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Application of the Teams Games Tournament (TGT) Model in Improving Learning Motivation in Social Studies

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Article Info

Abstract

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The word motivation comes from the word "motive" which means will, reason, desire, and drive. Motivation refers to an energy that can arouse and guide a person's actions. Learning motivation is a very important thing because the thoughts in a person will provide encouragement to learn in order to achieve the goals of learning. This study aims to improve learning motivation in the subject of Social Studies class VIII-B at MTsN 1 Pamekasan. The study used the Classroom Action Research (CAR) method with two cycles. Each cycle has 2 meetings. The subjects of the study were 30 students. The average value of cycle I was 63.17%, which is still classified as moderate motivation, and the average value of cycle II was 93%, which is classified as very high motivation. Thus, it can be concluded that the application of the TGT model has succeeded in achieving the goals that the researcher had expected, namely to increase learning motivation in Social Studies subjects using the TG model. The TGT learning model is expected to be an option for teachers in the future to increase student learning motivation. With this, the application of the TGT learning model can increase learning motivation in Social Studies subjects, each cycle increases and can be declared successful.

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Introduction

Education in essence business aware for grow develop ability, potential self that can be done by each individual students. Education is a learning process that is obtained by participants educate for can make participant educate understand, understand as well as capable make participant educate more critical in thinking. With existence education all humans can change and have level life which is better as it is man see intelligent somebody will own good personality so that can develop good potentials that exist in society (Anon 2003). Problems education have close relationship with the learning process is ongoing teaching at school. Ongoing learning in the classroom capable hone as well as develop ability student especially in terms of academic so that student have broad insight in his knowledge (Rachman and Rokhman 2018).

Based on results Pre Research conducted by researchers data was obtained that the class included low motivation learning in social studies learning in class VIII-B such as students No have desire learning social studies subjects such as indicator motivation Study according to Uno where students of class VIII-B do not existence desire and wish successful like chatting with his friend when the teacher was explaining lessons , and not existence motivation and need in learning such as easy sleepy during the process of the lesson , often ask for permission when IPS learning is taking place , not pay attention in the learning process ongoing and not existence hopes and aspirations for the future like no other want to get mark high, and not existence rewards in learning like them No get appreciation in learning, and not existence activity interesting in learning such as the models and media used in learning only assignments and lectures (B.UNO 2018). So that they not enough understanding of the material taught by the teacher, with Thus, the application of the TGT model is expected can reduce saturation participant educate and be able increase motivation Study.

Based on problems in the learning model above is one of factor affecting activity Study students so that students motivated learning. Among them with implementing an interesting and appropriate learning model, so that make student feel more believe self and active. One of the learning models that makes participant educate active and motivated Study that is with using *the team games tournament* (TGT) model (Nurhayati, Robandi, and Mulyasari 2018). The learning model the is a learning model

cooperative that can used by teachers every day for help students in their learning process from aspect skills base until breakdown problem. The purpose of this cooperative model can Motivate participant educate, mutually take not quite enough answer, improve results performance Study participant educate and at the same time can increase connection social, as well as grow attitude tolerance, respect other people's opinions, and thinking critical (Warjiyati 2022). The TGT model is one of the models that is easy applied and in it involving activity all over participant educate without existence status differences. Activities participant educate can Study with relax and grow a sense of responsibility answer, cooperate, compete healthy and engaged learn from participants educate (Hasanah, Wijayanti, and Liesdiani 2020).

Motivation Study is something that is implanted in oneself student for always spirit in facing learning in class. Motivation learning is very important in activities learning with existence Spirit will increase performance learning and vice versa not enough existence Spirit will weaken performance learn. A students who study without spirit (less motivation) no will succeed with maximum (Maliasih, Hartono, and Nurani 2017).

Therefore that, researcher interested For do This research is for solve problem students of class VIII-B with method applying the TGT model to increase motivation Study participant students in the subject of Social Studies. Based on results the interview that has been done researcher to the social studies teacher, that this TGT Model has not been Once applied, so that researcher want to to study This problem is entitled "Implementation of *the Team Games Tournament (TGT)* Model in Improving Motivation Learning in Social Studies".

Method

This type of research is Classroom Action Research (CAR) (Arikunto, Suharsimi, Suhardjono 2019). Because this study discusses in detail the problems that occur in the classroom. This research was conducted at MTsN 1 Pamekasan. The subjects of this study were 30 students in class VIII-B. The researcher acted as a social studies teacher. This research was carried out in four stages, namely planning, implementation, observation, and reflection. This classroom action research was conducted for 2 cycles and each cycle consisted of 2 meetings. Data analysis in this study was carried out

using descriptive comparative analysis, comparing students' motivation levels between cycle I and cycle II. The results from questionnaires and observations were then categorized into levels (low, moderate, high, and very high) to interpret the improvement of students' motivation. The success criteria of the study were set if the average motivation score reached the "high" category and showed significant improvement from cycle I to cycle II. Data collection techniques were documentation, observation and questionnaires. indicators of success in this study were seen from the process of student development during learning activities in each cycle students reached the value category by implementing questionnaires (Wijayanti 1967).

