

Teams Games Tournament Based on Cultural Exploration to Increase Students' Emotional Intelligence

Riana Aisyah¹, Murfiah Dewi Wulandari^{1*}

¹ Faculty of Elementary School Teacher Education Department, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Corresponding author: mdw278@ums.ac.id

Abstract

Purpose: This study aims to determine the effectiveness of the application of the Teams Games Tournament (TGT) method based on cultural exploration in improving the emotional intelligence of elementary school students.

Methodology: This study used a quantitative approach with a quasi-experiment design. The research subjects were fourth grade students of SD Muhammadiyah 1 Ketelan Surakarta, which were divided into an experimental class of 19 students by being given treatment through the cultural exploration-based Teams Games Tournament (TGT) method and a control class of 21 students using conventional learning methods.

Results: The N-Gain test results showed that the experimental class obtained an average N-Gain score of 76.5520, which was classified as "Effective," while the control class only achieved an average score of 32.9558, which was categorized as "Not Effective." These results indicate that the cultural exploration-based Teams Games Tournament (TGT) method is significantly effective in improving students' emotional intelligence.

Applications/Originality/Value: This study also contributes to the use of game-based learning strategies as an effort to develop emotional intelligence among elementary school students.

Introduction Section

Education is one of the manifestations of human culture that is dynamic and full of development. In the scope of education, various intelligence is needed in order to navigate learning properly and consistently, namely by carrying out various methods, models and approaches. Intelligence has an important role in a human being, especially in this case anyone involved in the world of education, one of which is students who are in the elementary school education stage and the intelligence in question is emotional intelligence. Emotional intelligence becomes emotional power and sensitivity that generate energy to obtain information and affect learning outcomes (Awang et al., 2019). Education in Indonesia faces great challenges in creating a young generation that is not only intellectually intelligent, but also has high emotional intelligence.

Emotional intelligence plays a very important role in achieving success in school. Emotional intelligence encompasses a range of abilities that affect academic intelligence. Without emotional intelligence, students will not be able to use their cognitive abilities to their full potential. Emotional intelligence, also known as (EQ), refers to the ability to recognize, understand, cope with, and express emotions appropriately (Alkalah, 2016). Emotional intelligence is the ability of individuals to manage their emotions well, including controlling the emergence of negative emotions and expressing them through self-awareness, self-control, motivation, empathy, and effective social skills (Irawan, 2021). Emotional intelligence (EQ) involves an individual's ability to recognize, use, and express emotions, as well as integrate emotions in the thinking process, understand emotions and knowledge about emotions, and regulate emotions to develop behaviors that are in accordance with environmental demands (Issom & Yorani, 2017). At the elementary school level, the formation of emotional intelligence is very important because students begin to learn to manage their emotions, helping students establish positive relationships and adapt to diverse environments.

Many teachers in classroom learning activities tend to use the lecture method which does not involve interaction between students. As a result, communication only takes place in one direction, where the teacher conveys information without encouraging students to interact. This reliance on conventional methods can cause students to feel bored and lack enthusiasm. In the learning process, educators need to have extensive skills, knowledge, and understanding as well as mastering various learning models so that learning objectives can be achieved after the learning is complete (Susanto, 2021). Without carrying out effective teaching, teachers will not be able to innovate and be creative in carrying out their duties and functions, as stated by (Raharjo, 2020). Therefore, it is very important for teachers to have sufficient competence and knowledge, and master various learning approaches that can increase student engagement.

Learning involves the interaction of students, teachers, and learning re-sources in an educative environment. Students are encouraged to actively participate in the learning process, both individually and in groups, by utilizing existing resources (Muhibbin et al., 2020). This interaction aims to build students' attitudes, knowledge, and skills so as to achieve learning objectives (Gumartifa et al., 2023). Therefore, the role of the teacher is very important in creating interesting and fun learning by choosing the right model. The goal is that the material presented can better attract students' attention, increase their participation during the learning process, and create active involvement in interacting between students. Through interaction activities students not only acquire knowledge, but also develop attitudes and skills that are relevant to everyday life. Collaboration skills in self-directed learning with an independent curriculum in Indonesia focus on students' ability to work together, share ideas, and support each other to achieve effective learning goals (Arung et al., 2023). The learning process that involves various parties can help students develop a deeper understanding, while practicing their social and emotional abilities.

