

Improving Grade X Students' Learning Outcomes on Observation Report Texts through the Team Games Tournament (TGT) Cooperative Learning Model Supported by Padlet

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Abstract. This study aims to improve the learning outcomes of 10th-grade students in Class X-E01 on the topic of Observation Report (LHO) texts through the application of the Team Games Tournament (TGT) cooperative learning model supported by Padlet. This classroom action research utilized the Kemmis and McTaggart model and was conducted in two cycles, each comprising the planning, implementation, observation, and reflection stages. The subjects of this study were 36 students of Class X-E01. Research data were collected through tests, observations, and documentation. The results showed that student learning outcomes improved from an average score of 66.28 in the pre-cycle to 75.81 in Cycle 1, and then increased to 83.44 in Cycle 2. Meanwhile, the learning mastery rate increased from 33% to 80.56% and 86.11%. Teacher performance and student activities also improved in each cycle. These findings indicate that the implementation of the TGT model assisted by Padlet can improve students' learning outcomes.

Keywords: Team Games Tournament; Padlet; Learning Outcomes; Observation Report; Classroom Action Research.

1. Introduction

Indonesian language education at the Senior High School (SMA) level serves as a strategic foundation for developing students' communicative, literacy, and critical thinking competencies. The implementation of the Merdeka Curriculum emphasizes student-centered learning, project-based learning, and a focus on strengthening the Pancasila Student Profile (Ministry of Education, Culture, Research, and Technology, 2022). One of the essential competencies in the Indonesian Language subject that 10th-grade students must master is the ability to understand and produce Observation Report (LHO) texts that are factual, objective, and structured. Learning LHO texts requires students to develop the ability to observe, analyze, and communicate information systematically; therefore, the learning process must be designed in an engaging and meaningful way to ensure that learning objectives are achieved.

The ideal conditions for teaching LHO texts involve a student-centered approach that encourages active engagement, collaboration, communication, and the use of digital technology as

a learning tool, with the teacher serving as a facilitator who creates an interactive learning environment (Andini et al., 2024). However, these conditions have not yet been fully realized in the Indonesian language class for 10th-grade class E-01 at Kudus State High School 1. Most of the 36 students in the class still struggle to understand the material on text structure (LHO), construct accurate definitional sentences, and develop descriptions of text components using appropriate vocabulary. In addition, some students frequently receive exemptions from participating in school activities and competitions, causing them to fall behind on the material, participate less in discussions, and struggle to review previously covered material if lessons are not properly documented. Student participation in group discussions also remains uneven, as these discussions are often dominated by certain students.

These issues are exacerbated by several factors, including the use of teaching methods that tend to be conventional and one-sided, minimal active student participation in discussions and collaboration, insufficient use of digital technology as an interactive learning medium, and low student motivation. Slavin (2025) argues that cooperative learning designed to include healthy group competition can enhance students' intrinsic and extrinsic motivation while improving learning outcomes. One cooperative learning model considered effective is the Team Games Tournament (TGT), which combines group learning activities with academic games and tournaments. Research by Setiawan et al. (2021) found that the implementation of the TGT model effectively improved learning outcomes and engagement through group collaboration and healthy competition, while Suardin et al. (2023) demonstrated that applying TGT to Indonesian language instruction increased student engagement and learning outcomes by 25% compared to conventional methods. Research by Widyastuti et al. (2025) also showed that TGT-based learning tools for LHO text material effectively improved the higher-order thinking skills of 10th-grade students.

In addition to using appropriate instructional models, the use of digital technology is necessary to address the limitations of student attendance in the classroom. Padlet is a digital platform that allows teachers and students to share materials, worksheets, quizzes, and learning reflections in a single virtual space that can be accessed flexibly (Dayu & Aprillia, 2025). The use of Padlet allows students who are unable to attend class due to school-related activities or sick leave to have access to the entire learning sequence still, as learning activities are well documented. This is in line with the findings of Azizah et al. (2025) that Padlet effectively supports technology-based learning, particularly online and collaborative learning.