Result and discussion

Study This classroom action (PTK) was conducted at MTsN 1 Pamekasan, specifically on class VIII-B students with a total of 30 students. From the results pre research conducted at MTsN 1 Pamekasan , found The problems that occur in social studies learning are low student learning motivation experienced by students, such as students who are less focused on learning, this can be seen from students who chat with their friends when the teacher is explaining the lesson, easily fall asleep during the lesson, do not pay attention during the learning process, often ask for permission when IPS learning takes place, so that they not enough understanding of the material taught by the teacher.

Based on the above explanation can stated that lack of student learning readiness and the need for introduction of models and media that can help to increase student motivation in learning social studies such as by using interesting learning models and media so that it is comfortable in the learning process. From the explanation above, it can be concluded that problems in learning will result in a lack of learning motivation, therefore researchers want to implement the TGT learning model to increase student learning motivation with classroom action research that has been designed as good as Possible including cycle I and cycle II.

Action Stage Planning. Create a Learning Implementation Plan (RPP), then prepare learning outcomes (CP), and learning objectives (TP) implemented in cycle 1 according to the material to be taught. Prepare learning materials and media to be used in class. Preparing learning resources that support the learning process, namely student textbooks and materials for implementing the TGT model. Preparing teacher

observation activity sheets in implementing the TGT model, student observation sheets to determine students' learning motivation activities during the learning process and preparing student motivation questionnaires. Test the validity and reliability of the student questionnaire to ensure data accuracy, where to ensure validity or not can be seen from the decision making, namely: the calculated r value> r table, then the question variable is valid, if the calculated r value <r table, then the question variable is invalid. To see the validity, we adjust it to the respondents, namely 30 respondents with an r table of 0.361 (attachment 18 page 112).

Prepare learning steps in three stages as follows: The teacher greets and appoints a student to lead the prayer . The teacher checks student attendance. The teacher conveys the learning objectives and conducts apperception according to the learning material. Teachers provide motivation related to the learning carried out by students in the classroom. The teacher provides an overview of the material on the diversity of economic activities in society.

Core activities, Teachers apply the TGT model, The teacher explains the material and uses the surrounding environment as an example in learning. The teacher then forms groups of 4-5 people, and the teacher instructs them to discuss the material that will be presented so that students can answer the questions. The teacher prepares media *questions The card* (question card) then provides the rules for the stage of the game that will be played. Students start the game and each group works on the questions provided. The teacher gives marks on the question board and then concludes who won the game.

Closing Activities. The teacher gives awards to the group that wins the competition. The teacher evaluates the current activity. The teacher appoints each student to provide a conclusion. The teacher informs the next learning activity. The teacher says hello to end the learning activity.

Implementation The implementation of activities in this study was carried out in 2 meetings in the cycle. The first cycle was carried out September 3 and 10, 2024 coincided in class VIII-B at MTsN 1 Pamekasan. And the implementation of the second cycle was carried out on September 17 and 27, 2024. This implementation involved 30 students of class VIII-B. The researcher here acted as a Social Sciences (IPS) teacher accompanied by IPS teacher Suprapti, S.Pd. who was at that time an observer *in* this

implementation. During this meeting, the researcher introduced himself and began to enter a little into the material on the diversity of economic activities in the community. At this meeting, the researcher began to introduce the learning model that would be used in class.

Preliminary activities, The teacher greets and appoints a student to lead the prayer. The teacher checks student attendance. The teacher conveys the learning objectives and conducts apperception according to the learning material. Teachers provide motivation related to the learning carried out by students in the classroom. The teacher provides an overview of the material on the diversity of economic activities in society.

Core activities Teachers apply the TGT model. The teacher explains the material and uses the surrounding environment as an example in learning. The teacher then forms groups of 4-5 people, and the teacher instructs them to discuss the material that will be presented so that students can answer the questions. Teachers assist students in group mentoring. The teacher prepares media *questions The card* (question card) then provides the rules for the stage of the game that will be played. Students start the game and each group works on the questions provided. The teacher gives marks on the question board and then concludes who won the game.

Closing. The teacher evaluates the current activity. The teacher appoints each student to provide a conclusion. The teacher informs the next learning activity. The teacher says hello to end the learning activity.