Based on observations made at SD Muhammadiyah 1 Surakarta, it shows that elementary school students still have difficulties in developing emotional intelligence, especially related to skills in managing emotions, empathy, and social skills. Many students have difficulty working together in groups, controlling their emotions when facing problems, or showing empathy for their peers. This emotional intelligence is very important because it affects students' interactions with peers. Monotonous learning that focuses on cognitive aspects alone often neglects students' emotional development.

In an effort to improve the quality of learning and the development of emotional intelligence of fourth grade students at SD Muhammadiyah 1 Ketelan Surakarta, especially regarding the application of effective learning methods, there are several challenges. The learning methods applied still tend to be conventional by using the lecture method and not fully using an interactive and fun approach for students. Students are also not able to manage their emotions well when working in groups, tend to be reluctant to actively participate in group activities, and some of them still have difficulty controlling their emotions when experiencing defeat in competitions. This can hinder the development of skills such as cooperation, communication and emotion management.

One of the learning methods that can optimize students' emotional intelligence is the Teams Games Tournament (TGT) type cooperative learning method. The Teams Games Tournament (TGT) learning method is able to encourage students to interact with friends in groups, so they learn through collaboration. The Teams Games Tournament (TGT) type collaborative learning model allows students to learn in a more relaxed atmosphere, emphasizing individual responsibility, integrity, cooperation, decision-making skills, healthy competition, and active involvement in the process (Ulfa, 2019). Meanwhile, according to (Hermawan & Rahayu, 2020), the Teams Games Tournament (TGT) learning model is carried out by forming small groups of four to six people with different academic abilities, gender, race, or ethnic backgrounds. Therefore, Teams Games Tournament (TGT) not only functions as a learning model, but also plays a role in building students' social and emotional skills based on cultural exploration.

Indonesia's rich cultural diversity provides an opportunity to integrate cultural learning with emotional intelligence development. Cultural activities, such as learning about traditional foods, regional dances and traditional houses in Indonesia, not only reinforce cultural identity but also serve as a medium for practicing empathy, cooperation and emotional recognition. Combining cultural exploration with the Teams Games Tournament (TGT) method can create a more meaningful learning experience. Students not only gain knowledge about culture, but also engage in direct interaction with their group mates through fun and competitive activities. Learning approaches based on activity and collaboration, such as Teams Games Tournament (TGT) can improve students' ability to work together, be open, and adapt to the cultural differences around them (Karmina et al., 2015). (Karmina et al., 2021) With this method, students are invited to play an active role in finding information, discussing, and completing tasks in teams, so they can learn to respect the opinions of others and develop the ability to work together.

The implementation of cultural exploration in Indonesia provides an opportunity for teachers to instill the values of tolerance, empathy, and respect for others. Students are taught to recognize and appreciate the social and cultural differences around them. Through cultural exploration activities at school can help students develop empathy and concern for others, which are important elements in emotional intelligence (Eden et al., 2024). By interacting directly with diverse cultures, students increase their positive curiosity, broaden their perspectives, and learn to control their emotions in various social situations. Learning that focuses on cultural exploration not only increases students' knowledge, but also helps shape their character for the better. This is in line with research (Petrides et al., 2018) which shows students who have higher emotional intelligence are usually more skilled in managing interpersonal relationships and achieve better academic performance. This is due to their ability to collaborate more effectively and cope well with social challenges.

Several studies on Teams Games Tournament (TGT) and emotional intelligence have been conducted. Research conducted by (Nurhayati et al., 2022) showed that the results of research in students' post-test activities after the application of the Teams Games Tournament (TGT) type cooperative learning model experienced a significant increase compared to the pre-test results. Research conducted by (Arealya et al., 2022) the results showed that the use of media in learning can effectively improve students' emotional intelligence, because the media helps students control their emotions while playing.

Based on research conducted by these researchers, this study shows that the Teams Games Tournament (TGT) model based on cultural exploration has a significant ability to improve the emotional intelligence of fourth grade students. This study aims to determine the effectiveness of the application of the Teams Games Tournament (TGT) method based on

cultural exploration in improving the emotional intelligence of elementary school students. Contribute to developing more effective learning methods, which not only pay attention to academic aspects, but also support the formation of student character on the basis of emotional intelligence.

