



Implementation of the Team Games Tournament Method Using QR Codes in Poetry Writing Learning

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ABSTRACT

One factor influencing the effectiveness and efficiency of learning is the use of appropriate teaching methods and media. The issues addressed in this study are (1) the implementation of the Team Games Tournament (TGT) method using QR codes in poetry writing instruction, and (2) the assessment process and results of the TGT method using QR codes in poetry writing instruction. Therefore, this study aims to (1) describe the implementation of the TGT strategy using QR codes, and (2) describe the assessment process and results of the TGT method using QR codes. This study employs a qualitative descriptive method. The subjects were eighth-grade students at SMP Negeri 3 Kabila during the 2025/2026 academic year. Data collection was conducted through an integrated approach involving observation, interviews, documentation, and tests. Data were analyzed systematically through the stages of data reduction, data presentation, analysis, and conclusion drawing. Field research results clearly indicate that implementing the TGT method using QR codes significantly reduced student learning boredom. Data regarding the poetry products created showed an improvement in the quality of imaginative depth and fluency in composition. Based on these findings, the study concludes that integrating the TGT model with digital QR code technology is highly effective in transforming poetry material—often perceived as tedious—into an engaging and enjoyable learning experience.

Keywords: team games tournament, QR codes, poetry writing

Implementasi Metode Team Games Turnament Menggunakan QR Code dalam Pembelajaran Menulis Puisi

ABSTRAK

Salah satu faktor yang mempengaruhi efektivitas dan efisiensi pembelajaran adalah penggunaan metode dan media pembelajaran yang tepat. Permasalahan dalam penelitian ini yaitu (1) bagaimana implementasi metode team games tournament dengan menggunakan QR code dalam pembelajaran menulis puisi (2) bagaimana proses dan hasil asesmen metode team games tournament menggunakan QR code dalam pembelajaran menulis puisi. Oleh karena itu, penelitian ini bertujuan untuk (1) mendeskripsikan implementasi strategi metode Team Games Tournament dengan menggunakan QR code (2) mendeskripsikan proses dan hasil asesmen metode Team Games Tournament dengan menggunakan QR code. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek dalam penelitian ini adalah peserta didik kelas VIII SMP Negeri 3 Kabila tahun ajaran 2025/2026. Teknik pengumpulan data dilakukan secara terpadu melalui observasi, wawancara, dokumentasi, dan tes. Data dianalisis secara sistematis melalui tahap reduksi data, penyajian data, menganalisis data, dan penarikan kesimpulan. Hasil penelitian lapangan menunjukkan secara jelas bahwa implementasi metode TGT menggunakan Qr Code berhasil mereduksi kejenuhan belajar peserta didik secara signifikan. Berdasarkan data produk menciptakan puisi menunjukkan peningkatan kualitas ketajaman daya imajinasi dan kelancaran dalam menciptakan puisi. Berdasarkan hasil penelitian di atas, Simpulan dari penelitian ini menegaskan bahwa integrasi model TGT yang dikombinasikan dengan pemanfaatan teknologi QR code digital terbukti sangat efektif untuk mengubah materi teks puisi yang dianggap membosankan menjadi sangat menyenangkan.

Kata kunci: team games tournament, QR codes, creating poetry.

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INTRODUCTION

Instruction is an interactive process between educators and learners designed to provide guidance during the learning journey to achieve specific educational goals (Pane, A. 2017:334). When this process is both efficient and effective, learning objectives are easily met. A key factor influencing this effectiveness and efficiency is the use of appropriate teaching methods and media.

Effective instruction requires the right teaching method. For SMP Negeri 3 Kabila, the TGT (Teams-Games-Tournaments) method is particularly suitable for addressing issues such as low student engagement. The primary functions of the TGT method are to boost student participation, foster teamwork, and increase motivation. The rationale for using TGT in poetry-writing lessons is that the subject matter can otherwise be tedious; TGT transforms poetry from static, text-based material into an interactive, game-like activity that challenges student boredom while serving as an effective, technologically relevant cooperative practice session.

