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A IMPLEMENTATION OF TEAMS GAMES TOURNAMENT ASSISTED BY EDUCANDY TO IMPROVE LEARNING ACTIVITIES

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ABSTRAK

The problem that student learning activities are low is caused by the use of learning models and media that are not relevant to class needs. This study aimed to analyze the results of implementing the Teams Games Tournament (TGT) learning model, assisted by Educandy educational games, in enhancing student learning activity. This research was a classroom action research involving 24 fifth-grade students from SDN 11/22 Gentung as research subjects. Data collection techniques in this study utilized observation sheets for teacher activity implementation and student learning activity. The data analysis technique for this research was descriptive-qualitative. The research results indicated an increase in student learning activity, which was evident in Cycle I observations with an average of 64% (categorized as less active), and subsequently increased in Cycle II with an average of 88% (categorized as active).

1. INTRODUCTION

The current learning process in Independent Learning Curriculum or what we know as MBKM, designed to be more innovative and student-centered. The Curriculum is not merely a curriculum update, but also a major change in the way we view education as a place to nurture character and encourage creativity, Marzano (Miranti & Sanoto, 2023). In elementary schools, teachers must understand and use appropriate learning models, methods, or techniques to make learning enjoyable for students. A learning model is a series or guide used as a reference or guideline for teachers to teach. With a learning model, teachers can create a more flexible and innovative classroom atmosphere (Palada et al., 2024). Students must be responsive, active, creative, innovative, and quick when learning. Therefore, teachers or prospective teachers are provided with many learning models to meet learning needs. Teachers can use various independent curriculum platforms, such as the Independent Teaching application, to find active, contemporary, and effective learning models and methods for their learning activities, Sagala (Muchtar et al., 2024).

Problems were found at SDN 11/22 Gentung, there were not enough learning activities, according to the findings of the observations. Students were frequently observed playing and engaging in extracurricular activities during the learning process. This was confirmed by the results of interviews with fifth-grade teachers, who explained that learning was often carried out using lecture and demonstration methods, and that it was based solely on the available textbooks. An interview with one of the fifth-grade students also revealed that learning in their class generally took the form of lectures and occasionally watching videos together, especially in Indonesian language lessons, so that learning activities generally did not engage students and were boring, and students often engaged in activities outside the context of learning.

Activities are very important for effective learning processes. Learning is a physical and mental activity. One way teachers can improve learning and activities in the classroom is using learning model of Teams Games Tournament (TGT) because it involves activities for all students heedless of their status and gives them the role of peer tutors. Rodchmana & Shobirin (Hasanah et al., 2020) demonstrate that one of the Teams Games Tournament models requires students to work together in groups to provide as many answers as they can, all of which must be accurate. Furthermore, offering a variety of learning materials via technology-based learning resources can also serve as a substitute for traditional classroom instruction. In today's world, technology plays a very important role and has a major effect on human life. The use of monotonous learning models and non-interactive learning media are factors contributing to low Indonesian language learning activity among students. When teachers only use lecture methods and demonstrations through watching videos together, this can cause students to lose focus, which discourages them from participating during the educational process.

In 1995, David de Vries and Keath Edward created the Team Games Tournaments (TGT) learning methodology. Under this paradigm, groups of students with varying skill levels compete in learning material tournaments that are open to all students. In addition, this type of tournament learning game involves tutors among students to learn more about the material. In the TGT learning model, the game must actively involve all students. This can help students become more responsible, more capable of working together, more honest, have a healthy sense of competition, and be more involved in learning, Wilujeng, et. al. (Setyaningrum & Asrofah, 2024). In addition, Permana (2022) argues that Educandy is a web game that can be used in learning activities. Educandy has a variety of educational games where questions can be replaced with vocabulary words. Educandy can be used to measure students' knowledge in the form of crossword puzzles.

Research by Lestari & Widayati (2022) demonstrates how the TGT model can be used to enhance learning objectives and activities. Given that the TGT model can improve classroom instruction, especially with regard to student learning objectives and activities, researchers actually recommend that teachers implement it. In line with this, research by Maghfira & Khikhmah (2023) demonstrates that applying the TGT approach has a beneficial effect on students' development. Also Amir et al. (2024) found that the Educandy application has attractive and colorful features, making students enthusiastic about participating in the learning process.

