IMPLEMENTATION OF LEARNING MODEL TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS' MOTIVATION AND ACHIEVEMENT

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Abstract: This study aimed to increase students' motivation and learning achievement on the theme 8 My Earth using a learning model called Teams Games Tournament (TGT). This type of Classroom Action Research (PTK) is conducted in two cycles, one consisting of two meetings, each consisting of planning, implementation, and reflection. The subjects of this study were students of class VI SD Negeri 1 Teluk, with a total of 19 students, comprising 9 male students and 10 female students. The research tools used in collecting data were evaluation tests, student activity observation sheets, teacher activity observation sheets, and questionnaires. The indicator in this study is an increase in the average achievement score according to KKM, namely 70, with a success indicator of 80% of the total Number of students and the criteria for good learning motivation. Judging from the study's results, the student's learning motivation in cycle I obtained an average of 3.29 with unfavourable standards, and cycle II received an average of 3.80 with suitable criteria. The TGT model can be used to help students achieve better at school. The mastery of students in cycle I was 65,79. In cycle II, it was 92.1%. This shows that class VI students at SD Negeri 1 Teluk can use the Teams Games Tournament (TGT) learning model by increasing motivation and learning achievement.

Keywords: Learning Motivation, Learning Achievement, Teams Games Tournament *(TGT)*.

INTRODUCTION

Motivation to learn is a belief that guides individuals to achieve learning goals, encouraging continuous learning behaviour to strengthen historical cognition and improve learning outcomes (Lin et al., 2017). Learning motivation is one of the factors that contribute to student success. A person's motivation can be defined as a source of internal drive to engage in certain activities enthusiastically to achieve a goal. Learners' motivation levels are not always stable or constant, and they can fluctuate depending on various factors. This shows that certain efforts can boost students' low learning motivation, including using unique learning methods (Maisaroh, 2015).

Students must be able to think critically, analytically, and creatively due to their education, which must be carried out in the context of thematic education. Low student learning achievement and a lack of interest in thematic learning are micro indicators of thematic learning failure. This can be seen when learning occurs through lectures, question-and-answer sessions, and assignment-based learning, which remain the teacher's mainstay in any thematic learning except for the written tests used in the assessment.

In addition, it can be seen that students' reactions and abilities in expressing thoughts, ideas, and concepts are still below expectations. Students still need to be more responsible when completing assignments. When faced with answering questions from the teacher, shyness, fear, and a lack of self-confidence remain the main obstacles to learning. As a result, the teacher must appoint one of the students to encourage student participation. Data and interviews with teachers of grade VI SD Negeri 1 Teluk show that, contrary to expectations, the learning achievement of grade VI students is still below expectations. This can be seen from the results of the Final Semester Assessment (PAS), which showed that out of 19 students for Science with KKM 72, only 12 students, or 63%, completed, and for Mathematics with KKM 68, only 8 students, or 42%, completed. The results show that the learning achievement of class VI students at SD N 1 Teluk is still below expectations, so it needs improvement.

In this regard, the main factors that need to be addressed immediately are creating a fun learning environment and building strong motivation to learn in students. Thus, learning activities are the teacher's responsibility and involve students actively.

Active learning in question does not only include listening to the teacher, taking notes on the material presented, and answering questions; it can also arouse learning enthusiasm, make students dare to express opinions, conclude material, and complete evaluation questions well. Active learning ensures that ongoing classroom learning seems exciting. Increasing motivation to learn in the end will also affect student learning achievement. The student's success in learning is not solely the result of the student's performance; the teacher also has an important role. In various learning activities, students need guidance and assistance absorbing teaching materials. Teachers must have the competence and qualifications to solve problems related to learning.

Researchers and class teachers have agreed to conduct research by applying a learning model called Team Games Tournament (TGT) to increase student motivation and achievement. The TGT cooperative learning model has proven easy to implement because it involves all students, regardless of status. In this model, students act as peer tutors, and the approach includes elements of play and reinforcement and is relatively simple to implement.