Observation. This observation activity is intended for researchers and students with the aim of knowing whether the teaching and learning process has been in accordance with what has been made previously or not. As for seeing the motivation of students' learning from each cycle I and cycle II, at the end of each cycle the teacher gives a questionnaire to students. The table below is a table of student learning motivation that can be seen at the stages of cycle I and cycle II .

Table 1. Assessment of Questionnaire Results Motivation Study Cycle I and Cycle I

No	Name	Cycle I			Cycle II		
		Total score	%	Caption	Total score	%	Caption

No	Name						
1	Alfiana Dwi RamadanI	52	65.00%	Tall	80	100%	Very high
2	Alif Laili Amalia	71	88.75%	Very high	78	98%	Very high
3	Alvian Rafi Khomeini	47	58.75%	Currently	58	73%	Tall
4	Anisa Mar'atus Sholehah	49	61.25%	Currently	80	100%	Very high
5	Embun Sukma Puspita	49	61.25%	Currently	60	75%	Tall
6	Fahira Dwi Ardiyanti	54	67.50%	Tall	74	93%	Very high
7	Father Nurcandra K	42	52.50%	Low	80	100%	Very high
8	Firda Azriyani	47	58.75%	Currently	80	100%	Very high
9	Gibran Cahya Islam	45	56.25%	Currently	70	88%	Very high
10	Ilzam Rizqi Muttaqin	41	51.25%	Low	80	100%	Very high
11	Imamatul Fajriyah	50	62.50%	Currently	69	86%	Very high
12	Jasmine Syarafana M	48	60.00%	Currently	68	85%	Very high
13	Joharona Shafariya Taufiq	54	67.50%	Tall	80	100%	Very high
14	Khoiril Anam	44	55.00%	Currently	75	94%	Very high
15	Lailatul Fitrih R	56	70.00%	Tall	80	100%	Very high
16	Maftuhatul Fajriyah	44	55.00%	Currently	80	100%	Very high
17	Moh Riskika Ananta	43	53.75%	Low	80	100%	Very high
18	Moh. Nizam Zhafran Yasir	35	43.75%	Low	58	73%	Tall
19	Mohammad Alfin Nouru	41	51.25%	Low	75	94%	Very high
20	Nadhifa Zafina Putri	49	61.25%	Currently	80	100%	Very high
21	Nafisa Rifka Audy	51	63.75%	Currently	80	100%	Very high
22	Nailil Inshyaroh	56	70.00%	Tall	80	100%	Very high
23	Ning Jesica Ainur Rasyid	52	65.00%	Tall	80	100%	Very high
24	Nur Alisa	70	87.50%	Very high	74	93%	Very high
25	Oktafian Insanul Warak	47	58.75%	Currently	69	86%	Very high
26	Putri Sakinah Habib	55	68.75%	Tall	60	75%	Tall
27	Rafa Maulana Firdaus	71	88.75%	Very high	80	100%	Very high
28	Risha Nabila Dwi Anna M	48	60.00%	Currently	80	100%	Very high
29	Safarina Fajriyah	52	65.00%	Tall	80	100%	Very high
30	Shafaradila Mutiara W	53	66.25%	Tall	70	88%	Very high

Total	1516	2238
Average Amount	63.17%	93%
Category	Currently	Very high

Can be seen from table on based on questionnaire motivation Study student state that there is increase in motivation Study student every the cycle is good from cycle 1 to cycle 2. The total score obtained in cycle 1 was 1516 and if calculated average percentage of 63.17% which is categorized medium. And cycle both total scores obtained of 2238 and an average of 93% which is categorized as very high. Other assessments were also carried out on the results observer value of activity motivation Study students who will explained in the table below:

Table 2. Assessment of Observation Results Activity Student Motivation Study

No	Rated aspect	Cycle 1				Cycle II			
		1	2	3	4	1	2	3	4
1	student active notice teacher's explanation in activities learning				✓			✓	
2	Student have an interest in the material learning and application of the TGT model		✓			✓			✓
3	Student listen to teacher's explanation about stages TGT model implementation		✓				✓		
4	Student active ask to the teacher or Friend about material that is not yet understood		✓				✓		
5	Student shaped group in accordance with teacher's instructions that have been shared			✓			✓		
6	Student No easy separated hope in doing something in class.		✓					✓	
7	Student active read book For look for the correct answer in doing assignments in class			✓			✓		
8	Student diligent in carrying out the assignments given by the teacher			✓				✓	
9	Student active discuss with groups in completing tasks.		✓					✓	
10	Student believe oneself in carrying out classroom learning for succeed in learning			✓			✓		
11	Student No Embarrassed if experience failure in playing games in learning and being able For rise Again become better		✓				✓		
12	student utilise the time available For discuss about lesson with Friend and also with the teacher.				✓			✓	
13	Students are very happy in the TGT model game			✓			✓		
14	Student enthusiastic in implementing the TGT learning model		✓				✓		