Thus, one strategy to make studying more fun and interesting for elementary school pupils is to incorporate aspects of TGT and Educandy games. By combining the TGT model and Educandy games, it is hoped that intrinsic motivation will increase and learning will feel more meaningful because it is linked to activities that students enjoy. Active involvement and direct experience in TGT, coupled with concept reinforcement through interactive Educandy games, can improve information retention and long-term concept understanding. Active and enjoyable learning tends to be more memorable.

2. METHODS

This classroom action research uses a qualitative approach by providing or obtaining results through observation. Sequentially, the qualitative approach begins with data collection, reduction and categorization, display, and drawing conclusions about the deployment of the Teams Games Tournament

(TGT) learning model among class V at SDN 11/22 Gentung, with the help of Educandy educational games.

The sample or research subjects were V grade students at SDN 11/22 Gentung, Pangkep Regency, consisting of 24 students in the 2024/2025 academic year. This study was conducted over the course of around two months, starting on the day the research permit was granted and was conducted during 2024–2025 semester school year, and it included data collecting, data processing, and the school research procedure.

Observation, or gathering data by observing what is happening, was used to carry out data collection techniques. During the academic year 2024–2025's even semester, the school's research procedure, data gathering, and data processing took up the entire time allotted for this study, which began around two months after the research permit was given. Observations were done to monitor the learning process using the gathered criteria. (Ariyanti et al., 2022).

This study was conducted by one observer during six meetings divided into two cycles. The data obtained was summarized in an observation sheet on the implementation of activities, which was filled out byy the spectator/observer at every gathering. The observer watched as the application ofteacher activities and the implementation of activities by the wider group, or the entire fifth grade class of SDN 11/22 Gentung, which consisted of 24 students. The scores for each aspect or indicator of student learning activities were used to obtain scores that reflected participation of students in the educational process during the three meetings in cycle I and cycle II.

These observations were carried out to evaluate the success and feasibility of the research with the following types.

A. Participatory observation: using the TGT model assisted by the Educandy game, researchers not only observed from the outside but also interacted with students, assisted with group work, led tournaments, and observed student behavior and activities simultaneously.
B. Structured observation: using this model, researchers not only observe from the outside, but also interact with students.

The features or markers seen when student learning activities were observed, according to the viewpoint of Soli Abimanyu (Hanida, 2015) include: (1) Listening to the teacher's explanation, (2) Observing the teacher's explanation, (3) Reading the lesson material, (4) Taking notes on the lesson material, (5) Answering questions given by the teacher, (6) Actively asking questions, (7) Actively discussing with group members, (8) Actively summarizing the lesson material that has been learned, (9) Courage to express opinions, (10) Sincerity in participating in learning activities, and (11) Enjoyment and happiness in participating in learning activities.

Using observation sheets with the percentage analysis of the student body, data analysis tools assess how well the process of enhancing student learning activities is working. The sum of the scores earned for each indicator is known as the total score. Scores are determined based on the following criteria (Salwah, 2025).

Table 2.1 Learning Activity Indicator Assessment Criteria

Score	Percentage of Students
5	$80 < x \leq 100\%$
4	$75 < x \leq 80\%$
3	$50 < x \leq 75\%$
2	$35 < x \leq 50\%$
1	$\leq 35\%$

Next, calculate the average percentage Using the following formula, the entire score is divided by the maximum score and then multiplied by 100%:

$$\text{Average percentage (P)} = \frac{Total\ score}{Maximum\ score}\ x\ 100\%$$

In this lesson, there are four criteria for student learning activities, namely very active, active, fairly active, and less active. Thus, The following requirements are established for student learning activities, Arifin (Mawaddah, 2017).

Table 2.2 Learning Activity Criteria

No.	Percentage	Criteria
1.	90-100%	Very Active
2.	80%-89%	Active
3.	70-79%	Moderately Active
4.	<70%	Less Active

The presentation of research results was carried out by describing all the results of the actions in full, then the achievement of these results was completed in each cycle of activity, so that the improvement or refinement of performance would be clearly illustrated. In collecting research data, observations were carried out to assess how well students have completed their learning tasks based on how many categories of activity indicators were fulfilled.

The success of putting into practice Educandy educational games support the Teams Games Tournament (TGT) concept in Indonesian language lessons was measured based on the research targets. To measure these targets, indicators were used, and it was hoped that in the final cycle there would at the very least result in more students participating in learning activities, as measured by their level of engagement.

