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THE TEAM GAMES TOURNAMENT MODEL ENHANCES ENGAGEMENT AND INTEREST IN LEARNING AMONG CLASS VIII STUDENTS

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Abstract

This study examines the effectiveness of the Team Games Tournament (TGT) model in enhancing student engagement and interest in learning among eighth-grade students at SMP Islam Terampil NM NW Pancor Kopong. The research employs a classroom action research design, consisting of pre-cycle, cycle I, and cycle II. Data were collected through observations, questionnaires, and tests, focusing on students' learning interest and activity levels. The results indicate a significant improvement in both engagement and interest across the cycles. In the pre-cycle phase, only 5 students exhibited high engagement, while 9 and 11 students demonstrated medium and low engagement, respectively. By cycle I, these figures rose to 8 high, 10 medium, and 4 low engagement students. Cycle II further revealed a notable increase, with 14 students showing high engagement and 8 at a medium level. The distribution frequency analysis highlighted that the average score for learning interest was 2.12, with the highest mean recorded in group participation and games (2.54). Additionally, statistical analysis through paired t-tests revealed significant differences ($p < 0.001$) in both learning interest and engagement. This underscores the positive impact of TGT in fostering an interactive and motivating learning environment. Although the findings suggest meaningful advancements, the study acknowledges limitations and encourages further research to refine and expand upon the results. This study contributes to the literature on effective teaching strategies in enhancing student motivation and participation in educational settings.

Keywords: Activeness, Student Learning Interest, Learning Model

INTRODUCTION

Teaching fundamentally aims to activate the learning process in students, implying that educators play a critical role in encouraging and guiding students to engage actively in their learning (Adiele & Abraham, 2013). Effective learning promotes student involvement, enabling them to build a deep understanding of the material being studied (Rahayu & Kuswanto, 2021). In this learning process, teachers are expected to employ various strategies and media to ensure student engagement (Alashry et al., 2019). According to Al-Samarraie et al., (2018), learning is defined as the process of interaction between learners and learning resources in a learning environment. This learning environment encompasses various mutually supportive components, including goals, learning materials, strategies, aids, students, and teachers (Acharya & Lee, 2018). Within this framework, every learning process aims to develop student activity and creativity through structured interactions and learning experiences.

Student engagement is a fundamental element that supports the success of the learning process, wherein students are required to construct knowledge and understanding independently through the cognitive processes they engage in during learning (Andoh et al., 2020; Anwar, 2021; Ariyani & Kristin, 2021; Ashrafi et al., 2022). A professional teacher has the primary responsibility of educating, teaching, guiding, training, and evaluating students, whether at the early childhood education level, basic education, or secondary education (Bartelds et al., 2020). The professionalism of a teacher is reflected in their attitude, skills, and responsibility in effectively managing the classroom to maximize the achievement of learning objectives.

Based on observations of eighth-grade students at SMP Islam Terampil NM NW Pancor Kopong, it was found that student engagement and interest in learning were still relatively low. This was evident from minimal student interaction with peers and teachers, passive responses to lesson materials, reluctance to ask questions when concepts were not understood, a lack of curiosity, and non-compliance in completing assignments satisfactorily. This phenomenon indicates that there is a need to enhance student engagement and interest in learning. Several factors contribute to the low levels of student engagement and interest in this school, including fatigue from the demanding schedule at the pesantren and learning taking place during the last hours of the school day (Fatimah,

2019; Komariah, 2016; Prasetyo et al., 2023). Therefore, conducive conditions that support positive interactions between students and teachers are essential for effective learning.

A professional teacher with a high sense of responsibility in creating a conducive learning environment plays a crucial role in fostering student interest and engagement (Gupta & Pathania, 2021). Student activity during the learning process significantly influences the achievement of learning objectives. An appropriate learning model, such as the Team Games Tournament (TGT), can serve as an alternative to enhance student interest and engagement. TGT, as one approach within cooperative learning, has been shown to be effective in increasing student involvement. By implementing this model, students are encouraged to compete in an enjoyable atmosphere, thus enhancing their activity and interest in learning. Therefore, the TGT approach is expected to provide a solution for improving engagement and interest in learning among eighth-grade students at SMP Islam Terampil NM NW Pancor Kopong.

The TGT model has been extensively researched as a method for increasing student engagement and motivation. Research conducted by Hidayati (2018) demonstrated that the implementation of TGT in secondary school students successfully improved active participation as well as their learning outcomes, particularly in subjects requiring deep conceptual understanding. Another study by Amorim et al., (2020) found that TGT fosters a healthy competitive environment among students, motivating them to be more active in learning activities while reinforcing their understanding through team interactions. Furthermore, a Panggabean et al., (2021) indicated that TGT effectively enhances the motivation of students who have low interest in specific subjects due to its elements of play and collaboration in the learning process. This research also concluded that TGT can reduce student anxiety in learning since the model emphasizes group cooperation.