The effectiveness of cooperative and active learning models has been demonstrated not only in Indonesian language instruction but also in other subjects and at different educational levels. Al-Mulk et al. (2026) noted that the Jigsaw cooperative learning model, when integrated with interactive videos, was able to improve the learning outcomes of elementary school students on the topic of the signs of the Day of Judgment in the Islamic Religious Education subject, with the classical mastery rate increasing from 52% in Cycle I to 88% in Cycle II. Similarly, Rimah and Mawardi (2026) demonstrated that the Student Teams Achievement Divisions (STAD) cooperative learning model improved junior high school students' learning outcomes in Islamic Religious Education from an average of 61.91% in the first cycle to 87.43% in the third cycle, accompanied by an increase in learning activity from 58.10% to 87.92%. Similarly, research by Sari et al. (2026) showed that the Active, Creative, Effective, and Enjoyable Learning (PAKEM) model successfully improved the learning outcomes in Islamic Religious Education and Character Education for elementary school students, with all students achieving mastery by the second cycle. These three findings reinforce the argument that cooperative and active learning models, regardless of their variants, are consistently capable of improving learning outcomes by increasing student engagement. However, the

application of the TGT model in combination with digital media such as Padlet to the “Observation Report” text material at the high school level has rarely been studied; therefore, this study aims to address that gap.

The benefits of using the TGT model supported by Padlet are grounded in social constructivism, which emphasizes that knowledge is constructed through social interaction and collaboration among students (Vygotsky & Semyonovich, 1978). Through group discussions, academic games, and tournaments, students have the opportunity to build their understanding collaboratively through engaging learning activities. Meanwhile, Padlet serves as a supporting tool that facilitates flexible, engaging, and well-documented learning. Based on this description, this classroom action research was conducted with the aim of describing the initial state of student learning outcomes, the implementation of the TGT model supported by Padlet, and the teacher’s skills in designing, implementing, and evaluating the instruction on “Observation Report” texts for students in Class X E-01 at Kudus State High School 1.

2. Method

This study employed a Classroom Action Research design based on the Kemmis and McTaggart model, which consists of four stages in each cycle: the planning stage, the acting stage, the observing stage, and the reflecting stage (Arikunto et al., 2021). The study was conducted during the odd semester of the 2026/2027 academic year in Class X E-01 at Kudus State Senior High School 1 with 36 students as subjects, who had diverse backgrounds and ability characteristics. The study was designed in two cycles, each consisting of two learning sessions and one end-of-cycle assessment session. The results of the reflection from Cycle I were used as the basis for improving the actions in Cycle II.

Primary data were obtained from students’ learning outcomes, their activities during instruction, their reflections, and the results of their discussions and assignments (LKPD) on Padlet. Secondary data included observation sheets on teachers’ teaching skills, documentation of learning activities, and instructional and classroom management materials. The research instruments consisted of pre-cycle test questions, Cycle 1 learning outcome test questions (multiple-choice and complex multiple-choice with a maximum score of 100), Cycle 2 learning outcome test questions (multiple-choice and essay with a maximum score of 100), observation sheets for teacher and student activities, each containing 20 assessment aspects and student reflection sheets. The formats of the final assessment items in Cycles 1 and 2 were different because the competencies measured in each cycle were also different. The validity of the instruments was established through content validation by two experts: the supervising lecturer and the mentor teacher. The data were analyzed using a comparative descriptive quantitative and qualitative approach. Quantitative analysis was applied to the learning outcome data by comparing the average scores and the percentage of learning mastery across conditions (pre-cycle, Cycle I, and Cycle II) using the following formula.

$$\bar{X} = (\sum X) / N$$

Notes:

$\bar{X}$ = mean;

$\sum X$ = sum of all students' scores;

N = number of students.

$$P = (n / N) \times 100\%$$

Notes:

P = completion rate;

n = number of students who completed the course;

N = total number of students.

Meanwhile, observational data, field notes, and documentation were analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawing. This classroom action research was deemed successful if it met the process indicators, specifically, that at least 78% of students were active, engaged in group discussions, participated in games and tournaments and utilized Padlet and the outcome indicator, namely that at least 80% of students achieved a score of ≥ 78 , in accordance with the Indonesian Language Learning Objective Attainment Criteria (KKTP) applicable at the school.

