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The Effectiveness of the Team Games Tournament (TGT) Learning Model in Enhancing Student Learning Interest in Science Subjects at Madrasah Ibtidaiyah: A Management Perspective

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ABSTRACT

The current education system is crucial for society, with educators expected to be versatile in the 4.0 education era and even in the emerging 5.0 era, where technological advancements are increasingly aligned with education. However, many educators still use monotonous learning models, which fail to engage students. This study aims to improve IPAS students' learning interest in 2024/2025 by implementing the interactive Team Games Tournament (TGT) model. Based on classroom observations in grade IV, where the learning environment was less conducive due to conventional teaching methods, this research uses a quantitative method with random sampling for data collection. The application of TGT is expected to boost students' interest, enhance learning efficiency, and achieve the learning targets for grade IV students. The findings of this study offer implications for education by promoting more engaging and effective learning models, encouraging educators to adopt interactive methods to enhance student interest and learning outcomes.

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INTRODUCTION

Education plays a crucial role in the progress of a nation, and a high-quality education system can significantly contribute to the development of a country's people(Trinh, 2023). However, despite advancements in technology and the ongoing transition to the 5.0 education era, many educational systems still use monotonous teaching methods that fail to capture students' attention(Shaji George et al., 2025). This is particularly evident in subjects such as IPAS (Science and Social Studies), where many teachers still rely on traditional methods that often lead to boredom and lack of interest among

students. This issue is prominent, where students tend to disengage in lessons that do not involve interactive methods. Therefore, there is an urgent need for innovative teaching models to rekindle students' interest in learning. This study aims to address this issue by implementing the Team Games Tournament (TGT) model to enhance students' interest in IPAS and provide a solution to the challenges faced by educators in this school.

The Team Games Tournament (TGT) model, introduced by Slavin in 1986, emphasizes collaboration and competition within a group setting to motivate students. According to the constructivist learning theory, active participation is key to internalizing knowledge effectively(Ngo, 2024). This aligns with motivation theory, which asserts that students' intrinsic motivation increases when they feel engaged and actively involved in the learning process(Jones et al., 2023). The TGT model encourages students to engage in healthy competition, work together as teams, and achieve collective goals(Riyanti et al., 2024). This approach fosters an environment where learning is dynamic and participatory, making it more appealing to students and improving their understanding and interest in the subject matter.

In practice, many students feel bored with traditional teaching methods. Observations show that many students lose interest in IPAS lessons, which are often taught through lectures and lack interactive elements. The main contributing factors are the limited use of varied teaching methods, insufficient media, and a lack of motivation strategies. As a result, students' participation in learning activities is minimal. To address this issue, an innovative teaching approach is needed to make the learning experience more engaging. The new Merdeka Curriculum encourages creativity in teaching, but many educators struggle with adapting to these changes, as they feel unprepared or are accustomed to the previous curriculum. Therefore, there is a need to introduce a more interactive and collaborative model of learning to enhance student interest and performance.

Several studies have explored interactive teaching methods to improve student engagement and learning outcomes. Research by Dewita Sandri et al. (2023) highlights the effectiveness of game-based learning in increasing student participation and interest. Similarly, studies by Nurhayati et al. (2022) suggest that creating an enjoyable and interactive learning environment can boost student enthusiasm. However, most of these studies focus on technology-based learning, while the TGT model, which centers around teamwork and competition, has not been widely applied in Indonesia. This study aims to fill this gap by implementing TGT in the context of IPAS education at the elementary level.

Other relevant research, such as that by Rafida (2023), points out that conventional teaching methods often result in passive learning, leading to a lack of student interest. While many studies focus on digital tools and media, they often overlook the importance of collaborative learning in a classroom setting. This study intends to provide a unique contribution by focusing on a non-digital, interactive model like TGT, which can enhance both the academic and social aspects of learning. TGT encourages students to engage with the material actively while collaborating with their peers, making the learning process more engaging and effective.

The novelty of this research lies in the application of the Team Games Tournament (TGT) model in teaching IPAS. While TGT has been widely studied and implemented in various educational settings, its application in elementary science and social studies education in Indonesia is relatively rare. This research aims to demonstrate how TGT can create a more dynamic and interactive classroom environment, helping students stay engaged and improving their understanding of the subject matter. By focusing on teamwork and competition, this model offers a fresh approach to overcoming student boredom and disengagement in traditional teaching methods.

