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# EFFECTIVENESS OF IMPLEMENTING THE TEAMS GAMES TOURNAMENT (TGT) LEARNING MODEL ON THE COMMUNICATION ABILITY OF MADRASAH IBTIDAIYAH STUDENTS

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**Abstract**

This research aims to determine the effectiveness of implementing the Teams Games Tournament (TGT) model on students' communication skills. This research is a type of quasi-experimental quantitative research. This research design uses a post-test only control group design. The subjects of this research were students in classes IV A and IV B at MI Miftahul Huda Tayu, totaling 26 students in each class, taken using the Simple Random Sampling technique. The data collection technique uses interviews and non-test methods in the form of questionnaires. The data in this research was obtained through primary data and secondary data. Primary data in this research is in the form of interviews with class teachers and data in the form of student communication skills questionnaire results, which are analyzed using the t-test. Secondary data in this research consists of all information from reference books and scientific journals. Based on the t-test calculation, it is obtained -1.686 < t count < 1.686 and t count = -8.45, so it can be seen that the t count is not between the values -1686 to 1.686. Apart from that, this is reinforced by the results of hypothesis testing with the t-test. The results of the post-test t-test obtained Sig results. (2-tailed) 0.008 < 0.05, which means there is a difference in post-test results between the experimental class and the control class. It can be seen that H0 is rejected, so it can be concluded that this means the Teams Games Tournament (TGT) learning model is effective for students' communication.

**Keywords**

Communication Skills, Learning Model, MI Miftahul Huda, Teams Game Tournament

## INTRODUCTION

Learning models play a very important role in the world of education. The success of the learning process cannot be separated from the teacher's ability to develop a learning model that focuses on the effectiveness of students' active communication skills in learning. Student activity as learning subjects is very influential. Not only students who have high learning abilities but also students with average, medium, or less ability can be trained to communicate effectively (Abidin, 2020). An active and enjoyable state is not enough if the learning process is not effective. Effective learning here is learning that produces what students must master after the learning process takes place because learning has a number of learning objectives that must be achieved (Asari, 2021).

The entire educational process, both learning activities and other skills development activities, are all carried out through intensive communication. Communication that involves multi-directional interactions between students, teachers, and fellow students is the core of the main activities in education (Dewi Lianasari, 2016). This means that the success or failure of achieving educational goals depends a lot on how students communicate with teachers or peers who ultimately have the ability to understand and be understood from a cognitive, affective, and psychomotor perspective that takes place throughout the learning process in order to increase one's potential. According to Purwanto, communication skills are the level of skill in conveying messages by someone to others to inform and change overall attitudes, opinions, or behavior, either directly, orally, or indirectly (Efendi et al., 2023).

Communication skills require students to interact and communicate to others the information they obtain according to their own interpretation so that other people can respond to their interpretation (Yustiani & Rahayu, 2022). Through good communication, students are able to convey what they think to others, either verbally or in writing (Dewi Lianasari, 2016). Thus, the ability to communicate is the ability to convey information containing messages and ideas from one party (communicator) to another party (communicant).

To be able to communicate well, students must train four language skills. The more often they practice, the more fluent and better their communication will be. Therefore, students must improve these four language skills through language learning. Language learning at school is intended to improve communication skills and good and correct language skills. One aspect that supports improving good and correct communication and language skills is mastering a lot of vocabulary. The more words students master, the smoother and better the communication and

language they use (Magdalena et al., 2021).

One of the language subjects taught in SD/MI is Indonesian. Indonesian language subjects in elementary schools or Madrasah Ibtidaiyah have the task of instilling in students that they can create students who are able to speak Indonesian well and correctly, especially in communicating. In learning Indonesian, there are four language skills that must be taught by the teacher, namely listening skills, speaking skills, reading skills, and writing skills (Hasanah & Suyadi, 2020). Indonesian language learning is directed at improving students' ability to communicate using Indonesian, both spoken and written, properly and correctly (Muis & Alfin, 2023).

Considering the importance of Indonesian in elementary schools, a teacher's skills are needed in choosing learning models in order to make students' communication skills more effective. However, the reality in the field is that teachers ignore the importance of using learning models during the learning process. Judging from the learning activities carried out by the teacher, the teacher is only guided by the teacher's book and student's book, which have been provided by the government, and the teacher only uses lecture and question-and-answer methods in the learning process (Franciska & Ain, 2022). This can also have an impact on students' low communication skills, and communication interactions between students are not yet effective.