Research Methods

Education is one This research was conducted at SD Muhammadiyah 1 Ketelan Surakarta. This study was conducted in the 2024/2025 school year. The population involved in this study consisted of IV A class students as many as 19 students and IV C as many as 21 students. This study used a quantitative approach with a quasi experimental design. The method used in this research is the experimental method, which is a research method used to look for the influence between certain treatments on other variables under certain conditions. This research design is included in the Quasi Experimental Design with the Nonquivalent Control Grub Design type of research involving 2 groups, namely the experimental group using the Teams Games Tournament (TGT) game based on cultural exploration and the control group did not receive treatment.

The data collection technique in this study uses a questionnaire that has been provided with answers, so that the research object can choose the available answers. In this case the questionnaire used by researchers aims to measure students' emotional intelligence, especially in the aspect of managing emotions. The number of questionnaire items in this study were 15 items with 5 alternative answers, namely never (TP), rarely, (J), sometimes, (KK), often, (S), very often (SS). Data analysis techniques in this study used normality test, homogeneity test, and hypothesis testing.

Research Results and Discussion

Research Results

After completing the research at SD Muhammadiyah 1 Surakarta by grouping students into experimental and control classes, the next step for the researchers is to calculate the data to assess the effectiveness of the intervention provided. In this process, a number of statistical methods will be used to measure the increase in students' emotional intelligence as a result of the implementation of the Teams Games Tournament (TGT) learning method based on cultural exploration. The following is a presentation of the data analysis results conducted by the researcher:

Descriptive Statistical Analysis

In this study, descriptive statistical analysis was applied to assess the pre-test and posttest results of the experimental class and the control class. The aim of this step is to provide deeper insights into the changes in students' emotional intelligence after the intervention implemented through the Teams Games Tournament (TGT) method based on cultural exploration in the experimental class.

Table 1. Descriptive Statistical Analysis

	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	43	60	52.74	4.840
Posttest Experiment	86	91	89.05	1.508
Pretest Control	50	65	58.48	4.792
Posttest Control	68	79	72.24	3.097

From the data above, it shows that for the experimental class, the pretest scores ranged from 43 to 60, with an average of 52.74 and a standard deviation of 4.840. After the treatment was given, the posttest scores of the experimental class significantly increased, ranging from 86 to 91, with an average of 89.05 and a standard deviation of 1.508. Meanwhile, the control class had pretest scores ranging from 50 to 65, with an average of 58.48 and a standard deviation of 4.792. The posttest scores for the control class ranged from 68 to 79, with an average of 72.24 and a standard deviation of 3.097. The significant increase in the average scores of the experimental class compared to the control class indicates the influence of the treatment given. Additionally, in this study, a normality test was conducted to determine whether the data distribution from the experimental class and the control class follows a normal distribution pattern.

Normality Test

After conducting a descriptive analysis, the researcher then performs the first prerequisite test, which is the normality test. The normality test is useful for examining the data testing population, which is conducted to determine whether the research data population is normally distributed or not.

Table 2. Normality Test

Shapiro-Wilk		
	Sig	Ket.
Normality Test	0,195	Normal

Based on the results of the normality test using the Shapiro-Wilk method, it can be concluded that all the tested data are normally distributed. This is evident from the significance level (sig) of 0.195. The significance test result of $0.195 > 0.05$ indicates that the pretest data from both the experimental class and the con-trol class are normally distributed. This means that the assumption of normality is met.

Homogeneity Test

This homogeneity test aims to determine whether the data results obtained from a study are homogeneous or have the same variance. In this case, the re-researcher conducted a homogeneity test on the fourth-grade class at SD Muham-madiyah 1 Ketelan Surakarta using Levene's Test. The results of the homogeneity test can be explained in the table below :

Table 3. Homogeneity Test

Levene statistic		
	Sig	Ket.
Homogeneity	0,408	Homogen

Based on the results of the homogeneity test, the significance value of Levene's Test for the pretest results is 0.408. Given that this value exceeds 0.05 (Sig. > 0.05), it can be concluded that the variance of pretest data between the experimental and control groups is homogeneous. This result suggests there is no significant difference in variance between the two groups, indicating that the initial conditions of both groups can be regarded as equivalent prior to the inter-vention or treatment.

