Application of Team Games Tournament (TGT) Learning Model to Increase Student Learning Motivation at SMAN 1 Palu

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Article Info	ABSTRACT
	This study aims to describe the implementation of the Team Games Tournament (TGT) learning model in enhancing the learning motivation of students in class XE9 at SMAN 1 Palu. TGT is a type of cooperative learning model that integrates elements of games and healthy competition to create an engaging and interactive classroom environment. The research method used was classroom action research (CAR) conducted in two cycles. Data collection instruments included observation and learning motivation questionnaires. The results showed a significant increase in students' learning motivation after the application of the TGT model. This improvement was evident from students' more positive attitudes toward learning, increased active participation, and enthusiasm in completing group tasks. Therefore, it can be concluded that the TGT model is effective in increasing students' learning motivation in class XE9 at SMAN 1 Palu.

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INTRODUCTION

Education has a strategic role in producing an intelligent, creative, and competitive generation in the era of globalization. To achieve the goals of national education, the learning process in schools is not only required to deliver material, but must also be able to build motivation and active participation of students. In practice, students' motivation to learn is still one of the main challenges in the world of education, including at the high school level. Lack of interest in learning, low student involvement in class discussions, and dependence on teachers in understanding the material are indications of weak student motivation to learn (Ardiansyah & Yusri, 2019).

Learning motivation is an internal and external motivation in students that generates enthusiasm and desire to learn, as well as maintaining consistency in the learning process (Putra & Kurniawan, 2020). High motivation will encourage students to actively ask questions, discuss, and complete tasks independently and responsibly. On the other hand, low motivation will cause students to become passive, lack enthusiasm, and tend to have difficulty achieving optimal learning outcomes.

As the learning approach develops, teachers are required to choose a learning model that suits the needs and characteristics of students. One approach that has proven effective in increasing learning motivation is cooperative learning. The cooperative learning model emphasizes the importance of cooperation in groups to achieve common goals, so as to be able to build social interaction, responsibility, and mutual respect between students (Sari, 2020). One type of cooperative model that is interesting to implement is **the Team Games Tournament (TGT).**

The Team Games Tournament **learning model** was developed by Slavin as part of the *Student Team Learning* approach. TGT is a combination of group cooperation with elements of competitive quiz games and tournaments, which aims to create a fun, challenging, and motivating learning atmosphere (Yusuf & Nugraha, 2021). In its implementation, students are divided into heterogeneous groups based on ability level, then participate in a learning session that ends with a quiz game or tournament involving all group members. Each student plays an active role in obtaining the best score for their group, thus creating a dynamic and participatory learning atmosphere (Wulandari & Prasetyo, 2022).

Several studies have shown that the application of the TGT model can improve students' learning motivation, learning outcomes, and social skills. Research by Lestari and Fitria (2021) revealed that students who learned using the TGT model showed a significant increase in motivation and group interaction aspects. This is because a healthy competitive atmosphere and the existence of shared responsibility in the team encourage students to be more active and motivated.

At SMAN 1 Palu, based on initial observations made by researchers in class XE9, it was found that students' motivation to learn is still relatively low. This is reflected in the lack of participation in discussions, lack of initiative to ask questions, and dependence on teachers during the learning process. Therefore, it is necessary to make innovative efforts to increase the learning motivation of students in the classroom. One of them is through the application of the Team Games Tournament learning model.

Based on the description above, the researcher is interested in further studying the application of the TGT model as one of the solutions in increasing the learning motivation of students in class XE9 at SMAN 1 Palu. It is hoped that through this approach, students can be more motivated, active, and enthusiastic in participating in the learning process.

RESEARCH METHODS

This study uses a **Classroom Action Research (PTK)** approach which aims to increase students' learning motivation through the application of the Team Games Tournament (TGT) learning model. PTK was chosen because it provides an opportunity for teachers to directly identify, plan, implement, and reflect on improvement actions in the learning process that takes place in the classroom (Wijaya, 2020). This research was carried out in two cycles, where each cycle consisted of four stages, namely planning, acting, observation, and reflection. The flow of this research is shown in the following image:
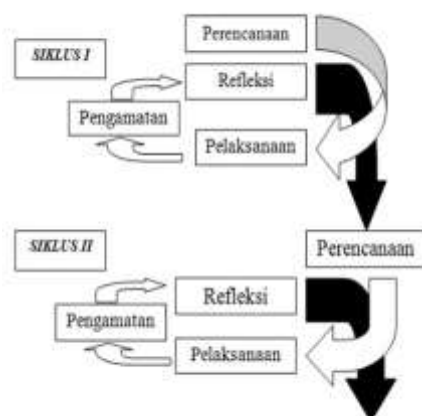
Figure 1. Design of PTK Kemmis and Mc Taggart.

