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INCREASING TEAMWORK OF ELEMENTARY SCHOOL STUDENTS THROUGH A PUZZLE ESTAFET GAME

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Abstract

Teamwork skills are essential for every student at the elementary school level. Teamwork teaches students to understand, feel, and implement group activities to achieve a common goal. The study aimed to increase student teamwork through a puzzle estafet game. This quantitative study has a pre-experimental research design and a one-group pretest and posttest design. Researchers used the entire population as a research sample, namely 25 fifth-grade students. Data collection used a questionnaire that was printed and distributed to students before and after treatment. Data analysis of a paired sample t-test was used in this study with the help of SPSS. Descriptive test results showed differences in pretest and posttest scores. Still, based on hypothesis testing, it was concluded that the puzzle estafet game did not significantly affect the teamwork of elementary school students.

Keywords: *puzzle estafet, student teamwork, pre-experimental, elementary school students.*

Introduction

Students of elementary school age are known as middle childhood, a transitional period from late childhood to pre-puberty (Pangaribuan et al., 2022; Lestari et al., 2023; Wulandari et al., 2024). At this age, children have several developmental tasks that must be achieved, one of which is social development. Teamwork is one aspect of social development that must be trained early on. This is because teamwork has many benefits, such as encouraging the formation of positive friendships, training the ability to establish relationships with others, training communication skills, and learning to respect others (Fauziah et al., 2019; Sinta Zakiyah et al., 2024).

Every student at the elementary school education level needs to have the ability to cooperate because this ability can train students to understand, feel, and carry out group activities to achieve common goals. Students can understand, feel, and implement group activities through teamwork to achieve common goals. Through teamwork, students can increase self-confidence, train interaction skills, and adapt to new environments (Rukiyati et al., 2015; Yulianti et al., 2016).

However, in reality, the level of teamwork among elementary school students is still low. This was also found in the research of Cahyaningtyas et al. (2024), which states that teachers still find it challenging to teach students in class V at SD Muhammadiyah PK Kottabarat because of the low attitude of student teamwork in completing tasks. The researcher also found the same thing. The observations and interviews with 7 fifth-grade students and the homeroom teacher of SD Kanisius Sengkan Yogyakarta indicate that students' teamwork skills are still poor. This is shown in terms of group involvement; when divided into groups by the teacher, not all members actively participate in

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completing group assignments given by the teacher; some are dominant, and some students are indifferent. It was found that there was no effective communication between group members. Some students admitted that they did not coordinate face-to-face or through social media, making completing group assignments suboptimal. It was also found that even though the teacher had formed groups, some students were dissatisfied or objected to the random division of groups. Students prefer groups formed independently because they feel more comfortable with the random division of groups, causing no synergy between group members to complete the task.

Based on the above phenomena, the researcher concludes that elementary school students' teamwork level is not optimal. Therefore, a strategy is needed to improve the teamwork skills of elementary school students. One strategy to train students in teamwork is to use group games. Group games are beneficial because they are associated with cooperative activities and foster a sense of belonging among teammates or group members (Alvarez & Stauffer in Lower et al., 2017). In this study, group games will be carried out using puzzle media, namely puzzle estafet games. Playing the puzzle estafet helps activate adrenaline in students because completing a task in groups by taking turns with their friends is challenging in the puzzle estafet game. Puzzle estafet is also helpful in fostering and maintaining sportsmanship and a sense of fighting together. Students learn to share tasks and train to form a team with the same vision and mission as their group members (Juwita et al., 2022).

Estafet games are usually carried out in the form of group competitions so that in these groups, each team member practices coordination, communication, and a sense of responsibility and understands the importance of teamwork (Fhitriansyah et al.,2024; Nugroho et al., 2024). In the puzzle estafet game, game activities are carried out using objects as pieces of images. This game is entertaining for children. The way to play is by taking turns and in groups (1 to 4 children) to complete specific tasks, namely, arranging the pieces of the picture to form a perfect picture (Aprilianti, 2020; Putri, 2020). The puzzle estafet game encourages student involvement in the group. Puzzle pieces that must be completed create a sense of unity and the same orientation. Each puzzle piece has an important role in forming the whole picture. This makes each member feel that his or her contribution is significant to the group's success. This creates a dynamic of complementarity that strengthens the group bond. The urge for intensive communication will also arise in the puzzle estafet game. Arranging the puzzle into a complete picture requires intense communication among members. They must listen to each other and share information about the puzzle pieces they have arranged to develop a solution strategy. The Puzzle estafet game encourages students to work as a team. Arranging the puzzle pieces to become a complete picture and become a winner encourages students to share tasks, establish effective communication, and find problem-solving and strategies together to win.

Research utilizing puzzles as a means to improve student teamwork has been conducted, such as the study by Cahyaningtyas et al. (2024), which was a classroom action research study that concluded that puzzles can improve teamwork among fifth-grade elementary school students in Indonesian language lessons, particularly in the pantun (traditional Indonesian poetry) material. The study by Sari & Utomo (2024) used a Research and Development (R&D) approach and concluded that puzzle-based learning media effectively improve students' collaboration skills. Lestari's (2016) study used puzzle media to enhance teamwork among kindergarten children with a pre-experimental research design. The results showed significant differences between before and after the puzzle estafet activity.

