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The Effect of Cooperative Learning Model of Teams Game Tournament Type on Motivation and Learning Outcomes of Junior High School Students in Palu

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ABSTRACT

This study aims to explain the effect of Teams Game Tournament type cooperative learning model on motivation and learning outcomes of students in class VIII SMP Negeri 14 Palu. This type of research is a Quasi Experiment (pseudo experiment), the research design is a pretest-posttest nonequivalent group design. This research was conducted at SMP Negeri 14 Palu using two classes as research samples, namely the experimental class of 30 students and the control class of 31 students using the Random Sampling. Data collection use interviews, test questions, questionnaires. The research instrument uses teaching modules, test questions, questionnaires. The results of this study indicate that there is an effect of Teams Game Tournament type cooperative learning model on student motivation and learning outcomes. Based on hypothesis testing with the t test, the results of learning motivation are $0.000 < 0.005$ and learning outcomes of $0.000 < 0.005$ so that it has a significant effect. This can also be seen from the average value of learning motivation at the final meeting of the experimental and control classes. The experimental class had an average of 83% while the control class had an average of 62%. The average value of posttest learning outcomes of the experimental and control classes. The experimental class had an average of 82 while the control class had an average of 52. This shows that the use of the Teams Game Tournament type cooperative learning model can increase student motivation and learning outcomes.

INTRODUCTION

Education is one of the most important efforts in national development. Through education, it is hoped that the quality of Indonesian education will become better (Henukh et al., 2022). Apart from that, education is very important because it can determine the future of students, improve the quality of human resources (HR) and can change students' identities (Supriyatman et al., 2024). In order to improve the quality of students, teachers must not only master the subject, but teachers must also be able to choose learning models that are appropriate to the subject so that students can be more active in the learning process (Agni et al., 2020; Adiputra et al., 2021).

Learning models can be developed according to the situation by considering several things, namely student characteristics and teaching materials (Asmaningrum et al., 2023; Desi et al., 2023). Therefore, a teacher must understand the characteristics of students and the material to be taught so that it can make it easier for teachers to design the learning process in class using appropriate learning models (Supriyadi et al., 2018). The choice of learning model must be in accordance with the standards set in the curriculum (Muaziyah & Isnawati, 2023). This is because the learning model has a big influence on student motivation and learning outcomes (Sari et al., 2023).

Motivation is a very important part of the learning process (Sanjaya et al., 2010). It often happens that students who do not achieve well are not caused by their lack of ability, but because there is no student motivation to learn so that students do not try to hone their abilities (Wugaje et al., 2023). In the traditional learning process that uses an expository approach, sometimes the element of learning motivation is forgotten by teachers. The teacher seems to force students to accept the material he is presenting (Kusrini et al., 2018). This situation is unfavorable because students cannot learn optimally which of course achieves learning outcomes also not optimal (Hariana et al., 2023). The modern view of the learning process places motivation as an important aspect (Siagian et al., 2023).

Learning outcomes are an assessment at the end of learning, this assessment can provide information about how students are progressing in achieving learning goals through the learning process (Kade et al., 2023). Learning outcomes are very important for students because teachers can find out the extent of their understanding and success in following the learning process (Pratama et al., 2024). According to (Kristin, 2016). Learning outcomes are the results obtained by students from activities in the form of the learning process carried out and changes in student behavior which include cognitive, affective and psychomotor.

Based on the results of interviews with science teachers at SMP Negeri 14 Palu class VIII regarding student motivation and learning outcomes, researchers obtained information that students' learning motivation was still less visible during the learning process, students were less active in asking questions, there were still some students who often played with friends. at his desk when the temporary teacher explains and the students' lack of enthusiasm in receiving the material. Meanwhile, learning outcomes are still poor, based on information from science teachers that when they are given exams there are still many students who get scores below the KKM average. This is because the learning model that is more often used by science teachers at SMP Negeri 14 Palu is the lecture learning model so it tends to make students less active because they only focus on the teacher.