This situation also occurred in the Indonesian language learning process in class IV at MI Miftahul Huda Tayu. On January 3, 2023, researchers conducted interviews with class IV A and B teachers and obtained information that the majority of class teachers only used blackboards and only relied on textbooks. The teacher only explains using a lecture model and then works on the questions on the LKS. Learning still uses conventional patterns where the teacher explains, and students listen. This will trigger a lack of communication. Even when the teacher asks simple questions, students are still confused about how to arrange and express words into simple sentences to answer the teacher's questions. As a result, it is not uncommon for students to feel sleepy during the learning process. This results in students being less enthusiastic about participating in learning, and often, students don't pay attention. Therefore, innovation in learning models is needed so that effective learning can occur to support students' communication skills.

In an effort to make students' communication skills more effective, a teacher must be competent in choosing a learning model. One learning model that can make students' communication skills more effective is the Teams Games Tournament (TGT) learning model (Toifur

& Kurniawan, 2022). According to Slavin, the TGT learning model is a collaborative learning model that includes academic tournaments and quiz questions around specified lesson topics so that students compete on behalf of a team with representatives of other teams with comparable previous academic performance so that interactions in learning run optimally and effectively (Rahma Fatikha, 2022). The Teams Games Tournament (TGT) learning model is a cooperative learning model that applies the concept of games that are carried out between learning groups consisting of 5 to 6 people who have different abilities, gender, race, or ethnicity (Hikmah et al., 2018). With this group, students discuss in their groups, study, and work together on assignments given by the teacher. So that when there are group members who do not understand the task given, other group members can help explain it. This model encourages students to compete, collaborate with other students, and become more active and creative in learning. It can also train students' communication skills.

From the explanation above, the researcher concludes that if the learning model is applied appropriately according to needs, the effectiveness of students' communication skills can be formed. Therefore, the researcher made a tentative hypothesis that the TGT learning model could be effective on students' communication skills. In the learning process using the TGT model, students will be asked to work together in groups so that they will be more active in communicating about their current learning.

There is previous research that is in line with this research, which focuses on the effectiveness of the TGT learning model and students' communication skills carried out by (Sugiata, 2019), a journal he wrote with the title "Application of the Team Game Tournament (TGT) Learning Model to Improve Learning Outcomes." The research results showed that there was an increase in the percentage of the average value of student learning outcomes and students' classical completeness. This was proven by an increase in the percentage of affective learning outcomes in cycle I to 58.94%, and in cycle II, it increased to 90.06%. Based on the results of the data analysis obtained, it can be concluded that the implementation of the Teams Game Tournament learning model in learning can improve student learning outcomes. Based on the research above, there are similarities and differences in the research conducted by researchers. What this research has in common with previous research is that they both discuss the Teams Games Tournament model. The difference between researchers and previous researchers is that previous researchers explained how learning management uses the Team Game Tournament learning model to improve student learning outcomes, while researchers measured students' communication and critical thinking abilities.

Meanwhile, research by Widyaningsih & Sanusi (2014) stated that learning using the TGT learning model can improve students' mathematical communication skills. This can be seen from the increase in the average score. From the average pretest score of 52.6, it increased to 74.6 in the average post-test score, so the average increase reached 22.

As for research by Apriliani & Didik (2015), research shows that in learning using the TGT model, there are differences in the level of communication between the experimental class and the control class. The experimental class obtained a percentage score of 73.06%, which is in the good category. Meanwhile, the control class obtained a percentage score of 60.5%, which is in the quite good category.

Research using the TGT learning model on students' communication skills was also carried out by Damayanti & Apriyanto (2017), who obtained research results that showed the difference in mathematical communication ability with the average of the experimental class after being given treatment was 80.22, better than the average of the control class's mathematical communication ability of 66.59. It can be concluded that the TGT-type cooperative learning model has a significant influence on students' mathematical communication skills.

