

# The Effect of Cooperative Learning Model Type Team Games Tournaments (TGT) and Learning Motivation on Student Learning Outcomes

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## ABSTRACT

This study aims: (1) to examine differences in learning outcomes between students who implement cooperative learning models of team games tournaments (TGT) and direct teaching strategies (2) test differences in learning outcomes between students who have high motivation and low motivation, (3) test the effect of the interaction between the learning model and the level of motivation on learning outcomes. This study uses a 2 x 2 factorial design. This research was conducted on the subject of Civics Education in High Schools (SMA). The subjects of the study were high school students of class XI Bojonegoro Integrated Model High School. The subjects consisted of 60 students as the experimental group (cooperative learning models of team games tournaments) and the class of 60 students as the control group (the application of the direct teaching model). Learning outcomes data were collected by learning outcomes tests and motivation questionnaires. The collected data were processed statistically using a two-way variance (Anova) analysis technique using a significance level of 0.05. The results of this study indicate: (1) there is a significant difference in learning outcomes between groups of students learning with cooperative learning models of team games tournaments and direct teaching (Fcount = 5.732; p = 0.018.) (2) there is a significant difference in learning outcomes between groups of students who have high learning motivation and low learning motivation (Fcount = 13.257; p = 0,00) and (3) there is an interaction effect between learning models and students' motivation towards learning outcomes (Fcount = 5.410; p = 0,022). Based on this research, teachers need to pay attention to the TGT learning model and high learning motivation to improve Pkn learning outcomes.

**Keywords:** Team games tournaments, direct teaching, learning motivation, learning outcomes

## 1. INTRODUCTION

Preliminary education involves all parties, especially high school teachers, who are responsible for improving the quality of education. To improve human thought and religious and civilized human behavior education, and to form a sense of nationalism in national and state through various disciplines is an important role of citizenship education subjects. Citizenship education subjects are given to students from elementary school to high school to build students to think logically, systematically, critically, and creatively.

Teaching motivation learning by teachers is done because the learning of citizenship education faces many problems. The characteristic of learning is used as a reference for learning implementation. Learning models and the right approach are needed in citizenship education learning to improve student learning outcomes. The learner's creativity is achieved through an effective learning model in the learning process of citizenship education. The elements of the game as well as the match are elements that are endeared by students so well that the learning model with the elements is used by teachers. One learning model that contains game elements and matches is the Team Games Tournament (TGT) learning model.

TGT is a learning model that can apply teachers of many learning models that have been initiated by experts or educational experts. The dynamics of learning are interesting for learning to be owned by the Teams Games Tournament (TGT) learning model, the increased motivation to learn, and maximum learning outcomes are expected from the learning model.

According to Saco [1], the role of the game played by the learner with the team to score the creation of scores for each team in the learning model is a Team Games Tournament (TGT) learning model. Teachers can form quizzes in the form of questions related to the subject matter as a game. Questions about the group can sometimes become interlude in the role.

Reigeluth [2], argues that learning materials to be taught, theories and models of learning, and new things including the content of teaching materials taught and the characteristics of students can be mastered by the teacher in the learning process, once the teacher must research to enrich the content of teaching materials. Creative and innovative teachers are the hallmark of the phrase 'teaching is art'. Academic competence and pedagogic competence must be owned by a teacher as a professional so that teachers have the realization that high talent and creativity is required and needed in learning. Teaching is an art is a work that is recognized and received by the wider community created by an artist who has a high level of creativity is analogoed as one of the expressions of the phrase.

The customization of learning materials to be taught and relevant learning models affect teachers in choosing the learning model to use, the level of students' ability to influence the success of the learning objectives. Teachers guide students in implementing the syntax of each learning model. The syntax of each learning model is different. To achieve relevant learning objectives and learning embodiment, teachers need to master the Teams Games Tournament (TGT) learning model as well as the Direct Instruction Model and other learning models so that there is complete submission to the purpose of learning.

The innovation of the learning model is conducted model-based learning models of Team Games Tournament (TGT) and direct Instruction, where the application of two learning models above is focused on the subjects of citizenship education. Implementation of the Team Games Tournament (TGT) learning model and direct Instruction to improve the motivation to learn the learning outcomes of students in the Bojonegoro State High School.

