

Application Of The Team Game Tournament Learning Model To Increase Student Learning Motivation In Pkn Lessons

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Abstract

Learning motivation in learning is very important to note because it is one of the main components. Learning motivation is low because students are not interested or enthusiastic in participating in lessons, especially lessons that require a high level of understanding, one of which is Citizenship Education (PKn). In lessons that require a fairly high level of understanding, the teacher should be able to package the learning well so that students do not feel bored, such as using a fun learning model for students so that learning motivation will increase and achievement will also increase. One of the fun learning models, especially for Civics Education lessons, is the Team Game Tournament Type Cooperative Learning Model (TGT). This model is suitable for lessons that require students to have a good understanding because in this model students are also asked to understand the material but packaged in a different way. games so that the material can be remembered by students. A teacher must also have creativity and innovation in managing the learning process, for example in applying suitable models, methods, and strategies to support the learning process. Especially in lessons that require students to become lessons that are considered boring such as Civics so that the teacher's task is to manage the learning process as attractively as possible which makes students excited to follow the learning process.

Keywords: Learning Motivation, Team Game Tournament, Learning Model

Penerapan Model Pembelajaran Team Game Tournament Untuk Meningkatkan Motivasi Belajar Siswa Dalam Pelajaran Pkn

Abstrak

Motivasi belajar dalam pembelajaran sangat penting untuk diperhatikan karena sebagai salah satu komponen utama. Motivasi belajar menjadi rendah disebabkan siswa tidak berminat atau bersemangat dalam mengikuti pelajaran apalagi pelajaran yang memerlukan pemahaman yang cukup tinggi salah satunya dalam pelajaran Pendidikan Kewarganegaraan (PKn). Dalam pelajaran yang memerlukan pemahaman yang cukup tinggi guru harusnya bisa mengemas pembelajaran itu dengan baik agar siswa tidak merasa bosan seperti dengan menggunakan model pembelajaran yang menyenangkan bagi siswa sehingga motivasi belajar akan meningkat dan prestasi juga akan meningkat. Salah satu model pembelajaran yang menyenangkan khususnya untuk pelajaran Pendidikan Kewarganegaraan (PKn) yaitu Model Pembelajaran Kooperatif Tipe Team Game Tournament (TGT) model ini cocok untuk pelajaran yang menuntut siswa memiliki pemahaman yang baik karena dalam model ini siswa juga diminta memahami materi namun dikemas dengan cara permainan agar materi dapat diingat oleh siswa. Seorang

guru juga harus memiliki kreativitas dan inovasi dalam mengelola proses pembelajaran misalnya dalam menerapkan model, metode, dan strategi yang cocok untuk mendukung proses pembelajaran. Apalagi dalam pelajaran yang menuntut siswa menjadi pelajaran yang dianggap membosankan seperti PKn sehingga tugas guru yaitu mengelola proses pembelajaran dengan semenarik mungkin yang membuat siswa bersemangat untuk mengikuti proses pelajaran itu.

Kata kunci: Motivasi Belajar; Team Game Tournament; Model Pembelajaran

1. Introduction

Citizenship Education Learning (PKN) is an effort to equip students with basic skills and knowledge regarding the relationship between citizens who can be relied on by the nation and the state such as having good character, being responsible and participating for their country. The goal that students will achieve in participating in PKN learning is that students can instill attitudes and behaviors in daily life based on the values of Pancasila both for themselves and for society (Maman, 2008).

Thus the importance of the role of PKN learning as described above and it is hoped that PKN learning will become a subject that is liked and considered fun by students, but the reality of the PKN learning process in the field is different because until now there are still many students who are bored while participating in PKN learning. Many students have the thought that PKN lessons are difficult lessons that need a high enough understanding so that with this thinking it will cause problems in the learning process. This happens because in understanding the PKN material it is still not right, especially at the learning stage and the teaching techniques are still monotonous so that the learning process is reduced and the learning objectives cannot be achieved by students because learning does not produce meaning for students.

The learning process will not succeed if the students themselves do not have high learning motivation, especially in participating in PKN learning which requires a good understanding. Less learning motivation greatly affects student learning outcomes because learning motivation is one of the most important components in the learning process. Learning motivation is the overall driving force in students that is able to generate enthusiasm or enthusiasm for learning (Afifudin: 2008). Students' learning motivation will never be awakened if students already find it difficult to understand and accept PKN lessons. Students assume PKN is a subject that is memorized and makes students not enthusiastic about participating in the PKN learning process. This creates a gap between what is expected and what actually happens in reality on the ground.

Various causes of learning motivation problems are not very diverse from students when participating in learning and teachers in managing learning such as: 1) Learning is still teacher-centered (teacher centered) with this learning process the teacher still uses the lecture method so that learning takes place in one direction which causes students to feel bored . 2) Students are less active in the learning process because from the beginning they were not enthusiastic about participating in PKN learning. 3) Less interesting learning activities are given by the teacher so that the condition of students every PKN lesson tends to feel reluctant to follow and lazy. 4) Students' desire to learn PKN material is lacking so that students cannot

take the meaning of an ongoing learning process. 5) Teachers in choosing learning models do not vary even though the selection of learning models is very important because it determines the success or failure of the learning process. From the factors above, it can be concluded that students have no motivation to take part in PKN learning because teachers in managing the learning process have not been optimal, for example in the selection of learning models there is still no interesting innovation.

