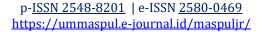# The Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Model in Enhancing Pancasila Education Learning Motivation Among Eleventh Grade Students at SMK Negeri 5 Sidrap

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Abstract

Learning motivation is a key factor in educational success, particularly in Pancasila Education, which aims to develop moral character, critical thinking skills, and social responsibility among students. However, many students face difficulties in understanding and actively participating in Pancasila Education, as evidenced by low learning motivation. This study aims to explore the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in enhancing the learning motivation of eleventh-grade students at SMK Negeri 5 Sidrap. The research method used is Classroom Action Research (CAR) with a one-group pre-test and post-test design. Data was collected from 25 students through observation and a learning motivation test, which were then analyzed using the Wilcoxon test. The results show that the implementation of the TGT model significantly increased students' learning motivation, with a z-value of -4.392 and a significance value of 0.000. This study confirms that the TGT model creates a more engaging, interactive, and collaborative learning environment, which boosts students' motivation and involvement in Pancasila Education. The implication of this study is that this model can serve as an alternative, effective learning strategy to enhance learning motivation among vocational school students.
Keywords: Learning Motivation, Cooperative Learning, Teams Games Tournament, Pancasila Education

Abstrak

Motivasi belajar merupakan faktor kunci dalam keberhasilan pendidikan khususnya dalam mata pelajaran Pendidikan Pancasila yang bertujuan untuk mengembangkan karakter moral, keterampilan berpikir kritis, serta tanggung jawab sosial siswa. Namun, banyak siswa mengalami kesulitan dalam memahami dan terlibat aktif dalam pembelajaran Pendidikan Pancasila yang ditandai dengan rendahnya motivasi belajar. Penelitian ini bertujuan untuk mengeksplorasi efektivitas model pembelajaran Cooperative Learning tipe Teams Games Tournament (TGT) dalam meningkatkan motivasi belajar siswa kelas XI SMK Negeri 5 Sidrap. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan desain one group pre-test and post-test. Data dikumpulkan dari 25 siswa melalui observasi dan tes motivasi belajar yang kemudian dianalisis menggunakan uji Wilcoxon. Hasil penelitian menunjukkan bahwa penerapan model TGT secara signifikan meningkatkan motivasi belajar siswa dengan nilai z -4,392 dan nilai sig 0,000. Penelitian ini menegaskan bahwa model TGT menciptakan lingkungan belajar yang lebih menarik, interaktif, dan kolaboratif, sehingga meningkatkan motivasi serta keterlibatan siswa dalam pembelajaran Pendidikan Pancasila. Implikasi dari penelitian ini adalah model ini dapat dijadikan alternatif strategi pembelajaran yang efektif dalam meningkatkan motivasi belajar siswa SMK.

Kata Kunci: Motivasi Belajar, Cooperative Learning, Teams Games Tournament, Pendidikan Pancasila

INTRODUCTION

Education plays a crucial role in shaping an individual's life. It not only impacts knowledge and skills but also shapes attitudes and behavior (Rahayu et al., 2022). Pancasila Education, as part of the national education system, aims to develop moral character, critical thinking skills, and social responsibility among students (Ariyani & Prasetyo, 2021; Rahayu et al., 2022). However, in practice, many students face difficulties in understanding and actively engaging in Pancasila Education, as indicated by low learning motivation (Galuh et al., 2021; Suratmi & Sopandi, 2022).The low motivation to learn is caused by various factors, including a teacher-centered approach to learning and a lack of interactivity in the teaching process. This is evident from preliminary data from 35 students at SMKN 5 Sidenreng Rappang, which revealed several issues, such as concentration disruptions due to noise (34.3%), fatigue from lack of sleep (40%), and insufficient understanding of the material (42.9%). Furthermore, 45.7% of students found the material uninteresting, and 37.1% experienced emotional exhaustion, which hindered their involvement in the learning process.

One solution that can be applied to increase student motivation is the use of the Cooperative Learning model, specifically the Teams Games Tournament (TGT) type. This model combines group learning with competition designed to enhance student engagement through a more enjoyable and collaborative learning environment (Yusnaldi et al., 2024). TGT allows students to learn more relaxed, enhances responsibility, teamwork, and builds self-confidence.Several studies have shown that the implementation of the Cooperative Learning model positively impacts students' learning motivation. Tampubolon and Sudrajat (2024) found that this model significantly improved learning outcomes with motivation as a moderating variable. Trung and Hong (2024) reported that this approach increases student motivation in mathematics learning, while Sulfiani et al. (2024) affirmed its effectiveness in building teamwork. Additionally, Ha (2024) and Salamah et al. (2024) showed that this model enhances active participation, social relationships, and deeper understanding of the material.Most previous studies have focused on subjects such as mathematics and science, with limited research in the context of Pancasila Education, particularly at the Vocational High School (SMK) level. Therefore, this study aims to explore the effectiveness of the Cooperative Learning model, specifically the TGT type, in enhancing Pancasila Education learning motivation at SMK Negeri 5 Sidrap. By integrating elements of competition and teamwork, this research not only contributes to increasing student engagement but also tailors the learning approach to the students' social and cultural needs, resulting in more meaningful learning.