Research by Anggraeni (2014) shows that the TGT strategy is better than the TTW strategy; students who are taught with the TGT strategy have higher learning outcomes than students who are taught with TTW. Then, there is a contribution between high interest in learning and low interest in learning on learning outcomes. Students who have a high interest in learning get good learning results. There is also a contribution in communication to learning outcomes. Students who have high communication skills have better learning outcomes than students who have low communication skills. So, there is an interaction between strategy, interest in learning, communication skills, and learning outcomes using the TGT model, which shows quite well.

From the research above, there are similarities and differences in what the researchers conducted. What this research has in common with previous research is that they both improve student communication. The difference between this research and previous research is that previous research used the PTK (Classroom Action Research) method. Meanwhile, researchers used a Quasy Experiment type experimental method. Apart from that, previous research attempted to improve Comprehension and Communication skills while researchers only focused on communication skills.

Based on the problems described above, the researcher limited it to only one main problem, namely the lack of varied learning models, so there is still a lack of communication skills in fourth-grade students at SD MI Miftahul Huda Tayu in Indonesian language subjects. Referring to the description explained above, the researcher provides a solution, especially for MI Miftahul Huda Tayu, by implementing the Teams Games Tournament (TGT) learning model in order to create effective learning for student communication, especially in Indonesian language subjects. The TGT learning model had never previously been applied at MI Miftahul Huda Tayu, so the implementation of the TGT learning model was the first to be carried out at MI Miftahul Huda Tayu.

## METHOD

This research uses a quantitative approach, called quantitative, because the data collected in this research is in the form of numbers. The type of research used is the Quasi Experiment. Research related to education or learning is very suitable for using this type of research because the selection of research samples is based on intact groups in the class. This research design uses a post-test only control group design. This research design involves an experimental class and a control class. The treatment in each sample class took the form of applying the TGT model to the experimental class and applying conventional learning to the control class.

This research was carried out at MI Miftahul Huda Tayu with a research population of all class IV MI Miftahul Huda Tayu, totaling 80 students, using Simple Random Sampling. It is said to be simple because the sample members were taken randomly without paying attention to the strata in the population(Sugiyono, 2018). The sample in this study was class IV A, totaling 26, and IV B, totaling 26 students, where class IV A was the experimental class and class IV D was the control class. As for design patterns, *post-test only control group design* as follows:

**Table 1.** Post-test only Control Group Design Pattern

| | | |
|---|---|---|
| $R_1$ | X | $O_1$ |
| $R_2$ | Y | $O_2$ |

Information:

$R_1$: Experimental group

$R_2$: Control group

X: Treatment for the experimental group using the teams' games tournament model

Y: Treatment for the control group using conventional methods

$0_1$: Experimental class measurement results

$0_2$: Control class measurement results

Data sources obtained through this research are divided into two types of data, namely primary data and secondary data. Primary data or evidence are facts that have been collected and obtained directly from sources that have the data (Nurdin & Hartati, 2019). The author can use interviews to collect primary evidence and non-tests in the form of questionnaires responding to students' communication skills. Secondary data: Secondary data is data taken from other sources by researchers (Balaka, 2022). Secondary data in this research is in the form of books, journal references, and the relevance of previous research studies.

Data collection techniques in this research used structured interviews and questionnaires. The interview in this research was addressed to the homeroom teacher of class IV, MI Miftahul Huda Tayu. The interview with the fourth-grade teacher aims to find out the problems and needs needed for learning. Then, data collection in this research used a questionnaire. Questionnaires were given to students to determine student responses to students' communication skills in the control class, which used the conventional learning model, and in the experimental class student, which used the teams game tournament learning model.

The research instrument used for data collection in this research was a questionnaire. Questionnaire data analysis uses a Likert scale in the form of a checklist. Alternative answers are "Always (Sl), Often (Sr), Sometimes (KK), and Never (Tp)." The scoring for the questionnaire is as follows:

**Table 2.** Scoring Answer Choices for Positive Statements

| | Statement | |
|---|---|---|
| **No.** | **Answer** | **Mark** |
| 1. | SL | 4 |
| 2. | Sr | 3 |
| 3. | Kk | 2 |
| 4. | But | 1 |

Source: (Lince, 2022)

**Table 3.** Scoring Answer Choices for Negative Statements

| No. | Statement | |
|---|---|---|
| | **Answer** | **Mark** |
| 1. | SL | 1 |
| 2. | Sr | 2 |
| 3. | Kk | 3 |
| 4. | But | 4 |

Source: (Yusuf, 2017)

The data collection process begins by determining the sample class, namely the experimental class and the control class. The experimental class received treatment using the TGT model, while the control class used conventional. At the end of the meeting, the experimental class and control class were given the same questionnaire to measure students' communication skills. The questionnaire distributed to students is a questionnaire that has previously gone through a preliminary test, namely a validity test and a reliability test. The data obtained was then analyzed using statistical tests using the t-test (Independent t-test). Before testing the hypothesis, prerequisite tests were first carried out consisting of a normality test and a homogeneity test.