General Linear Model Test

The General Linear Model Test is employed to assess the research hypothe-sis: specifically, whether the Teams Games Tournament (TGT) method, when based on cultural exploration, is effective in enhancing students' emotional intel-ligence.

Table 4. Result of the General Linear Model Test

Dependent Variable: Emotional Intelligence		
Souce	F	Sig.
Corrected Model	460.430	0.000
Teams Games Tournament (TGT)	460.430	0.000

Based on the results of the General Linear Model test, it shows a signifi-cance value of 0.000 (< 0.05), indicating a significant difference in posttest scores between the experimental and control classes. That the intervention con-ducted in the experimental class using the Teams Games Tournament, which fo-cuses on cultural exploration, has a significant impact on the improvement of students' emotional intelligence. Thus, this intervention has proven to significant-ly enhance the emotional intelligence of students in the experimental class com-pared to students in the control class who did not receive similar treatment. This reinforces that the treatment in the experimental class has a significant effect on the improvement of students' emotional intelligence.

N-Gain Test

The N-Gain test is applied to assess the effectiveness of the Teams Games Tournament (TGT) method, which focuses on cultural exploration to enhance students' emotional intelligence. In this study, the N-Gain value is calculated by comparing the pretest and posttest scores between the experimental class and the control class.

Table 5. N-Gain Test

	Statistic	Ket
Experiment Class	76.5520	Effective
Control Class	32.9558	Ineffective

Table 6. Categories of N-Gain Effectiveness Interpretation

Percentage (%)	Interpretation
< 40	Not Effective
40 – 55	Less Effective
56-75	Moderately Effective

Source: Hake, R.R, 1999

Through N-Gain test analysis, the researcher measured the effectiveness of the Teams Games Tournament (TGT) method based on cultural exploration in improving students' emotional intelligence. This process is carried out by comparing the results of the pretest and posttest, then calculating the N-Gain percent-age to determine the level of effectiveness of the given intervention. The effectiveness of the Teams Games Tournament (TGT) method is categorized based on the N-Gain value, with interpretations ranging from "Ineffective" to "Effective," based on the percentage increase in value. This category provides a clear picture of the extent of the intervention's impact on the development of students' emotional intelligence through a measurable and structured scale.

Discussion

In this study, researchers used a quantitative approach with the Quasi Ex-perimental Design method. This study involves one independent variable, namely Teams Games Tournament (TGT), and one dependent variable, namely emotional intelligence of fourth grade students of SD Muhammadiyah 1 Surakarta. The re-search sample, consisting of all IV A class students totaling 19 students for the experimental group, and 21 IV C class students for the control group. That the average score of students' emotional intelligence in the experimental class, which received treatment using Teams Games Tournament (TGT) based on cultural ex- ploration, was significantly higher than the average score of the control class that did not receive the same treatment. This shows that the cultural exploration-based Teams Games Tournament (TGT) model is effective in improving students' emotional intelligence, especially in the context of learning activities and social interactions.

Learning through Teams Games Tournament (TGT) games has created a more enjoyable learning atmosphere as students are actively involved in the game. The Teams Games Tournament (TGT) cooperative learning model is de- scribed as a relatively simple approach to implement and is able to encourage the active participation of all students, regardless of social status or the differences between them (Luo et al., 2020). This is reflected in the positive activities shown by most students during the learning process. In line with research (Alfira & Syofyan, 2022) The main purpose of the game method is to create an interesting and fun atmosphere for students in the learning process. This method also helps reduce boredom when receiving material in class, as well as increase students' interest and excitement in participating in learning. Research conducted by (Adnyana, 2020) revealed that students who participated in Teams Games Tournament (TGT) learning experienced a significant increase in the aspects of self-emotional awareness, the ability to empathize, and manage- ment of their emotions, when compared to students who received learning with conventional methods.