With reference to the observation sheets findings, student learning activity was considered to have increased significantly if it received a minimum score in the active category of 80 to 89 or at least met the active criteria.

3. RESULTS AND DISCUSSION

RESEARCH RESULT

Description of Cycle I Findings

A. Planning Stage

1) Developing teaching module designs and learning media
2) Preparing learning materials
3) Preparing learning tools in the form of Educandy educational games, such as Match-up and Crossword
4) Preparing observation sheets for teacher activities and student learning exercises for the process of learning Indonesia

B. Implementation Stage

Three meetings were required to carry out the Cycle I classroom actions. Monday, May 26, 2025 was the date of the first meeting; Tuesday, May 27, 2025, was the date of the second; and Wednesday, May 28, 2025, was the date of the third. The researcher conducted the activity in compliance with the specified teaching module or learning activity plan. To observe the researcher's execution of the teaching module syntax, the fifth-grade teacher at SDN 11/22 Gentung provided assistance. The researcher constantly used a prepared activities that pupils engage in during each learning phase.

C. Observation Stage

Observing the learning activities of the students at each meeting was the first step in this level. After then, every piece of information gleaned from the observation sheets was examined. Based on the proportion of students who completed each learning activity indicator, the findings during the cycle, the following student learning activities were observed:

Table 3.1 Findings from the Cycle I Student Learning Activity Observation

Observer	Indicator	Meeting		
		I	II	III
A. Nasywa Fairuz Zahirah	Listening to the teacher's explanation	4	3	4
	Observing the teacher's explanation	3	3	3
	Reading the lesson material	4	3	4
	Taking notes on the lesson material	3	3	3
	Answering questions asked by the teacher	3	3	4
	Actively asking questions	2	3	3
	Actively discussing with group members	4	4	4
	Actively summarizing the lesson material	3	3	3
	Courage to express opinions	2	2	2
	Sincerity in participating in learning	3	3	3
	Enjoyment and excitement in participating in learning	4	4	4
Total		**35**	**34**	**37**
Max Score		**55**	**55**	**55**
Precentage		**64**	**62**	**67**
Average			**64**	

Accordingly, a score of 35, or 64%, information gathered by observing how students used the Teams Games Tournament (TGT) learning model, with help from educational games company Educandy in meeting 1. This indicates that the student learning activities fell into the less active category. Although an evaluation was conducted for the following meeting, meeting 2 yielded a score of 34, indicating a decline in indication 1, namely listening to the teacher's explanation. This indicates that student learning activities fell into the less active category, as indicated by the 62% percentages that was obtained by seeing students engage in learning activities. Additionally, a score of 37 was achieved in meeting 3, indicating an increase in many learning activity indicators. Additionally, a percentage of 67% indicates that student learning activities fell into the less active category. In order to improve even more, an assessment was conducted in the following cycle.

D. Reflection Stage

It has been put into practice in accordance with the planned protocols, according to the results of the analysis carried out in cycle I, which comprised three sessions using the Teams Games Tournament (TGT) learning model with the use of educational games from Educandy. To enable advances in cycle II, a number of problems still need to be addressed with a solution plan. The following reflection table describes the problems and their fixes:

Table 3.2 Reflection on Learning Actions Cycle I

No	Indicator	Problems	Improvement Plan
1	Listening to the teacher's explanation	Some students were not focused during the teacher's explanation; some were still doing other activities unrelated to the material.	Provide initial motivation, more active ice breaking, and establish classroom rules that encourage focus; involve students in explanations with brief question and answer sessions.
2	Observing the teacher's explanation	The students' focus was divided between the teacher's explanation and waiting for the games session; some paid less attention.	Provide explicit instructions on observation time by explaining that what the teacher explains may be included in the game questions, add visual aids in the form of educational videos from YouTube, and actively ask questions about whether or not