To determine the effectiveness of students' communication skills using the Teams Games Tournament model, researchers used the following formula:

$$P = \frac{F}{N} X\ 100$$

Information:

P: Percentage

F: Frequency

N: Number of Students

The interpretation of the above formula is as follows:

**Table 4.** Communication Skills Percentage

| No. | Percentage | Category |
|---|---|---|
| 1. | 0%- 20% | Very low |
| 2. | 21%- 40% | Low |
| 3. | 41% - 60% | Currently |
| 4. | 61%- 80% | Tall |
| 5. | 81%-100% | Very high |

Source: (Sugiyono, 2018)

A hypothesis is a guess or temporary answer from a study. Temporary answers to research problems are only based on relevant theories, the truth of which must be tested empirically through analysis (based on data in the field)(Sugiyono, 2018). In this research, researchers applied the following hypothesis.

**Ha:** The Team Game Models Tournament is effectively used to teach communication skills to class IV MI Miftahul Huda Tayu students.

**Ho:** The Team Games Tournament model is not effectively used in learning communication skills for class IV students at MI Miftahul Huda Tayu.

## FINDINGS AND DISCUSSION

### Findings

This research was carried out in classes IV A and IV B at MI Miftahul Huda, starting from 21 to August 31, 2023. Based on the results of the research carried out, questionnaire data was obtained from the experimental class and control class. The data that has been obtained is then analyzed using statistical tests with the help of Microsoft Excel. Before conducting research to collect data, a validity and reliability test of the student response questionnaire instrument was first carried out. The instruments tested for validity and reliability have first been validated by experts to determine the suitability of the instruments to be used in the research. Then, a preliminary test was carried out consisting of a validity test and a reliability test using Microsoft Excel.

The following are the results of the validity test of the communication skills questionnaire instrument:

**Table 5.** Validity Test Results

| Questionnaire No. | $r_{Value}$ | $r_{Table}$ |
|---|---|---|
| 1. | 0.39 | |
| 2. | 0.52 | |
| 3. | 0.39 | |
| 4. | 0.39 | |
| 5. | 0.47 | |
| 6. | 0.45 | |
| 7. | 0.49 | |
| 8. | 1.23 | |
| 9. | 1.19 | 0.38 |
| 10. | 0.43 | |
| 11. | 1.12 | |

| | |
|---|---|
| 12. | 0.48 |
| 13. | 0.51 |
| 14. | 0.79 |
| 15. | 0.96 |
| 16. | 1.09 |
| 17. | 0.41 |
| 18. | 0.44 |
| 19. | 1.65 |
| 20. | 1.66 |

Based on Table 5, it can be seen that the calculated r-value of the 20 questionnaire items is greater than the r-table, namely 0.388, so it can be declared valid. After the questions are declared valid, a reliability test is carried out. Reliability testing is carried out to see whether the question instrument can be trusted so that it can be used to measure an object several times and produce the same value. Data analysis states that if the Cronbach's Alpha value is > 0.060, then the question instrument can be declared reliable. After carrying out a reliability test using Microsoft Excel, the following results were obtained:

**Table 6.** Reliability Test Results

| Cronbach's Alpha | N of Items |
|---|---|
| 20,029 | 20 |

Based on the results of the reliability test in Table 6, it can be seen that Cronbach's Alpha value is 20.029, which means it is greater than (>) 0.060 so that the item instrument can be declared reliable. Furthermore, to find out the effectiveness of students' communication skills using the teams game tournament model, it can be seen below carrying out special applications (treatment). The first step taken was to determine the mean of the post-test results in the form of distributing student response questionnaires. Based on the results of data processing, the mean value was obtained for the learning outcomes of class IV students between group A and group B. After determining the mean, the next step for the researcher was to determine the effectiveness based on the percentage obtained, which can be seen in the table below.

