

The Effect of Team Games Tournament (TGT): Development of Social-Emotional Skills of Elementary School Students

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Abstract

Purpose: The purpose of this study is to determine the influence of the Team Games Tournament (TGT) learning model on the Social-Emotional skills of elementary school students.

Methodology: This study uses a quantitative descriptive research method with a survey approach. Data collection uses a questionnaire in the form of an assessment using a likert scale.

Results: The test results showed that there was an influence of the team games tournament (TGT) learning model on the socio-emotional skills of elementary school students.

Applications/Originality/Value: The social-emotional abilities of primary school pupils are significantly impacted by the use of the team games tournament (TGT) learning paradigm. Students can develop the communication, empathy, and emotional control skills necessary for everyday life with the help of our team games tournament (TGT) learning paradigm.

Introduction

Education at the elementary school (SD) level has a very important role in the formation of character and social-emotional skills, these social-emotional skills, including self-awareness, self-management, social awareness, relationships, and responsibility. These skills are essential for students to face challenges in the modern world. One of the learning models that can support social-emotional development in students is Team Game Tournaments (TGT). Cooperative learning is a learning model that allows students to learn and work together in small groups of 4-6 members whose backgrounds are diverse (Savin, 1985), so this learning model tends to be more interactive and cooperative. Cooperative learning has been defined as a unique approach or range of techniques that promote students working in small groups while learning. (Sulal and hans, 2019). Also, according to Stahl (1994) cooperative learning can enhance the learning achievement of students and reinforce mutual aid in social interaction (Isjoni, 2020 :12).

Team Game Tournament-TGT: In this type of cooperative learning, after the teacher has presented materials, the student in the group will work together as a team to accomplish worksheets and learn from each other in preparation for fun and tournaments, which we call the TGT model. The TGT is one of the simplest and easiest models of cooperative learning which engages all the students without exception. According to Hamdani (2011: 92), the learning activities with TGT are less formal and develop student responsibility, cooperation, a healthy competitive spirit among students, and active learning. Research explains that this approach does not only master the academic content but also develops the important interpersonal skills in communication, empathy, and cooperation. This will improve social skills among students to better equip themselves to deal with social challenges outside the school environment (Rahmavati, Istiyati, & Adi, 2024).

Included among the many benefits derived from the use of the TGT learning paradigm are the development of emotional intelligence qualities that are important to students for both social and academic growth. In addition to learning academic content through cooperative groups who compete, students learn emotional management qualities such as self-control, patience and tenacity. This process hardens the emotional resilience of students so they can remain composed and clear-headed under pressure in competition and try again even after facing setbacks. In addition, different researches, such as that by (Dewita, 2023). Demonstrate that TGT is capable of helping learners to feel confident in their overcoming of a wide range of emotional difficulties that they may suffer in real life and become ready for specific occasions out of the class that call for cooperation and self-discipline. Indeed, with TGT, students are able to cope with their anger upon losing or being at variance with peers. It teaches them to lose graciously and is a great form of developing the skill for sportsmanship, which thereby enhances their empathizing and team-working skills. In support of this, according to the findings of various research carried out over the last five years, there is a possibility that the TGT technique increases the confidence of the students due to more performance and active participation within the group. Therefore, it is befitting

the demands imposed by 21st-century learning—putting a premium on soft skills development such as empathy, teamwork, and adaptability—that TGT fosters an atmosphere where students actively engage with and respect each other.

Social-emotional skills that students need to develop in the primary class will help them become successful academically and with good character. Communication, empathy, and teamwork are some of the good examples of such skills that are useful both in everyday life and school tasks. Team Game Tournaments based on learning call for students to work together and develop more cohesive social relationships. TGT allows students to handle increasingly complicated social dynamics and teaches them how to resolve conflict, accept differences, and assume responsibility both individually and in groups. Research has also shown that the use of TGT improves not just the academic performance of students but also their social-emotional competencies. This approach in TGT has been found to enhance emotional competencies in students' self-control, along with nurturing their social abilities in handling frustration. With TGT, students who are challenged healthily can build their confidence, learn how to handle the conflict in a positive direction, and develop a positive attitude toward failure (Rahmavati DK, 2024).