A cultural exploration approach to learning contributes significantly to the development of students' emotional intelligence. By learning about traditional foods, regional dances and traditional houses from different parts of Indonesia, students not only gain an understanding of rich cultural values, but also stimulate positive emotions such as empathy, cooperation and social understanding. Not only is this approach culturally engaging, it also has a direct impact on emotional skills, such as emotion management, communication skills, and building harmo- nious social relationships. In the traditional food exploration activity, students are invited to know the origin of the food, the ingredients used, and the unique- ness of each type of food. In traditional dances, students learn about the origin of the region, the name of the dance, and the basic movements of the dance. While in traditional houses, students are introduced to various types of traditional houses from several regions and understand the uniqueness of each traditional house. Through this activity, students are invited to appreciate diversity and col- laborate to achieve a common goal.

Play experiences that involve cultural exploration in broadening students' understanding of diversity. Through this activity, students not only recognize various cultures, but also build empathy for the differences that exist. Students become more sensitive and responsive to the various social contexts that sur- round them. The development of emotional intelligence in learning is very im- portant to ensure that the learning process runs optimally and produces the best learning outcomes (Wulandari & Suyadi, 2019). By using Teams Games Tourna- ment (TGT) as a learning medium, teachers can improve students' social interac- tion and create a fun learning atmosphere (Arealya et al., 2019). (Arealya et al., 2022). The effectiveness of the Teams Games Tournament (TGT) model on improving students' emotional intelligence is influenced by in- ternal factors, namely how teachers convey information to students. An effective approach and clear communication from the teacher is necessary to achieve the expected learning objectives.

Collaboration in a team can increase trust and strengthen friendships among its members. (Suharti et al., 2024). In the process, students can support each other to understand the subject matter (Fauziyah, 2020). By working together in achieving a common goal, each team member learns to understand each other, appreciate contributions, and support each other. Trust is formed through effec- tive communication and the realization that each individual plays an important role in the success of the group. This creates a positive learning environment, where students feel valued to contribute. Students' involvement in game-based activities can improve their ability to manage emotions, especially when working with

teammates or when facing defeat (Miao, 2017). Competition in Teams Games Tournament (TGT) provides opportunities for students to learn to control emotions such as frustration, stress, or excitement when winning. This directly contributes to the development of their emotional intelligence, allowing students to better understand and express emotions in diverse situations.

Teams Games Tournament (TGT) has been shown to be an effective method for developing students' character and emotional intelligence in elementary schools. This method contributes to the improvement of students' positive values, including cooperation and empathy. The implementation of Teams Games Tournament (TGT) not only focuses on improving cooperation skills, but also has a positive impact on students' emotional intelligence. Students who participated in Teams Games Tournament (TGT) activities made significant progress in their ability to manage emotions (Fahrudin et al., 2020). Collaboration in groups during Teams Games Tournament (TGT) games plays a role in strengthening students' emotional abilities. That social interaction in a Teams Games Tournament (TGT) environment allows students to learn how to work together better, as well as manage their conflicts and emotions more effectively (Julianti et al., 2023).

The implementation of the Teams Games Tournament (TGT) learning model based on cultural exploration in elementary schools, showed an increase in student learning outcomes. Teams Games Tournament (TGT) also plays a role in strengthening social bonds among students, which further contributes to the improvement of their emotional intelligence (Galuh Ningtiaz et al., 2023). This research shows that Teams Games Tournament (TGT) can improve students' critical thinking skills and emotional intelligence, where interaction in groups is helpful in the management of emotions (Haryanti et al., 2023). (Haryanti et al., 2022). The application of Teams Games Tournament (TGT) in learning shows increased motivation and interaction between students, which contributes to the development of their emotional intelligence (Murdika et al., 2018). A student who achieves good learning outcomes shows that they have high emotional intelligence, as students with emotional intelligence are able to express emotions effectively and have good discipline and self-control (Indriawati, 2018).

The cultural exploration-based Teams Games Tournament (TGT) method in learning to improve students' emotional intelligence requires significant support, particularly in terms of teacher training. The role of teachers is crucial in the successful implementation of this method, as they not only act as facilitators, but are able to create meaningful learning experiences for students, create an engaging classroom environment, manage the classroom well, and guide students in ways that support their social and emotional development. This will make it easier for students to understand and receive the subject matter better (Aqfi et al., 2023). Teacher training also helps to overcome various challenges that may arise, such as differences in cultural understanding or management of group dynamics, which are important factors in the successful implementation of the cultural exploration-based Teams Games Tournament (TGT) method to be more effective.

