CONCLUSION

Based on the results of the research and also the discussion, it can be concluded that "The learning outcomes of Pancasila Education students in grade IV of SD Negeri 22 Lubuklinggau after applying the Teams Games Tournament learning model assisted by Wordwall media are significantly complete". In this case, based on the results of the analysis of the final student data hypothesis test, a tcal value (4.31) was obtained. Based on the results of the post-test score with a significant level of α = 0.05, the table (1.720) was obtained. Thus it is obtained that tcount (4.31) ≥ ttable (1.720) by this means that Ha is accepted and Ho is rejected. So it can be concluded that the Teams Games Tournament learning model assisted by Wordwall media can complete the learning outcomes of Pancasila Education for grade IV students of SD Negeri 22 Lubuklinggau. Based on some findings from the research results, it can be suggested that the following things students are expected to show active participation, self-confidence, and collaboration skills during teaching and learning activities.

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