No	Indicator	Problems	Improvement Plan
			students understand the teacher's explanations.
3	Reading lesson materials	Sitting too far from the projector made it difficult for some students to read; not all students were actively involved.	Rearrange seating positions, involving all students in taking turns reading.
4	Taking notes on lesson materials	Some students were unable to take notes because they were sitting too far from the projector or were not accustomed to taking notes on important points.	Give instructions to take notes, and give appreciation to students who actively take notes.
5	Answering the teacher's questions	Only some students answered; others lacked confidence or guessed at the answers.	Adjust the level of difficulty of the questions, use random methods, and give verbal reinforcement to those who try to answer.
6	Ask questions actively	Many students are still shy and afraid of making mistakes when asking questions.	Create a safe classroom environment for asking questions, set aside specific time for questions (exploration sessions), and praise students for their courage in asking questions.
7	Discuss actively	Some students are too active and disturb other groups; some are not cooperative.	Assign roles within the group (note-taker, reader, etc.), convey discussion ethics, and conduct reflective evaluations at the end of each discussion.
8	Summarize lesson material	Many students are passive and only contribute when called on; some do not fully understand the material.	Provide examples of conclusions, train students to summarize material together, and encourage students to summarize material in writing.
9	Courage to express opinions	Many students are still hesitant to express their opinions; only a few are active.	Instill the value that all opinions are valuable and provide support and reinforcement to students who speak up.
10	Sincerity in following lessons	Some students lack focus, chat, or move around; they are only enthusiastic during games.	Use a class point system, where active students will receive additional points, which will be accumulated with tournament points.
11	Enjoyment and happiness in learning	There are no problems; students are enthusiastic, especially during Educandy games.	Maintain the use of Educandy games, add variety to the games, and continue to appreciate student enthusiasm.

Given the typical proportion of findings from student learning activity observations in Cycle I, which is classified as less active at 64%, it can be inferred from Table 3.2's data on student learning activity reflection results in Cycle I that the anticipated intervention results have not been realized. Thus, using the reflection sheet as a guide, the researcher proceeded to Cycle II.

Description of Cycle II Findings

A. Planning Stage

1) Developing teaching modules and learning media
2) Preparing learning materials
3) Preparing learning tools in the form of Educandy educational games, such as Match-up and Crossword
4) Creating observation sheets for student and teacher learning activities throughout the educational processPreparing attractive prizes for tournaments to motivate students
5) Creating written class rules regarding the importance of taking notes, reading, asking and answering questions, and summarizing material
6) Preparing visual and audio aids such as projectors and speakers
7) Download learning videos about synonyms and antonyms from YouTube
8) Insert images and animations into PowerPoint slides to help students understand the material more concretely
9) Develop a combined scoring system (class points and tournament points)
10) Develop interactive ice-breaking activities
11) Rearrange student seating arrangements

B. Implementation Stage

Cycle II's implementation phase was executed in accordance with a methodically created improvement plan. After first preparing teaching modules and learning media according to student needs and learning outcomes, teaching materials and Educandy games of the Match-up and Crossword types were also prepared for use in group games and tournaments. The implementation of actions Three sessions were held to conduct cycle II. The fourth meeting was held on Monday, June 2, 2025, the fifth meeting on Tuesday, June 3, 2025, and the sixth meeting on Wednesday, June 4, 2025. Researchers carried out the actions according to the teaching module design that had been prepared.

To support monitoring and evaluation activities, As tools for evaluating the process, observation sheets for instructor and student activities were created. The researcher was assisted by Indonesian language teachers to observe the implementation of teacher activities. During each learning session, the researcher continuously observed student learning activities using a student learning activity observation sheet that had been created to increase student motivation. As the teacher, the researcher provided attractive prizes for tournament winners and established written class rules that emphasized the importance of student involvement in taking notes on important points, reading, asking and answering questions, and summarizing learning materials. The learning activities were also supported with the employment of speakers and projectors as visual and aural enhancements, which were used to show learning videos about synonyms and antonyms that had been downloaded from YouTube, as well as PowerPoint presentation slides equipped with images and animations to help students understand the material concretely. As a form of strengthening participation, a combined scoring system was also developed, namely class activity scores and tournament results scores, which would be calculated as part of the group awards.