Referring to the causes of the lack of motivation to learn, it is necessary to make pleasant learning changes for students so that they are motivated to be enthusiastic about participating in PKN learning. In this case, it is very necessary to use an innovative learning model so that students can construct their own knowledge. One model that is suitable to be applied in PKN lessons is the Team Game Tournament Type Learning Model. The Team Game Tournament model is a type of cooperative learning that places students in study groups with different abilities, genders and races. (Slavin 2015:163) suggests Team Game Tournament is an academic tournament and uses quizzes and an individual progress score system, where students compete as teams that carry out healthy competition.

2. Discussion

Team games Tournament (TGT) type cooperative model is one type of learning model that is quite easy to apply in the learning process. This Team Game Tournament model involves the activities of all students without any difference in status, involves students as peer tutors and contains elements of the game (Shoimin 2014:203). So that if this model is applied in PKN learning, students are not easily bored in following this learning process because PKN lessons are packed with games and healthy competition so that students will try to get the best results. Student learning activities in PKN lessons with the Team Game Tournament model allow students to learn more relaxed in addition to fostering responsibility, honesty, cooperation, healthy competition and learning involvement.

In applying the Team Game Tournament model in the learning process, especially in PKN lessons, steps are needed in implementing it so that learning can take place according to the model used. Shoimin (2014:205-207) suggests the following learning steps; (1) The teacher conveys the material, learning objectives, subject matter, and brief explanation of LKS by direct teaching or by lecture, (2) The teacher divides the class into groups with members between 4 to 5 people based on the ability criteria of daily tests, gender, ethnicity, and race, (3) Played at the tournament table by 3 students who represent their respective teams or groups, (4) Done at the end of the week or in each unit after the teacher has made a class presentation and the group has done the LKS, (5) The teacher announces the winning group, each group will get a prize if the average score meets the predetermined criteria.

The use of Team Game Tournament learning, especially in PKN lessons, is to create classrooms in which students will be active as students, not just passive observers, especially in PKN lessons that require student understanding so that if students are active, it will be easy to understand. The application of the Team Game Tournament model of learning can help teachers in the teaching and learning process because there is cooperation between students so that students' motivation in learning will increase to further increase knowledge so that learning outcomes will be more optimal, especially for PKN lessons.

Student learning motivation is important for student achievement because with high motivation in learning, student achievement will also increase. Sardiman (1986) suggests that learning motivation is the driving force in students that causes learning activities and gives direction to learning activities so that the expected goals can be achieved by students. In this case the teacher's task is very important in terms of increasing students' learning motivation and enthusiasm for learning because the teacher must find a way how students are always excited and motivated to learn, how to make students have their own motivation to learn if what the teacher does is successful. student learning outcomes will be good. However, low learning motivation can make and cause low success in learning so that the results obtained will also be low and not optimal. Therefore, it is necessary to encourage students to be enthusiastic about learning and the importance of teachers in paying attention to student learning motivation because this motivation is one of the main components in the PKN learning process, especially PKN lessons which require understanding and memorization. to take PKN lessons.

In the learning process, teachers are needed who are creative in choosing and innovating various models, methods and strategies that are able to support the learning process, especially PKN which is considered a difficult and impressive lesson. Mulyasa (2012: 54) suggests innovation as a process of adapting new ideas, practices or objects as a whole for use in the classroom by teachers. The willingness of teachers to try to find, explore and seek various breakthrough models, methods and learning strategies is the emergence of new innovations. Innovation in learning is important because it can create an active, fun and effective learning atmosphere to achieve learning goals. However, it is still found that PKN learning in the classroom is often considered boring, perhaps one of the reasons is the learning model that is fun, active and efficient. So the need for teachers to innovate each learning activity with different models, methods and strategies but still have to be adapted to each learning activity, especially PKN lessons, one of the problems is that it is boring but with models, methods and strategies that are suitable for PKN lessons it will no longer be boring that way. student achievement will increase and learning objectives can be achieved.

3. Conclusion

The Teams Games Tournament (TGT) type of cooperative model is a type or cooperative learning model that is easy to apply, involves the activities of all students without any status differences, involves the role of students as peer tutors and contains elements of games and reinforcement. PKN learning activities with games designed in the Teams Games Tournament (TGT) cooperative learning model allow students to learn more relaxed PKN besides fostering responsibility, honesty, cooperation, healthy competition and learning involvement. By using the TGT learning model, students are more enthusiastic about participating in PKN learning because it is not boring and thus student motivation will increase so that student learning outcomes will also increase in PKN lessons.

Students learning motivation is one of the most influential in the learning process so that teachers need to pay attention to this. Low learning motivation can cause low success in learning so that it will reduce student achievement. Therefore, it is necessary to encourage students to move students so that they are enthusiastic about learning so that students can have good learning achievements. The importance of teachers in paying attention to student learning motivation is very necessary because learning motivation is one of the main components in the learning process, especially in PKN lessons. The teacher's role in increasing student learning motivation is one of the integral activities that must exist in learning activities, especially in PKN lessons.

The teacher's role in innovating the learning process is very important, for example in the selection of models, strategies, and methods that support learning, especially PKN. Innovation in learning is important to create an active, fun, and effective learning atmosphere to achieve learning goals. So far, PKN learning activities in the classroom are often considered very boring because they have not used an active, effective, and efficient learning model. Teachers are still the center of learning activities. So the need for teachers to innovate each learning activity with different models, strategies and methods but still must be in accordance with the learning process. If the teacher determines the innovation design is suitable for the students, the PKN learning process will certainly achieve the desired goals.

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