This study shows that the implementation of the TGT model at SDN Laweyan positively influences students' improvement in academic learning, and it is also very effective in developing their social-emotional skills. Precisely, in accordance with this, the TGT model, based on healthy collaboration and competition within a group, manages to get the students to take active participation in discussions within groups, share ideas, and appreciate member contributions. In this regard, students gain strong communicative competence, including such skills as active listening and the capability for good expression of their opinions, which has the influence of enhancing their collaboration. On top of all, emotion management skills, like the potential for controlling frustration and keeping sportsmanship in the face of problems arising during group plays, were seriously enhanced among the students studying with the TGT model. While the traditional learning model is more individualistic, TGT builds a learning environment that instills in students empathy and cooperation; thus, they become sensitive towards other people's feelings and also builds the essential social skills they need in life (Rahmavati DK, 2024). Thus, the TGT model not only helps improve the academic understandings of students but also prepares them to be individuals capable of interaction in a positive way in their social setting. The advantages of this model in developing the affective aspects of the learners make it one of the highly recommended learning approaches in an effort toward producing an intellectually intelligent and emotionally mature generation.

Some previous research findings could be a starting point for considering the TGT learning model in elementary school as one of the best ways to develop and enhance students' social-emotional skills. Social-emotional skills in this modern and complex era are one of the indispensable abilities for students so that they could contribute actively and well to society, and face future challenges well (Dwinta, 2023). Thus, the implementation of TGT as a learning model in SD has contributed to the construction of academic materials and played an important role in the development of character and social-emotional competencies of elementary students. It is hoped that with the continued use of the learning model Team Game Tournaments, students can develop into individuals who possess good social-emotional competencies, which become so vital in facing various challenges in life in the future and can support their success in the future.

Method

This study examines how the Team Game Tournament (TGT) learning model affects elementary school kids' social-emotional abilities using a quantitative descriptive method and survey approach. SD MPU Gedongan, SD IT Ihsan Mulia, and SD Muhammadiyah 16 Karangasem are the study sites that are utilized as objects. The study's population consists of 206 fifth-grade children from SD Muhammadiyah 16 Karangasem, SD IT Ihsan Mulia, and SD MPU Gedongan. Every member of the population has an equal chance of being chosen as a sample using the random sampling technique, which selects students at random without taking into account specific traits (Creswell, 2012).

Two categories of research variables are used in this study: social-emotional skills as a dependent variable and the Team Games Tournament Learning Model (TGT) as an independent variable. Questionnaires and documentation are the methods used to collect data for this study. The Likert scale is the type of instrument used in this investigation. The Likert scale, which employs multiple question items to measure individual behavior by answering to five choice points on each question item—strongly agree, agree, disagree, do not decide (neutral), and strongly disagree—takes the shape of a statement with five possible answers (Likert 1932). Ten statement items are used for the Team Games Tournament Learning Model variable, and fifteen statement items are used for the Social-Emotional Skills variable. The results of the data obtained were then analyzed using tables. Next, find the mean value, maximum value, minimum value, and standard deviation, then group the frequency of student scores in 5 scales (very high, high, low, less, and very less). To find out whether the data is normally distributed, a normality test is carried out using the kolmogorov-smirnov type formula, in this case to determine whether the data is normally distributed is if the significant (significance level) is greater than 0.05 ($sign > 0.05$). The final stage is hypothesis testing using directional hypothesis testing or left party test (one tail test). This test is carried out using the T test assisted by a program with a confidence level of 0.05 and based on the following criteria (1) If $t_{count} > t_{table}$ (t_{count} is greater than t_{table}) then H_0 is accepted and H_a is rejected which means there is no effect of the team games tournament (TGT) learning model on the social-emotional skills of elementary school children. (2) If $t_{count} < t_{table}$ (t_{count} is smaller than t_{table}) then H_0 is rejected and H_a is accepted which means there is an effect of the team games tournament (TGT) learning model on the socio-emotional skills of elementary school children.