The study employs QR code media due to its effectiveness, accessibility, and novelty for schools in remote areas, which typically rely on traditional tools like textbooks and blackboards. QR code implementation offers a practical solution, as the technology requires only a smartphone—a device already owned by most students and educators. By scanning the code, poetry-writing materials can be converted into dynamic digital content. This reduces logistical barriers regarding the provision of practice exercises and accelerates the transition to digital learning. Integrating QR codes with the TGT method—specifically within a "treasure hunt" game format—introduces a digital element that keeps the poetry lesson focused on literary content while delivering it through a medium relevant to modern technological trends. This activity effectively combats low engagement and boredom by shifting students from passive roles to active, exploratory ones. Without these methods and media, opportunities for rapid, repetitive concept

mastery are lost, time efficiency declines, student engagement drops, and the lesson lacks digital relevance. The selection of poetry as the study material was based on the fact that poetry represents a literary form characterized by a high degree of reliance on diction and imagination. At SMP Negeri 3 Kabila, poetry was identified as the most critical area for intervention, as it was where students demonstrated the weakest literacy competencies. Furthermore, the choice of material was driven by the need to shift students' perspectives; many viewed poetry as tedious, passive, and abstract—attitudes that contributed to low levels of student engagement.

Following the selection of the material, the choice of research subjects was equally crucial; consequently, the study focused on eighth-grade students at SMP Negeri 3 Kabila. This decision was based on the fact that, academically, the poetry curriculum at the junior high level reaches a critical juncture in the eighth grade, as students are expected to demonstrate a deeper capacity for literary appreciation and expression compared to the seventh grade.

The use of diverse teaching methods remains minimal in the educational landscape, particularly in remote areas. Consequently, this study will be conducted at SMP Negeri 3 Kabila, where instruction tends to be monotonous or conventional—relying heavily on lectures and discussions—thereby failing to foster an active, creative, and innovative learning environment. Furthermore, the instructional media employed at the school is largely limited to textbooks, whiteboards, and markers. Such tendencies can diminish students' motivation to participate in the learning process. Additionally, Indonesian language learning outcomes—specifically regarding poetry composition—at SMP Negeri 3 Kabila are suboptimal; this is evident from the fact that a significant number of students fail to meet the required passing standards in regular quizzes, semester exams, and final school assessments. An analysis of the situation reveals specific obstacles in poetry composition: 1) low en-



gement, with some students appearing disengaged—often gazing out of the classroom and pre-occupied with their own worlds; and 2) limited vocabulary, as some students struggle to select and arrange words effectively, often resulting in monotonous language and poems that resemble mere narratives rather than poetic works. Moreover, the tendency to simply copy notes reduces poetry composition to a rote exercise, as students perceive the subject matter as tedious.

The students' low levels of participation and literacy regarding poetry composition underscore the urgent need for this intervention during the 2025/2026 academic year. The lecture-based approach has reached a point of saturation and is no longer effective for today's students, as evidenced by the common sight of students gazing out the window and withdrawing into their own worlds. For this academic year, the researcher aims to address issues of digital relevance in this rural setting by implementing the TGT (Teams-Games-Tournaments) method utilizing QR codes.

The urgency of this research stems from the critical state of Indonesian language instruction at SMP Negeri 3 Kabila, where conventional teaching models and limited media resources have led to stagnant student learning outcomes regarding poetry. Low student engagement and limited vocabulary mastery result from the systematic boredom caused by a reliance on lecture-based techniques and basic media (textbooks). Students' lack of focus and their perception of poetry as merely an administrative burden—consisting only of notebook entries—indicate a failure to convey the essence of literature on both emotional and cognitive levels; if left unaddressed, this risks diminishing the younger generation's interest in literary literacy. Consequently, implementing the TGT method—utilizing QR codes within a "treasure hunt" game format—has become an urgent necessity to transform poetry lessons from a passive subject into a challenging and engaging learning experience. Beyond addressing engagement issues through competition and teamwork, QR code technology offers the digital relevance needed in rural

areas to keep pace with modern advancements. Without updating methods to foster rapid and enjoyable conceptual mastery, the school faces unavoidable risks, such as the inefficient use of learning time and a widening gap between students and educational technology progress. This research is crucial for demonstrating that game-based innovation can provide concrete solutions to learning fatigue in schools with limited facilities.