		Cycle 1	Cycle 2
15	Student show concern to his friends who haven't succeed	✓	✓
16	Student like given Gift When you get high value	✓	✓
17	Students are very comfortable in class when the class is very clean and comfortable to occupy.	✓	✓
	Earned Value	48	57
	Maximum Score	68	68
	Presentation	67.64%	83.82%

Can be seen from table on based on questionnaire motivation Study student state that there is increase in activity student to motivation learn the TGT model every the cycle is good from cycle 1 to cycle 2. The total score obtained in cycle 1 with mark acquisition 48 with percentage of 67.64% which is categorized height and cycle both total scores obtained of 57 and an average of 83.82% which is categorized as very high.

The application of the TGT model shows satisfactory result for research. This is due to the very good increase in student learning motivation from the first cycle activities to entering the second cycle. Although there are still many shortcomings in the learning process, this good increase in learning motivation needs to be appreciated. The increase in student learning motivation is not only based on the model used, but also includes the researcher's efforts to gain students' attention so that students become interested and focus on the material in the learning model that has been given. The average percentage value of motivation Study student will presented in the table following:

Table 3 Average Value of Activities cycle I to cycle II

Objects Evaluation	Cycle 1			Cycle 2		
	Score	Average percentage	Caption	Score	Average percentage	Caption
Student activities	52	77%	Tall	59	86%	Very high
Learning motivation questionnaire	1516	63.17%	Currently	2238	93%	Very high

In the table on show significant improvement in students MTsN 1 Pamekasan, class VIII-B from activity cycle I to cycle II. Can be interpreted that the TGT model can assist teachers in improving motivation learn. However, need understood that improvement motivation Study student No solely because of the learning model only,

but researcher try more know and be close to participant educate and also understand needs in the learning process as well as activity participant education that is getting better from every the cycle is like paying attention teacher's explanation, and not speak during learning. The TGT learning model is expected can become choice for future teachers for increase motivation Study students. With this, the application of the TGT learning model can increase motivation study in social studies subjects every cycle experience improvement and can stated succeed.

In addition to showing an increase in learning motivation from cycle I to cycle II, the findings of this study are in line with Uno's (2018) theory of learning motivation, which emphasizes the importance of external factors such as learning strategies in fostering students' internal drive. The implementation of TGT successfully created a healthy competitive atmosphere, a sense of group responsibility, and appreciation through scoring and rewards. These aspects fulfill motivation indicators such as the desire to achieve success, persistence in completing tasks, and enjoyment in the learning process.

This result is also supported by the studies of Nurhayati, Robandi, & Mulyasari (2018) and Hasanah, Wijayanti, & Liesdiani (2020), which state that the TGT model is effective in enhancing both motivation and academic achievement because it is cooperative, enjoyable, and facilitates active interaction among students. Thus, this research provides further evidence that TGT can be implemented not only in exact subjects but also effectively improves motivation in social studies learning.

The practical implication of these findings is that teachers may consider TGT as an innovative alternative learning model to overcome students' boredom and low learning motivation, especially in classes with passive or less enthusiastic learners. However, this study also acknowledges certain limitations, such as the readiness of teachers in designing appropriate media and game rules. Therefore, future studies may include the use of more varied learning media and apply this model to other subjects in order to obtain more comprehensive results.

Conclusion

Based on the results of classroom action research and the discussion that has been presented, the application of the team games tournament (TGT) model to class VIII-B students at MTsN 1 Pamekasan which aims to increase learning motivation in

Social Sciences (IPS) subjects shows significant results from cycle I to cycle II. The average value of cycle I is 63.17% where motivation is still classified as moderate motivation, and the average value of cycle II is 93% where motivation is classified as very high motivation. Thus, it can be concluded that the application of the TGT model has succeeded in achieving the objectives that the researcher has expected, namely to increase learning motivation in IPS subjects using the TGT model.

Suggestion

Based on the conclusion above, in order to obtain better and more useful benefits to sustainability in the application of the TGT model for increase motivation Study students of class VIII-B at MTsN 1 Pamekasan, then recommended matter matter following: suggestion Teachers are expected to be more creative in implementing good learning methods in order to foster students' interest in learning so that students' motivation is high. It is hoped that students will be more active and creative in the learning process and more motivated in learning with the aim of increasing students' learning motivation. For IAIN Madura, the results This research can later be used as as runway students in developing this research and as material very important reference for IAIN Madura library so that the results from This research can followed up by other researchers to development science.

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