The research problem formulation is how to increase the motivation and learning achievement of class VI students at SD Negeri 1 Teluk in learning theme 8 "My Earth" by using a learning model called Team Games Tournament (TGT). This problem arises because there are challenges in creating a fun learning environment and motivating students to be active learners.

By applying the learning model of Team Games Tournament (TGT), this study seeks to find effective methods for increasing student motivation and achieving better achievement in learning the theme My Earth in class VI SD Negeri 1 Teluk.

Cooperative Learning Type Teams Games Tournament (TGT)

The learning model Teams Games Tournament (TGT) is a cooperative approach where students work together with classmates who have different abilities, gender, and race to achieve points in learning, and students are divided into several groups consisting of 4-6 students heterogeneously (Maghfirah et al., 2017). In the learning model Teams Games Tournament (TGT), students are trained to build cooperation between several other classmates by giving corrections and appreciation to one another. This concept is one of the main principles of the cooperative learning approach. With

this model, intelligent students can help students who do not understand so they understand, and students who already understand can become more understanding because they practise a lot (Menanti & Rahman, 2015).

According to Slavin, quoted from Ponidi et al. (2021), the stages in the learning teams Games Tournament (TGT) are, namely:

1. Class presentation

   During this presentation stage, the teacher communicates goals and motivates students by presenting or delivering material. The teacher conveyed the material briefly and clearly on theme 8 "My Earth". Before students discuss this material with their groups, this presentation material serves as an introduction.

2. Study groups

   In the TGT implementation stage in class VI SD Negeri 1 Teluk, which consists of 19 students, students will be divided into four groups. This division ensures that each group has a balanced number of members and allows for effective collaboration. Therefore, one group has four students, and the other has five.

3. Game (*games*)

   In this game stage, students are placed in homogeneous groups. The game starts with reader 1 randomly picking a numbered card from the pile. After that, reader 1 reads the question and answers it. If reader 1 gives an answer that Challenger 1 thinks is wrong, challenger 1 can respond to the question by providing an alternative answer. If Challenger 1's answer is also considered wrong, then Challenger 2 can respond to the question. Readers 2 play the role of readers of the answer keys in this game. Reader 2's task is to verify the answers given by Reader 1 and the challengers. Each correct answer is given a score of 10, the game continues by changing positions clockwise, and the game ends when all the questions are finished.

4. Tournament

   In the tournament stage, the teams are divided into various origin groups. The tournament team will compete by working on repeat questions, and the scores obtained will be distributed to the original group.

5. *Reward*

At the level of reward, awards are given based on the average score achieved. The group with the highest score, or the title "Super Team, Very Good Team, or Good Team," will receive an award. Snack gifts are the awards given in this study.

Preparations that must be considered before starting TGT (Teams Games Tournament), according to Slavin quoted from Muslim, Aji (2020:16–17), among others:

a. Material to be taught.

   To support the learning process in class, the material taught can come from printed books, packages, or the teacher himself.

b. Grouping students into teams

   In TGT-type cooperative learning, each team consists of 4-6 students, with a mix of intelligent, moderate, and less proficient students. Group division also considers factors such as gender, social background, and student performance.

c. Divide students into the tournament table.

   Students can be placed in a tournament table of 3 to 4 students with the same or equivalent skills. Each tournament table represents a different team. Suppose a student who ranks first is placed in table I, the following four ranks in table II, the following four ranks in table III, and so on.

Motivation to learn

Motivation is a precursor to additional training to achieve a goal. Hence, motivation to learn is the driving force or main impetus for people who complete learning exercises to be more persistent in finding ways to achieve better performance. Motivation is the intention of students to contribute and make efforts in learning, so motivation can be a further guide for students in learning as an effort to achieve the learning goals set by the teacher (Koff & Mullis, 2013). Motivation to learn shows that a learner desires to take part in learning from a training activity (Harandi, 2015).

(Afzal et al., 2013) argue that student motivation can be divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation occurs when a student feels internally motivated and involved in learning because of personal interest, uniqueness, or satisfaction in achieving their own scientific and personal goals.

Meanwhile, extrinsic motivation occurs when students make less effort and only expect rewards or external rewards as the primary motivation.