3. Result

Before implementing the intervention, the researchers collected baseline data on the students' performance (pre-cycle) through an interactive quiz-based written test taken by 36 students. The test results showed a class average score of 66.28. This score was still below the minimum competency standard (KKTP) of 78, with the highest score being 86 and the lowest being 30. Of the 36 students, only 12 (33.33%) met the minimum competency standard, while the remaining 24 (66.67%) did not, as shown in Table 1.

Table 1. Pre-Cycle Learning Outcomes

Aspect	Outcome
Number of Students	36
Average Score	66,28
Highest Score	86
Lowest Score	30
Number of Students Who Met the Standard ($\geq$ KKTP 78)	12 students
Percentage of Students Who Met the Standard	33,33%

Based on these conditions, the researcher implemented instruction using the Team Games Tournament (TGT) model, supported by Padlet, over two cycles. In Cycle I, observation results showed that the teacher's instructional effectiveness increased from 85.00% in Session 1 to 95.00% in Session 2, with an average of 90.00% (rated "very good"). In comparison, student activity increased from 68.75% to 87.50%, with an average of 78.13% (active category). The final assessment results for Cycle I showed that the class average score increased to 75.81, with 29 students (80.56%) achieving the Minimum Competency Standard (KKTP), indicating that the process indicators (student activity) and research outcome indicators had been met. However, student activity was not yet fully equitable.

Based on a reflection on the implementation of interventions in Cycle I, improvements were made in time management, the readiness of learning materials, the clarity of rules for games and tournaments, and the equitable distribution of student involvement within groups. The results of the teacher activity observations showed an increase from 85% in the first meeting to 95% in the second meeting, resulting in an average score of 90.00% for Cycle I. The percentage then increased to 97.50% in the third meeting and 98.75% in the fourth meeting. In Cycle II, the teacher's

instructional effectiveness increased to an average of 98.13% (very good), and student activity increased to an average of 96.25% (very active), as shown in Table 2. Student learning outcomes in Cycle II also improved to an average of 83.44, with 31 students (86.11%) meeting the minimum competency standard (KKTP).

Table 2. Summary of Observation Results for Teacher and Student Activities

Cycle	Teacher Activities	Category	Student Activities	Category
Cycle I	90%	Very Good	78,13%	Active
Cycle II	98,13%	Very Good	96,25%	Very Active

A summary and comparison of student learning outcomes in the pre-cycle, Cycle I, and Cycle II stages are presented in Table 3. The data show that the average scores and the percentage of students achieving mastery increased gradually and consistently at each stage of the study.

Table 3. Summary of Comparative Learning Outcomes Across Cycles

Stage	Average	Mastered	Not Mastered	Mastery Percentage
Pre-Cycle	66,28	12 students	24 students	33,33%
Cycle I	75,81	29 students	7 students	80,56%
Cycle II	83,44	31 students	5 students	86,11%

