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LEARNING MOTIVATION OF ELEMENTARY SCHOOL CHILDREN: IS IT POSSIBLE TO BE INCREASED USING THE TEAMS GAMES TOURNAMENT MODEL?

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ABSTRACT

This study aims to increase learning motivation in social studies using the Teams Games Tournament (TGT) model. It used the Classroom Action Research (CAR) design by Kemmis and Mc. Taggart. The subjects were elementary school students in grade IVB. The data were analyzed using quantitative descriptive analysis. In implementing the TGT model steps, ice-breaking was presented before learning and on the sidelines of games and tournaments not to get bored. The results showed that in the pre-cycle, the student's learning motivation reached 47%. Then, in the first cycle, the student's learning motivation increased to 68%, while in the second cycle, it reached 94%. Therefore, in the second cycle, the motivation had reached the specified criteria of ≥75%, indicating that the children have high learning motivation. Thus, it can be concluded that the Teams Games Tournament model can increase student's learning motivation in social studies.

Keywords: learning motivation; social studies; TGT (teams games tournament)

INTRODUCTION

Education is one of the basic needs of this era. The Human Capital Theory (HCT) states that the expansion of education is a way to achieve national development goals.[1] Further, as "the backbone of a nation", some experts consider education the most helpful way for national development.[2] The role of education is to increase skills and employment to cope with the global changes[3] and contribute to modernization.[4] Ideally, the education system has to be ready to prepare the students to face challenges. The government always strives to improve the quality of education in Indonesia. One of the ways is through improving the teaching and learning process. Achieving the goals of the teaching and

[1] Simon Marginson, "Limitations Of Human Capital Theory," *Studies in Higher Education* 44, no. 2 (February 1, 2019): 287–301, https://doi.org/10.1080/03075079.2017.1359823.

[2] Gazi Alam, "The Role Of Technical And Vocational Education In The National Development Of Bangladesh," *International Journal of Work-Integrated Learning* 9, no. 1 (2008): 25, https://www.ijwil.org/files/APJCE_09_1_25_44.pdf.

[3] Adrian Adermon, Mikael Lindahl, and Mårten Palme, "Dynastic Human Capital, Inequality And Intergenerational Mobility," CESifo Working Paper, Category 5: Economics of Education (Munich, Germany: Munich Society for the Promotion of Economic Research - CESifo GmbH, April 2019), https://www.cesifo.org/DocDL/cesifo1_wp7615.pdf..

[4] G. M Alam, A. R Forhad, and Ismi Arif Ismail, "Can Education as an 'International Commodity' Be the Backbone or Cane of a Nation in the Era of Fourth Industrial Revolution? - A Comparative Study," *Technological Forecasting and Social Change* 159, no. June (2020): 120184, https://doi.org/10.1016/j.techfore.2020.120184.

learning process requires good cooperation between teachers and students. Factors affecting the teaching and learning process include internal and external factors of individuals.[5] The internal factor covers IQ, learning motivation, and persistence, while the external factor covers teachers' support, teachers' learning methods, and teachers' teaching models. Both factors should be balanced to achieve the desired learning objectives.

Social Science (IPS) is one of the subjects at the Elementary School (SD) level. Social Science is formulated based on social realities and phenomena that embody an interdisciplinary approach based on the aspects and branches of social sciences.[6] The quality of social science learning is highly committed by the way the teachers manage the learning process. Therefore, it can be said that the quality of social science learning at elementary schools will determine the quality of students mastering social science material and its benefits in society. Good quality learning helps develop students' social skills and attitudes. Ideally, learning is understood as a process, not a result[7]; learning is created through experience[8], learning involves students' activeness during the learning process[9], and it can baptize student learning styles.[10] Facilities and infrastructure also play an essential role in improving the teaching and learning process, student achievement, and overall school quality[11]. However, the reality in the field shows that the carried-out learning is result-oriented, does not involve students activeness (passive students), and has not facilitated the diversity of student learning styles (visual, auditory, kinesthetic).

