



Innovation Teams Games Tournament (TGT): Alternative Learning Model in an Effort to Improve Interest Student to Language and Literature Indonesia in Middle School 1 Maron Maron District, Probolinggo Regency

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Abstract. TGT (Teams Games Tournament) based learning show is an elective learning show for understudies. This TGT-based demonstrate points to make and prepare children's attitude towards learning fabric, particularly Indonesian. The steps for utilizing the TGT learning demonstrate incorporate 1) Class Presentation; 2) Groups (Teams); 3) Games; 4) Tournaments; and 5) Team Recognition. The objects of this inquire about came from understudies at SMP Negeri 1 Maron, Probolinggo. The source of the issue was found from the inquire about question that understudies felt that Indonesian dialect lessons were boring and less curiously, understudies still did not get it the fabric instructed at school, and understudies were less able to work together in groups. In this investigate, verse is one of the materials that will be utilized as a trial fabric for presenting the scope of Indonesian writing to understudies at SMP Negeri 1 Maron, Probolinggo. By utilizing quantitative and subjective information examination. It was found that there was a advancement of students' intrigued in Indonesian dialect and writing utilizing the pre-cycle, cycle I and cycle II strategies. Within the pre-cycle organize, the rate was 5.2 % with 15 understudies curious about Indonesian dialect and writing. The primary cycle arrange delivered 66 % introductions with 19 understudies inquisitive about Indonesian language and writing. The moment cycle organize experienced quick development, creating a rate of 84% of the 25 understudies fascinated by Indonesian language.

Keywords: Learning Model, TGT (*Teams Games Tournament*), Indonesian Language and Literature.

1 Introduction

Every primary and secondary education unit must have a learning process that is interactive, inspiring, fun, challenging and motivates students to participate actively and provides sufficient space for initiative, creativity and independence in accordance with their talents, interests and physical and psychological development learners [1]. The existing system in teaching and learning activities, both inside and outside the classroom, really needs to be paid attention to. Recently, students feel that learning activities at school are boring and less interesting to listen to, especially Indonesian

language subjects. We often find teachers who still use rote and theoretical learning techniques. Not surprisingly, learning activities are stiff, monotonous and boring [2]. In the teaching system, Indonesian language learning still uses a conservative paradigm where educators passively transfer knowledge to students and prioritize teachers over learners [3],[4].

There are characteristics for students to be said to be active in learning, namely 1) students do something to understand the subject matter, 2) knowledge is learned, experienced and discovered by students, 3) students try out concepts themselves, 4) students communicate the results of their thoughts [5],[6]. The higher the student's learning activities, the higher the chances of successful teaching [7]. Through activities carried out in the field at SMPN 1 Maron, Probolinggo, it was found that students felt that Indonesian language subjects were boring and less interesting, students still did not understand the material taught at school, students were less able to work together in teams or have discussions. So from the data above it can be concluded that the previous learning system was not able to attract students to be active.

The problem found was that the learning process was less suited to student characteristics, especially in the current era. Therefore, with the new learning process, it is hoped that students can easily understand the material in the book or that has been presented by the teacher, can discuss the material together with their peers, and be active in trying out the concepts they have learned for themselves through the Teams Games system. Tournament (TGT). Steps in using the TGT learning model that need to be considered include; 1) Class Presentation, the teacher conveys the objectives and main points of learning material by telling stories and discussions, 2) Groups (Teams), the teacher creates several groups consisting of 4 to 5 people and must ensure that each member learns correctly, 3) Games, games are filled with questions that test students' knowledge, 4) Tournaments, carried out by competing through material that has been presented and studied, 5) Team Recognition, the best team will be given appreciation in the form of prizes, the same as a competition so that the champion will be determined [8],[9].

Through the TGT learning model, it is hoped that smart students can help students who are lacking, students who have relatively mastered the material are expected to understand the material better. Thus, learning activities are not only for students with high abilities, but also for students with average and low abilities. Active student involvement in the teaching and learning process really creates learning conditions that become more enjoyable. The choice of this learning model is an interesting alternative learning model and is able to create active students, so that Indonesian language subjects are no longer considered boring and difficult [10]. Apart from that, Team Games Tournaments (TGT) aims to make students feel more relaxed during the teaching and learning process, and can foster a sense of individual and group responsibility, cooperation and healthy competition through games [11].

With a new perspective on Indonesian language subjects, it will open up the possibility of increasing the amount of interest in reading which is lacking among the public. Reading is no longer a boring activity, it is even considered to bring sleepiness. Through the Teams Games Tournament (TGT) students will be introduced to a new and fun reading process, which can be in the form of poetry, short stories or other reading. Students also no longer feel bored when learning begins, thereby increasing students' enthusiasm and activeness. Apart from that, the Teams Games Tournament

(TGT) is considered capable of growing self-confidence and improving skills in public speaking.

2 Method

The method applied in this research is classroom action research (PTK), which is an approach carried out in the classroom learning process with the aim of improving and increasing the effectiveness of the learning process [12]. This research uses the Kemmis and McTaggart model, which is inspired by Kurt Lewin's concept. This model includes one action at each stage of the cycle, which includes pre-cycle, cycle I, and cycle II, where each cycle consists of the steps of planning, implementation, observation, and reflection.