Based on these research findings, the TGT model is regarded as an effective approach to enhancing student engagement, motivation, and learning outcomes. This study aims to apply the Team Games Tournament (TGT) model to improve engagement and interest in learning among eighth-grade students at SMP Islam Terampil NM NW Pancor Kopong. It is expected that the implementation of TGT will positively increase student activity and interaction in the learning process while fostering their interest in learning.

METHODS

This study employs a qualitative method with a descriptive quantitative approach. The researcher conducted a study on eighth-grade students at SMP Islam Terampil NM NW Pancor Kopong to gain an in-depth understanding of their engagement and interest in learning during the implementation of the TGT model. The research was conducted in July-December 2023. The data collection technique utilized was observation. Observations were conducted using a scoring observation sheet (Low = 1, Medium = 2, and High = 3) designed to systematically record student engagement and learning interest.

The measurement of student engagement and interest in learning was conducted through an observational instrument based on several predetermined indicators. The indicators for student engagement included: (1) the frequency of students asking questions or providing responses during the learning process, (2) active participation in group activities and games, and (3) students' willingness to assist their group members. Meanwhile, the indicators for student interest in learning included: (1) students' interest in the material presented, (2) the tendency to complete assignments on time, and (3) emotional involvement, as evidenced by enthusiasm and curiosity displayed during learning activities. By utilizing these indicators, the researcher was able to obtain a more accurate picture of the levels of student engagement and interest in learning within the context of the TGT model. The data obtained from the observations were then processed and categorized to yield more relevant findings, and normality tests were conducted using the Monte Carlo method, followed by bivariate analysis using the t-test.

RESULTS

After conducting research on the application of the TGT learning model as an effort to increase student learning activity and interest, the results obtained can be seen in Table 1.

Table 1. Frequency Distribution of Student Learning Activity and Interest

Items	Low		Medium		High		Total		Average
	F	%	f	%	f	%	Total	%	Items
Interest in Learning									
Frequency of Asking/Responding	11	50	5	22.73	6	27.27	22	100	2.18
Group Participation and Requests	4	18.18	8	36.36	10	45.46	22	100	2.54
Willingness to Help Friends	0	0	12	54.54	10	45.46	22	100	2.23

Activity									
Interest in Material	10	45.46	7	31.81	5	22.73	22	100	1.86
Task Completion	10	45.46	6	27.27	6	27.27	22	100	1.81
Emotional Involvement	0	0	12	54.54	10	45.46	22	100	2.54
Grand Mean									2.12

Based on the frequency distribution table of student engagement and interest in learning, it is evident that the indicators of learning interest show varied results. For the indicator of frequency in asking questions or providing responses, the majority of students fall into the "Low" category (50%), while only 27.27% of students demonstrate high engagement, with an average score of 2.18. This indicates that students' interest in actively asking questions or providing responses is still quite low, despite the presence of some active participants. The indicator of participation in group activities and games yields better results, with most students (45.46%) categorized as "High" and an average score of 2.54, indicating good participation in group activities and games. Meanwhile, the indicator for willingness to help peers shows that most students fall into the "Medium" category (54.54%), with an average score of 2.23, reflecting a fairly good willingness among students to assist their classmates during learning.

Regarding aspects of learning engagement, the indicator for interest in the material shows that the majority of students fall into the "Low" category (45.46%), with an average score of 1.86, indicating a low interest in the subject matter. For the assignment completion indicator, a high number of students also fall into the "Low" category (45.46%), with an average score of 1.81, suggesting that many students are inconsistent in completing assignments well. However, for the emotional involvement indicator, most students are categorized as "Medium" (54.54%) and "High" (45.46%), with an average score of 2.54, indicating that students tend to exhibit good enthusiasm for learning. Thus, the overall average score across all indicators is 2.12. This indicates that student engagement and interest in learning are at a moderate level, with certain aspects such as group participation and emotional involvement showing higher scores, while interest in the material and consistency in assignment completion tend to be lower.

Table 2. Normality Test Results

Test	Prob.	Cut Off	Description
Learning Interest	0.185	0.05	Normal
Activity	0.201	0.05	Normal

Based on the results of the normality test in Table 2, it can be concluded that the data distribution for the variables of Learning Interest and Activeness meets the assumption of normality. The probability value (Prob.) for Learning Interest is 0.185 and for Activeness is 0.201, both of which are greater than the cut-off value of 0.05. Thus, the data distribution on both variables can be considered normal.

