



# Analysis of the TGT and STAD Cooperative Learning Models in Education: A Literature Review

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## Abstract

Cooperative learning models such as Teams Games Tournament (TGT) and Student Teams Achievement Division (STAD) are approaches that focus on group collaboration, active student engagement, and improved academic achievement. The purpose of this study is to explain the concepts, characteristics, implementation steps, as well as the advantages and disadvantages of the TGT and STAD cooperative learning models in learning activities. The methodology used in this study is a literature review, examining various academic sources including national journals, books, research articles, and other references related to TGT and STAD cooperative learning. Data collection was conducted through documentation and content analysis of the referenced literature. The findings of this study indicate that the TGT model has a key distinguishing feature, namely the use of academic games and tournaments, which can enhance learning motivation, engagement, social interaction, and create a pleasant learning atmosphere. On the other hand, the STAD model places greater emphasis on teamwork, individual responsibility, personal quizzes, and group rewards, making it effective in improving students' conceptual understanding, learning outcomes, and collaborative skills. Both models have proven effective in improving the quality of learning, as they encourage students to be more active, communicative, and collaborative. However, implementing these models requires effective classroom management, thorough teacher preparation, and sufficient time allocation to ensure that the learning process runs optimally. Therefore, the TGT and STAD cooperative learning models can serve as innovative strategies for improving the quality of education at various levels of learning.

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## INTRODUCTION

Education in the modern era calls for a participatory and student-centered learning process through active, collaborative, and innovative approaches. One learning approach that meets these needs is cooperative learning. This approach involves students in diverse groups working together to achieve educational goals, thereby enhancing social interaction, a sense of responsibility, and student learning outcomes (Rohman et al., 2024).

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Among the cooperative learning models frequently used are Teams Games Tournament (TGT) and Student Teams Achievement Division (STAD). The TGT model combines game elements with academic competition, making the learning process more engaging and capable of increasing student motivation and participation (Aryanto et al., 2021). On the other hand, the STAD model places greater emphasis on group collaboration and individual responsibility through individual quizzes and group rewards.

However, implementing TGT and STAD requires teachers to prepare by managing the classroom, allocating learning time, and fostering collaboration among group members to ensure the learning process runs smoothly (Ramadiana et al., 2019). Therefore, it is important to conduct an in-depth study of the TGT and STAD cooperative learning models to understand the characteristics, implementation steps, and effectiveness of these two models in improving the quality of learning. This study uses the library research method by examining various relevant scientific literature.

In addition, an analysis of the TGT and STAD models is also important to understand the theoretical foundations that support their application. Both models are rooted in social constructivism, which emphasizes that knowledge is constructed through interactions among individuals. Thus, cooperative learning serves not only as a pedagogical strategy but also as a means to develop social, communication, and teamwork skills relevant to the needs of the 21st century. A literature review allows researchers to explore various previous empirical findings, thereby providing a comprehensive overview of the effectiveness of these two models.

Furthermore, the implementation of the TGT and STAD models in various educational contexts reveals variations in outcomes influenced by both internal and external factors. Internal factors include learning motivation, students' prior knowledge, and group dynamics, while external factors encompass the teacher's role, school support, and the availability of learning resources. An in-depth literature review can help identify the conditions that support the successful implementation of these two models, while also highlighting the challenges that may arise in practice. Thus, this study focuses not only on the strengths of the models but also on the limitations that need to be anticipated.

Finally, the literature review on TGT and STAD makes a significant contribution to the development of more adaptive and contextual learning strategies. Teachers, as learning facilitators, can utilize the results of this study to design learning activities that align with student characteristics and learning objectives. Additionally, this research is expected to provide practical recommendations for education policymakers in integrating cooperative learning models into the curriculum. Thus, this analysis is not merely theoretical but also has practical implications that can enhance the quality of learning across various levels of education.

## **METHODS**

This study employs a literature review method using a descriptive qualitative approach. The literature review method is a research approach that relies on various sources of literature as the primary basis for obtaining data and information (Engkizar et al., 2026; Jaafar et al., 2025; Kassymova et al., 2025; Zed, 2018). This approach was chosen because the focus of the study is on a theoretical examination of the Teams Games Tournament (TGT) and Student Teams Achievement Division (STAD) cooperative learning models, particularly regarding their definitions, characteristics, implementation steps, advantages, and disadvantages in the learning process. Data sources were collected from various relevant scientific literature, including books, national and international journals, research articles, conference proceedings, and other academic documents discussing cooperative learning and its

applications in education. The literature used prioritized recent scientific sources highly relevant to the research theme to support the academic validity of the analysis.