METHOD

The type of research used in this study is Classroom Action Research (CAR). Classroom action research is a form of scholarly publication within the context of the continuous professional development of teachers, aimed at improving the quality of the teaching process and learning outcomes or the overall quality of education (Pandiangan, 2019). The research approach used in this study is a quantitative approach with a research design of the one group pre-test and post-test design. This study focuses on the collection of numerical data from the population, which consists of the eleventh-grade students of SMK Negeri 5 Sidrap, with a total of 25 students. The data is then analyzed to test the research hypothesis using the Wilcoxon test.

RESULT AND DISCUSSION

This study uses 25 eleventh-grade students from SMK

No. Peserta	Nama Lengkap	Usia	Kelas	Suku
1	Dian Purnamasari	17	XI TKJ A	Bugis
2	Rangga Rusli	17	XI TSM B	Bugis
3	Latifah Az-Zahra	17	XI TKJ A	Bugis
4	Futri Aulia	16	XI TKJ A	Bugis
5	Amelia M	17	XI TKJ A	Bugis
6	Mutmainnah J	17	XI TKJ B	Bugis
7	Sri Mufydha	16	XI TKJ B	Bugis
8	Nurhalisa Hamid	17	XI TKJ B	Bugis
9	Nur Azizah	16	XI TKJ B	Bugis
10	Nurul Syuhada Salsabila	16	XI TKJ B	Bugis
11	Nurul Aini	16	XI TKJ B	Bugis
12	Putri	17	XI TKJ B	Bugis
13	Reski Aidil	16	XI TSM B	Bugis
14	Sahrul Gunawan	17	XI TSM B	Bugis
15	Muhammad Zahid	16	XI TSM B	Bugis
16	Riski Pratama	16	XI TSM B	Bugis
17	Nurfadillah	16	XI TKJ B	Bugis
18	Zalzabila	16	XI TKJ B	Bugis
19	Nur Azizah L	17	XI TKJ B	Bugis
20	Andi Afifah Dwi Zainah	16	XI TKJ A	Bugis
21	Putri Amalia	16	XI TKJ B	Bugis
22	Putri Damayanti	16	XI TKJ B	Bugis
23	Radhiyyatul Mardhiyyah	16	XI TKJ B	Bugis
24	Husnul Hatimah Rahman	16	XI TKJ A	Bugis
25	Nurul Herunnisa	16	XI TKJ B	Bugis

Negeri Makassar as the subjects. The description of the research subjects is based on age, ethnicity, and class. The description of the research subjects is as

A total of 25 eleventh-grade students from SMK Negeri 5 Sidrap participated in the teaching and learning process using the Cooperative Learning model, specifically the Teams Games Tournament (TGT) type. The students ranged in age from 16 to 17 years. In terms of age, 16 students (64%) were 16 years old, and 9 students (36%) were 17 years old. This shows that the majority of the learners were 16 years old.

The students came from different classes, namely XI TKJ A (24%) with 6 students, XI TKJ B (56%) with 14 students, and XI TSM B (20%) with 5 students. The majority of students came from the XI TKJ B class, which made up more than half of the participants in the learning model. Additionally, all the students involved were from the Bugis ethnic group, meaning that cultural diversity was not visible within this group. This suggests that the learning took place in a culturally homogeneous context.

Based on the explanation above, the distribution of the data indicates that the majority of participants were 16-year-old students from the XI TKJ B class, and the shared cultural background could support the development of collaboration within the TGT learning model.The descriptive data in this study utilized hypothetical scores, including maximum, minimum, mean, and standard deviation. The hypothetical scores were derived from the calculation of scores based on scale responses. In this study, the results of the descriptive analysis were explained using the categorization of research variables derived from the average score of the tested variables. The descriptive analysis results for the motivation variable are explained as follows:

Variabel	Kategorisasi Data Hipotetik			
	Min	*Max*	*Mean*	*SD*
Motivasi Belajar	14	70	42	9,5

The learning motivation data shows that the minimum score for learning motivation is 14, and the maximum score is 70. The mean score for learning motivation is 42, and the standard deviation for learning motivation is 9.5. Next, the researcher categorized the learning motivation variable as a whole based on the hypothetical data, as follows:

Discussion

The Teams Games Tournament (TGT) model has proven effective in increasing students' learning motivation. Tria et al. (2024) showed that students' motivation increased from 61.8% in the first cycle to 79% in the second cycle after implementing TGT. This finding aligns with the results of the learning motivation of the eleventh-grade students at SMK Negeri 5 Sidrap, where the number of students who understood the material during the class presentation stage significantly increased, from only 11 students in the first cycle to all students in the second cycle. Furthermore, students' attention to the teacher's explanations, which initially involved only 6 students, also showed significant improvement.