The purpose of this research is 1) to test the difference IN learning outcomes between groups of students applying TGT and DI learning models; 2) Examine the difference in learning outcomes between groups of students who have high and low motivation; 3) Examine the influence of interactions between learning models and learning motivation for learning outcomes.

**2. METHOD**

This research uses the formulation of quasi-experiments. The subject of this study is the students of class XI SMA Negeri Bojonegoro integrated Model, while the model of learning that applied is Team Games Tournaments (TGT)

Several 63 people and direct Instruction several 60 students. Variables in the study are free variables (independent variables), moderator variables, and bound variables (dependent variables). The free variables in this research are the models of learning that are applied include the Team Games Tournaments (TGT) learning model and Direct Instruction. The free variables (moderators) in the study are the learning motivation of students. The variables tied to the study are the learning outcomes.

The research procedure is carried out through the stages, namely: (1). Preparation of research instruments in the form of learning devices, learning results test and motivation Learning questionnaire; (2) Instrument validation testing; (3) Pretest implementation; (4) Learning Motivation test, (5) Learning implementation in the group learning with TGT model and a group who study with TGT model; (6) Testing prerequisites in the form of normality of data using Kolmogorov-Smirnov test and data homogeneity using Levene test; (7) Data analysis using two-lane variant analysis Test (Anova).

**3. RESULT AND DISCUSSION**

**3.1. Result**

The Data obtained from the research results are managed in tabulation form. Summary of the research result tabulation shown in table 1.

**Table 1.** Data description

		Learning Model		Total
		TGT	DI	
Learning Motivation	High	$(\bar{x}) = 84.13$ $(s) = 9.48$ $n = 30$	$(\bar{x}) = 84.00$ $(s) = 9.97$ $n = 31$	$(\bar{x}) = 84.06$ $(s) = 9.65$ $n = 60$
	Low	$(\bar{x}) = 81.57$ $(s) = 10.38$ $n = 30$	$(\bar{x}) = 72.35$ $(s) = 12.89$ $n = 31$	$(\bar{x}) = 76.88$ $(s) = 12.52$ $n = 62$
Total		$(\bar{x}) = 82.85$ $(s) = 9.94$ $n = 60$	$(\bar{x}) = 78.17$ $(s) = 12.85$ $n = 62$	$(\bar{x}) = 80.47$ $(s) = 11.70$ $n = 122$

Description:  
 TGT = Team Games Tournament,  
 DI = Dirrect instruction,  
 $(\bar{x})$  = Average score,  
 (s) = standard deviation, n = number of samples

Based on the data contained in table 1. The average student learning results of the TGT Model group with high motivation for the learning of 84.13 and a standard deviation of 9.48. The student study average of the TGT model group with motivation for low learning of 81.57 and a standard deviation of 10.38. Student study average of a group of models in the motivation to learn high of 84.00 and the standard deviation of 9.97. Student study average of DI

group with the low motivation of 72.35 and a standard deviation of 12.89.

To test the hypothesis, analysis of the learning outcomes included, analysis of the main influences of learning models on learning outcomes, influences the level of motivation to learn about learning outcomes and the influence of interactions between learning models and motivational levels learning the learning outcomes. To analyze the data of this study results, used variance analysis (Anova) two lines. From the analysis of two-lane variance, obtained the calculation result as seen in table 2.

Based on the results of the analysis of two-lane variances, it is known as follows: The main influence of independent variables that are manipulated, i.e. learning models with the dimensions of the learning model TGT and DI, to the learning outcomes of PKn without regard to a variable level of learning motivation, described below From the learning model source, the statistic value  $F = 5,732$  and the significance value or  $P = 0.018$ , this means that the P-value is below 0.05. Can be concluded the results of the study of PKn between students group that follows TGT model learning, significantly different from groups of students who follow the learning of model DI.

From the source of motivational learning, the statistical value  $F = 13,257$  and the value of significance or  $P = 0.018$ , this means that the value of P is below 0.00. It can be concluded that the results of the study of PKn between student groups who have high learning motivation differ significantly with groups of students who have low motivation to learn. From the source model learning and motivational learning, the statistical value  $F = 5,410$  and the value of significance or  $P = 0.022$ , this means that the P-value is below 0.00. Because there is an influence of interaction between learning models with motivation to learn about the learning outcomes of PKn.