This study reveals that the application of the Teams Games Tournament (TGT) learning model based on cultural exploration has a significant effect on improving the emotional intelligence of fourth grade students at SD Muhammadiyah 1 Surakarta. The cultural exploration-based Teams Games Tournament (TGT) method not only creates a fun and interactive learning environment, but also encourages students to actively participate in the learning process. With this method, students can develop empathy for cultural differences, increase social interaction, and improve their skills in managing emotions, especially in the context of competition. This learning model proved effective in helping students to understand and appreciate diversity, as well as teaching them to collaborate and support each other in achieving a common goal. The findings from this study confirm the importance of selecting appropriate methods to support the development of students' emotional intelligence at the primary level, as well as the need for effective communication from teachers to optimize learning outcomes. With this approach, students not only gain academic knowledge, but also social and emotional skills that are essential for everyday life.

Conclusion

This Based on this research, it can be concluded that the application of the Teams Games Tournament (TGT) learning model based on cultural exploration is proven to be effective in improving students' emotional intelligence. the Teams Games Tournament (TGT) approach based on cultural exploration succeeds in creating an interesting and interactive learning environment, which motivates students to be more involved in learning activities and improve their skills in managing emotions. These results can be seen from the experimental class which obtained an average N-Gain score of 76.5520, which is included in the effective category. Thus, the Teams Games Tournament (TGT) approach based on cultural exploration is an appropriate method and provides significant benefits to be implemented in the learning process at the elementary school level.

This study has limitations related to variations in student backgrounds, such as differences in cultural understanding, and social experiences that can affect the success of the application of Teams Games Tournament (TGT) games based on cultural exploration. In addition, differences in cultural contexts in various regions in Indonesia can also affect the results obtained. Further research can examine the application of Teams Games Tournament (TGT) based on cultural exploration in various regions with different cultural characteristics, to gain a deeper understanding of its impact on the development of students' emotional intelligence.

Acknowledgement

I would like to express my deep gratitude to Allah SWT for all His mercy, guidance, and grace, which provided strength and smoothness in completing the research. My gratitude goes to SD Muhammadiyah 1 Surakarta for providing valuable opportunities and support in this research. I am also very grateful to the supervisor who has provided extraordinary direction and guidance, as well as to my parents who always support, pray, and always encourage me. To my brother, thank you for your unending love and support. I would also like to thank my friends who have supported me, shared their thoughts, and encouraged me. Finally, I would like to thank myself for the effort and perseverance I have shown in completing this research. This achievement is the fruit of my hard work and commitment, and I have overcome many obstacles and challenges. Every step I took is a testament to dedication that deserves to be rewarded. This appreciation reminds me that every effort has meaning and is the foundation for future success.