According to Puspitarini et al. (2019), motivation is a state in which there is a change in energy within a person, which is characterised by affective (emotional) and anticipatory (goal-oriented) aspects. Motivation is a change in energy that is obtained by someone who is characterised by a strong desire to do something and has the thought that the goal will be achieved.

Learning achievement

Learning achievement is one of the results that can be achieved in the learning process. According to Kim et al. (2018), learning achievement is an explicit criterion for determining the effectiveness of various pedagogies. Meanwhile (Runtu et al., 2021), learning achievement is defined as something that can or cannot be achieved by someone, depending on how hard a person's effort and work are in wanting maximum learning achievement.

According to Abduloh et al. (2019), learning activities and learning achievement are closely related and difficult to separate. Learning is a process, and achievement is the result, so it is impossible to separate learning achievement from learning activities. Learning achievement can be interpreted as the result of a learning process accompanied by student development, which is expressed in the form of symbols, numbers, letters, or sentences as a benchmark for the success or failure of students in predetermined conditions and becomes perfect behaviour or thinking for students.

RESEARCH METHODS

This research focuses on sixth-grade students at SD Negeri 1 Teluk, which consists of 19 students. In that class, there were nine male students and 10 female students. The method used in this study was Classroom Action research, which was carried out through several cycles using the Kemmis and McTaggart models. Each cycle consists of two meetings. The research process was carried out through four main stages: planning (planning), action (action), observation (observing), and reflection (reflection). Following are the stages of classroom action research:

1. Planning (*planning*)
   a. Beginning with prior consultation with Mr. Mohamad Januar, S.Pd, SD as the class teacher regarding research activities and using learning models *Teams Games Tournament* (TGT).
   b. Researchers collaborated with class teachers and supervisors in developing Learning Implementation Plans (RPP).
   c. Compile Student Worksheets (LKS) and use the LKS to evaluate students' ability to complete assignments.
   d. Create and complete learning tools or media needed in learning activities, such as question and answer cards.
   e. The observation sheet serves as a guide in carrying out learning observations on My Earth 8 Theme.
   f. The attitude scale sheet of learning motivation given at the end of each cycle is equipped with a grid. The attitude scale sheet of learning motivation consists of 20 statements.
   g. Prepare evaluation questions, and tests are given at the end of the lesson equipped with a grid of questions and answer keys. Evaluation questions consist of 5 description questions.
2. Action (*Action*)

   At this stage, plans and strategies are implemented. Researchers as teacher observers, teachers as classroom action implementers, and colleagues as student observers document the learning process in the classroom. The implementation of this action includes several activities, namely as follows:

   a. First Activity
      1) The teacher starts by doing apperception
      2) The teacher gives motivation to students
      3) The teacher explains the learning objectives

   b. Core activities
      1) The teacher conveys the content of learning systematically to students
      2) Students are involved in group learning activities (Teams)
      3) Do the game (*Games*) as an interactive means involving students

4) Tournament/competition

5) Awards are given to students who achieve specific achievements

c. End activities

1) The teacher provides opportunities for students to ask questions regarding material they do not understand, thus enabling a better understanding and clarification of concepts that may still be confusing.

2) Students are given the task of working on evaluation questions

3) The teacher gives an ethical or moral message

4) The lesson closes with a prayer

3. Observation (*observing*)

By using the observation sheet that has been prepared, continuous observations are made during the learning process taking place in class. This observation aims to understand how students apply the learning model of Team Games Tournament (TGT) to their participation during the learning process.

4. Reflection (*Reflection*)

This stage is carried out after the teacher completes the class action. The reflection stage is an activity to find out the results of the actions that have been implemented. After taking the following steps, discuss the implementation of the action plan and complement the results of the acquisition of the values. In the reflection activity, the teacher presents the findings obtained in the lesson about the things that are good and the things that are still lacking. Then, the teacher and researcher discussed how to overcome the improvements that would be made at a later stage. Results in the first cycle will be improved in the second cycle. If the implementation of the action has not been successful, then the next cycle is carried out.

