

Analysis of the Application of Learning Models in Increasing Learning Motivation

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ABSTRACT

One of the key elements in education is student learning motivation. Learning motivation is an important factor influencing student success in the learning process. This study aims to examine the application of the Team Games Tournament learning model in improving student learning motivation in Islamic Religious Education subjects. This study used a descriptive qualitative approach, with data collection through interviews, observations, questionnaires, and documentation. The results showed that the Team Games Tournament model was effective in increasing student learning motivation, as seen from increased student participation, enthusiasm, and enjoyment during learning. Students became more motivated because the learning process was presented in a fun, challenging way and actively involved all group members. However, several challenges were identified, such as students' unpreparedness in facing competitive situations and diverse academic abilities within the group. Therefore, the Team Games Tournament model is effective in improving student learning motivation, especially when implemented with strategies that consider students' mental and academic readiness. It is hoped that this study can serve as a reference and basis for further research with a focus on improving the implementation of the Team Games Tournament model more optimally, such as developing tournament variations that are friendly to anxious students, and integrating Team Games Tournament with other learning models for different subjects.

Keywords: *Team Games Tournament; Learning Model; Learning Motivation; Cooperative Learning*

INTRODUCTION

Education is a crucial aspect of human resource development. Education is a learning process aimed at developing knowledge (cognitive), attitudes (affective), and skills (psychomotor) to enable optimal functioning in society. According to the Great Dictionary of the Indonesian Language, education is the process of changing the attitudes and behavior of an individual or group of people in an effort to mature them through teaching and training (Ujud et al., 2023). The concept of education, according to Ki Hajar Dewantara, for adults and beyond, is the concept applied, namely “*Tri Nga; Ngerti, Ngroso, Lan Ngelakoni*”. This educational model is intended so that children are not only educated intellectually, but there must be a balance between attitudes and skills (Ixfina et al., 2025).

The explanation above shows that education plays a role in creating quality human resources and shaping the character and skills of each individual so they can function optimally in society. Through education, individuals are trained to think critically, develop a positive attitude, and acquire the skills necessary for everyday life. Ki Hajar Dewantara's *Tri Nga* concept emphasizes the importance of balance between the intellectual, emotional, and practical. Ultimately, education serves to create an aware and critical society. Among the challenges of the globalization era is the importance of individuals developing analytical and wise thinking skills. Education provides the foundation for understanding social issues and participating in the democratic process.

One of the key elements in education is student motivation. Effective education focuses not only on transferring knowledge but also strives to build student motivation so they can learn enthusiastically and achieve optimal results (Dini Sekar Arum & Ma'mun Hanif, 2025). Students with high learning motivation tend to achieve high academic achievement, while those with low learning motivation will likely achieve low academic achievement. Motivation, i.e., the level of motivation, can determine the level of effort or enthusiasm expended in an activity, and the level of effort and enthusiasm will determine the results obtained. As a result, students with high learning motivation will contribute to improved academic achievement and character development (Firdaus Umar et al., 2023).

Learning motivation is one of the important factors that influences student success in the learning process, especially in Islamic Religious Education subjects (Nafiah et al., 2023). Islamic Religious Education emphasizes not only cognitive aspects but also affective and spiritual aspects, thus requiring learning methods that encourage students to be active, enthusiastic, and develop an internal awareness in learning. However, the reality on the ground shows that some junior high school students still exhibit low motivation in Islamic Religious Education lessons. This is reflected in their lack of participation in class discussions, suboptimal evaluation results, and passive attitudes during learning activities.

One learning method that can be used to increase student learning motivation is the Team Games Tournament. The Team Games Tournament model is a cooperative learning strategy through educational games that prioritizes teamwork among students to achieve a common goal (Mahardi et al., 2019). This method is fun and encourages students to help each other solve the challenges given, collaborate, and compete in a healthy manner. By implementing this method, it is hoped that students will not only learn the subject matter but also develop a positive attitude towards learning and improve their social skills. This makes the Teams Games Tournament model an effective method for increasing student motivation and engagement in the learning environment.