[5] Ahmad Syarifuddin, "Penerapan Model Pembelajaran Cooperative Belajar Dan Faktor-Faktor Yang Mempengaruhinya," *Ta'dib: Jurnal Pendidikan Islam* 16, no. 01 (2011): 113–36, https://doi.org/10.19109/td.v16i01.57.

[6] Trianto, *Mendesain Model Pembelajaran Inovatif Progresif* (Jakarta: Kencana, 2010).

[7] J. Dewey, "My Pedagogic Creed," *The School Journal*, no. 3 (January 1897): 79. http://dewey.pragmatism.org/creed.htm.

[8] D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (New Jersey: Prentice-Hall, 1984), 41.

[9] Alice Y. Kolb and David A. Kolb, "Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education," *Academy of Management Learning & Education* 4, no. 2 (June 1, 2005): 193–212, https://doi.org/10.5465/amle.2005.17268566.

[10] H. Pashler et al., "Learning Styles Concepts and Evidence," *Psychological Science in the Public Interest, Supplement* 9, no. 3 (2008): 108, https://doi.org/10.1111/j.1539-6053.2009.01038.x.

[11] Manas Ranjan Panigrahi, "School Effectiveness at Primary Level of Education in Relation to Classroom Teaching," *International Journal of Instruction* 7, no. 2 (July 2014): 51–64, https://eric.ed.gov/?id=EJ1085254.

Besides, a clean, calm, comfortable, and healthy environment is essential for successful learning.[12]

Social science learning requires many variations in learning models, media, and learning resources to attract and motivate students. The success of social science learning depends on motivating students to participate in the teaching and learning process intensively. However, it will not be successful without the support of the infrastructure, curriculum, media, and learning resources.

In education, the term encouragement is defined as a stimulus or desire to learn. Good learning encouragement grows in and is realized by students. However, this intrinsic motivation cannot be separated from the extrinsic one, and the intrinsic motivation is often stronger.[13] Growing learning motivation can be done by providing numbers, prizes, competitions, ego-involvement, repetition, the work results, praise, punishment, and recognized interests and goals.[14] Based on the theory, students who have great motivation have flexibility in facing tasks and difficulties, have great interest and attention, prefer to endeavour independently, get bored quickly on practice tasks, have high self-confidence, have high intensity and responsibility, and have a high curiosity.[15]

Based on the results of observations and interviews attended on October 15 – 19, 2018, with the teacher of class IVB of SD N Tegalpanggung, the researcher found some issues in social science learning. The students' learning motivation was low as some students did not focus on the lessons delivered by the teacher at the same time as the learning process. They paid more attention to their peers and were even busy with their activities. Some students also gave up easily on complex tasks, and even some did not show enough effort in completing the task. Further, the teacher also did not provide motivational words.

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[12] Peter Barrett and Yufan Zhang, "Optimal Learning Spaces: Design Implications For Primary Schools," *SCRI Recearch Report* 2 (Salford, England: University of Salford, 2009), 11, http://usir.salford.ac.uk/id/eprint/18471/1/SCRI_Report_2_school_design.pdf.

[13] Paula Thomson and S. Victoria Jaque, "12 - Personality And Motivation," in Creativity and the Performing Artist, ed. Paula Thomson and S. Victoria Jaque, Explorations in Creativity Research (San Diego: Academic Press, 2017), 187–204, https://doi.org/10.1016/B978-0-12-804051-5.00012-3; D. Sluijsmans, F. Dochy, and G. Moerkerke, "Creating a Learning Environment by Using Self-, Peer- and Co-Assessment," *Learning Environments Research* 1, no. 3 (October 1, 1998): 293–319, https://doi.org/10.1023/A:1009932704458; Marilla D. Svinicki, Learning And Motivation In The Postsecondary Classroom (New Jersey: Jossey-Bass, 2004).

[14] A Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2007).

[15] Sardiman.

One of the factors affecting the low students' learning motivation is the monotonous learning model. The teacher does not apply interesting/varied learning models. The dominant model is lecturing. Learning should be adjusted to the needs of students aged 7-12 years (concrete preoperational) who are still on the playing stage. In this stage, the teacher can use a cooperative learning model, for example, the Teams Games Tournament (TGT).