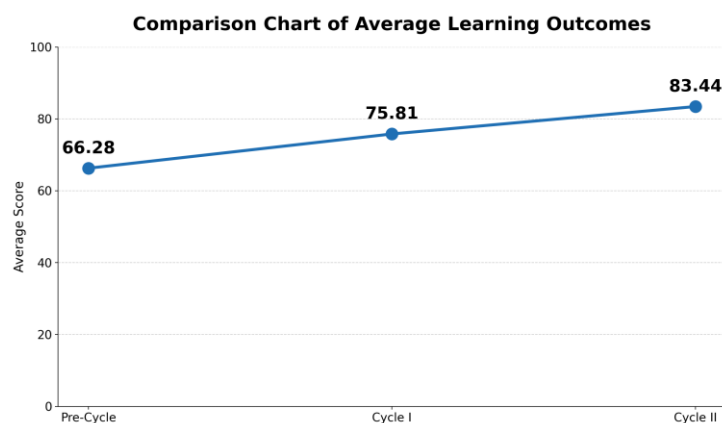


Figure 1. Graph Comparing Average Learning Outcomes

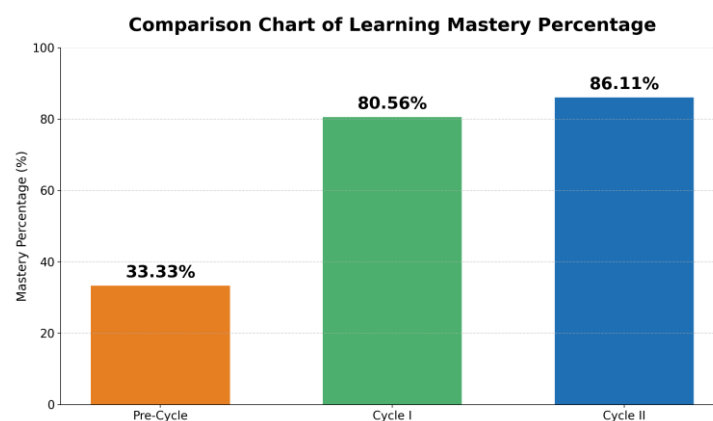


Figure 2. Graph Comparing Learning Achievement Rates

Based on Table 3, Figure 1, and Figure 2, the average learning achievement score increased by 17.16 points from the initial condition (66.28) to Cycle II (83.44). In comparison, the mastery rate increased by 52.78 percentage points from 33.33% to 86.11%. This improvement in learning outcomes occurred in tandem with an increase in the quality of teaching by teachers and student engagement, so that both the process and outcome indicators were achieved in Cycle II, and the research intervention was discontinued at that cycle.

4. Discussion

The initial learning outcomes of 10th-grade students in Class E-01 before the implementation of TGT supported by Padlet showed an average score of 66.28 with a mastery rate of only 33.33%, indicating that the students' initial ability to understand and analyze LHO texts had not yet reached the KKTP standard. This finding aligns with the research by Putri et al. (2024) who studied the implementation of TGT in teaching Observation Report texts in Grade 10 at SMAN 21 Jakarta. That study addressed the issue of students' low ability to understand LHO texts. It demonstrated that the implementation of TGT can be used as a means to improve students' understanding of LHO material. Thus, the use of TGT in this study aligns with previous research in terms of subject matter and educational level. However, it was implemented in a different classroom context and instructional design. Furthermore, the study by Jazuli et al. (2025) showed that students' understanding of LHO text structures can be improved through engaging, direct-observation-based learning; thus, conventional teacher-centered instruction was deemed insufficient to accommodate these needs. The implementation of the TGT model supported by Padlet over two cycles proved capable of improving student learning outcomes gradually and consistently, in line with the characteristics of TGT, which emphasizes interaction and cooperation among students through class presentations, teamwork, games, tournaments, team awards, and reflection (Slavin, 2025). The increase in the average score from 66.28 to 83.44 and in the mastery rate from 33.33% to 86.11% reinforces the findings of Setiawan et al. (2021) and Suardin et al. (2023) which demonstrate the effectiveness of TGT in improving learning outcomes and engagement through healthy group competition. These results are also consistent with Andono's (2024) study on the application of TGT assisted by Wordwall on explanatory texts, which showed a similar pattern of improvement: the mastery rate increased from approximately 52% in Cycle I to 86% in Cycle II. These findings reinforce that the elements of cooperation, games, and tournaments in TGT can create more active learning and support improved learning outcomes.

The results of this study are also consistent with those of Rezeki et al. (2024) who applied TGT in Indonesian language instruction and found improvements in student learning outcomes and active participation. That study showed that traditional classroom instruction, which does not sufficiently engage students, can limit student participation, whereas TGT provides opportunities for students to collaborate and participate actively. This similarity is evident in the present study, where students not only listened to the teacher's explanations but also engaged in group discussions, participated in academic games, and took part in tournaments. These activities played a crucial role in helping students understand concepts and maintain engagement throughout the learning process.