C. Observation Stage

This stage began with observing learning activities at each meeting. Then, all data obtained from the observation sheets were read. The following are the findings from cycle II's observation of educational activities for students:

Table 3.3 Results of Observing Educational Activites in Cycle II

Observer	Indicator	Meeting		
		IV	V	VI
A. Nasywa Fairuz Zahirah	Listening to the teacher's explanation	4	5	5
	Observing the teacher's explanation	4	4	5
	Reading the lesson material	4	4	4
	Taking notes on the lesson material	4	5	5
	Answering questions asked by the teacher	4	4	5
	Actively asking questions	4	4	4
	Actively discussing with group members	5	5	5
	Actively summarizing the lesson material	4	4	4
	Courage to express opinions	3	4	5
	Sincerity in participating in learning	4	5	5
	Enjoyment and excitement in participating in learning	4	5	5
Total		**44**	**49**	**52**
Max Score		**55**	**55**	**55**
Percentage		**80**	**89**	**95**
Average			**88**	

The perception of learning among students activity observations in Cycle II was 80% in the first meeting, 89% in the second, and 95% in the third, according to Table 3.3. Consequently, an active category accounted for 88% of student learning activity observations on average throughout Cycle I.

D. Reflection Stage

Nearly every indicator of student learning activities demonstrated a notable improvement following the deployment of learning in cycle II. From the fourth to the sixth meeting, the Teams Games Tournament (TGT) learning model was routinely used, and it was successful in fostering a more lively, enjoyable, and captivating learning environment. Pupils showed the capacity to summarize the lesson content on their own or when the teacher asked them to, seemed more engaged in group discussions, and had the guts to voice their thoughts. Students' interest and involvement in learning activities were also substantially impacted by the games and competitions held via the Educandy platform. Therefore, it can be claimed that learning in cycle II is more successful at motivating students to actively participate, both individually and in groups.

With the help of Educandy educational games, the Teams Games Tournament (TGT) learning model has proven to be the most effective way to increase student learning activities, according to the result of reflection on the implementation of student learning activities in cycle II. Every indication of observed learning activity increased significantly from the previous cycle, and the majority of them fell into the active to highly active range. This is demonstrated by the high degree regarding pupils' involvement in the educational process in cognitive, emotional, and psychomotor domains, including active participation in games and tournaments, courage in voicing viewpoints, enthusiasm during discussions, and the capacity to summarize information.

In addition, the observation results show that the actions taken in cycle II have achieved the improvement targets set at the beginning of the study. Not only was there a quantitative increase in the indicators observed, but there was also a qualitative change in student learning behavior towards a more positive and constructive direction. Using Educandy games and the Teams Games Tournament (TGT) model, a collaborative and competitive learning environment was created that could accommodate a variety of student learning styles and boost their intrinsic motivation to engage in the process.

With the achievement of the action success indicators and the fulfillment of the research objective achievement criteria, the implementation of cycle III was deemed no longer necessary. Therefore, this

classroom action research was terminated at cycle II, considering that the research objectives had been optimally and adequately achieved.

Figure 1

Figure 2

DISCUSSION

A. CYCLE I

During the planning stage, learning tools were designed and lessons were prepared. The next stage was the implementation stage, where at the beginning of the meeting, teachers carried out core activities such as greeting students and saying prayers together, followed by ice breaking activities. However, students appeared bored and uninterested, as evidenced by the mean proportion of cycle I student learning activities, which was 64% in the less active group. In addition, classroom management was not optimal, as evidenced by the fact that some students were not focused when the teacher was explaining the material. Others were joking with their friends and busy with activities unrelated to the lesson, while some students often moved to other group tables to distract their classmates. Many students were still not active in listening, understanding, and even taking notes during the lesson. Their courage and confidence were still low, especially when asked to ask questions, answer, or even summarize the material. Students tended to point at their classmates, and the smart students tended to dominate. After entering the observation stage, it was found that this was caused by a lack of student motivation. At the beginning of the lesson, students experienced difficulties and confusion in listening to the lesson, even when games were played. This was due to changes in learning conditions that were different from usual.

The expected intervention results, which were to reach an active category with a minimum percentage of 80% or up to 89% in this first cycle, did not align with the average proportion of student learning activity observations in each meeting, because students were still confused, hesitant, and unfamiliar with The learning model known as Teams Games Tournament (TGT) and Educandy games. So far, students have been learning in classroom conditions that do not support them to participate actively in learning, with monotonous classroom management and less interactive learning media.

Therefore, after the reflection stage, problems were identified in each learning activity indicator and improvement plans were made in accordance with the students' needs, namely to make positive changes from being confused, less active, and disruptive to their friends to being active and cooperative. This is consistent with the viewpoint stated by Nuraini, et al. (Karismawati et al., 2020) that learning activities are individual activities through relationships that occur between individuals and between individuals and their surroundings, which can bring about positive changes in the individual. After implementing cycle I and the results were not in line with the expected intervention results, the researchers continued to cycle II.