The primary research problem addressed in this study is how to improve students' interest in IPAS by using the TGT learning model. Observations have shown that the current methods used by teachers, which are often conventional and non-interactive, result in a lack of student engagement. Through the implementation of TGT, it is expected that students will become more active and motivated in the classroom, which will ultimately lead to better learning outcomes. This study contributes to the field by providing empirical evidence of the effectiveness of TGT in improving student interest and engagement in science and social studies education at the elementary level.

RESEARCH METHOD

This study employs a quantitative approach aimed at measuring the impact of the Team Games Tournament (TGT) learning model on students' interest in learning IPAS at MI Jawahirul Ulum Kencong. The quantitative approach focuses on identifying and measuring the variables involved in this research so that the data obtained can be analyzed objectively and systematically(Duckett, 2021). Data in this study were collected using three main techniques: observation, questionnaires, and documentation. Observation was conducted to directly observe the teaching-learning process in the classroom, focusing on the interaction between students and the teacher and students' responses to the TGT model. A questionnaire was given to students to measure their interest in learning after the TGT model was implemented.

Meanwhile, documentation involved collecting relevant records or archives related to the learning activities that took place, serving as supporting evidence for the observations and questionnaires.

The data collection techniques were carried out in several ways. First, observation was done by directly observing the learning activities in class IV at MI Jawahirul Ulum, noting the interactions between students and the teacher and how students responded to the TGT method applied. Second, the questionnaire was used as an instrument to measure students' interest in learning IPAS after the TGT method was implemented. This questionnaire consisted of questions focusing on aspects of motivation, attention, and student engagement with the lessons. Third, documentation referred to the collection of relevant data in the form of notes and archives that supported the results of the observations and questionnaires, such as reports on learning activities. To ensure the quality of the data collected, validity and reliability tests were conducted on the instruments used, particularly the questionnaire. Validity testing ensures that the questionnaire measures what it is intended to measure, while reliability testing checks the consistency of the results if the questionnaire were repeated.

Before conducting further statistical analysis, the researcher will perform a normality test to determine whether the obtained data is normally distributed. This normality test is important to ensure that the statistical tests used are appropriate and valid. Next, to determine whether there is a significant difference in students' interest in learning before and after the TGT model was implemented, the researcher will use a paired sample t-test. This test allows the researcher to compare two sets of data from the same sample, namely the students' interest in learning before and after using the TGT method.

This study uses a simple random sampling technique, where samples are randomly selected from all students in class IV at MI Jawahirul Ulum Kencong. With this method, every student has an equal chance of being selected as a respondent, ensuring that the study's results can represent the general population. Through systematic data collection and analysis techniques, this study aims to measure the impact of the Team Games Tournament (TGT) learning model on students' interest in learning IPAS. This research is expected to provide deeper insights into how the TGT model can improve the quality of learning and students' interest in learning at MI Jawahirul Ulum Kencong.

RESULT AND DISCUSSION

Result

This study examines how the Team Games Tournament (TGT) learning model influences students' learning interest in science at MI Jawahirul Ulum. The researcher used SPSS to calculate the collected data for testing and to verify the validity of the data obtained.

Validity Test

This step was conducted to determine the validity of the instruments used in this study. This step is an important step in obtaining data from the distributed instruments.

Table 1. Validation Results

No.	rxy	rtabel	Description
1	0, 651	0, 388	Valid
2	0, 173	0, 388	Not Valid
3	0, 455	0, 388	Valid
4	0, 508	0, 388	Valid
5	0, 667	0, 388	Valid
6	0, 657	0, 388	Valid
7	0, 485	0, 388	Valid
8	0, 492	0, 388	Valid
9	0, 623	0, 388	Valid
10	0, 723	0, 388	Valid
11	0, 762	0, 388	Valid
12	0, 830	0, 388	Valid

This research instrument consisted of 12 questions, which were validated using SPSS 27 with a 5% significance level and a sample size of 26, with an r-table value of 0.388. Pearson correlation analysis used this r-table to assess the validity of the questionnaire, resulting in 11 valid questions and one invalid question.