Table 3. t-Test Results

Influence	Paired Differences			t	df	Sig.
	Std. E	95% CI				
		Lower	Upper			
Learning Interest	0.33	6.13	7.45	20.538	22	0.000
Activity	0.57	9.13	15.46	8.15	22	0.000

Based on Table 3, the results of the t-test indicate a significant influence on the variables of Learning Interest and Activeness. The t-value obtained for Learning Interest is 20.538 with a degree of freedom (df) of 22 and a level of significance (Sig.) of 0.000, which shows significant results because the Sig. value is less than 0.05. Likewise, for Activeness, the t-value of 8.15 with a degree of freedom of 22 and a level of significance of 0.000 shows significant results. Furthermore, the lower and upper limits of the confidence interval (CI) for Learning Interest are in the range of 6.13 to 7.45, while for Activeness they are in the range of 9.13 to 15.46. Thus, it can be said that the application of the TGT learning model

DISCUSSION

In an effort to enhance student engagement and interest in learning, improvements were implemented followed by Cycle II. The preliminary activities in Cycle I began with an opening greeting from the teacher, which was reciprocated by the students. This was followed by an attendance check as a form of discipline, a prayer to commence the learning process, and the presentation of the competencies to be achieved. The teacher provided motivation and a brief overview of the methods to be employed to stimulate students' interest and readiness to learn. In Cycle II, additional warm-up activities, including "123 claps," were conducted to enhance students' concentration and readiness to learn. A study by Khairani et al., (2020) indicates that warming up and providing motivation at the

beginning of a lesson can enhance students' focus and engagement during the learning process.

During the core activities, several indicators of student interest and engagement improved throughout the learning cycle. Students were given the opportunity to read the material beforehand, after which the teacher provided explanations and posed both factual and hypothetical questions to gauge students' understanding. The students were divided into groups of 5-6 participants and provided with game rules designed to integrate learning and play. Each group followed the game instructions, requiring them to answer questions in turns until reaching the 7th question box, where they collaborated to complete the game challenge. Upon concluding the game, the teacher and students collectively reviewed the answers and assigned points for each group's responses.

In terms of learning interest indicators, the highest average score was recorded for Group and Game Participation at 2.54, followed by Willingness to Help Friends at an average of 2.23, and Frequency of Asking/Responding at 2.18. Conversely, the indicators of engagement showed a varied average, with Emotional Involvement recording the highest value among the engagement indicators at 2.54, followed by Interest in Material with an average of 1.86, and Task Completion at 1.81. The overall average, or grand mean, was 2.12. These findings are supported by Alriani & Arsyad, (2021) study, which demonstrates that an interactive game approach in learning significantly increases student engagement and interest, particularly in competitive and collaborative settings such as the TGT.

In Cycle II, after reading and explaining the material, the teacher provided examples through songs and invited students to sing them together, thereby enhancing emotional involvement and interest in the subject matter. The teacher then distributed individual worksheets containing randomly arranged short story texts alongside a collection of short story structures, which students were tasked to organize according to the material studied. Students were required to match the parts and submit their work for assessment. A study by Aprianto et al., (2022) found that integrating music or songs into learning aids students in understanding and retaining material, particularly when paired with hands-on activities such as organizing stories in worksheets.

The closing activities of both cycles, students and teachers collaboratively reviewed and reflected on the material covered. The teacher summarized the key points of the

lesson, accompanied by positive and motivational messages, as well as information regarding the learning plan for the next meeting. In Cycle II, the closing session was further enhanced by singing the material studied in the form of a song as a final reinforcement. Research by Alam, (2019) shows that reflection and the re-presentation of information at the end of a learning session contribute to reinforcing students' understanding, while also enhancing their motivation and interest in participating in future learning activities.

CONCLUSION

The conclusion of this study shows that the implementation of the TGT (Team Games Tournament) learning model is able to increase the activeness and interest in learning of class VIII students of SMP Islam Terampil NM NW Pancor Kopong with significant results based on the frequency distribution and average value. From the frequency distribution data, several indicators of student interest in learning and activeness have increased in the learning cycle. In the learning interest indicator, the highest average value was achieved in Group Participation and Games of 2.54, followed by Willingness to Help Friends with an average of 2.23, and Frequency of Asking/Responding of 2.18.

Meanwhile, the activeness indicators show quite diverse averages, with Emotional Involvement recording the highest value among the activeness indicators of 2.54, followed by Interest in Material with an average of 1.86, and Task Completion with an average of 1.81. The grand mean or overall average is at 2.12, which indicates that most students are at a moderate to high level of interest and activeness in learning after the implementation of TGT. This result is in line with the t-test results which show a significance value (Sig.) of 0.000 at the level of learning activity and interest, confirming the significant influence of the application of the TGT model on improving these two variables.

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