Data collection was conducted through documentation and a review of various references related to the TGT and STAD learning models. The collected data was then analyzed using content analysis, which involves the systematic identification, classification, and interpretation of information found in various literature sources. The analysis process was carried out through the steps of data reduction, data presentation, and drawing conclusions to gain a broad understanding of the effectiveness and implementation of the TGT and STAD cooperative learning models in improving the quality of learning (Moleong & Surjaman, 2014). To ensure the validity of the data, this study applied source triangulation by comparing the results of the review with various expert opinions and relevant previous research, thereby yielding objective and scientifically accountable research results.

## RESULT AND DISCUSSION

### Definition and Characteristics of TGT Cooperative Learning

Cooperative learning is a learning strategy that involves students working collaboratively to achieve common goals. It facilitates students' leadership skills and decision-making within groups, while providing opportunities for students from diverse backgrounds to interact and learn together. There are many types of cooperative learning models, one of which is the Team Games Tournament. In this model, students play games and participate in tournaments.

Cooperative learning is a learning strategy in which a number of students form small groups with varying ability levels. In completing their group tasks, each student must work together and help one another to understand the lesson material. The Team Games Tournament (TGT) model is a type of cooperative learning that places students in learning groups of 5 to 6 students with different abilities, genders, and ethnicities or races. The teacher presents the lesson, and then students work within their respective teams to ensure that all team members have mastered the material. After the lesson is complete, a tournament is held in which students from each group play academic games against members of other teams to contribute points to their team's score (Kristiawati & Zulfiati, 2023).

The Teams Games Tournament (TGT) cooperative learning model is characterized primarily by learning in heterogeneous groups. These groups consist of students with diverse academic abilities, genders, and backgrounds. The purpose of this diverse grouping is to facilitate positive social interaction, mutual support in understanding the material, and to improve student academic achievement through efficient collaboration. In practice, TGT incorporates elements of educational games as part of the educational process, making the classroom atmosphere more engaging and enjoyable, and increasing students' motivation to learn. With academic games that are largely competitive in nature, students are encouraged to actively participate and demonstrate greater enthusiasm in learning activities (Wulandari & Delianti, 2024).

In addition, a key feature of TGT is the regular academic tournaments, in which students of comparable ability from different groups compete against one another to answer questions. The results of these tournaments are then compiled into group scores that determine which team receives the highest honor. This system not only fosters a sense of personal responsibility but also strengthens solidarity and collaboration among group members. Every student is expected to understand the material well because they have the responsibility to represent their group in the tournament (Lestari & Isnawati, 2025). Thus, all group members actively participate in the learning process and do not rely solely on one person. In practice, the teacher acts as a facilitator who guides discussions, games, and tournaments so that the

teaching and learning process proceeds effectively and supportively, creating a healthy and educational competitive atmosphere.

### **Definition and Characteristics of the STAD Cooperative Learning Model**

The STAD (Student Team Achievement Division) learning model is a learning model that presents material in a simple manner and emphasizes group work in completing worksheets. The STAD model allows students' active participation to be channeled effectively, and their involvement makes learning more memorable and meaningful, thereby enabling students' skills, experiences, and abilities to develop and improve (Abdini, 2021).

Student Teams Achievement Division (STAD) is a simple cooperative learning method or approach well-suited for teachers new to implementing cooperative learning in the classroom. The STAD learning model is a cooperative learning strategy in which several small groups of students with varying academic ability levels work together to achieve learning objectives. The STAD learning concept also incorporates peer teaching, where students learn from their peers, resulting in enjoyable and meaningful learning (Sumiyati, 2021).

The Student Teams Achievement Division (STAD) learning model is a type of collaborative learning that emphasizes cooperation among students in small, heterogeneous groups. Each group consists of students with varying academic ability levels, creating a process in which they help and support one another to achieve shared learning goals. Through group learning, students are not only required to understand the material independently but must also play an active role in helping their group members achieve a similar level of understanding (Fauziyyah et al., 2024). This situation makes learning more interactive and helps develop students' social skills, communication skills, and sense of responsibility in learning activities.

In practice, the STAD model also emphasizes the principle of peer teaching a learning process among peers that allows students to receive explanations of the material from their group members. This strategy is considered effective because students typically grasp the material more easily when it is presented in simple, communicative language by their classmates. Additionally, the learning environment becomes more active, enjoyable, and meaningful as students are directly involved in discussions, sharing perspectives, and solving problems together. Therefore, the STAD approach focuses not only on improving academic outcomes but also on developing social skills and collaboration abilities, which are essential in today's education (Rahman & Smith, 2024).