Results and Discussion

Team Games Tournament Model

To find out the mean, maximum score, minimum score, and standard deviation from the Team Games Tournament Learning Model questionnaire, it can be assisted with the IBM SPSS program and can be described as follows:

Table 1. Results of statistical description.

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
TGT Learning Model Valid N (list)	206	13	54	40,72	6,474
	206				

Based on the table above the variables of the Team Games Tournament Learning Model, it can be concluded that the minimum score is 13, the maximum score is 54, the mean is 40.72, and the standard deviation is 6.474. Furthermore, to determine the categories at the level of the TGT learning model, it can be seen from the explanation below:

Table 2. Frequency of the team games tournament (tgt) learning model category.

No.	Class Interval	Frequency	Presented	Group
1	13-19	1	5	Very low
2	20-26	1	5	Very low
3	27-33	29	14,1	Keep
4	34-40	66	32	Keep
5	41-47	70	34	Tall
6	48-54	39	18,9	Very high
	Sum	206	100%	

Based on the table above, it can be concluded that the team games tournament (TGT) learning model in the interval class 41-47 dominates with a total of 70 students with a frequency of 34%, with this it can be said that the team games tournament (TGT) learning model is in the high category.

Social-Emotional Skills

To find out the mean, maximum score, minimum value, and standard deviation of the Social-Emotional Skills questionnaire can be assisted with the IBM SPSS program and can be described as follows:

Table 3. Results of statistical description.

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Social-Emotional Skills Valid N (lista)	206	27	67	46,81	5,868
	206				

Based on the table above the Social-Emotional Skills variables, it can be concluded that the minimum score is 27, the maximum score is 67, the mean is 46.81, and the standard deviation is 5.868. Furthermore, to define the categories at the level of Social-Emotional Skills, it can be seen from the explanation below:

Table 4. Frequency of the social-emotional skills category.

Not	Class Interval	Frequency	Presented	Group
1	27-34	2	1	Very Low
2	35-42	41	19,9	Low
3	43-50	113	54,9	Keep
4	51-58	45	21,8	Tall
5	59-66	2	1	Very High
	Sum	206	100%	

Based on the table above, it can be concluded that the level of social-emotional skills in the interval class of 43-50 dominates with a total of 113 students with a frequency of 54.9%, with this it can be said that social-emotional skills are in the medium category.

Normality Test

Before conducting a hypothesis test, the data used must be normally distributed, as a prerequisite for analyzing using parametric statistics. The normality test of the data variables of the team games tournament (TGT) learning model and the social-emotional skill variables in this study was carried out using the Kolmogorov-Smirnov formula with the inclusion of decisions based on criteria, namely if the $\text{sig}_{\text{counts}} > 0.05$, then the data is normally distributed.

The following is a test of the normality of the variables of the team games learning model (TGT) and the variables of social-emotional skills:

Table 6. Normality test.

Kolmogorov-Smirnov Test One Sample		
		Unstandardized Residual
N		206
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,80431397
The Most Extreme Differences	Absolute	0,033
	Positive	0,033
	Negative	-0,033
Test Statistics		0,33
Asymp. Sig. (2-tail)		0.200 days

Based on the results of the normality test in the table above, it shows that the sig value is $0.200 > 0.05$. With these results, it can be concluded that the variables in the Kolmogorov-Smirnov model are normally distributed.

T-Test

This test was carried out with the T Test, to determine the significance of this study, a directional hypothesis test or a left-hand test (one tail test) was carried out with a confidence level of 0.05 and based on the following criteria:

1. If $t_{\text{counts}} > t_{\text{table}}$ (t_{counts} greater than t_{table}) then H_0 is accepted and H_a is rejected which means that there is no influence of the team games tournament (TGT) learning model on the social-emotional skills of elementary school children.
2. If $t_{\text{counts}} < t_{\text{table}}$ (t_{counts} smaller than t_{table}) then H_0 is rejected and H_a is accepted, which means that there is an influence of the team games tournament (TGT) learning model on the social-emotional skills of elementary school children.