METHOD

This study employs a qualitative descriptive method. The primary objective of this qualitative descriptive approach is to provide a detailed account of the naturally occurring events, conditions, objects, and situations associated with implementing the TGT method—using QR codes—in poetry-writing instruction. The study is being conducted at SMP Negeri 3 Kabila, Bone Bolango Regency, during the current semester of the 2025/2026 academic year, with the schedule for Grade VIII students aligned with the established Indonesian language curriculum. In qualitative research, the researcher serves as the research instrument; according to Moleong (2006:121; Razak, 2017:176), the human researcher is highly suitable for this role as they are integral to the entire research process.

Qualitative research requires the researcher to be involved in every stage—from planning and data collection to analysis and interpretation—ultimately yielding the research findings. A view consistent with Moleong's is that of Nasution (cited in Sugiono, 2017:223), who states that in qualitative research, the researcher is the primary—and often the sole—instrument for data collection. Consequently, the researcher's own insight and capabilities are crucial for navigating the research process. Additionally, supporting instruments—tools utilized by the researcher to gather data in the field—include teaching modules, "treasure map" media, mobile devices, laptops, and writing implements. Data collection was conducted through an integrated approach involving observation, interviews, documentation, and testing. The

data were analyzed systematically using the Miles and Huberman framework—comprising data reduction, data display, analysis, and conclusion drawing—to encompass information regarding the implementation of the Team Games Tournament method using QR codes, as well as the process and assessment of student learning outcomes.

RESULTS

1. Implementation of the Team Games Tournament (TGT) Method Using QR Codes in Poetry Writing Lessons

The implementation of the TGT method using QR codes for poetry writing lessons with Grade VIII students at SMP Negeri 3 Kabila was based on a previously prepared teaching module. The TGT method was implemented in a single session comprising three stages: 1) preliminary activities, 2) core activities, and 3) closing activities. The analysis results for these three stages are presented below:

1.1 Preliminary Activities

Preliminary activities are the initial steps taken during the lesson, aimed at stimulating motivation and focusing students' attention so they participate actively throughout the learning process.

Based on observations and documentation of the TGT method implementation (using QR codes for poetry writing lessons with Grade VIII students), the data shows that the educator carried out the following preliminary activities: 1) The educator offered greetings and led a joint prayer; 2) The educator checked student attendance; 3) The educator prepared the students physically and mentally to begin the lesson; 4) The educator provided a brief description of the upcoming learning activities; 5) The educator conducted an apperception session to assess prerequisite knowledge by questioning the students; 6) The educator outlined the core material, learning objectives, and the learning model; and 7) The educator provided motivation regarding the benefits of learning to write poetry in daily life.

- 1) A joint prayer activity led by a student after the educator offered the opening greeting. The purpose of the prayer was for students to practice the values of the first principle of Pancasila, ensure the knowledge gained would be blessed, and allow the lesson to begin positively.
- 2) The educator checked student attendance by asking the class leader who was absent. This was done to determine the number of students present for the purpose of dividing them into groups.
- 3) Implementation of the TGT Method Using QR Codes in Poetry Writing Lessons for Grade VIII Students at SMP Negeri 3 Kabila
- 4) The implementation of the TGT method using QR codes for poetry writing lessons with Grade VIII students at SMP Negeri 3 Kabila was based on a previously prepared teaching module. The TGT method was implemented in a single session comprising three stages: 1) preliminary activities, 2) core activities, and 3) closing activities.

1.2 Core Activity

The core activity was conducted in accordance with the teaching approach, model, and methods outlined in the lesson module. The educator facilitated the poetry lesson by implementing the TGT (Teams-Games-Tournaments) method utilizing QR codes.

1. Class Presentation Stage

- a) The educator presented the material in an engaging and clear manner. At this stage, the educator provided a brief introduction, explaining the definition of poetry, its structural elements, and so forth.
- b) The educator demonstrated how to scan QR codes using a smartphone and explained to the students that the codes contained "mystery missions"—comprising questions and challenges or traps—that they would need to complete.



- c) The educator explained the TGT rules and the scoring system for questions answered at each QR code station in the treasure hunt game. They also emphasized that team success depended on the capabilities of all members and effective teamwork.