Roudlotun Nasyi'in Islamic Junior High School is one of the schools striving to improve the quality of education and student motivation. Research shows that awareness of the importance of learning is declining at Roudlotun Nasyi'in Islamic Junior High School. We obtained this data from interviews with teachers who stated, "The level of student motivation in my class varies. There are a few enthusiastic students, but many seem less interested in the subject." Teachers at Roudlotun Nasyi'in Islamic Junior High School have made optimal efforts to improve learning motivation, but several external factors make the process difficult.

Environmental factors also contribute to low student motivation to learn. The majority of students at Roudlotun Nasyi'in Islamic Junior High School are Islamic boarding school students who attend Islamic school activities until late at night. Consequently, during morning lessons at school, many students feel sleepy, tired, and lack focus. This condition makes them less able to absorb learning materials optimally, including Islamic Religious Education. Other factors that influence learning motivation include a lack of parental support, economic constraints that force some students to help with household chores, and a learning method that is still predominantly lecture-based, which is boring and does not actively engage students.

This study aims to examine the Teams Games Tournament learning model in improving student learning motivation at Roudlotun Nasyi'in Islamic Junior High School. This study focuses on how the Teams Games Tournament model can influence student learning motivation, as well as what factors support or hinder the implementation of this method. It is hoped that the results of this study will not only contribute to the development of better learning methods but also provide recommendations for teachers in designing learning strategies that can improve student motivation and academic achievement at Roudlotun Nasyi'in Islamic Junior High School.

METHOD

This research uses a qualitative approach with a qualitative descriptive method, where qualitative research as a scientific method is often used and implemented by a group of researchers in the field of social sciences, including educational sciences (Rehalat & Nurul 'ainy, 2023). Qualitative descriptive is a data analysis technique that is often used as a research method (Waruwu, 2023). However, before we learn more about qualitative descriptive data analysis techniques, we need to review this data analysis technique so that we can truly understand this data processing technique.

Qualitative research is a particular tradition in the social sciences that fundamentally relies on observing (of) humans in their own context and relating to those people in their own language and terminology (Syahrizal & Jailani, 2023). Indeed, qualitative approaches became popular, particularly in social psychology and sociology, as well as in education, after many experts recognized the numerous weaknesses of research conducted in these fields, which was conducted in laboratories using experiments.

Data needs to be analyzed to provide powerful insights and influential trends that enable the next batch of content to be created according to the desires or preferences of the general population. Qualitative descriptive data analysis is a research method that utilizes qualitative data and describes it descriptively. Qualitative descriptive data analysis is often used to analyze social events, phenomena, or circumstances. It also combines descriptive and qualitative data analysis techniques.

The researcher's presence in this research is crucial. The researcher must determine their level of involvement with the participants. To obtain a true picture of reality, as perceived by the participants, the researcher must become part of the culture being studied.

In this study, the researcher acted as a full observer, observing the implementation of the Teams Games Tournament learning model to increase student learning motivation in Islamic Religious Education at Roudlotun Nasyi'in Islamic Junior High School in Mojokerto. Furthermore, the researcher's presence was also formally acknowledged by the educational institution that became the object of the research, namely, through written permission from the researcher's tertiary institution, namely KH. A. Wahab Hasbullah University, Jombang.

This research was conducted at the Islamic Junior High School Roudlotun Nasyi'in Mojokerto, located in Beratwetan, Kemlagi District, Mojokerto Regency, East Java Province. The researcher chose to conduct the research at the institution because the observation results found that the Islamic Junior High School Roudlotun Nasyi'in Mojokerto had several very good learning methods in their implementation, so that they were able to increase student motivation in the ongoing learning process, but there were still several methods that could not be said to be effective. This is what makes it interesting to find out more about the learning methods that shape and increase student learning motivation in Islamic Religious Education subjects at the Islamic Junior High School Roudlotun Nasyi'in Mojokerto.

Qualitative research does not use populations and samples because it starts from a specific case in a specific social situation. The results of the study are not applied to the population but rather transferred to other social situations similar to the case being studied. However, qualitative research does use data sources.

Samples in qualitative research are called sources, participants, informants, friends, and teachers. These samples are also called theoretical samples because the goal of qualitative research is to generate theory. In qualitative research, researchers enter specific social situations, conduct observations, and interview individuals deemed knowledgeable about the situation. The data sources for interviewees are determined purposively, meaning they are selected with specific considerations and goals in mind.