The pattern of improved learning outcomes through cooperative and active learning models in this study is also consistent with findings across different subjects and educational levels. Al-mulk et al. (2026) reported that the Jigsaw model supplemented with interactive videos increased

elementary school students' mastery of Islamic Religious Education material from 52% to 88% between Cycle I and Cycle II, a pattern of improvement very similar to the results of this study. Rimah and Mawardi (2026) also demonstrated that the STAD model gradually improved junior high school students' learning outcomes in Islamic Religious Education from 61.91% to 82.26% and ultimately to 87.43% over three consecutive cycles, accompanied by an increase in learning activity from 58.10% to 87.92%, in line with the increase in student activity in this study from 78.13% to 96.25%. Meanwhile, Sari et al. (2026) demonstrated that the implementation of PAKEM in Islamic Religious Education and Character Education classes in elementary schools enabled all students (100%) to pass Cycle II, confirming that active, collaborative, and enjoyable learning consistently promotes improved learning outcomes across grade levels and subjects. The common pattern of improvement observed in the four studies TGT with Padlet, video-assisted Jigsaw, STAD, and PAKEM strengthens the evidence that elements such as group collaboration, healthy competition or games, and the use of supporting media are key factors in the success of cooperative learning models in improving learning outcomes.

The improvement in learning outcomes in this study is also closely linked to the role of Padlet as a supporting medium that facilitates the presentation of material, group discussions, assignment collection, and student reflection. This is supported by the research of Azizah et al. (2025) which found that the use of Padlet proved effective in supporting technology-based collaborative learning. In particular, Padlet helped students who were excused from school activities to continue accessing materials, worksheets, and quizzes even though they were not attending in-person classes. From a theoretical perspective, these findings reinforce Vygotsky and Semyonovich's (in Hanafi and Dewantoro, 2026) theory of social constructivism, which states that knowledge is constructed through social interaction; the TGT structure creates a Zone of Proximal Development when students help one another in groups, while Padlet functions as a cultural artifact that is shared and accessed collectively. In this study, the use of Padlet provided an additional function as a medium for collecting students' responses, work products, and reflections. Thus, the novelty of this study lies not only in the use of TGT but also in the application of TGT integrated with Padlet in Indonesian language instruction on LHO text material in 10th grade.

In addition to impacting student learning outcomes, the implementation of this classroom action research also improved teachers' skills in designing, implementing, and evaluating instruction. Teachers' instructional effectiveness increased from 85.00% in the first session to 98.75% in the fourth session, in line with the reflection process at the end of each cycle, which served as the basis for improvements in subsequent actions. Technical challenges in Cycle I, such as equipment malfunctions and time management issues, were successfully addressed in Cycle II through better-prepared equipment and clearer explanations of the rules for the games and tournaments. Thus, this classroom action research not only improved student learning outcomes and engagement but also served as a means for the reflective and continuous development of teachers' professional competencies.

Theoretically, the research findings support the view that cooperative learning, which involves interaction, collaboration, games, and academic competition, can help improve learning outcomes. In practice, the results show that Indonesian language teachers can utilize Padlet-assisted TGT as an alternative for more active and collaborative learning. The use of this digital medium can also help teachers document students' responses and work during the learning process. However, implementing TGT still requires effective time management, appropriate group division, and clear rules to ensure that all students have the opportunity to participate fully.

5. Conclusion

The initial learning outcomes of the 10th-grade E-01 students at Kudus State High School 1 on the “Learning Outcome Report” text material were still suboptimal, as indicated by a pre-cycle average score of 66.28 with a mastery rate of only 33.33%. The implementation of the Team Games Tournament (TGT) cooperative learning model, supported by Padlet, over two cycles proved capable of gradually improving student learning outcomes, rising to 75.81 (80.56% mastery) in Cycle I and 83.44 (86.11% mastery) in Cycle II. This improvement in learning outcomes went hand in hand with an increase in the teacher’s instructional effectiveness from 90.00% to 98.13% and in student engagement from 78.13% to 96.25%. With the achievement of the predetermined process and outcome indicators in Cycle II, it can be concluded that the TGT model supported by Padlet improved students’ learning outcomes in LHO texts while also encouraging active student engagement in the learning process.

Based on these findings, teachers are advised to consider the Padlet-assisted TGT model as an alternative for teaching Indonesian language in other topics with similar characteristics, provided that the necessary tools are available and the game rules are clearly communicated. Schools need to provide support in the form of digital technology facilities and infrastructure, while students who have not yet achieved mastery require remedial instruction and ongoing support. Future researchers are advised to test the replicability of this model across different subject materials and classroom characteristics, as well as to combine it with differentiated instruction to enhance the quality of the Indonesian language learning process and outcomes.

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