Based on observations at this stage, students began to respond to the stimulus. The mention of a game successfully diverted their attention away from the desire to simply take notes; one by one, the students became excited and prepared to engage in the learning process. This was corroborated by the subject teacher's descriptive notes on the observation sheet:

“Upon learning that the lesson involved a game and the use of mobile phones, the students became more enthusiastic. Some students were particularly curious about the QR code stations and how to play the game.”

2. Group Learning Stage

- a) Students are divided into heterogeneous groups (4–5 members) based on varying ability levels. After the groups are formed, specific roles are assigned: a group leader and a note-taker (who is also tasked with scanning QR codes). Meanwhile, all members are responsible for gaining knowledge about the subject, supporting one another, and collaborating to understand concepts and complete the assigned activities.
- b) Each group must have one smart device (smartphone) to serve as a barcode scanner.

3. Game Stage

In this stage, the educator employs a treasure hunt-style game. Each game square features a QR code containing questions/quizzes and challenges/traps for the students to address.

- a) Representatives from each group take turns rolling a die (e.g., if the die shows a three, the student scans the third square containing the QR code).
- b) Upon a successful scan, the QR code's content appears on the screen (for instance,

a challenge to link words together to form a stanza of poetry).

- c) The content displayed on the smartphone is then taken to the group's table for discussion among the members.
- d) The die is then passed to the next group while the previous group finishes its discussion.
- e) After discussing, the students respond to the challenge (a correct answer earns points based on the value specified in the QR code, whereas an incorrect answer results in the challenge being passed to another group).

Observations during this stage indicate that students become actively engaged in the learning process, show enthusiasm, and begin to overcome their fears. This is particularly evident during the poetry creation activity, where students collaborate to link words into a complete poem, thereby directly expanding their vocabulary. This is further supported by the subject teacher's descriptive notes in the following observation record.

“Students appeared happy while playing; those who were initially too shy to ask questions became bolder, and the classroom grew quite noisy due to their intense enthusiasm to win prizes. Students also contributed more ideas in their efforts to win the game.”

4. Tournament Stage

- a) Teams that have completed the matches with the highest scores face off in the tournament. At this stage, the competition is conducted on a group basis to determine the best group.
- b) The educator presents a problem or question for both groups to solve; the group that answers correctly and most quickly is declared the winner.

Based on observations during this stage, the classroom atmosphere became lively with the sounds of discussion, cheering, and encouragement as students presented the poems they had created. This learning activity boosted the students'

enthusiasm for writing poetry, transforming them from students unable to write poems into ones capable of doing so. This is corroborated by the subject teacher's descriptive notes in the following observation record:

"During lessons, students certainly enjoy taking notes, but when playing games, they become much more active—even the quiet students become more engaged."

5. Team Recognition Stage

The educator awards prizes to the student group with the highest score; the aim is to encourage students to continue achieving.

1.3 Closing Activity

To apply what they had learned, students were encouraged to write poems in groups during the final exercise. Afterward, the students presented their work and received feedback. They shared their insights, challenges, and learning experiences during a reflection session that concluded the activity. Finally, the educator wrapped up the exercise by summarizing the lesson.

Based on observations made during this activity, the students demonstrated the ability to create poems both in groups and individually. Observing students linking words together with their peers indicated that expanding their vocabulary aided them in the poetry-writing process. This was further supported by the subject teacher's descriptive notes on the following observation sheet:

"Students who initially had to be forced to create poems—with some even resorting to simply copying and pasting from the internet—are now capable of creating their own original poems."