The researcher used primary and secondary data sources to obtain information regarding the application of the cooperative learning model of the Teams Games Tournament type in increasing student learning motivation in the Islamic Religious Education subject for class VIII of Islamic Junior High School Roudlotun Nasyi'in Mojokerto. The primary data sources that researchers used in this study were teachers in class VIII and students of class VIII of Islamic Junior High School Roudlotun Nasyi'in Mojokerto as sources. Sources are sources of research data whose role is very important, as individuals who have information.

Sources not only provide responses to questions, but also choose the direction and style in which they convey their information. The actions and information obtained from sources are crucial as research data, so it's crucial to carefully note, record, photograph, and observe them during the data collection process.

Research can be defined as an effort to seek and understand a vast amount of information, the collection of which, through fieldwork, does not always involve a single technique. The information sought can be diverse, numerous, specialized, or sometimes selected based on various considerations from the researcher and the scope of the study. Field research methods, also known as field methods, are divided into three categories: participant observation, informant interviews, remuneration, and sampling.

1. Observation

Observation is a systematic activity of observing both physical and mental phenomena. Observation as a data collection technique has specific characteristics compared to other data collection techniques. Observation techniques are not limited to people but also include other objects. Therefore, observation is a data collection technique carried out by examining or observing an ongoing event using the five senses, then recording it and adapting it to the needs used to assess student learning motivation.

In this study, the researchers used active participant observation. This means that the researchers visited the school used as the research site, Roudlotun Nasyi'in Islamic Junior High School in Mojokerto, but did not participate in the activities carried out by the teachers or students who served as the research subjects. The research object observed was the application of the Team Games Tournament learning model to increase student learning motivation.

2. Interview

An interview is a question-and-answer process between an interviewer and a source conducted directly to obtain information, opinions, or specific data in the context of research or information gathering. According to Sugiyono, an interview is a data collection method through direct communication between researchers and respondents with the aim of obtaining relevant information. Meanwhile, according to Amitha Shofiani Devi, Khusnul Hotimah, Ramadhan Sakha A, Achmad Karimullah, and M. Isa Anshori, an interview is a conversation with a specific purpose. The conversation is conducted by two parties, namely the interviewer (who asks the questions) and the interviewee (who provides the answers to the questions) (Amitha Shofiani Devi et al., 2024).

In this study, researchers conducted interviews with several respondents to obtain relevant data. Interviews with the principal were conducted to obtain information regarding the history of the school's founding as well as the vision and mission that form the basis for the direction and goals of the school's future development. Furthermore, interviews with teachers aimed to gather information regarding the implementation of the Teams Games Tournament cooperative learning model in increasing student learning motivation in Islamic Religious Education, including factors that support and hinder its implementation. Meanwhile, interviews with students were conducted to determine the extent of their participation in the implementation of the learning model in class, as well as their responses to their learning experiences.

3. Documentation

Documentation is a record of past events. It can take the form of writing or images. The documents used serve as supporting data for observations. The documentation in this study includes photographs of interviews and activities that illustrate the implementation of the Teams Games Tournament learning method, recordings and notes from interviews conducted directly by the researcher, and documentation obtained from Roudlotun Nasyi'in Islamic Junior High School, Mojokerto.

By using a qualitative approach, researchers can gain a deeper understanding of various aspects of the research, particularly those related to human experience, culture, and social context. This method allows researchers to answer complex questions and uncover aspects that are difficult to measure quantitatively.

In social research using a qualitative approach, there are four stages of data analysis that are essential for producing quality research results. More details on these stages include: Data collection. The first stage in qualitative research is data collection. This data must be collected based on previously formulated research questions or problems. Qualitative data can be obtained through various methods, such as field observation, in-depth interviews, document studies, or focus group discussions.

Data reduction and categorization: After data collection, the next step is data reduction. Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming the raw data that has been collected. After data reduction, it needs to be categorized as needed. Data categorization can be based on various factors, such as date, informant characteristics, or research location. Good data interpretation skills are crucial to avoid miscategorization. Data display: The data display stage occurs after the data reduction and categorization process. Data display involves designing rows and columns of metrics for qualitative data. This design allows researchers to determine the type and format of data to be included in the metrics. Data can be displayed in various formats, such as narratives, charts, flowcharts, and so on. Drawing conclusions: The final stage in qualitative data analysis is drawing conclusions. The conclusion should encompass the key information generated by the research. It should be written in clear,

understandable language, without being wordy. The conclusion provides a general overview of the findings analyzed in the research.