Based on the results of conversations with the teacher carried out on October 18, 2018, the low students' learning motivation is afflicted by some factors, including (1) lack of self-motivation, (2) more extended time to excite some students, (3) less focus on teaching and learning exercises, (4) boredom, and (5) repetitious learning models.

Based on the results of conversations with students, it can be concluded that (1) students still attention that learning is not as fun as playing, (2) students were not motivated by the teacher, and (3) students felt bored with the repetitious learning model. Therefore, it is indicated that the students have low learning motivation in social science. In teaching and learning activities, the teacher has not used interesting learning models to make the students more enthusiastic in learning. They tend to feel bored and be less motivated.

Considering the extent of the causes of low learning motivation, the researcher decided to limit the teacher's causes of the learning model. Teachers have to understand and develop effective, active, creative, and fun learning models.[16] To develop students' enthusiasm and motivation, teachers have to use learning models that afford opportunities for students to try and experience what is being learned directly, such as through cooperative learning models, for example, the Teams Games Tournament (TGT) model. Further,[17] it is stated that TGT can increase students' learning motivation.

Teams Games Tournament (TGT) is one of the learning techniques in the cooperative learning model.[18] It was first advanced by David de Vries and Keath Edward in 1995. In this model, students perform games with other team members to get additional team scores. This cooperative learning model aims to train students to work together and

[16] E Mulyatiningsih, "Pengembangan Model Pembelajaran," 2013, http://staff.uny.ac.id/sites/default/files/pengabdian/dra-endang-mulyaningsihmpd/7cpengembangan-pembelajaran.pdf.

[17] T Taniredja and dkk, *Model-Model Pembelajaran Inovatif* (Bandung: Alfabeta, 2011).

[18] Trianto, *Model Pembelajaran Terpadu Konsep, Strategi, Dan Implementasinya Dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Jakarta: Bumi Aksara, 2011).

have a positive sense of competition. The cooperation appears in small groups, while the competition can be seen in large groups where each of the students competes with other groups.

The advantages of the TGT learning model include: a) giving students the freedom to interact and use their opinions in the cooperative class; b) increasing students' self-confidence; c) increasing students' learning motivation; d) giving a deeper understanding of the subject, and; e) creating active and interesting learning among students [19]. The use of the TGT model can build students' motivation and enthusiasm in which the large groups of students will feel challenged to outperform the other groups. Therefore, it grows students' learning motivation to study more diligently to win the games. Besides motivating students, this model does not make students bored easily as they are invited to play while learning. This is in line with the development of elementary school children in the concrete preoperational stage or playing stage.

Some previous studies have revealed the importance of learning motivation to improve academic outcomes[20]. Learning motivation positively affects the students' academic outcomes[21] and performance[22]. Academic success is the outcome of the learning process in which motivation plays a vital role in it[23]. Considering the various problems in the field, the researcher is interested in identifying increasing learning motivation in social science using the TGT model in grade IV students.

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[19] Taniredja and dkk, *Model-Model Pembelajaran Inovatif*.

[20] S Park and H Jun, "Relationship between Motivational Strategies and Cognitive Learning in Distance Education Curses," *Journal Distance Education* 38 (2017): 302–20, https://doi.org/10.1080/01587919.2017.1369007; S Park and H Jun, "The Influence of Motivational Regulation Strategies on Online Student' Behavioral, Emotional, and Cognitive Engagement," *American Journal of Distance Education* 32 (2018): 43–56, https://doi.org/10.1080/08923647.2018.1412738; K Smit et al., "The Self-Regulation of Motivation: Motivational Strategies as Mediator between Motivational Beliefs and Engagement for Learning," *International Journal of Education Research* 82 (2017): 124–34, https://doi.org/10.1016/j.ijer.2017.01.006.

[21] M Schwinger and N Otterpohl, "Which One Work Best? Considering the Relative Important of Motivational Regulation Strategies," *Learning and Individual Differences* 53 (2017): 122–32, https://doi.org/10.1016/j.lindif.2016.12.003; H Yun and S Park, "Building a Structural Model of Motivational Regulation and Learning Engagement for Undergraduate and Graduate Students in Higher Education," *Studies in Higher Education*, 2018, 1–15, https://doi.org/10.1080/03075079.2018.151091.