Reliability Test

The reliability test was conducted after the validity test. The purpose of this test was to determine how the research's influence can produce consistent and reliable data.

Figure 1. Reliable Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
,816	12

Based on the results of the reliability test above, it can be seen that the Cronbach's Alpha value is 0.816 > r table, so the questionnaire used to measure the Team Games Tournament (TGT) learning model in increasing learning interest in science subjects can be considered reliable.

Normality Test

Normality aims to test whether the values used for each variable are normal. Testing the x variable (Team Games Tournament (TGT) learning model) and the y variable (student learning interest) reveals that if the 2-tailed sig > 0.05, the distribution is normally distributed. If the 2-tailed sig < 0.05, the distribution is not normally distributed.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			26
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		1,33019609
Most Extreme Differences	Absolute		,131
	Positive		,131
	Negative		-,100
Test Statistic			,131
Asymp. Sig. (2-tailed)[c]			,200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		,298
	99% Confidence Interval	Lower Bound	,286
		Upper Bound	,310

Based on the results of the image above, we can observe that the two-tailed significance level is 0.200 > 0.05, indicating a normal distribution.

The Team Games Tournament (TGT) Learning Model Can Increase Learning Interest in the Natural Sciences Subject of MI Jawahirul Ulum

The steps taken were to conduct a paired sample t-test. The purpose of this test was to determine whether the Team Games Tournament (TGT) learning model can increase learning interest in the Natural Sciences subject of MI Jawahirul Ulum. The following are the results of the paired sample t-test:

Table 3. Results of the Paired Sample T Test of the Team Games Tournament (TGT) learning model can increase students' interest in learning

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-,84615	,83390	,16354	-1,18297	-,50934	-5,174	25	<,001

The two-sided significance value is 0.001, according to the paired sample t-test findings shown above. A value of 0.001 < 0.05 means that Ho is rejected and Ha is accepted. Therefore, it can be concluded that the Team Games Tournament (TGT) learning model can increase learning interest in MI Jawahirul Ulum students.

The Team Games Tournament (TGT) Learning Model Can Foster Personal Interest in The Social Studies Subject Among MI Jawahirul Ulum Students

The steps taken were to conduct a paired sample t-test. The purpose of this test was to determine whether the Team Games Tournament (TGT) learning model can foster personal interest in the social studies subject among MI Jawahirul Ulum students. The following are the results of the paired sample t-test:

Figure 4. Paired Sample T-Test Results: The Team Games Tournament (TGT) learning model can foster personal interest in the social studies subject.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pretest - posttest	-2,154	1,994	,391	-2,959	-1,349	-5,508	25	<,001

The two-sided significance value is 0.001, according to the paired sample t-test findings shown above. A value of 0.001 < 0.05 means that Ho is rejected and Ha is accepted. Therefore, it can be concluded that the Team Games Tournament (TGT) learning model can foster personal interest in MI Jawahirul Ulum students.

The Team Games Tournament (TGT) Learning Model Can Foster Situational Interest

The following steps were taken: a paired sample t-test. The purpose of this test was to determine whether the Team Games Tournament (TGT) learning model can foster situational interest in MI Jawahirul Ulum students in

science subjects. The following are the results of the paired sample t-test:

Figure 5. Paired Sample T-Test Results: The Team Games Tournament (TGT) learning model can foster situational interest in MI Jawahirul Ulum students in science subjects.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-,92308	,56022	,10987	-1,14935	-,69680	-8,402	25	<,001

The two-sided significance value is 0.001, according to the findings of the paired sample t-test shown above. The value of 0.001 < 0.05 means Ho is rejected and Ha is accepted, so it can be concluded that there is an influence whether (the Team Games Tournament (TGT) learning model can provide situational interest in MI Jawahirul Ulum students.

Discussion

The Team Games Tournament (TGT) learning model has proven to be effective in increasing students' interest in learning IPAS, especially at MI Jawahirul Ulum. Previously, students tended to be passive, just sitting and listening to lectures or the material delivered by the teacher(Loughlin & Lindberg-Sand, 2023). However, with the application of the TGT model, students have become more active and creative in learning(Haqquddin et al., 2024; Suryono et al., 2023). The main advantage of the TGT model is its ability to bring the classroom to life, making learning more engaging, and boosting students' motivation to learn. As SaThierbach et al. (2015) stated, this model is a new learning method that is effective in generating excitement and interest in students for learning.