By following these four stages of data analysis, qualitative research can produce high-quality results that are easily understood by readers. These stages help researchers detail and explain the findings discovered during the social research process.

Based on the theory regarding data analysis techniques above, the author then has data analysis steps in the research process to determine the implementation process of the cooperative learning model of the Teams Games Tournament type in increasing student learning motivation in the Islamic Religious Education subject in class VIII of Islamic Junior High School Roudlotun Nasyi'in. The steps are as follows: At the beginning of the study, the researcher collected data through observation, interviews, and documentation techniques tailored to the situation and findings in the field. These activities were carried out throughout the research process. After data collection, the next step was to reduce the data by grouping it into several aspects, namely the process of implementing the Teams Games Tournament cooperative learning model in Islamic Religious Education and the factors that support and hinder its implementation. The reduced data were then analyzed by systematically organizing the main findings to clarify the study's focus. The final stage was drawing conclusions based on the analysis of supporting and inhibiting factors in the implementation of the Teams Games Tournament model to increase learning motivation in eighth-grade students at Roudlotun Nasyi'in Islamic Junior High School in Mojokerto. These conclusions are expected to serve as considerations for the school in making decisions or formulating future policies.

To ensure accuracy in the research, researchers employed credibility criteria, employing triangulation as a data collection technique that combines various existing data collection techniques and sources. The validity of the data in this study was determined using credibility criteria. Credibility is believed to demonstrate that what has been collected aligns with the reality of the research. The researcher achieved this in two ways: To ensure the accuracy and validity of the data in the study, increased diligence and triangulation were carried out. Increased diligence was carried out by observing more carefully and continuously so that the data obtained truly corresponds to reality, and the sequence of events can be recorded systematically. The researcher checked whether the data received was suitable for analysis, and if discrepancies were found with the facts in the field, then the validity of the data needed to be reviewed. Meanwhile, triangulation was used as a method to test the credibility of the data by examining information from various sources, using various methods, and was conducted at different times. In this study, the technique used was source triangulation, namely by examining data obtained from several parties, namely the principal, teaching staff, and students at Islamic Junior High School Roudlotun Nasyi'in Mojokerto.

RESULT AND DISCUSSION

In this section, the researcher explains how the implementation of the Teams Games Tournament cooperative learning model improves student learning motivation in Islamic Religious Education subjects in class VIII of Roudlotun Nasyi'in Islamic Junior High School, Mojokerto, as well as the supporting and inhibiting factors. Based on the results of observations and interviews, the author obtained the following research findings:

1. Application of the Cooperative Learning Model of the Teams Games Tournament type in increasing student learning motivation in Class VIII of Roudlotun Nasyi'in Islamic Junior High School, Mojokerto

Based on the research results, the learning model used to improve students' learning motivation in Islamic Religious Education subjects in class VIII of Islamic Junior High School Roudlotun Nasyi'in Mojokerto is the cooperative learning model of the Teams Games Tournament model. To make it easier to understand, the author will again discuss a little about the definition of cooperative learning of the Teams Games Tournament model.

The Teams Games Tournament cooperative learning model is a learning model that forms groups of around 4-5 students and provides them with different materials to discuss. These groups are formed heterogeneously, so that each group includes students of various genders, ethnicities, abilities, and so on.

The teacher opens the lesson by delivering the material through a lecture or interactive method to provide a uniform initial understanding for all students. The teacher forms heterogeneous groups of five students each. Each group consists of students with high, medium, and low abilities. Each group is given a worksheet or assignment to discuss, and students act as peer tutors, helping each other with the material to build cooperation, responsibility, and active engagement.

Following the discussion, the teacher held an academic tournament using an oral question-and-answer format. Each student in each group was ranked and seated at their respective tournament table level. The game was played fairly, with a table-up and down system to foster healthy competition. Individual scores were tallied, and each week, tables were moved based on performance. Scores were aggregated and averaged for the group scores. The teacher awarded the best-performing groups and students.