B. CYCLE II

Cycle II of the study involved the following stages: preparation, execution, observation, and reflection to gauge how the cycle II improvement plan would impact the following cycle, following reflection by examining the improvement plan for the issues identified in cycle I. During the planning stage, more in-depth preparations are made, which include not only developing learning tools but also establishing classroom rules and other strategies according to the needs of each student learning activity indicator. Entering the implementation stage, learning is carried out based on teaching modules that have

been adapted to the needs of cycle I, which is to encourage students to be active or participate fully, as well as to have the courage to voice their ideas, respond to inquiries, and ask questions.

Thus, during the observation stage, it was found that when learning activities used Teams Games Tournament (TGT) educational approach, it was made possible by Educandy games and learning activities were observed using observation sheets, students appeared to be more active and happy because they were involved in the educational process. Previously, a small number of pupils seemed to be actively asking and answering the teacher's questions, while the majority of the students were inert, bored, and under the influence of these few. The instructor was more proactive in conditioning the class during this cycle to keep students' attention and make learning engaging and fun. When Educandy educational games were used in cycle II, the average outcomes of observations of student learning activities using the Teams Games Tournament (TGT) model increased, as well as in the findings of each meeting's observations. The proportion of student learning activities in the fourth, fifth, and sixth meetings was 80%, 89%, and 95%, respectively. The active category had an average of 88% of the student learning activities, based on the proportion of student learning activities observed during the three cycle II meetings.

The value of collaborative education is highlighted by Wilujeng, et. al. (Setyaningrum & Asrofah, 2024) that cooperative learning models such as Teams Games Tournament (TGT) can help students become more responsible, more capable of working together, more honest, have a healthy sense of competition, and be more involved in learning. Additionally, this is consistent with the findings of pertinent study by (Mega et al., 2023),Teams Games Tournament is use to enhance student learning activities, with the findings demonstrating that its application has a favorable impact and alters student learning activities. Accordingly, pertinent studies by (Daruwati et al., 2024) related to the application of Educandy games on student learning motivation obtained results that were able to provide positive improvements.

Students are able to solve problems together and achieve learning objectives. According to Adiputra & Heryadi (2021) Using the learning technique known as Teams Games Tournament (TGT), it was discovered that students gained new insights, developed better attitudes and behaviors, became enthusiastic about learning, were actively involved in learning, and were encouraged to achieve better results. Additionally, the Educandy games also help students have a deep, enjoyable, and flexible learning experience. Students who have been focused on textbooks, writing, and doing assignments, and who have been reluctant to participate, will now actively engage in learning.

4. CONCLUSIONS AND SUGGESTIONS

The learning model known as Teams Games Tournament (TGT), in conjunction with Educandy educational games, can improve the educational activities students of V class at SDN 11/22 Gentung, according to the research data analysis. Students' learning activities demonstrate this, as their percentage increased with each meeting and their average percentage increased with each cycle. The category was less active in cycle I. The typical proportion of pupils learning activity in cycle II fell into the active group, indicating an improvement. Based on the implementation given the learning model, the findings demonstrated that the students learning activities in class V of SDN 11/22 Gentung varied and increased in each cycle. All of the aforementioned justifications demonstrate how the learning paradigm of the Teams Games Tournament (TGT), in conjunction with Educandy educational games, provides opportunities for students to participate actively in their education. This aligns with the advantages of the Teams Games Tournament (TGT) learning model, which is bolstered by Educandy's educational games.

By directing the application of interactive learning models such as Teams Games Tournament (TGT), it is hoped that connected with technology in the national curriculum, policymakers would be able to promote the integration of creative learning. Additionally, sufficient funds and resources must to be set aside, and teachers ought to receive training. Additionally, it is intended that researchers will continue to investigate the efficacy of Teams Games Tournament (TGT) with the use of Educandy games at various skill levels and with various resources. Teachers at pertinent institutions should receive

continual training on technology use and cooperative and interactive learning styles. Additionally, it is advised that future researchers investigate the Teams Games Tournament's (TGT) consequences paradigm, which is supported by Educandy educational games, on additional variables including learning motivation, cognitive learning outcomes, or students' social skills.

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