[22] M Schwinger, R Steinmayr, and B Spinath, "Not All Roads Lead to Rome-Comparing Different Types of Motivational Regulation Profiles," *Learning and Individual Differences* 22 (2012): 269–79, https://doi.org/10.1016/j.lindif.2011.12.006; Schwinger and Otterpohl, "Which One Work Best? Considering the Relative Important of Motivational Regulation Strategies."

[23] T Engelschalk, G Steuer, and M Dressel, "Wie Speziflschregulieren Studierende Ihre Motivation Bei Unterschiedlichen Anlassen? Ergebnisse Einer Interviewstudi [Situation-Specific Motivation Regulation: How Specifically Do Student Regulate Their Motivation for Different Situation?]," *Yeitschrift Fur Entwicklungspsychologie Und Padagogische Psichologie* 47 (2015): 14–23, https://doi.org/10.1026/0049-8637-a000120.

RESEARCH METHODS

This research used a collaborative Classroom Action Research (CAR) approach. It means that there was a collaboration between the researcher and the teacher. The design was established on a model developed by Kemmis and Mc. Taggart consists of four components, including: (1) planning, (2) action, (3) observation, and (4) reflection[24].

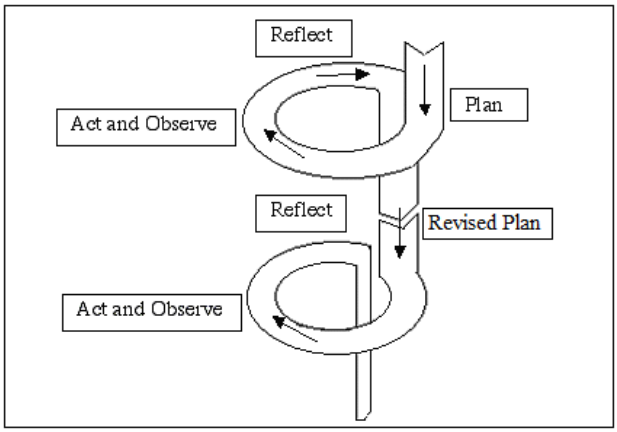

Figure 1

Kemmis & Mc Taggart's Spiral Model

This research was attended at SD N Tegalpanggung, Danurejan, Yogyakarta City on January - March 2019. The subjects were 21 students of class IVB consisting of 12 boys and nine girls. Each cycle of the research consisted of four steps as proposed by Kemmis and Mc. Taggart. The cycle would be stopped if it had reached the predetermined success criteria unless continued to the next cycle. The procedure of this classroom action research covered (1) planning, (2) action, (3) observation, and (4) reflection. If the first cycle results had shown an increase in students' learning motivation, it would be stopped. However, if the first cycle had not met the success criteria, the researcher and the teacher would correct the procedures and continued it to the next cycle. The data were collected using the learning motivation scale for social science, observation sheet, and documentation. The obtained data were analyzed using quantitative and qualitative descriptive analysis techniques. The quantitative descriptive analysis was to analyze the students' learning motivation scores in social science. Meanwhile, the results of observations on the implementation of the TGT model were analyzed using the qualitative

[24] Stephen Kemmis and Robin McTaggart, The Action Research Planner (Geelong, Victoria: Deakin University Press, 2014).

method. The results of the calculation of the students' learning motivation were classified into five categories as follows.

Table 1
Categories for the Assessment of Students' Learning Motivation

Quantitative score range	Category
$X \leq 45.5$	Very low
$45.5 < X \leq 58.5$	Low
$58.5 < X \leq 71.5$	Moderate
$71.5 < X \leq 84.5$	High
$84.5 < X$	Very high

RESULT AND DISCUSSION

Cycle I

The criteria for the success of the action in improving the students' learning motivation on social science in cycle I have not been achieved. However, the students' learning motivation has increased slowly when compared to pre-action. The following table compares the students' learning motivation on social science between the pre-action and cycle I.