**Table 7.** Descriptive Data

| Descriptive Statistics | | |
|---|---|---|
| | **Mean** | **Percentage** |
| Post-Control | 48.19 | 83% |
| Post-Experiment | 79.49 | |

Based on the results of the descriptive data above, it can be seen that the percentage of students questionnaire responses in learning using the TGT model on students' communication skills showed a result of 83% in the very high category. So, it can be concluded that the TGT learning model is effective on students' communication skills. At the next stage, prerequisite tests can be carried out in the form of normality tests, reliability tests, and homogeneity tests for both sample classes. The normality test in this research was carried out in the experimental class and control class. After carrying out a normality test using SPSS, the following results were obtained.

**Table 8.** Normality Test Results

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Class | Statistics | Df | Sig. | Statistics | df | Sig. |
| Hasil_Posttest | 1 | ,152 | 26 | .121 | ,845 | 26 | .123 |
| | 2 | ,176 | 26 | ,077 | ,857 | 26 | ,070 |

a. . Lilliefors Significance Correction

Based on the post-test results of the final data normality test, the results obtained were that in class IV A, the data was normally distributed because the Sig. Post-test IV A 0.152 > 0.05, in class IV B, the data is normally distributed because of the Sig value. Posttest IV B 0.077 > 0.05. After getting normality results, the next researcher tested homogeneity. Homogeneity test to see whether the two groups have homogeneous variances or not. The calculations can be seen in the table below.

**Table 9.** Homogeneity Test Results

| | **Levene Statistics** | **df1** | **df2** | **Sig.** |
|---|---|---|---|---|
| Post-test | Based on Mean | 3,5571 | 51 | ,046 |
| Questionnaire Results | Based on Median | 2,4231 | 51 | ,083 |
| | Based on the Median and with adjusted df | 2,1341 | 47,556 | ,083 |
| | Based on trimmed mean | 4,1891 | 53 | ,046 |

Based on the homogeneity results table, the data criteria are said to be homogeneous if sig. More than 0.05. You can see the output in the sig column in Table 9 above. (significance) Based On Mean is 0.45, which is more than 0.05. So, it can be concluded that the post-test data for the control and experimental classes obtained a significant value, which means the data is homogeneous (the same). Thus, researchers can continue data analysis using the Independent Sample T-test because the conditions for using the Independent Sample T-test have been fulfilled.

Next, the researcher entered the final stage, namely conducting a hypothesis test with the Independent Sample T-test. This test was used to determine the effectiveness after applying special treatment, namely using the team games tournament learning model on the communication skills of class IV MI Miftahul Huda Tayu. This hypothesis testing uses the formula:

**Ho:** The Team Games Tournament model is not effectively used to teach communication skills to class IV MI Miftahul Huda Tayu students.

**Ha:** The Team Games Tournament model is effectively used to teach communication skills to class IV MI Miftahul Huda Tayu students.

**Table 10.** Independent Sample T-Test Results

Independent Samples Test

| | | Levene's Test for Equality of Variances | | T-Test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | | FSig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Differential Error | Lower | Upper |
| Results_ Pos Test | Equal Variances Assumed | 5.112 | ,029 | 2,794 | 53 | ,008 | 8,009 | 3,016 | 2,377 | 14,475 |
| | Equal variances not assumed | | | 2,779 | 48.046 | ,009 | 8,011 | 3,032 | 2,330 | 14,522 |

Table 10 shows that this hypothesis test obtained a significant value. This can be proven by looking at the first row of the table, namely Equal variances assumed on the (2-tailed) Sig value. (2-tailed) is 0.008 < 0.05, so H0 is rejected, and Ha is accepted. So it can be concluded that there is a difference between the post-test results in the experimental class and the control class, so it can also be concluded that the teams game tournament learning model is effective on the communication skills of class IV MI Miftahul Ulum Tayu students.