**3.2. Discussions**

The results of the hypothesis testing showed that there were significant differences after the treatment of the disagreement between the group of students who studied with the TGT Learning model and group of students who studied with the learning model DI. Based on the calculation of the average value, the overall value of the implementation of the TGT learning model has a better influence than the application of the model DI for learning outcomes of PKn-Study of Indonesian political culture. It is seen based on the average value obtained from the implementation of the TGT learning model is 82.85 higher when compared to the average value obtained by the group of DI (78.17). The results of this study revealed that the results of learning students who are taught the material to observe the political culture in Indonesia with the model of TGT learning higher than the results of the students taught the material to observe the political culture in Indonesia with the learning model DiI. This can be considered as a consideration for the teachers of PKn in senior high school (SMA) to apply it.

Based on the results of Research and Journal article reports, some of the research that raises TGT learning model as variables in many previously implemented studies are Yudha et al [3], Rahmat et al [4], Hermayati et al [5], and

Hiliasih et al [6], indicating that TGT learning model effectively improves learning outcomes. The findings of Aziz et al [7],[8] reveal that the TGT learning model gives a better influence in enhancing the activation and critical thinking ability of the students than in the learning model of DI. Based on the research findings, it seems that the TGT learning model needs to be applied in lessons that contain a lot of reading as the Civics subject material observes political culture in Indonesia to make it more enjoyable and easy to understand. Several factors cause the acquisition of learning outcomes in the TGT learning model is superior to the DI learning model.

**Table 2.** Tests of between-subjects effects

*Dependent Variable: Learning outcomes*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2866.496 <sup>a</sup>	3	955.499	8.227	.000
Intercept	790647.269	1	790647.269	6808.002	.000
Model	665.728	1	665.728	5.732	.018
Motives	1539.654	1	1539.654	13.257	.000
Model * Motives	628.276	1	628.276	5.410	.022
Error	13703.930	118	116.135		
Total	806678.000	122			
Corrected Total	16570.426	121			

a. R Squared = .173 (Adjusted R Squared = .152)

Cooperative learning model type TGT is one model learning that supports existence learning interaction between students and involving students are actively in the process learning and able to increase learning motivation [9],[10]. The TGT learning model is suitable to be applied to the condition of students through high learning motivation will be able to make learning active, innovative and creative, so that can trigger the participation of students to continue to work and explore existing knowledge and make the learning atmosphere more comfortable and enjoyable [11],[12].

Based on this study, it was concluded that the acquisition of optimal learning outcomes can be influenced by models and learning strategies that are applied along with student characteristic factors (Slavin, 2018) [13]. So that teachers should pay attention to the characteristics of students, especially student motivation and examine students' learning motivation preferences so that teachers can develop or modify with appropriate learning models. Santrock's [14] opinion states that motivation is an important aspect of teaching and learning and is a major component of the principles of learned-center psychology. Furthermore, Woolfolk [15] revealed that students who have no motivation will not try hard to learn and apply otherwise, namely students who have a high motivation like to go to school and absorb the learning process.

10.23887/jisd.v2i2.15497.

#### 4. CONCLUSION

Based on data processing and discussion of research results, this study can be concluded that: The Team Games Tournament (TGT) learning model is superior to the Direct Instruction (DI) learning model in learning to observe the political culture in Indonesia. Overall student learning outcomes on the material observing political culture in Indonesia students who are taught with the TGT learning model proved to be higher than student learning outcomes who were taught with the DI learning model. It can be concluded that the TGT learning model has a better influence on the learning outcomes of the material observing political culture in Indonesia than the DI learning model.

There is a significant difference in the learning outcomes of the material observing political culture in Indonesia between students who tend to high learning motivation and low learning motivation. High learning motivation gives a better influence on learning outcomes than students who have low motivation to learn. Students who have high learning motivation get better grades than the learning outcomes of students who are motivated to learn low.

There is a significant interaction between the learning model and the level of student motivation. The best interaction is found in the TGT model and the high motivation to learn.

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