Based on the above findings, the researcher is interested in conducting research using puzzle estafet games to enhance teamwork among elementary school students. In

this study, a pre-experimental design was used. This is because, to the researcher's knowledge, this design has never been used for elementary school students. Previous studies have used classroom action research to improve student teamwork, such as those by Cahyaningtyas et al. (2024), or the same research design but with different subjects, namely kindergarten children (Lestari, 2016).

Method

The type of research used is quantitative with a pre-experimental research design, specifically a one-group pretest-posttest design. This means that only one group is given the treatment, and the results are measured before and after the treatment. The number of treatments in this study was 1 (one) time. The research instruments used were a teamwork observation sheet and The Teamwork Scale for Youth by Lower et al., (2017), which was adapted by Bakhri et al., (2020) with a validity of 0.582 – 0.898 and a reliability of 0.902. The population in this study was fifth-grade students at Kanisius Sengkan Elementary School in Yogyakarta. The researcher used the entire population, consisting of 25 fifth-grade students. In this study, there was no random process in determining the sample. Hence, the researcher used the G Power application to determine the minimum sample size as a requirement for hypothesis testing using the paired t-test. The minimum sample size obtained using the G Power application was 23 people, meaning that this study met the minimum sample criteria for hypothesis testing.

The procedure for conducting this study was as follows: the experimenter arrived at the classroom 30 minutes before the experiment began to make preparations. After the children entered the classroom, the experimenter opened the activity by greeting them, then briefly explaining the activity that would be carried out, the purpose of the activity, how to play, and the rules of the puzzle estafet game through a slide presentation. Next, the experimenter distributed the teamwork scale to the students as a pretest to measure their initial level of teamwork. The students were then randomly divided into five groups before going to the experiment location. Before starting the main activity, the experimenter and students conducted a brief trial of the puzzle estafet game so that the students could understand the game's mechanics. After that, the main activity, the puzzle estafet game, was carried out according to the earlier rules. After playing, the experimenter and students returned to the classroom to rest for a while before being given the teamwork scale again as a posttest to measure changes in teamwork levels after the intervention. The activity ended with an evaluation and closing by the experimenter as the final part of this experiment.

Result and Discussion

Based on the descriptive test results in this study, it can be seen that with 25 subjects, the minimum pretest score was 13, the maximum score was 40, the average was 29.04, and the standard deviation was 6.736. Meanwhile, the minimum posttest score was 24, the maximum score was 38, the average score was 31.08, and the standard deviation was 3.523. From this descriptive data, it can be concluded that the average post-test score > average pretest score (31.08 > 29.04), meaning that there was a difference in the average student teamwork between the pretest and post-test.

The categorization of student teamwork after being given the puzzle estafet game treatment can be seen in Table 1 below:

Table 1
Categorization of Student Teamwork

Category	Guidelines	Score	N	Percentage
Low	$X < (\mu - 1.\ \sigma)$	$X < 28,7$	0	0%
Medium	$(\mu - 1.\ \sigma) \leq X < (\mu + 1.\ \sigma)$	$28,7 \leq X < 33,3$	7	28%
High	$X \geq \mu + 1.\ \sigma$	$X \geq 33,3$	18	72%
		Total	**25**	**100%**

Table 1 above shows that students who were given the puzzle estafet game treatment had a moderate level of teamwork in the category of 7 students, a high category of 18 students, and no students in the low category.

The prerequisite test in this study was a normality test. The normality test results of the student teamwork variable were $p = 0.200$ (>0.05), meaning that the data above was normally distributed. After that, a hypothesis test was conducted. Based on the hypothesis testing using the paired t-test, the sig value (2-tailed) was 0.171 ($p > 0.05$), so the hypothesis in this study was rejected. This means there was no significant difference between the pretest and posttest scores on the student teamwork variable. The hypothesis analysis also concluded that the puzzle estafet game had no effect on improving the teamwork of fifth-grade students at SD Kanisius Sengkan Yogyakarta.

The failure of the estafet puzzle to improve cooperation in this study will be explained in the following explanation. Children aged 10-11 years enter the "grouping age" phase, characterized by the tendency to form homogeneous groups based on interests or proximity (Hay et al., 2004). Social interactions in this phase develop into intimate friendships ("chumships") that strengthen group dynamics and shared identity, according to preteen characteristics (Hassinger-Das et al., 2017; Lansford et al., 2014). The tendency to choose friends who reinforce interests and social status increases a sense of belonging and self-esteem (Chung-Hall & Chen, 2010). Removing the element of choice triggers resistance and low participation, as interaction in unfamiliar groups reduces the sense of comfort and social support (Wentzel, 2022). This finding aligns with empirical evidence that participation tends to decrease in groups that do not align with relationship preferences (Snow et al., 2016).