Table 2
Comparison of Students' Learning Motivation on Social Science between Pre-action and Cycle I

Notes	Scores	
	Pre-action	Cycle I
Total of the highest scores	88	91
Total of the lowest scores	59	60
Mean scores	70.947	74.421
Percentage (%) of achievement	9/19 x 100% = 47%	13/19 x 100% = 68%

Based on the table above, the criteria for the success of the action have not been achieved. However, there is an increase in achievement percentage from 47% in the pre-action to 68% in cycle I. The diagram of the student's learning motivation in social science in Cycle I can be seen below.

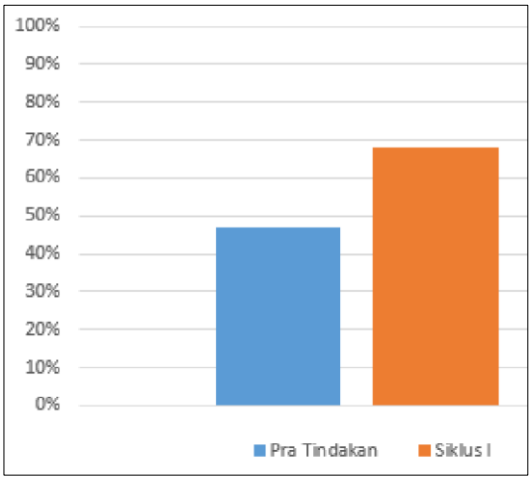

Figure 2

Diagram of the Percentage of Achievement of the Students' Learning Motivation in Social Science Scale in Cycle I

The implementation of the TGT learning model in cycle I can be seen in the following table.

Table 3

Results of the Implementation of the TGT Learning Model in Cycle I

	Scores	
	Meeting 1	Meeting 2
Total scores	50	56
Percentage (%)	62.50	70.00
Mean	66.25	

Based on the data above, the teacher's activities in the social science learning process using the TGT model during the first cycle increased from 62.50% to 70%. The mean score of implementing the TGT model in social science learning reaches 66.25 for the first cycle, which is in the moderate category.

The development of learning activities for the next cycle is based on the results of reflection by providing ice-breaking to compose students to pay more attention and provide opportunities for passive students at the same time as the tournament.

Cycle II

The increase of the students' learning motivation in social science in cycle II compared to the pre-action and Cycle I can be seen in the following table.

Table 4

Comparison of the Results of the Students' Learning Motivation in Social Science in Pre-action, Cycle I, and Cycle II

Notes	Scores		
	Pre-action	Cycle I	Cycle II
Total of the highest scores	88	91	96
Total of the lowest scores	59	60	67
Mean scores	70.947	74.421	80.529
Percentage (%) of achievement	9/19 x 100% = 47%	13/19 x 100% = 68%	16/17 x 100% = 94%

Based on the table above, there is a significant increase in the percentage of achievement. The score results showed that in the first cycle, the number of students who reached the completeness precedent was 68% and heightened by 26% in the second cycle, so it reached 94%. Based on the results of cycle II, it can be said that 16 of the 17 students have achieved high and very high score categories. To clarify the table above, the following diagram of the percentage of students' achievement in social science learning in cycle II compared to Pre-action and Cycle I.

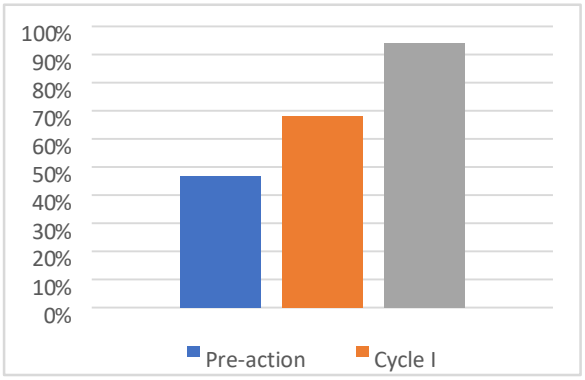

Figure 3

Comparison Diagram of the Percentage of Achievement in Social Science Learning in Pre-action, Cycle I, and Cycle II

The implementation results using the TGT model in cycle II can be seen in the following table.