The following are the steps used to analyse the results of the student learning motivation questionnaire in learning theme 8 of my earth:

a. Based on the scoring guidelines that have been made, calculate the average number of scores and how to calculate the average questionnaire using the following formula.

$\overline{X} = \frac{\Sigma x}{N}$ (Sudjana, 2013:96)

Information:

$\overline{X}$ = Average value

$\sum x$ = Sum of all scores

N = Number of subjects

b. The percentage is calculated using the amount obtained by students.
c. The average percentage is then categorised based on predetermined criteria to determine students' learning motivation.

Average Answer Score	Classification
>4,2 s/d 5,0	Perfect motivation
>3,4 s/d 4,2	Good motivation
>2,6 s/d 3,4	Not good motivation
>1,8 s/d 2,6	Motivation is not good
1,0 s/d 1,8	Motivation is not very good

Table 1. Qualification of Student Learning Motivation Questionnaire Percentage Score Results

Student learning achievement data were analysed based on the assessment guidelines that had been made, calculating student scores, class average scores, and learning completeness, with the following formula:

1) Student Value

$S = \frac{B}{N} \times 100$ Arifin (2013:229)

Information:

B = Number of correct answers

S = The value sought

N = Total score

2) Grade point average

$$\bar{x} = \frac{\Sigma x}{N}$$

Information:

$\bar{x}$ = Average value

$\sum x$ = Sum of all scores

N = Number of subjects

3) Mastery learning

$$P = \frac{N}{n} x\ 100$$

Information:

P = Percentage of learning completeness

N = Number of students who got ≥ 70

n = Total number of students

Criteria:

Value <70 = Students do not complete the study

Value ≥ 70 = Students have completed their studies

Sudjana (2013:109)

The indicator of success in this study was the percentage of students who completed a questionnaire about their learning motivation, which increased after going through the theme My Earth. An increase in the average percentage of students with motivational aspects can be seen as evidence of this increase. Student learning motivation increases if the percentage reaches the classification (score > 3.4 to 4.2).

In this study, success was also measured through an increase in the average learning achievement of students. The success rate of student learning will increase if

more than or at least 80% of the total Number of students achieves or exceeds an evaluation score of ≥ 70 according to the Minimum Completeness Criteria (KKM).

RESULTS AND DISCUSSION

Research Result

This research lasted for two cycles, with two meetings in each cycle. In each cycle, some stages are carried out, such as planning, implementing, observing, and reflecting. Towards the start of the learning action, the teacher explains the material on theme 8 (my earth) and sub-themes 3 (earth, sun, and moon). At the end of each cycle, an evaluation test was carried out to assess the level of completeness achieved. At the same time, a motivational questionnaire was given to students to measure their level of learning motivation. Researchers and teachers work together to reflect on the learning process that has been carried out after the evaluation test.

a. **Table**

The following table describes the research findings, which show that the average student achievement has increased.

Table 2. Comparison of Average Cycle I Evaluation Values and Cycle II Evaluation Values

Aspect	**Cycle I Evaluation Value**	**Cycle II Evaluation Value**
Rate-rate	73, 785	85,68
Completeness	65,79%	92,1%

As shown in the table above, the evaluation score for cycle I averaged 73.785 with 65.79% completeness, while in cycle II, the average score was 85.68 with 92.1% completeness. The following figure is a comparison of the average evaluation value data for cycle I and the evaluation value for cycle II:

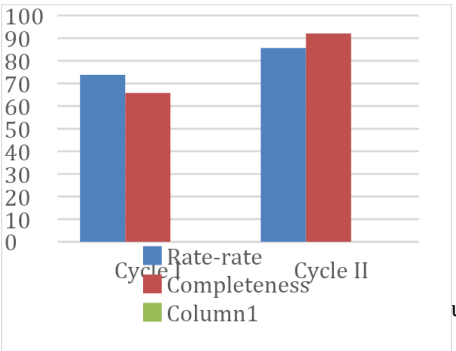

Figure 1. Graph of Student Learning Achievement Improvement

Based on the graph depicted in the figure above, it can be seen that the level of learning completeness in the first cycle evaluation reached 65.79%. In comparison, in the second cycle evaluation, it increased to 92.1%. In addition, questionnaire data is used to evaluate whether the TGT learning model can increase students' learning motivation. The questionnaire results are summarised in the following table, which contains the students' learning motivation scale.