The puzzle estafet game is considered inappropriate for the cognitive and social development of students aged 10-11 years. At this age, cognitive development is in the concrete operational stage (Piaget), which transitions to the formal operational stage, where the ability to think logically about concrete events and understand abstract concepts begins to develop, including anticipating consequences and strategizing (Magson et al., 2021). Estafet puzzles are considered too simple to stimulate meaningful collaboration in an age group already capable of strategic and abstract thinking.

The absence of role structures, such as leaders or mediators, leads to the absence of a communication hierarchy, resulting in unevenly distributed participation (Slavin, 2015). An excessive focus on gaining points in the game also triggers a tendency to neglect collaboration, which can prioritize competition over cooperation in an educational context. This can hinder the development of social skills and the ability to work in teams, and reduce effective communication and exchange of ideas (Johnson et al., 1979). The individualistic mindset that arises from focusing on achieving points can also exacerbate separation between group members, stifling innovation and creativity (Gregersen et al., 2011).

The use of puzzle media in elementary school learning is a matter of debate regarding its effectiveness. Lestari's (2016) research on 4-5-year-old students showed increased cooperation through a puzzle estafet, while Wibowo & Mufidah (2022) proved that the animal life cycle puzzle media effectively improved cognitive learning outcomes. However, contrasting findings emerged in Restiani & Sariniwati (2022) research, where the Think Pair Share cooperative model produced better cooperation than puzzles because discussion and joint decision-making increased student interaction. Fauziah et al., (2017) emphasized that learning motivation is crucial in increasing interest and group cooperation, indicating that using puzzle media alone is not enough without dynamic interaction and high motivation.

Furthermore, research by Fransiska et al., (2022) on the Teams Assisted Individualization model and Hermawan et al., (2017) on interactive educational games showed significant advantages in cooperation over passive methods such as puzzles. Maulidah & Aslam (2021) also confirmed that interactive and collaboration-oriented approaches produce a better impact than puzzle media. These findings confirm that successful learning depends on integrating active interaction and collaboration elements, not just puzzle media. Thus, cooperative learning models emphasizing direct involvement and high motivation are more effective in improving primary school students' cooperation.

Conclusion

This study examined the effectiveness of the puzzle estafet game in enhancing teamwork among fifth-grade students at SD Kanisius Sengkan Yogyakarta. Descriptive results indicated an increase in the average post-test score (31.08) compared to the pre-tests (29.04), with 72% of students categorized as having high teamwork after the intervention. However, hypothesis testing using the paired t-test ($p = 0.171$) confirmed this improvement was not statistically significant. The intervention's inefficacy is firmly attributed to methodological mismatches with the developmental characteristics of participants. First, random grouping contradicted the "grouping age" phase (10–11 years), where students naturally form homogeneous, interest-based groups to enhance security and participation. Second, the low complexity of the puzzle failed to stimulate abstract and strategic thinking in students transitioning to the formal operational stage. Third, an overemphasis on point systems fostered individualism, reduced collaborative opportunities, and hindered idea exchange. These findings align with prior studies highlighting the superiority of discussion-based cooperative models (e.g., Think Pair Share) or structured interaction methods (e.g., Teams Assisted Individualization) in fostering teamwork through dynamic group dynamics.

Several limitations must be acknowledged. First, the small (N=25) and homogeneous sample (single-school participants) restricts the generalizability of findings to broader populations or diverse geographical contexts. Second, the lack of control over external variables, such as socio-cultural backgrounds, school policies, or prior teaching methods, may obscure the causal relationship between the intervention and outcomes. Third, add the number of treatments, for example, twice a week, because in the study, the puzzle estafet game treatment was only done once.

Future research should adopt a multifaceted approach to address the limitations and build upon the current findings. First, expanding sample diversity through multi-school or multi-regional participation would enhance the generalizability of results and account for socio-cultural variability. Additionally, rigorous experimental designs that control contextual variables, such as intrinsic motivation, family backgrounds, and institutional policies, are critical to isolating the intervention's impact. Researchers should also explore active learning models like Project-Based Learning or Problem-Based

Learning to compare their efficacy against puzzle-based methods, particularly in fostering 21st-century skills such as critical thinking and collaboration. Integrating technology, such as interactive game-based platforms or digital collaborative tools, could create adaptive and engaging environments that better align with students' developmental needs. Extending intervention durations and incorporating follow-up assessments would provide insights into the sustainability of observed effects. A mixed-methods approach combining quantitative data with qualitative techniques (e.g., focus group interviews or observational studies) is recommended to capture the socio-emotional and psychosocial dynamics influencing teamwork.

Finally, investing in continuous teacher training programs to equip educators with strategies for managing heterogeneous groups, balancing competition, and leveraging innovative media is essential for translating research insights into practical classroom applications. Collectively, these steps would advance the development of holistic, evidence-based interventions to optimize teamwork in educational settings.

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Author Contributions Statement

FA contributed to the concept, design of the study, provided technical or material support, and drafted the manuscript, RE gave final approval of the version to be published, AE performed the analysis, interpretation of data, and execution of experiments, MH and SP contributed to the validation of instruments, performed data analysis, and execution of experiments.

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