Table 6. T-Test Results

		Coefficient			
Not	Pattern	Non-standard Coefficients	Standard Coefficient	t	Father.
	(Constant)	B	STD error.	Beta	
1	(Constant)	55,911	2,305		24,261 ,000
	TGT Learning Model	-,223	,056	-,270	-4,005 ,000
a. Dependent Variable: Social-Emotional Skills					

Based on the results of the calculation above, t is calculated as -4.005 , when compared to the table t with the number $N = 206$ at a $\alpha = 0.05$ one-sided test, $dk = n - 1 = 206 - 1 = 205$ which is 1.6525 . This means $-4.005 < 1.6525$ (t is smaller than t_{table}). It can be concluded that H_0 , which reads, has no effect of the team games tournament (TGT) learning model on the social-emotional skills of elementary school children, is rejected and H_a , which is tied to the effect of the team games tournament (TGT) learning model on the social-emotional skills of elementary school children, is accepted

Discussion

The results of statistical analysis show that the value (t) of -4.005 is smaller than the value (t) of the table of 1.6525 . It shows, therefore, that the application of the Teams Games Tournament (TGT) learning model to students helps influence social-emotional skills significantly. In this way, the TGT model has a significant influence on the social-emotional skills of students therefore the hypothesis loudes that "the TGT model positively(positively affected) affects Students' Social

Emotional life is well accepted (Sugiyono, 2019) With help of TGT Model, it is quite successful in bringing interactivity and liveliness among students whereby all the students participate fully in healthy competition and group collaboration effectively. In this model, students have to work in small groups and compete against other groups. This scenario builds a suite of social-emotional skills in students: communication; the ability to respect friends' views; emotions when winning or losing. Subject: Social-Emotional Development Dur-ing Group Work Play-Based learning and group interaction enhance students' sense of mutual respect and confidence, both core aspects of social-emotional development (Hartie and Timperley, 2021) Additionally, the TGT model also gives students experience of working out differences in a constructive way by collaborating on joint decisions, an experience that reinforces both collaboration and empathy skills. As this is part of 21st century learning, students are also encouraged to build up their soft skills to prepare them to meet challenges in real-life setting not only in schools but also for the community.

TGT learning model is special in some advantages because by a game us-ing the competition in the process of teaching and learning, it brings the student) as an active actor in group activities. TGT is an example of a cooperative learning model which allows students engage directly and helps each other in it. Through this activity, students can discuss and learn from each other so that the understanding of the material increases while strengthening social-emotional abilities (Ghozali, 2018). Exposure to diversity in the group helps students understand differences between individual and point of view, thereby, promoting acceptance towards diverse opinions. This aids in the formation of interpersonal skills that enable learners to be empathetic and collaborative towards working together for joint objectives, an essential pillar of social-emotional abilities. Moreover, TGT model will generate the atmosphere of competition among students in the class-room which indirectly motivate student to take more parts. Such competitiveness instills zeal in learning and a longing to have accomplishments with the team. Moreover, in this competition students are also directed to cope with the pressure and anxiety that will arise, to regulate their emotions as well as possible including maintaining sportsmanship. In TGT model This is certainly crucial, as it enables students to overcome victories and defeats wisely and develop a responsible personality ((Jannah & Susilowati, 2020). Being good at managing emotions, connecting with people and being a team player is not only about performing well in school but also preparing for a social life requiring solid social skills. Through this combined element, TGT is becoming an appropriate model in providing conducive acknowledgments and positive behaviours including developing of social-emotional and cognitive skills for successful orientation of future learning for students.