This view is also supported by Nasiruddin, a teacher in class IV at MI Jawahirul Ulum, who mentioned that before the TGT model was implemented, learning in the classroom tended to be monotonous and unchanging. He believes that the new learning model, like TGT, has been very beneficial because it has made the students more enthusiastic, focused, and excited about participating in IPAS lessons. However, on the other hand, if this model is used too often, it could become monotonous again(Bousquet et al., 2022). Therefore, it is very important for educators to continuously innovate with different teaching methods to prevent students from feeling bored.

Furthermore, Bastomi, another teacher at MI Jawahirul Ulum, added that class IV consists of 26 students, and if the teaching is not well-managed, the learning environment will not be conducive. He also supports the use of the

TGT model because it is considered effective in keeping students engaged, especially when they start feeling bored or fatigued. This highlights the importance of classroom management and using methods that can revive students' enthusiasm for learning.

According to Ormrod (Permatasari, 2023), educational psychology distinguishes two types of interest: situational interest and personal interest. Situational interest arises from the conditions or situations surrounding the students(Drymiotou et al., 2021; Roemer et al., 2021). This interest can be triggered spontaneously and is temporary, depending on the supporting situation. If the situation changes, the interest may also fade. Therefore, a proper analysis and experimentation in teaching are needed to create an environment that can increase students' interest in learning. The TGT model is expected to create a more enjoyable learning atmosphere that motivates students to engage more actively in the learning process.

However, the TGT model also has some drawbacks, such as requiring more time than other teaching methods. This could become a challenge if not properly managed. Additionally, as Shoimin (Pratiwi et al., 2023) pointed out, this model is indeed effective in stimulating enthusiasm and making students more active, but it is essential to maintain balance so that students do not feel overwhelmed. Other factors that affect situational interest include the classroom environment, which needs to be comfortable and clean, as well as a good relationship between students and teachers.

Personal interest, which develops from within the students, is generally more enduring and can last a lifetime. This interest arises due to hobbies, desires, or the drive to achieve certain goals. Personal interest tends to be stronger and serves as intrinsic motivation for students to work harder(Fishbach & Woolley, 2022; Shin & Bolkan, 2021). For example, students with an interest in sports or arts can continue to develop their skills by participating in relevant activities. In the context of education, personal interest is very important because it can be directed to support children's growth in areas they are passionate about.

Overall, the Team Games Tournament (TGT) learning model can enhance students' interest in learning at MI Jawahirul Ulum by creating an active and enjoyable environment. With this model, students feel more motivated to learn and can develop their interests in various fields. For instance, students with a talent for sports like table tennis can be encouraged to join a sports team, so their interest and talent can continue to be nurtured(Koopmann et al., 2023; Zhang & Gu, 2021). By building a good relationship between teachers and students, educators can help students develop according to their interests and potential.

CONCLUSION

This study shows that the implementation of the Team Games Tournament (TGT) learning model is effective in engaging students' interest in science at MI Jawahirul Ulum. Previously, classroom learning tended to use conventional methods, such as lectures, which were solely teacher-centered, leaving students passive and unengaged. However, with the implementation of the interactive TGT model, students became more active, engaged, and enthusiastic in participating in the lesson.

The results of statistical analysis using a Paired Sample T-Test indicate that the TGT model is able to increase students' interest in learning. This underscores the importance of creativity and innovation in selecting learning models that can engage students and optimize their understanding of the subject matter. The TGT model demonstrates that learning does not have to be limited to conventional methods but can evolve to become more creative and interactive, which in turn enriches students' learning experiences.

Furthermore, by incorporating game elements into learning, the TGT model is able to spark students' personal interest in the subject being taught. This fun and interactive learning positively impacts the achievement of planned learning targets. Everything runs according to the right flow, creating a pleasant atmosphere and motivating students to learn enthusiastically.

Overall, it can be concluded that the Team Games Tournament (TGT) learning model is not only effective in increasing student learning interest but also creates a comfortable and conducive learning environment in the classroom. This method makes students more active, enthusiastic, and engaged in the learning process, which contributes to optimal learning outcomes.

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