Table 3. Recapitulation of Student Learning Motivation Scale Results

Learning Motivation Scale	**Cycle I**	**Cycle II**
Overall average Number	1316	1446
Rate-rate	3,29	3,80
Criteria	Not good	Good

The results of obtaining an increase in students' learning motivation are presented in the following figure:

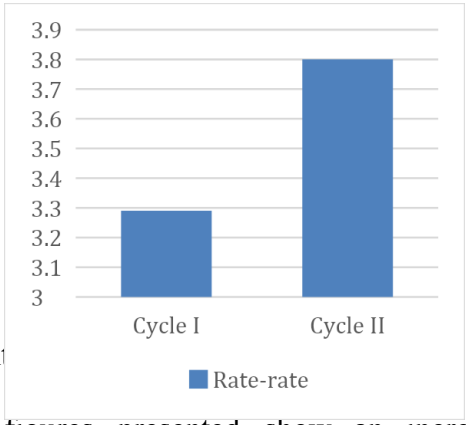

Figure 2. Graph of Student

The tables and figures presented show an increase in student learning motivation. In cycle I, the average score of learning motivation is 3.29, which can be categorised as not good. However, in cycle II, the average score increased to 3.80, which was included in the good category. This increase can be observed in improvements in the indicators of learning motivation in each cycle. Students are more motivated to learn because they have an understanding of the tasks they have to do and

are driven to complete them well. Their results also meet the set criteria, increasing overall learning motivation.

Discussion of Research Results

This study proved that the TGT learning model succeeded in increasing student motivation and achievement. The results showed that there was a change in the learning level of the students in the class. Students are motivated to be more involved in their education with activities that are supported by exciting learning methods.

As a component of the learning process, students in the TGT learning model not only passively receive instructions from the teacher but are also actively involved in games and discussions. This can increase student motivation and achievement. As a result, students will be more motivated to participate in learning theme 8 "My Earth" because the teacher attends lessons that are not monotonous, so students do not feel bored.

The quality of learning has increased during the two cycles of CAR implementation. It can be seen that students' learning motivation increased from cycle I to cycle II. In cycle I, students' initial motivation had an average score of 3.29, which was included in the less good category. However, after the action was taken in cycle II, it increased to 3.80, so it was included in the good category. Each cycle experiences a gradual increase in the quality of learning, which in turn has an impact on increasing student achievement. The results showed that the average value of evaluation in the first cycle was 73.785 with a completeness of 65.79%, and in the second cycle, it increased by an average of 85.68 with a completeness of 92.1%.

CONCLUSION

Based on the implementation of Classroom Action Research, it can be concluded that the TGT learning model can potentially increase the motivation and learning achievement levels of class VI students at SD Negeri 1 Teluk. This can be seen from the following explanation:

1. The motivation score was not good in cycle I by, obtaining 3.29, then it increased in cycle II to 3.80 in the good category.

2. Student achievement has increased as seen from the value change between cycles I and II. In cycle I, the average score was 73.785 with a completeness level of 65.79%, then increased in cycle II with an average of 85.68 with a completeness level of 92.1%.

Implications of Research Results

Based on the results of this study, there are theoretical and practical implications that can be stated, namely:

1. Theoretical Implications

   The results of this study can contribute to the development of learning theory, especially in the context of implementing the TGT learning model. This can enrich our understanding of the effectiveness of the learning model in increasing student motivation and achievement.

2. Practical Implications

   The findings of this study serve as a basis for policymakers at the school or educational institution level to consider implementing the TGT learning model as an effective alternative for improving student learning outcomes. Another practical implication is considering motivational factors in the learning process. Teachers can pay attention to ways to increase student motivation, such as using games, team collaboration, and awarding, to create a more motivating learning environment.

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