Table 5

Comparison of the Results of the TGT Learning Model Implementation in Cycles I and II

	Scores in Cycle I		Scores in Cycle II	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
Total scores	50	56	63	67
Percentage (%)	62.50	70.00	78.75	83.75
Mean	66.25		81.25	

Based on the data above, the teacher's activities in the social science learning process using the TGT model during cycle II increased from 78.75% to 83.75%. The mean score of implementing the TGT model in cycle II increased by 81.25 in which was previously in the good category with a score of 66.25.

Students' response to the implementation of the TGT model is very good. They actively participate in the activities, and even students at the backside support, so the other students are brave and able to answer questions correctly to get a good score. Game-based learning in the learning practice aims to improve learning activities[25]. TGT has some positive effects on students' achievement[26]. In playing the game, all students focus on reading the questions on the LCD screen, and none of them disturbs others. It is in line with [27] those who stated that the advantage of learning using the TGT model is minor disruptive behaviour towards other students. Besides, in the implementation of group learning, games, and tournaments, students in their groups support each other and scramble to raise the flag even though they are not sure of the answer but dare to raise the flag high. This is in line with those who stated that students' self-confidence increases and

[25] V Trajkovik et al., "Traditional Games in Elementary School: Relationships of Student's Personality Traits, Motivation, and Experience with Learning Outcomes," *PloS One* 13, no. 2 (2018): 172–202, https://doi.org/10.1371/journal.pone.0202172.

[26] Budi Eko Soetjipto Frianto and Achmad Amirudin, "The Implementation of Cooperative Learning Model Team Game Tournament and Fun N Picto Enhance Motivation and Social Studies Learning Outcomes," *IOSR Journal of Humanities and Social Science* 21 (2016): 74–81. https://www.ijsr.net/archive/v8i3/ART20196207.pdf.; Arturo González, David Jennings, and Loreto Manriquez, "Multi-Faceted Impact of a Team Game Tournament on the Ability of the Learners to Engage and Develop Their Own Critical Skill Set," *International Journal of Engineering Education* 30, no. 5 (2014): 1213–24, http://researchrepository.ucd.ie/handle/10197/6197.; Abdus Salam, Anwar Hossain, and Shahidur Rahman, "Effects of Using Teams Games Tournaments (TGT) Cooperative Technique for Learning Mathematics in Secondary Schools of Bangladesh," *Malaysian Online Journal of Educational Technology* 3, no. 3 (2015): 35–45, https://eric.ed.gov/?id=EJ1085938.

[27] Taniredja and dkk, *Model-Model Pembelajaran Inovatif*.

their learning motivation increases. Further, [28] stated that one of the advantages of the TGT model is higher learning motivation.

The teacher implements the TGT model by following the steps developed.[29] All stages are associated with forming student activity, proven by the students' interest in participating in the games and tournament. Tolerance and cooperation among students increases as evidenced by discussions in groups consisting of students with different characteristics (heterogeneous). During the learning process, students are encouraged to compete to collect group scores without being told about the reward so that they want to win the tournament.

Further, during learning in groups, students work together on the LKPD and discuss any difficulties. It is in line with[30] those who stated that students with high learning motivation are diligent in completing tasks, being resilient in facing difficulties, and being interested in various problems. From all the stages that have been conducted, it can be concluded that students' learning motivation increases with direct competition among students.

The increasing scores in pre-action (47%), cycle I (68%), and cycle II (94%) indicate that the student's learning motivation in social science in class IVB of SDN Tegalpanggung is significant. Further, it has met the expected success criteria, which is ≥75%, as seen in the number of students achieving a high category so that the cycle can be stopped.