References

- Adnyana, M. . (2020). Pengaruh Model Pembelajaran Teams Games Tournament (Mptgt) Terhadap Hasil Belajar Biologi Dan Kecerdasan Emosional Siswa. *Jurnal Pendidikan Ipa*, 4(1). [Http://Pasca.Undiksha.Ac.Id/E-Journal/Index.Php/Jurnal_Ipa/Article/View/1055](http://Pasca.Undiksha.Ac.Id/E-Journal/Index.Php/Jurnal_Ipa/Article/View/1055)
- Alfira, A., & Syofyan, H. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (Tgt) Terhadap Hasil Belajar Ipa Daur Kehidupan Hewan Siswa Sd. *Jpgi (Jurnal Penelitian Guru Indonesia)*, 7(1), 177. <https://doi.org/10.29210/022080jpgi0005>
- Alkalah, C. (2016). Hubungan Tingkat Adiksi Penggunaan Aplikasi Jejaring Sosial Terhadap Perkembangan Emosional. *Jurnal Pendidikan*, 19(5), 1–23.
- Arealya, D., Atika Anggrasari, L., & Budiarti, M. (2022). Prosiding Konferensi Ilmiah Dasar Efektivitas Media Wordwall Terhadap Kecerdasan Emosional Siswa Kelas V Pada Mata Pelajaran Tematik Di Sdn 01 Taman Madiun. *Prosiding Konferensi Ilmiah Dasar*, 3, 475–483. <http://prosiding.unipma.ac.id/index.php/kid>
- Arung, F., Murthado, F., & Boeriswati, E. (2023). Merdeka Belajar: The Real Learning Needs Of Students, Teachers, And Institutions Related To Demands For Independent Learning Innovation. *Indonesian Journal On Learning And Advanced Education (Ijolae)*, 5(2), 120–135. <https://doi.org/10.23917/Ijolae.V5i2.20370>
- Awang, I. S., Merspirah, M., & Mulyadi, Y. B. (2019). Kecerdasan Emosional Peserta Didik Sekolah Dasar. *Profesi Pendidikan Dasar*, 1(1), 41–50. <https://doi.org/10.23917/Ppd.V1i1.7946>
- Eden, C. A., Onyebuchi Nneamaka Chisom, & Idowu Sulaimon Adeniyi. (2024). Cultural Competence In Education: Strategies For Fostering Inclusivity And Diversity Awareness. *International Journal Of Applied Research In Social Sciences*, 6(3), 383–392. <https://doi.org/10.51594/Ijarss.V6i3.895>
- Fahrudin, F., Asmawi, M., Dlis, F., & Gustiawati, R. (2020). Development Fundamental Movement Learning Model Based On Team Games Tournament (Tgt) For Elementary School Children. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 4(2), 164–174. <https://doi.org/10.33369/Jk.V4i2.12599>
- Fauziyah, N. (2020). Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament (Tgt) Melalui Media Powerpoint Guna Meningkatkan Hasil Belajar Sejarah Peserta Didik. *Journal of Research in Education*, 5(3), 248–253. <https://doi.org/10.13140/Rg.2.2.19460.07045>
- Galuh Ningtiaz, P., Alfian, M., & Kuncoro, T. (2023). Analysis Of The Application Of The Teams Games Tournament (Tgt) Learning Model In Primary School. *Kne Social Sciences*, 202, 216–221. <https://doi.org/10.18502/Kss.V8i10.13448>
- Gumartifa, A., Syahri, I., Siroj, R. A., Nurrahmi, M., & Yusof, N. (2023). Perception Of Teachers Regarding Problem-Based Learning And Traditional Method In The Classroom Learning Innovation Process. *Indonesian Journal On Learning And Advanced Education (Ijolae)*, 5(2), 151–166. <https://doi.org/10.23917/Ijolae.V5i2.20714>
- Haryanti, Y. D., Sapriya, S., Permana, J., Syaodih, E. W., & Kurino, Y. D. (2022). Improving The Critical Thinking Skills Of Elementary School Students Through Problem Based Learning And Inquiry Models In Social Science Learning. *Al Ibtida: Jurnal Pendidikan Guru Mi*, 9(2), 292. <https://doi.org/10.24235/Al.Ibtida.Snj.V9i2.10485>
- Hermawan, A., & Rahayu, T. S. (2020). Penerapan Pendekatan Saintifik Dan Model Team Games Tournament Terhadap Motivasi Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 467–475. <https://doi.org/10.31004/basicedu.V4i2.386>