This problem should not be allowed to drag on, because it will have an impact on the learning process. Therefore, it will be solved by implementing a fun learning model. The Teams Game Tournament (TGT) type cooperative learning model is proposed in this research to help students at SMP Negeri 14 Palu increase motivation and learning outcomes. According to (Syukur et al., 2014), the Teams Game Tournament (TGT) learning model is a learning model that can create a fun learning process in the classroom because the Teams Game Tournament (TGT) learning model can create a more enjoyable learning atmosphere because it involves the activities of all students and contains game elements. So it can increase students' motivation and interest in learning in the process of learning activities. By implementing the Teams Game Tournament (TGT) learning model, students will enjoy the process of learning activities in a game atmosphere.

Yuliawati (2021) explains the advantages of the Teams Game Tournament (TGT) type cooperative learning model, namely that learning activities will be more fun because students will be required to be active, the Teams Game Tournament (TGT) type learning model has game elements so

it will arouse students' learning motivation and will has an effect on learning outcomes because motivation is a driver for students to learn, so the higher the student's motivation, the greater the possibility for students to learn, so it has an effect on student learning outcomes.

METHOD

This research is a quasi-experimental research. The research design used in this research is a pretest-posttest design consisting of two groups. The experimental group was given treatment in the form of a Teams Game Tournament type cooperative learning model, while the control group received learning using a conventional learning model. The research design model used is as in table 1.

Table 1. Research design

Class	Pretest	Treatment	Posttest
R1	01	X1	02
R2	03	-	04

(Source: Sugiyono, 2014)

The population in this study were all class VIII students at SMPN 14 Palu with a total of 121 students. The sampling technique in this study was random sampling, the researcher prepared four sheets of paper and wrote the letters A, B, C and D. Next, the researcher rolled up the paper and placed it on the table. Then the researcher asked student representatives to choose one of the papers. Students who get the letter A are the experimental group, while students who get the letter B are the control group.

The data collection techniques used are; observations to obtain an initial picture of the problems that exist at the research location, interviews conducted with science teachers at SMPN 14 Palu, tests were used to measuring students' abilities, questionnaire data collection techniques in the form of written questions that must be filled in by respondents.

The data obtained from the research sample is quantitative data which is analyzed using two techniques, namely descriptive statistics and inferential statistics. Descriptive data to describe data regarding learning motivation and learning outcomes. Meanwhile, inferential statistical data analysis techniques include normality tests using one sample Kolmogrov-Smirnov analysis, homogeneity tests using Levene's statistical test analysis, and hypothesis testing using independent sample t-test analysis.

RESULTS AND DISCUSSIONS

This research data was obtained from the results of questionnaires and test questions given to respondents. The following is data on student motivation and learning outcomes can be seen in Figure 1.

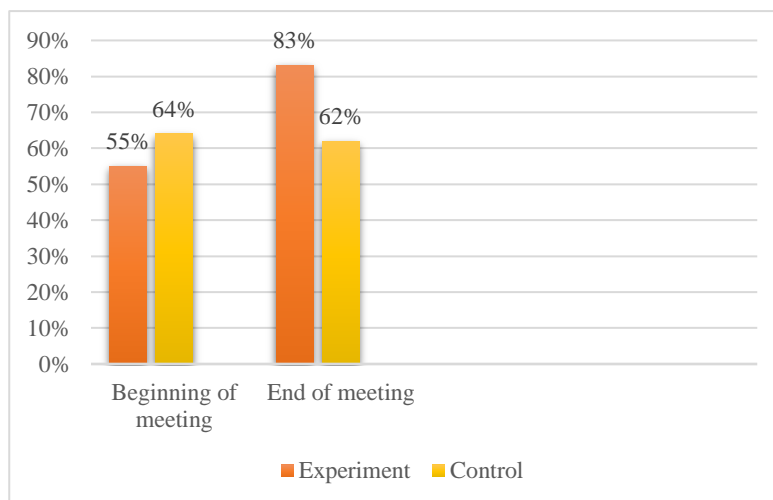


Fig. 1. Graph of Average Learning Motivation

It is known that the average result data that has been obtained in the experimental class and control class is: the initial meeting of the experimental class was 55% in the sufficient category, the final meeting was 83% in the high category. Meanwhile, the average in the control class at the beginning of the meeting was 64% in the sufficient category, at the end of the meeting it was 62% in the sufficient category. From these results it can be concluded that the experimental class which used the Teams Game Tournament learning model always experienced an increase every day, whereas the control class which used the conventional learning model did not experience an increase in the average score. This is because in the experimental class the learning process uses the TGT model whose activities encourage students to learn while playing. Teams Game Tournament is a learning model that places students in study groups. This is in accordance with what was conveyed by Muzaemah (2020) that the Teams Game Tournament learning model is one of the appropriate learning models to use to make students more active and enthusiastic in the learning process because this learning model involves all students regardless of differences in status, as well as the Teams learning model. Tournament Games contain game elements so that students can study more relaxed without being forced to study.

