

ABSTRAK

Agus Tiara Nur Khasanah. 2025. Implementasi Model Pembelajaran *Teams Games Tournament* (TGT) Berbantuan Media *Educaplay* Dalam Pembelajaran IPAS Materi Ekosistem Kelas III Sekolah Dasar. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Hartini, S.Sn., M.Pd., (II) Sesaria Prima Yudhaningtyas, M.Pd.

Penelitian ini dilatar belakangi oleh hasil observasi di SDN Klagenserut 01 yang menunjukkan rendahnya hasil belajar IPAS akibat dominasi metode ceramah yang membuat siswa pasif dan kurang termotivasi. Dari 14 siswa kelas III, hanya setengah yang mencapai kriteria ketuntasan minimal sebesar 70. Penelitian ini bertujuan mendeskripsikan penerapan model *Teams Games Tournament* (TGT) berbantuan media *Educaplay* dalam keaktifan dan pemahaman siswa, selain itu mendeskripsikan kelebihan dan kelemahan. Pendekatan yang digunakan adalah kualitatif deskriptif dengan studi fenomenologi. Data dikumpulkan melalui wawancara, observasi, dokumen, kemudian divalidasi menggunakan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa penerapan TGT dengan *Educaplay* berhasil menciptakan pembelajaran yang lebih aktif, menyenangkan, dan partisipatif. Siswa tampak antusias mengikuti diskusi, kuis interaktif, serta turnamen, yang berdampak positif pada pemahaman konsep ekosistem. Selain itu, model ini juga mengembangkan keterampilan sosial, kerja sama, dan rasa tanggung jawab antar siswa. Namun, penelitian menemukan beberapa hambatan, seperti keterbatasan waktu dan perbedaan kemampuan digital. Meskipun demikian, kendala tersebut dapat diatasi melalui pendampingan intensif dan penyesuaian alur kegiatan. Temuan ini diharapkan menjadi referensi dalam perencanaan pembelajaran yang lebih inovatif dan efektif.

Kata Kunci : *Teams Games Tournament*, *Educaplay*, Pembelajaran IPAS

ABSTRACT

Agus Tiara Nur Khasanah. 2025. *Implementation of the Team Games Tournament (TGT) Learning Model Using Educaplay Media in Science Learning on Ecosystems for Grade III Elementary School. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun. (I) Hartini, S.Sn., M.Pd., (II) Sesaria Prima Yudhaningtyas, M.Pd.*

This research is motivated by observations at SDN Klagenserut 01, which showed low science learning outcomes due to the dominance of lecture methods that make students passive and unmotivated. Of the 14 third-grade students, only half achieved the minimum completion criteria of 70. This study aims to describe the implementation of the Teams Games Tournament (TGT) model assisted by Educaplay media in student activity and understanding, in addition to describing its strengths and weaknesses. The approach used was descriptive qualitative with a phenomenological study. Data were collected through interviews, observations, documents, and then validated using source and technique triangulation. The results showed that the implementation of TGT with Educaplay successfully created more active, enjoyable, and participatory learning. Students appeared enthusiastic in participating in discussions, interactive quizzes, and tournaments, which had a positive impact on understanding the concept of ecosystems. In addition, this model also developed social skills, cooperation, and a sense of responsibility among students. However, the study found several obstacles, such as limited time and differences in digital capabilities. Nevertheless, these obstacles can be overcome through intensive mentoring and adjustments to the flow of activities. These findings are expected to serve as a reference for planning more innovative and effective learning.

Keywords : Team Games Tournament, Educaplay, Science Learning