2. Assessment Process and Results of Implementing the TGT Method Using QR Codes in Poetry Writing Instruction

2.1 Description of the Implementation Process of the TGT Method Using QR Codes

The implementation of the TGT method using QR codes within a "treasure hunt" game format was conducted over a single session. Researcher observations in the field revealed that the process

unfolded in three stages.

a. Preparation and media setup stage (initial observation)

During the classroom presentation, the researcher set up the treasure hunt board, which featured engaging QR code designs; each "treasure square" contained a QR code linked to a challenge question. The presence of this physical medium instantly transformed the classroom atmosphere into a more relaxed one; students appeared enthusiastic and showed curiosity regarding the mysterious QR codes.

b. Group organization stage

The researcher divided the Grade VIII students into four distinct groups. The grouping process was lively, as students were highly enthusiastic about the new learning model—a treasure hunt game—being held in the class. To facilitate QR code scanning, the researcher ensured that each group had access to at least one smartphone.

c. Tournament execution and technology utilization stage

Students played the game in groups by rolling dice; when the die showed a 3, for instance, the game piece moved to the third square, and a group representative scanned the QR code. Researcher observations showed highly dynamic interaction as students waited for the challenge question content to load on their smartphone screens. This process fostered digital independence, as students actively operated the devices for academic purposes.

d. Collaborative discussion stage

Once the QR code displayed the question content, all group members gathered to find solutions and answers. For example, one of the challenges required students to write a poem collaboratively and recite it in front of the class. Critical discussions ensued among the students as they sought answers to avoid losing tournament points. The researcher acted as both a judge and a facilitator. This process demonstrates a high level of learner autonomy; students no longer rely solely on the educator's explanations or answers from Google, but instead actively seek solutions through group discussion in order to win the game.



2.2 Evaluation Results of the TGT Method Implementation Using QR Codes

a) Score Summary

Based on the implementation of the TGT method using QR codes in a poetry-writing lesson, final scores were obtained for the groups in Class VIII at SMP Negeri 3 Kabila. The tournament, contested by four heterogeneous groups, was won by Group II with a total of 150 points. This group demonstrated dominance due to the active participation of all members—who quickly formulated a high number of answers—and the effectiveness of their teamwork in solving the questions linked to the QR codes. Group I followed in second place with 135 points, while Group III scored 110 points, and Group IV finished last with 100 points.

Although the aggregated group results show considerable variation in final scores, the primary focus of these figures is not to determine winners or losers, but rather to gauge success in overcoming the obstacles students face when creating poetry. Furthermore, the fact that other groups fell into the "high" and "medium" categories demonstrates that the TGT method utilizing QR codes successfully met the expected competency standards. Cognitive learning outcomes are reflected in the students' ability to answer challenge questions or quizzes linked to the barcodes with a 90% accuracy rate.

b) Recapitulation of Individual Student Assessment Results

Overall, students—who initially viewed poetry creation as a difficult and tedious subject—gained greater freedom to explore thanks to gamification elements. There was a significant shift in student enthusiasm; whereas they tended to be passive during conventional poetry lessons, the TGT method with QR codes transformed the learning atmosphere into one characterized by competitiveness and curiosity. This shift represents more than just a routine change; it signifies active engagement in collaboratively understanding poetic structure. This is evidenced by the students' ability to create free-verse poetry; the researcher

conducted an in-depth analysis of poetry texts representing various proficiency levels. Assessment results for student products indicate achievement in the "very good" category, with a final score of 92.5 (within the 86–100 range); generally, these poems demonstrate characteristics of free-verse writing where students moved beyond merely imitating textbook examples to creating original poems based on their own imaginations. In the "good" category, with a final score of 85 (within the 71–85 range), students demonstrated writing skills that met competency standards, showing technical proficiency in neatly structuring stanzas and lines. No students fell into the "sufficient" (56–70 range) or "poor" (below 56) categories. Comprehensive data regarding student scores and the complete poetry texts are provided in the appendix.

DISCUSSION

Implementing the TGT method using QR codes proved effective in enhancing the quality of poetry-writing instruction for eighth-grade students. This effectiveness was evident in the shift in students' perspectives regarding poetry creation. Through the TGT method, students engaged in exploratory learning, allowing them to quickly grasp the moods conveyed in poems—such as enthusiasm, sadness, or joy. A significant achievement of this implementation was the increased confidence students displayed in verbally expressing their ideas and creating original poems. Their enthusiasm was reflected in how they retold the content of their poems and their ability to easily craft verses based on their imaginations. Consequently, cognitive barriers encountered during the initial stages were effectively overcome. Applying TGT procedures fostered a dynamic learning ecosystem; the healthy competitive atmosphere at the tournament tables actually strengthened solidarity among group members. According to Nasrudin (2019), TGT-style cooperative learning is a model that engages all students, regardless of status differences. A peer-tutoring phenomenon emerged during this phase, where students who grasped concepts more quickly

voluntarily guided their groupmates in answering game questions. This demonstrates that TGT successfully established effective communication and solid teamwork in the processes of understanding and creating poetry.