The object of this research is aimed at SMP Negeri 1 Maron on Jalan Krajan I, Maron Wetan, Maron, Probolinggo. The sample used in this research was 187 students from SMP Negeri 1 Maron, Probolinggo for the 2024/2025 academic year. This research was carried out for 8 days in June 2024. The following are the research instruments used: Group worksheet. Group worksheets contain tasks that students must complete and material that students have mastered to assess their collaborative abilities when studying and working in groups. Teaching materials in the form of written or not that will be delivered during teaching and learning activities in class. Games and Tournament questions are adapted to the material students are studying.

Teaching materials. Learning material includes what will be conveyed and taught to students in teaching and learning activities in class. This material can be in written or other unwritten form.

Data collection instrument include Student Collaboration Ability Observation Sheet : Teacher and Student Activity observation sheet on students' collaborative abilities to measure students' collaborative abilities and improvements in the classroom during the learning process. Observation sheet of teacher and student activities to find solutions to problems that arise in learning at the next meeting. Field Notes: Field notes are used by researchers to record findings during the teaching process to report research results and reference corrective actions in subsequent learning.

The data in this research was analyzed using qualitative and quantitative approaches. Quantitative data is analyzed using average and percentage statistics, where descriptive statistics are used to describe data that has been collected without aiming to make generalizations [13]. Meanwhile, qualitative data analysis was carried out following the Miles and Huberman model, which includes three main steps: data reduction, data presentation, and conclusion drawing and verification [14].

Data reduction is summarizing important things and looking for themes and patterns, to provide a clear picture and make it easier to collect data. Data presentation is grouping data based on certain criteria to look for similarities, presented in the form of tables, graphs, and the like. Initial conclusions are provisional, but may change if valid and consistent evidence becomes a credible conclusion.

3 Discussion

Seventh grade learning at junior high school level by implementing the Teams Games Tournament (TGT) learning model can increase students' interest and motivation towards Indonesian language and literature. The researcher prepared teaching materials using poetry as material, because students at SMPN 1 Maron were still unfamiliar with poetry. Poetry is supposed to be seventh grade learning material, but at SMPN 1 Maron they don't introduce poetry material properly, in fact students never read poetry. Indonesian language and literature students at SMPN 1 Maron are not taught to write poetry using diction. The preparation of poetry teaching materials from researchers can introduce poetry to students at SMPN 1 Maron. Poetry material can provide reflection to students that Indonesian language and literature is not only about recording and reading short stories, but can convey feelings through poetry so that learning poetry can be fun.

At the pre-cycle stage, students lack enthusiasm, knowledge and interest in learning Indonesian language and literature. By implementing the Teams Games Tournament (TGT) learning model, it can increase students' creativity or abilities. In the pre-cycle stage, students' activities listen to an introduction to poetry material, ask questions related to poetry, and work on questions related to poetry material. In cycle I, students' learning activities include listening to explanations of poetry material, discussions, and dividing into groups to play games and tournaments between groups. In cycle II, students' learning activities include presenting the results of their work and group discussions and reflecting on their learning and making conclusions.



Fig 1. Activity Documentation

The results of the research improved from pre-cycle to cycle I to cycle II. This needs to be improved, including time management, SMPN 1 Maron learning media with 52% enthusiasm which occurred in the pre-cycle period, at this time students have not used the Teams Games Tournament (TGT) learning model so they are interested and enthusiastic about learning Indonesian Language and Literature still low.

In cycle I there was a moderate level increase with a percentage of 66% increasing in terms of enthusiasm, interest and ability to discuss. In cycle I, students at SMPN 1 Maron have applied the Teams Games Tournament (TGT) learning method in learning Indonesian Language and Literature, which is characterized by being active and enthusiastic in discussing poetry material.



Fig 2. Activity Documentation

Then in cycle II there was a fairly high increase with a percentage of 84% seen from the results of discussions by displaying the results of their best group work, to win 1st place for the best and most compact group. This increase is influenced by several things, the first of which is the Teams Games Tournament (TGT) learning model which is proven to be able to provide enthusiasm, increase creativity and be the best solution so that students do not get bored with learning, especially Indonesian Language and Literature at SMPN 1 Maron.



Fig 3. Activity Documentation



Fig 4. Activity Documentation

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Of students' collaborative abilities, the comparison between pre-cycle, cycle I and cycle II can be seen in the following graph :



Fig 5. Percentage Graph of Implementation of the *Teams Games and Tournamnet* (TGT) Learning Model

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4 Conclusion

Applying the Teams Games Tournament (TGT) learning model to Indonesian Language and Literature subjects to increase the interest and motivation of grade 7 students at SMPN 1 Maron. Learning by applying the Teams Games Tournament (TGT) model includes steps consisting of class presentations, team (group learning) games, tournaments and selecting team winners. The implementation of this learning model has undergone changes or improvements from the pre-cycle stage to cycle I and cycle II, namely including time processing and the use of media that attracts enthusiastic students. The learning carried out in class 7 at SMPN 1 Maron by applying the Teams Games Tournament (TGT) learning model is better than during the pre-cycle.

Student activities are more varied and enjoyable which include listening to explanations, dividing into groups, discussing with groups, working on worksheets or LKK, playing academic games in the form of chain poetry, holding tournaments or competitions between groups, reflecting on learning and making conclusions and evaluating learning. By implementing the Teams Games Tournament (TGT) learning model in class 7 at SMPN 7 Maron, it has succeeded in increasing students' cooperation skills, creativity and enthusiasm. In the pre-cycle, students' abilities were at a low level with a percentage of 52%. Experiencing an increase in cycle I was at a percentage of 66%. In cycle II there was a high increase with a percentage of 84%.

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