Based on the hypothesis test, the significant value p (sig(2-tailed)) is 0.000, where the value is 0.05, so H_0 is rejected and H_a is accepted. It can be said that there is an influence of the Teams Game Tournament type cooperative learning model on student learning motivation. The results of this research were strengthened by previous researchers, namely Kasmayanti et al (2023) who concluded that there was an influence of the TGT learning model using flashcard media on the learning motivation of class VII SMP Negeri 2 East Praya on ecosystem material.

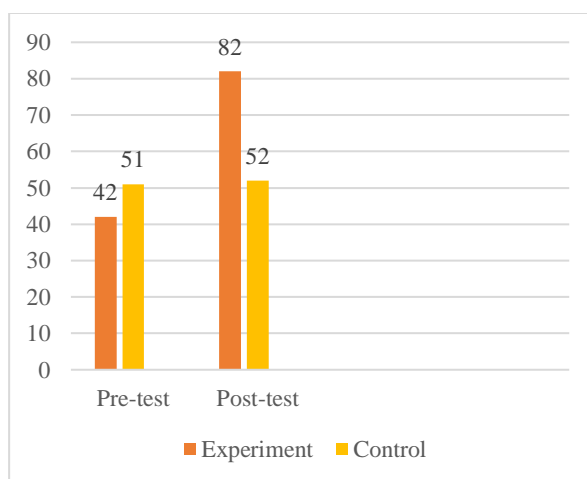


Fig 2. Graph of Average Value of Learning Results

It is known that the experimental class has an average pretest score of 42 in the poor category, an average posttest score of 82 in the good category. Meanwhile, in the control class the average pretest score was 51 in the poor category, the average posttest score was 52 in the poor category. It can be concluded that the experimental class experienced a higher increase than the control class. This is because the experimental class was given treatment, namely by applying the Teams Game Tournament learning model, while the control class used a conventional learning model. This is what causes learning outcomes in the experimental class to increase compared to the control class. Namely, in the learning process, researchers use the Teams Game Tournament learning model which can increase student activity in the classroom so that it can influence learning outcomes because in the Teams Game Tournament learning model where all students are responsible for being able to master the subject matter and create a sense of cooperation for each of them. Group to get the best score in the tournament (Yudianto, et al. 2014).

Husaeni et al (2023) mentions several characteristics of learning motivation, namely: a) being diligent in carrying out tasks, b) being tenacious in facing difficulties, c) having self-confidence d) being happy and enthusiastic. From these four characteristics, the results obtained from the average score were in the good and very good categories in the class where the Teams Game Tournament type cooperative learning model was applied. In the learning process, encouragement is needed in the form of learning motivation so that students have the desire to achieve better results because learning motivation has a very important role, one of which is influencing student learning outcomes. (Husaeni, et al. 2023; Fauzi, et al. 2024).

Based on the results of the hypothesis test, the significant value of sig(2-tailed) is 0.000, where the value is 0.05, so H_0 is rejected and H_a is accepted. It can be said that there is an influence of the Teams Game Tournament type cooperative learning model on student learning outcomes. The results of this research were confirmed by previous researchers, namely Fauzi et al (2024) who concluded that there were differences in the average student learning outcomes between the experimental class and the control class. Where the data output results show a sig value of 0.000 0.05, because the experimental class uses the TGT learning model while the control class uses the lecture learning model.

CONCLUSION AND SUGGESTION

Based on the research results, it can be concluded that the Teams Game Tournament type cooperative learning model can increase student motivation and learning outcomes in class VIII SMPN 14 Palu. So the researcher suggests to future researchers that the Teams Game Tournament type cooperative learning model can be used in the biology learning process. However, researchers also realize that this research still has many shortcomings, so it is recommended that future researchers add more interesting learning media.

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