Research by (Rahayu, 2018) shows that the application of the Teams Games Tournament (TGT) model provides ample space for students to demonstrate their abilities in a supportive and fun atmosphere. With an interactive learning atmosphere, students feel more valued and confident to express their ideas without fear of being wrong. This is different from traditional learning models that tend to put students in a passive position. TGT encourages students to dare to try and learn from their mistakes, making the learning process a confidence-building experience. In addition, healthy competition in TGT motivates students to actively participate and take an important role in group discussions. Students are encouraged to share information with each other, support other team members, and contribute in a joint effort to achieve victory in the game. This process not only boosts students' self-confidence but also develops a sense of responsibility and cooperation skills. Thus, TGT creates a learning environment that is not only effective in improving academic outcomes but also shapes students into individuals who are confident, communicative, and ready to face challenges in the real world. Previous research already verifies this fact, where the enacted cooperative learning model-including TGT-has positively affected students' social-emotional competencies. Research by (Perley time, 2021) under-lines the crucial role of feedback in a CL process, which one of the strongest points is Teams Games Tournament model. In the TGT model, feedback will happen naturally through intensive interaction between students in groups. Working together, students give input to one another and discuss strategies both in relation to understanding subject matter and how to achieve goals for the group. This type of feedback not only acts as a powerful aid for students in absorbing learning materials but also serves as a catalyst in developing their social-emotional skills. In giving peer feedback, students learn to listen, accept criticism, and evaluate themselves reflectively-all important features of emotional management.

Also, feedback from peers builds up in students a sense of understanding about others' perspectives and feelings, thus empathetic social awareness. The ability to understand the feelings of others-what is generally called Empathy skill-is an important ingredient of the affective aspects required in the formation of a student's character. Thus, the TGT model reinforces not just the cognitive aspects, which include deeper understanding due to discussion and collaboration, but also nurtures affective aspects, which encompass students' capacity for positive interaction and understanding of others (Creswell & Creswell, 2018). This supports holistic learning, whereby students gain in knowledge but also grow in character and social value necessary to live life effectively. The TGT model's application, in the long run, focusing on feedback within students, might be a good strategy in preparing them for real-life challenges that require cooperation, empathy, and good communication. The feedback feature in the TGT model would have the students learn to respect the opinion of their peers and build mutual trust and responsibility within the group. This is crucial feedback for building emotional resilience, whereby the student becomes used to dealing with many emotions coming through, sometimes positive, sometimes as a means of constructive criticism. In doing so, the TGT model greatly contributes to the molding of responsible character in those students who are academically successful and at the same time emotionally and socially mature.

In all, the application of the TGT learning model can provide great contributions toward improving students' socio-emotional skills. An approach that puts much emphasis on collaboration and interaction within groups develops in students the communication skills, empathy, and emotional management that are definitely needed in life. Thus, the TGT model is one of the potent methods in education that can build up students' social-emotional skills (Sugiyono, 2019).

Conclusion

From the results of research and the discussion above, it can be concluded that the application of the Teams Games Tournament learning model has a significant influence on the increase in social-emotional skills of elementary school students. In TGT learning model, what is emphasized is cooperation and active interaction in groups; students are supposed to be directly involved in the learning process with their friends. This involvement not only enriches their academic understanding but also helps them in sharpening a number of crucial skills necessary in daily life. While working in groups, the children practice effective communication, learn to perceive others' points of view and emotions, and develop empathy that forms the bedrock of good social relationships. TGT is also an excellently congenial competitive environment where students learn emotional control, such as controlling anxiety or disappointment, especially in instances when losing is experienced. Such experiences are important in developing emotional resilience and sporting behavior relevant in dynamic life situations. Thus, the TGT model not only focuses on academic achievement, but also on the formation of students' character as a whole, covering the affective aspects that are important for interacting harmoniously with others. Seeing this positive impact, the TGT model can be considered as one of the effective learning methods in education that targets the development of students' social-emotional skills. The implementation of TGT is in line with the goal of holistic education, which is to prepare students to become intellectually intelligent and emotionally mature individuals. Therefore, the use of the TGT model can be a feasible strategy to be integrated in the learning curriculum, in order to support the development of students' abilities not only as students, but also as individuals who are ready to contribute positively to society.

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