- Indriawati, P. (2018). Pengaruh Kepercayaan Diri Dan Kecerdasan Emosional Terhadap Hasil Belajar Mahasiswa Universitas Balikpapan. *Jurnal Pendidikan Edutama*, 5(2), 1. <https://doi.org/10.30734/jpe.v5i2.183>
- Irawan, Y. F. (2021). Pengaruh Kecerdasan Emosi Dan Kesiapan Diri Terhadap Pertandingan Pada Pemain Walet Muda Futsal Academy Kebumen Tahun 2020. *Jumora: Jurnal Moderasi Olahraga*, 1(01), 18–26. <https://doi.org/10.53863/Mor.V1i01.130>
- Issom, F. L., & Yorani, A. (2017). Kecerdasan Emosional Dan Teacher Efficacy Pada Sekolah Dasar Dengan Kurikulum 2013. *Jppp - Jurnal Penelitian Dan Pengukuran Psikologi*, 6(2), 66–72. <https://doi.org/10.21009/jppp.062.02>
- Julianti, Nani Mediatati, & Yosaphat Haris Nusarastriya. (2023). Aims To Increase Civics Activity And Learning Outcomes Through The Use Of Team Game Tournament Methods On Senior High School Student. *Jmksp (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 8(2), 792–804. <https://doi.org/10.31851/jmksp.v8i2.12213>
- Karmina, S., Dyson, B., Watson, P. W. S. J., & Philpot, R. (2021). Teacher Implementation Of Cooperative Learning In Indonesia: A Multiple Case Study. *Education Sciences*, 11(5). <https://doi.org/10.3390/educsci11050218>
- Luo, Y. J., Lin, M. L., Hsu, C. H., Liao, C. C., & Kao, C. C. (2020). The Effects Of Team-Game-Tournaments Application Towards Learning Motivation And Motor Skills In College Physical Education. *Sustainability (Switzerland)*, 12(15), 1–12. <https://doi.org/10.3390/su12156147>
- Miao, C. (2017). A Meta-Analysis Of Emotional Intelligence And Work Attitudes. *Journal Of Occupational And Organizational Psychology*, 90(2), 177–202. <https://doi.org/10.1111/joop.12167>
- Muhibbin, A., Prasetyo, W. H., Saputra, R. C., Sari, W. N., Fatmawati, Y. I., Pramudika, R. G., Nashiroh, A. L., Hariyanti, H., Sawitri, N. W., Saputri, A. I., Yunarta, F., & Sholihah, H. I. (2020). Penguatan Generasi Cerdas, Kreatif, Dan Berkarakter Bagi Siswa, Guru, Dan Tendik Mim Janti Klaten. *Buletin Kkn Pendidikan*, 2(2), 50–55. <https://doi.org/10.23917/bkkndik.v2i2.10487>
- Murdika, M., Wijaya, M., & Sugiarti, S. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Tgt Untuk Meningkatkan Motivasi Dan Aktivitas Belajar Peserta Didik Kelas Xmia-3 Sman 1 Tanete Rilau (Studi Pada Materi Pokok Ikatan Kimia Dan Bentuk Geometri). *Chemica: Jurnal Ilmiah Kimia Dan Pendidikan Kimia*, 19(1), 75. <https://doi.org/10.35580/chemica.v19i1.6647>
- Nurhayati, Egok, A. S., & Aswarliansyah. (2022). Penerapan Model Pembelajaran Kooperatif Tipe Tgt Pada Pembelajaran Ipa Sekolah Dasar. *Jurnal Basicedu*, 6(5), 9118–9126. <https://jbasic.org/index.php/basicedu%0apenerapan>
- Petrides, K. V., Sanchez-Ruiz, M.-J., Siegling, A. B., Saklofske, D. H., & Mavroveli, S. (2018). Emotional Intelligence As Personality: Measurement And Role Of Trait Emotional Intelligence In Educational Contexts. https://doi.org/10.1007/978-3-319-90633-1_3
- Raharjo, T. (2020). Efektivitas Pendampingan Implementasi Kurikulum 2013 Untuk Meningkatkan Kemampuan Guru Melaksanakan Pembelajaran. *Indonesian Journal Of Educational Development*, 1, 93–103. <https://doi.org/10.5281/zenodo.3760717>
- Suharti, P., Listiana, L., Daesusi, R., Sutarni, S., Rahmaniati, R., Zakaria, Y., & Nagy, E. K. (2024). Advancing Collaborative Competence: Instrumentation Development And Integration Strategies For Effective Learning. *Indonesian Journal On Learning And Advanced Education (Ijolae)*, 6(1), 137–155. <https://doi.org/10.23917/ijolae.v6i1.23214>
- Susanto, R. (2021). Pemetaan Kompetensi Pedagogik Dalam Keterkaitan Dimensi Pengetahuan Pedagogik Dan Profil Karakteristik Awal. *Jppi (Jurnal Penelitian Pendidikan Indonesia)*, 7(1), 164–171. <https://doi.org/10.29210/020211167>
- Ulfia, T. (2019). Model Pembelajaran Cooperative Tipe Teams Games Tournament (Tgt): Pengaruhnya Terhadap Pemahaman Konsep Cooperative Learning Model Type Teams Games Tournament (Tgt): The Effect On Students Conceptual. 02(1), 140–149.
- Wulandari, A., & Suyadi, S. (2019). Pengembangan Emosi Positif Dalam Pendidikan Islam Perspektif Neurosains. *Tadrib*, 5(1), 51–67. <https://doi.org/10.19109/tadrib.v5i1.3016>