Rully and Denny (2024) noted that TGT effectively improves concentration and student activity through discussions and collaborations that encourage involvement and the development of critical thinking skills. This is relevant to the analysis results, which show an increase in active student participation during the group learning stage. Students helped group members more, led discussions, and demonstrated improved teamwork. This participation indicates that TGT can create a collaborative learning environment.Additionally, research by Pasaribu and Sihotang (2024), which recorded an increase in student motivation from "Medium" (64%) to "High" (82%), supports the observation related to students' enthusiasm during the games and competitions. The analysis results revealed that more students participated in the educational games with a sportsmanlike attitude, answered questions quickly and accurately, and demonstrated enthusiasm for teamwork. This reflects that TGT not only improves learning motivation but also fosters a sense of responsibility and social involvement among students.At the group award stage, the analysis results showed that all students met the award criteria, although individual appreciation for group success still needs to be improved. This supports the view that TGT creates a fun learning atmosphere and motivates students to cooperate actively, as expressed in various studies.

Thus, the analysis of the learning motivation of eleventh-grade students at SMK Negeri 5 Sidrap reinforces the findings of previous studies. The TGT model has proven effective in improving learning motivation through various learning stages that support active student involvement, enhance understanding, encourage collaboration, and create an interactive learning environment. These combined findings emphasize that TGT is a relevant approach for improving the quality of education, particularly in the context of Pancasila Education.

The results of the research on the effectiveness of the Cooperative Learning model, Teams Games Tournament (TGT), in improving Pancasila Education learning motivation among eleventh-grade students at SMK Negeri 5 Sidrap show that this model has a significant impact on improving learning motivation. In the first cycle, there was an increase in students' learning motivation after the implementation of the TGT model. This model created a competitive yet cooperative learning environment, allowing students to become more active in learning and collaborating in groups, as also found by Isaloka et al. (2024). In the second cycle, the effectiveness of this model became even more evident, showing a more significant improvement in students' learning

motivation compared to the previous cycle. This improvement can be explained through the TGT model mechanism, which encourages active student involvement in group tasks and rewards teams with the best performance, as found by Agustina et al. (2024), who noted that the TGT cooperative learning model can enhance motivation through a combination of competition and collaboration.

Furthermore, the comparison between the first and second cycles also shows a highly significant difference, with a z-value of -4.382 and a sig-value of 0.000, further strengthening the effectiveness of the TGT model in improving students' learning motivation. This improvement reflects how the gamification elements in the TGT model can make the learning process more engaging and challenging, ultimately increasing students' enthusiasm for learning, as also suggested by Maghfiroh et al. (2024). This model not only enhances motivation but also boosts active student participation in learning. Students feel a sense of responsibility within their groups and are encouraged to contribute better during each learning session.

Therefore, these findings confirm that the TGT learning model is an effective strategy for improving student learning motivation. This model creates a balance between competition and collaboration, so students are not only driven to perform individually but also develop awareness of the importance of working together to achieve learning goals. With strong empirical evidence from this study, it can be concluded that the TGT learning model is a worthy innovative alternative to enhance student learning motivation, especially in Pancasila Education.

Conclusion

Based on the results of the study, it can be concluded that the Cooperative Learning model, specifically the Teams Games Tournament (TGT) type, has proven to be effective in enhancing the learning motivation of eleventh-grade students at SMK Negeri 5 Sidrap in the subject of Pancasila Education. The improvement in learning motivation is evident from the increased active participation of students in learning activities, a better understanding of the material, and greater involvement in discussions and educational games implemented within the TGT model.The implementation of the TGT model successfully created a more engaging, competitive, and cooperative learning environment. Students became more enthusiastic, took greater responsibility for their learning, and were more eager to contribute to their groups. Additionally, the results of the Wilcoxon test showed a significant difference in learning motivation before and after the implementation of the TGT model, with a significance value of 0.000, indicating a highly significant increase in motivation.

Therefore, the TGT model can be implemented as an innovative method in Pancasila Education at the Vocational High School (SMK) level. In addition to increasing learning motivation, this model also helps students develop social skills, teamwork, and critical thinking. It is recommended that teachers and educational institutions consider using the TGT model as an effective teaching strategy to enhance the quality of education in Indonesia.

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