**Discussion**

Team Games Tournament cooperative learning is useful for improving learning outcomes or achievements, communication skills, student activity, and student learning motivation. For this reason, this TGT learning model can be an alternative as learning model for teachers who face these problems in implementing TGT learning (Santosa, 2019). In this Team Games Tournament (TGT) model, students are required to cooperate with each other, be active, and be responsible for

themselves and their groups. In cooperative learning, the concept emerges that students will find it easier to find and understand difficult concepts if they discuss them with their friends. Students routinely work in groups to help each other solve complex problems. So, the social nature and use of peer groups are the main aspects of cooperative learning that help to hone student communication (Walid, 2016).

Apart from that, in TGT learning, students are exposed to games and competitions, so students' willingness and communication skills change. The advantages of the TGT learning model are that it not only makes intelligent students stand out more in learning but also makes students with lower abilities participate actively and have an important role in the group (Amalia Yunia Rahmawati, 2020).

With this learning model, it is hoped that students' freedom and active communication can be effectively formed so that students will be happy in taking lessons. The material taken in this research is sub-theme 1, "Public Places," with the basic competency taught, namely KD 3.1 Observing main ideas and supporting ideas obtained from oral, written, or visual texts.

Class IV students at MI Miftahul Huda Tayu are very interested in the activities carried out using this learning model, based on the learning process that has taken place using the team games tournament learning model. From the results of ongoing learning activities, students also play an active role in communicating, and students feel happy learning. Indonesian, and it can be seen that communication skills are getting better between one student and another. By using the TGT model and showing a good response from students, it can be concluded that the learning model used can be effective in students' communication skills and help students practice communicating, considering that communication skills are very necessary for students.

Apart from that, this research is strengthened by the research results (Toifur & Kurniawan, 2022), which states that the application of the TGT learning model has the potential to be effective in providing a large positive influence in improving students' communication skills, as well as teaching students to be able to solve problems in groups by working together (Zainuddin et al., 2021). (Mathematics & Education, 2002), his research also said that the TGT-type cooperative learning model is more effective than conventional learning in terms of students' communication abilities because the average communication ability of students who take part in learning using the TGT-type cooperative learning model is higher than the average communication ability of students

who take part in conventional learning, and students' learning completeness in classes with the TGT type cooperative learning model reaches the minimum limit of completeness. A journal researched by(Jeklin et al., 2016) also discusses the same thing: the achievement of communication skills of students who receive Teams Games Tournaments type cooperative learning is more effective than the achievement of mathematical communication skills of students who receive conventional learning.

The differences seen after the implementation of learning in the experimental class and the control class can be seen from the students' communication skills in the results of the students' responses. The experimental class that uses the TGT-type cooperative learning model is more active in communicating because the learning activities are designed in groups where students are asked to interact with each other in the group. Researchers provide good motivation so that students appear active, dare to come to the front of the class and have opinions. At the exploration stage, the researcher has provided an explanation of the working steps of the student response questionnaire. So you can start to understand and be able to fill out the questionnaire. Meanwhile, in the control class, which still uses conventional models, deficiencies are still visible. At the learning stage, the researchers distributed student response questionnaires, but during the main activities, the researchers saw that the students did not appear enthusiastic because the students were still shy and did not have the courage to express opinions about the material they did not understand. So, the ability to communicate during the learning process at that time was not very effective. Even at the final stage, they also seemed less confident when concluding the lesson due to the lack of communication skills that the students had formed.

From the research that has been conducted, it can be seen that the team games tournament learning model in elementary schools is very effective in improving students' communication skills. This is reinforced by the results of hypothesis testing with the t-test. Post-test t-test results obtained Sig. (2-tailed) 0.008 < 0.05, which means there is a difference in post-test results between the experimental class and the control class. This shows that learning using the team games tournament learning model is more effective than achieving the communication skills of students who receive conventional learning.

## CONCLUSION

Based on the results and discussion explained above, it can be concluded that the teams' games tournament learning model is effectively used for students' communication skills because the TGT model can require students to always play an active role in communicating their ideas, unlike conventional learning, the teacher becomes the center of learning so that students in conventional classes tend to be passive. Proven by the results of descriptive data showing the percentage of student responses to the TGT model of learning on student communication skills, the results were 83% in the high category. This is reinforced by the results of hypothesis testing with the t-test. The post-test t-test results obtained Sig. (2-tailed) 0.008 < 0.05, which means there is a difference in post-test results between the experimental class and the control class. This shows that learning using the team games tournament learning model is effective on students' communication skills.

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