This research was conducted in Islamic Religious Education learning in class VIII of Islamic Junior High School Raudlotun Nasyi'in Mojokerto. The results of the researcher's observations showed that student learning motivation increased significantly. The learning motivation indicators used by the researcher, such as enthusiasm, perseverance, cooperation, and interest in learning, showed positive results. The number of student attendance in class increased, students appeared enthusiastic about taking quizzes and competitions, students also continued to complete missions even though they were difficult, and students collaborated well during the learning process. The learning conditions in the previous class still used a boring lecture method and were considered less effective for now.

This is in line with the theory of extrinsic motivation, according to Wanda Aisyah Zahra, Marsofiyati, that external encouragement, such as competition, prizes, or praise, can encourage students to study harder (Zahra & Marsofiyati, 2024).

In several interviews, students stated that the Teams Games Tournament model makes learning more fun. Interview with student Daffa Reihan: "more fun. I don't get sleepy and can learn while playing. When asked whether they are more motivated in learning, students answered: Results of interviews with students: "Yes, because they want to win, so they study harder. Students also mentioned that group work in this method is very helpful: Results of interviews with students: "fun, can learn with friends, and help each other in understanding the lesson.

From the interviews above, it can be seen that students also found the Teams Games Tournament method enjoyable. The Teams Games Tournament method has a positive impact on the learning process. Students become more enthusiastic and motivated due to the pleasant classroom atmosphere and the healthy competitive element. Learning is no longer monotonous, but involves group discussions and active participation, which makes students more confident in expressing their opinions. In addition to improving learning outcomes, this approach also encourages collaboration among students and aligns with the spirit of active learning in the current curriculum. Support from various parties indicates that this method is worthy of continued development.

The cooperative steps of the Teams Games Tournament model type that the author used in researching the learning process to increase students' learning motivation in Islamic Religious Education subjects in class VIII of Roudlotun Nasi'in Mojokerto Islamic Junior High School are as follows:

In the Teams Games Tournament model, teachers deliver learning materials using interactive media such as audio-visuals to capture students' attention and facilitate understanding. Next, students are divided into heterogeneous groups of five, each with high, medium, and low ability levels. The teacher then assigns assignments to be discussed within the groups. After the discussion is complete, an academic tournament is held in the form of an oral question-and-answer session between students. Scores from each student are collected and averaged to determine the group score, and the student with the best performance is awarded as a token of appreciation.

The learning process using the Teams Games Tournament type cooperative learning model is said to be more effective when compared to only using the lecture method, as stated by the teacher, namely: Results of interviews with teachers: "Group discussions are usually used to explore students' opinions and thoughts. Group discussions are effective for use during learning, but they must be limited so that opinions do not deviate. Group discussions also make students more active because they interact with other students.

Opinions regarding the cooperative learning model of the Teams Games Tournament model were also conveyed by students, namely: Results of interviews with students: "The model is good. Students also become more active and understand the material more easily. Similar things were also conveyed by students who said the following: Results of interviews with students: "The learning is fun because we move around with friends, so we know how to work together with one friend and another. Results of interviews with students: It is also easier to understand the material. The model is effective, but if many are not active, it is the same as other models.

The next opinion regarding the cooperative learning model of the Teams Games Tournament type was conveyed by the results of interviews with students: namely, "It is easier to understand the material because friends explain it. The cooperative learning model of the Teams Games Tournament type is indeed effective when used in the learning process, but its implementation is not optimal. This was said by the Teacher, namely: "In my opinion, the use of the Teams Games Tournament type model is effective but has not been implemented optimally.

Based on the opinions above, the researcher can conclude that the learning model applied to the eighth-grade students of Roudlotun Nasyi'in Islamic Junior High School uses a cooperative learning model, the Teams Games Tournament model. This model is used because it makes it easier for students to increase motivation and understand the learning material.

However, the implementation of the Teams Games Tournament cooperative learning model has not been optimal due to the slightly more difficult implementation steps and the inactivity of some students. To effectively implement this jigsaw learning model, teachers must be able to package it effectively.