The subjects in this study are 32 students of class **XE9 of SMAN 1 Palu** , consisting of 18 female students and 14 male students. The selection of this class was based on the results of initial observations which showed that the majority of students had low learning motivation, characterized by a lack of activeness in learning and lack of participation in class discussions. Therefore, this class is seen as relevant to be the focus of action.

The data collection instruments used in this study include observation sheets of teacher and student activities, learning motivation questionnaires and evaluation tests. Observation sheets are used to record student involvement and the implementation of learning models by teachers. The learning motivation questionnaire is compiled based on motivation indicators according to Sardiman (2020), such as perseverance, enthusiasm in learning, interest in lessons, and active participation. In addition, an evaluation test is given to measure the extent of students' understanding of the material after the application of the TGT learning model.

The data obtained from observation was analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawn. Meanwhile, quantitative data from the motivation questionnaire was analyzed using a percentage technique to compare the results of student motivation between cycles. The success criteria for this study are determined based on a significant increase in students' learning motivation from cycle I to cycle II and positive changes in learning behavior in the learning process.

RESULTS AND DISCUSSION
RESULT

Based on the results of the study, the following are the average results of the percentage of students' learning motivation based on four main indicators:

Indicators	Cycle I (%)	Cycle II (%)
Perseverance	65	80
Enthusiasm	60	78
Interest in Learning	62	82

Active Participation	58	79

The table above shows that all indicators have increased from cycle I to cycle II. The highest increase occurred in the *Learning Interest* indicator which increased from 62% to 82%. This shows that the TGT model has succeeded in attracting students' interest in subject matter through a fun and interactive approach.

DISCUSSION

The results of the study showed a significant increase in students' learning motivation after the implementation of the TGT model, both in terms of perseverance, enthusiasm, interest in learning, and active participation. The following discussion will elaborate on the findings in more detail by relating the results of the research to previous theories and research.

First, a significant increase in learning motivation can be seen from the change in the attitude of students who are increasingly active and enthusiastic in participating in the learning process. In the first cycle, students still tend to be passive and less involved to the maximum, especially in group activities and quiz game sessions. This is in accordance with initial observations that show low motivation to learn from students. However, in the second cycle, there was a noticeable change in attitude, where students were more enthusiastic and showed active involvement in each stage of learning. This indicates that the TGT model is able to create an interesting and challenging learning atmosphere, so that students feel motivated to study harder.

The TGT learning model combines elements of cooperation in groups with elements of healthy games and competition. This combination facilitates interactive and fun learning, which can psychologically increase the intrinsic motivation of learners (Yusuf & Nugraha, 2021). In the context of educational psychology, intrinsic motivation is crucial because it encourages learners to learn with awareness and interests that come from within themselves, not just because of external pressures. With tournaments or quizzes as competitions, students feel motivated to make the best contribution to their group, so that a sense of responsibility and pride is created for the team's success.

The highest increase in the learning interest indicator which rose from 62% to 82% indicates that learners are starting to find learning materials more interesting and relevant. This shows the success of the TGT model in avoiding monotonous and boring learning like conventional lecture methods. With a more varied approach and involving elements of play, learners not only passively receive the material, but also actively interact with their peers, which directly increases their understanding and interest in the subject matter.

The competition factor in the TGT model also plays an important role in increasing students' enthusiasm for learning. Healthy and targeted competition can be an effective external motivational driver, as long as it doesn't create negative pressure or excessive feelings of defeat. In this study, the competitive atmosphere created in the quiz tournament actually triggered a positive spirit that increased student activity, according to the findings of Lestari and Fitria

(2021). Students are motivated to learn and practice in order to get the best score for their team, which in turn increases academic achievement and confidence.

However, in the implementation of the TGT model, several challenges were also found, such as the adaptation of students to heterogeneous group work patterns and time management so that each session can run effectively. However, through the reflection cycle, teachers can improve learning strategies so that these challenges can be minimized in the next cycle.

Overall, the results of this study strengthen the evidence that the Team Games Tournament learning model is very effective in increasing the learning motivation of Class XE9 students at SMAN 1 Palu. The application of this model not only improves cognitive learning outcomes, but also the affective and social aspects of students, thus supporting the achievement of comprehensive educational goals.

CONCLUSION

Based on the results of the research and discussions that have been conducted, it can be concluded that the application of the Team Games Tournament (TGT) learning model is effective in increasing the learning motivation of XE9 class students at SMAN 1 Palu. It is evident from the significant increase in learning motivation indicators, namely perseverance, enthusiasm, interest in learning, and active participation of students after participating in learning with the TGT model. In addition, this model is also able to create a more fun, interactive learning atmosphere, and foster a sense of responsibility and cooperation in the group. Therefore, the TGT learning model is worthy of being an alternative learning strategy to increase students' motivation and involvement in the learning process.

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