### **Steps for Implementing Cooperative Learning Strategies: TGT (Teams, Games, Tournaments) and STAD (Student Team Achievement Division)**

According to (Slavin, 2005), TGT-style cooperative learning consists of five stages: class presentation, team learning, games, competition, and team recognition. In the tournament, students compete on behalf of their groups against members from other groups who are academically matched. In TGT, the "games" phase creates an atmosphere of excitement. During group activities, students help each other prepare worksheets and explain emerging problems; however, when students are competing, their groupmates cannot assist them, and the responsibility falls on the individual.

The steps of the STAD (Student Teams Achievement Division) learning model are as follows: Form groups of four heterogeneous members (mixed by achievement, gender, ethnicity, and so on). The teacher presents the lesson. The teacher assigns tasks to the groups to be completed by the group members. Members who have understood the material can explain it to the other members until all members of the group understand. The teacher gives a quiz or asks questions to all students, and provides an evaluation.

### **Advantages of Cooperative Learning Models: TGT (Teams Games Tournament) and STAD (Student Team Achievement Division)**

The Teams Games Tournament (TGT) cooperative learning model offers a host of benefits for improving the quality of learning. TGT can boost students' enthusiasm for learning because it integrates elements of games and academic competition, making the learning process more engaging and enjoyable. Furthermore, this model is also effective in advancing learning outcomes through group discussions and tournament activities that help students better understand the material (Rohman et al., 2024).

TGT further increases student participation during the learning process, as each group member has a responsibility to engage and understand the material. Additionally, this model helps develop social skills such as cooperation, communication, and sportsmanship among students (Oktaria et al., 2023). A dynamic and engaging learning environment makes the learning experience more meaningful and helps students absorb the taught material more easily.

Advantages of the STAD (Student Teams Achievement Division) learning model: Students collaborate to achieve goals while upholding group norms; students actively support and motivate one another to succeed together; they actively serve as peer tutors to further enhance the group's success; and interaction among students increases as their ability to express their opinions improves.

### **Limitations of TGT (Teams Games Tournament) and STAD (Student Team Achievement Division) Cooperative Learning**

Although the Teams Games Tournament (TGT) cooperative learning strategy offers a number of benefits, its implementation also has several drawbacks. One of these is that it tends to take more time, as the learning process involves teaching the material, group discussions, game activities, and academic tournaments. Additionally, this model requires teachers to undertake more complex preparation, which includes developing instructional materials, creating questions for the games, and designing a well-planned evaluation system and tournament mechanism. The competitive and game-based elements in TGT can also make the classroom environment less conducive if not managed properly, potentially disrupting students' focus during the learning process. Therefore, the success of implementing TGT heavily depends on the teacher's ability to manage the classroom, oversee game activities, and maintain student participation to ensure learning remains efficient and focused.

Although the Student Teams Achievement Division (STAD) learning method offers many benefits in enhancing collaboration and student learning outcomes, its use also has a number of drawbacks. Many students often feel confused at first because they are not yet accustomed to a collaborative learning system that requires active participation within a group. Additionally, the STAD method requires more time both for students to grasp the material and for teachers to manage the learning process making it sometimes difficult to meet established curriculum goals. Implementing STAD also demands specific skills from teachers in organizing groups, facilitating discussions, and ensuring all students are engaged so that learning can proceed effectively. Furthermore, the success of this method is highly dependent on student characteristics, particularly their ability to collaborate and interact positively with other group members.

### **CONCLUSION**

Based on the literature review, it can be concluded that Cooperative Learning methods, particularly the Teams Games Tournament (TGT) and Student Teams Achievement Division (STAD) approaches, are effective strategies for improving the quality of the learning process. The TGT approach emphasizes elements of games and academic competition that can foster motivation, engagement, and social

interaction among students, while STAD places greater emphasis on teamwork, personal responsibility, and peer teaching, which help deepen conceptual understanding and learning outcomes. Both approaches have proven capable of creating a dynamic, collaborative, and engaging learning environment, making students feel more involved in learning activities. However, the implementation of the TGT and STAD methods is not without challenges, such as requiring longer teaching time, more complex teacher preparation, and the teacher's ability to manage the classroom effectively. Furthermore, the success of both methods heavily depends on students' ability to collaborate and actively participate within groups. Therefore, it is crucial for teachers to adapt the implementation of these learning methods to students' needs, learning objectives, and classroom conditions so that cooperative learning can be carried out optimally and yield maximum results in improving the quality of education.

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