Based on the increase of the score, this study is in line with the theoretical study that has been discussed in which the TGT model can increase students' learning motivation. Further,[31] proposed the advantages of the TGT model such as students having the freedom of opinion, higher self-confidence, less disruptive behaviour towards other students, and increased motivation. Then,[32] argued that the advantages of TGT include prioritizing acceptance of individuals; promoting active participation of students in learning; increasing kindness, sensitivity, and tolerance; obtaining better results; and having higher learning motivation. Therefore, in the learning process, the TGT model

[28] N Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya, 2009).
[29] A Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2014).
[30] Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*.
[31] Taniredja and dkk, *Model-Model Pembelajaran Inovatif*.
[32] Sudjana, *Penilaian Hasil Proses Belajar Mengajar*.

gives an excellent impression to students. They feel challenged by the acquisition of scores both individually and in groups. The learning process is not monotonous with lecturing or presentation activities as it covers learning in teams, games, tournaments, and group awards. Therefore, the TGT learning model can increase students' motivation. The results of this study support the results of some previous studies in which the TGT model can increase students' motivation. Slavin[33] stated that cooperative learning (such as the TGT model) encourages students to interact actively and positively in groups to be more motivated to learn and think.

Moreover,[34] found that students who have strong learning motivation through the TGT cooperative learning model have higher learning outcomes than the use of conventional models. Some previous studies have shown that TGT has positive characteristics, including 1) fostering the role of students as a group to improve team performance; 2) creating exciting and fun learning[35]; 3) increasing students' motivation to work hard in winning tournaments[36]; 4) increasing students' self-efficacy[37], and; 5) stimulating students' emotions[38]. Besides, student learning achievement always increases through active learning type learning tournament.[39]

[33] Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (Bandung: PT Raja Grafindo Persada, 2013).

[34] Nadrah Nadrah et al., "The Effect of Cooperative Learning Model of Teams Games Tournament (TGT) and Students' Motivation toward Physics Learning Outcome," *International Education Studies* 10, no. 2 (2017): 123, https://doi.org/10.5539/ies.v10n2p123.

[35] Gonzales, Jennings, and Manriquez, "Multi-Faceted Impact of a Teams Games Tournament on the Ability of the Learners to Engage and Develop Their Own Critical Skillset."

[36] Frianto, Soetjipto, and Amirudin, "The Implementation of Cooperative Learning Model Team Game Tournament and Fun N Picto Enhance Motivation and Social Studies Learning Outcomes"; Ardian Anjar Pangestuti et al., "Using Reading-Concept Map-Teams Games Tournament (Remap-TGT) to Improve Reading Interest of Tenth Grade Student of Laboratory Senior High School State University of Malang," *American Journal of Educational Research* 3, no. 2 (January 23, 2015): 250–54, https://doi.org/10.12691/education-3-2-19.; Barry J. Zimmerman, "Self-Efficacy: An Essential Motive to Learn," *Contemporary Educational Psychology* 25, no. 1 (January 1, 2000): 82–91, https://doi.org/10.1006/ceps.1999.1016.

[37] Pradipta Annurwanda, "The Effect of Teams Games Tournament on Mathematics Self-Efficacy in Junior High Schools," *SHS Web of Conferences* 42 (2018): 00079, https://doi.org/10.1051/shsconf/20184200079.

[38] H Mahmoudi et al., "The Effect of Computer Games on Speed, Attention, and Consistency of Learning Mathematics among Students," *Procedia - Social and Behavioral Sciences* 176 (2015): 419–24, https://doi.org/10.1016/j.sbspro.2015.01.491.

[39] Nur Hidayat, "Upaya Peningkatan Prestasi Belajar Siswa Melalui Pembelajaran Aktif Tipe Learning Tournament Pada Mata Pelajaran Matematika," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 4, no. 1 (2012), https://doi.org/10.14421/al-bidayah.v4i1.5.

CONCLUSION

The results of research on each step of the implementation of the TGT model cover (1) the class presentation adapt students to tolerate and cooperate among group members; (2) students can be a peer tutor in learning in teams so that less motivated students can learn from highly motivated students; (3) games among groups encourage students to answer more questions to collect more group scores; (4) students are enthusiastic and support each other in the group to answer the questions better and correctly in the tournament; and (5) the reward motivates students to increase their learning motivation and to answer questions correctly, which grows a willingness to learn more in the next lesson. That the students spontaneously want the sustainable implementation of the TGT model indicates that the student motivation grows internally with external stimuli of games, tournaments, and rewards. In using the TGT model, teachers are suggested to adapt the materials for cooperative learning, for example, in Social Science and Civic Education subjects, and to provide ice-breaking to increase the students' attention.

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