Integrating QR codes into a treasure hunt game within the TGT framework successfully transformed the poetry-writing learning experience at SMP Negeri 3 Kabila. Evaluation results showed a dramatic increase in student response speed and vocabulary, as well as active engagement in the lesson. Students moved away from the habit of merely taking notes; poetry creation became more than just writing in a notebook, shifting from a perceived boring subject to a highly challenging and engaging learning experience. The TGT method acted as a motivational catalyst, transforming the learning structure from an individualistic approach into one that was simultaneously competitive and cooperative. Students who were initially passive regarding literature became actively involved due to a sense of collective responsibility. This aligns with the view of Afandi et al. (cited in Hasanah & Himami, 2021:1), Elmustian & Razak, 2021:19) that collaborative learning involves students working together to achieve shared goals. Meanwhile, QR codes serve as a bridge connecting students' interest in technology with literary content that was initially perceived as heavy and tedious. Assessments of group work and analyses of learning products indicate that the TGT method effectively enhances students' understanding of poetry composition. This method alleviates students' apprehension about writing poetry by engaging them through game-based elements—a fact evidenced by the "excellent" and "good" ratings achieved in their poetry assessments. Consequently, it can be concluded that the successful implementation of the TGT method using QR codes relies heavily on teamwork and the efficient use of digital devices.

The shift from a passive to an active state demonstrates that the TGT method fosters a far more dynamic learning ecosystem. While digital media serves as a supporting tool, the TGT method

acts as a catalyst for learning enthusiasm. This method proves that learning to write poetry need not be rigid or tedious; the spirit of healthy competition in the classroom encourages students to voice their opinions and assist one another to achieve team victory. Such success serves as a vital reminder to the educational community that innovative teaching methods like TGT are essential to keeping poetry composition relevant and engaging for today's generation. Poetry is no longer merely a matter of memorizing theory or rote imitation; it has become a genuinely enjoyable, real-world experience driven by collaboration and game-based challenges. The games and activities designed for the TGT cooperative learning model promote accountability while creating a more relaxed learning atmosphere—fostering responsiveness, collaboration, healthy competition, and active engagement (Hasanah & Himami, 2021:9).

However, implementing the TGT method with QR codes presents both technical and procedural challenges. Technical issues regarding classroom management include high noise levels during tournaments and time constraints in completing the full game cycle; this requires educators to be adept at managing the classroom—balancing the excitement and enthusiasm of the game so that students remain focused on the depth of the subject matter. Meanwhile, QR code-specific challenges include light reflection on the code's surface hindering scanning, as well as the need for a stable mobile network connection. Naturally, solutions to these challenges emerge during the learning process itself. For instance, to address classroom management issues, educators can implement student control cards (instructing students that group scores may be deducted if noise levels exceed reasonable limits). Additionally, time constraints can be managed by using visual timers for each scanning and discussion session. Another issue involves light reflection on the QR code interfering with the camera sensor's ability to scan; the solution is for students to shield the code from the glare or adjust the camera angle. Additionally,



to address cellular network issues, an offline access option is provided, where all questions linked to the QR code are available in a document format accessible without an internet connection.

CONSLUSION

Based on the research findings and discussion presented in the previous section regarding the implementation of the TGT method using QR codes in poetry-writing instruction for eighth-grade students during the 2025/2026 academic year, the following conclusions can be drawn.

Instruction utilizing the TGT method combined with QR codes fosters a dynamic, student-centered environment for literary exploration. The use of QR code technology enhances time efficiency, stimulates curiosity, and encourages peer tutoring dynamics as students collaborate to win the tournament.

Evaluation results indicate a significant improvement in student learning outcomes, particularly regarding their understanding of poetry. Students who were initially unable to compose poetry are now capable of doing so. Integrating technology into the TGT method has proven effective in overcoming the barriers students face in creating poetry.

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