2. Supporting and Inhibiting Factors in the Implementation of the Cooperative Learning Model of the Teams Games Tournament Type in Increasing Student Motivation in Class VIII of Roudlotun Nasyi'in Islamic Junior High School, Mojokerto

In the learning process, the success of a model is greatly influenced by various supporting and inhibiting factors. This is also the case in the implementation of the Teams Games Tournament cooperative learning model in class VIII of Islamic Junior High School Raudlotun Nasyi'in Mojokerto. This model is known to be effective in increasing student learning motivation through a cooperative approach combined with academic games. However, its implementation in the field is not without challenges and obstacles that arise, both from the perspective of students, teachers, and learning conditions. Therefore, it is important to identify the factors that support success and the obstacles encountered during the process of implementing the Teams Games Tournament learning model so that it can be used for evaluation and improvement in the future.

3. Supporting Factors for the Implementation of the Cooperative Learning Model of the Teams Games Tournament Model Type in Increasing Student Motivation in Islamic Religious Education Lessons

Based on observations, students appeared enthusiastic during the learning process, especially during games and tournaments. They actively answered questions, participated actively in discussions, and demonstrated a desire to win during the learning process. By using a tournament system, students become more enthusiastic and diligent in their studies because they want to win the tournament. An interview conducted by researchers with one student stated, "When using a tournament system, I'm more enthusiastic. I want to win, so I study harder."

Heterogeneous groups formed fairly help students complement each other in understanding the material. Students who are more capable of understanding provide assistance to their teammates who are still struggling. Teachers also acknowledge that heterogeneous groups help students, as stated by the following teacher: "With heterogeneous groups, students learn to help each other. The children become closer and more enthusiastic about learning." The inclusion of game elements and rewards for students with the highest scores in their performance increases student enthusiasm for learning. Tournaments and point systems provide strong extrinsic motivation. Students are encouraged to study to achieve good grades and win games.

In accordance with the theory of extrinsic motivation, according to Rena Rismayantia, Muhammad Aththar Rayhanb, Qois Khairullah El Adzime, and Lu'lu Alikadhiya Fatihahd, the existence of competition, prizes, and praise is an effective learning driver (et al., 2023). A supportive classroom environment provides additional motivation for learning. A spacious and well-organized classroom allows for easy setup of tournament tables. Basic facilities such as projectors and whiteboards are readily available, enhancing the effectiveness of the Teams Games Tournament learning model.

4. Inhibiting Factors in the Implementation of the Cooperative Learning Model of the Teams Games Tournament Type in Increasing Student Motivation in Islamic Religious Education Lessons

Classroom learning doesn't always run as smoothly as we hope. This includes teachers implementing the Teams Games Tournament cooperative learning model. Several inhibiting factors challenge teachers during the implementation process. One is time constraints, as it involves many stages such as discussions, tournaments, and assessments. The Teams Games Tournament model requires more time than the traditional lecture method. A teacher explained that during implementation, the time allocated is limited: "There's often not enough time, especially if there's a lot of material. Sometimes we have to cut tournaments short to make enough time." A second obstacle is that students are sometimes undisciplined and uncooperative. In some groups, less active students are often found to rely solely on their peers. This leads to imbalances in group work. Observations show that some students appear passive during discussions, simply following along without actively contributing. A third obstacle is that teachers must have extra energy and make thorough preparations. Teachers must prepare materials, worksheets, oral questions, and a scoring system in detail. This presents a challenge, especially when teaching multiple classes. A teacher said, "It takes more preparation than usual. But the results do look better." The final obstacle identified was that some students disliked competition. Some felt pressured and uncomfortable having to compete in a competitive situation, even if it was academic. One student said, "I'm sometimes afraid of making mistakes during tournaments, so I get nervous and lose focus. Especially if my friends can answer quickly. Sometimes I lose confidence. If I could choose, I'd rather have a group discussion than take a group quiz."

This statement suggests that the competitive aspect can be a barrier for students who tend to have performance anxiety or lack self-confidence. They are more easily nervous when having to perform or answer questions in front of their peers, resulting in suboptimal learning for all students.

Despite some obstacles, overall, supporting factors were more dominant in implementing the Teams Games Tournament model in eighth grade at Roudlotun Nasyi'in Islamic Junior High School, Mojokerto. The success of this model in increasing student learning motivation is supported by student enthusiasm, a healthy competitive spirit, and teamwork. However, time management strategies and a flexible approach are needed to ensure that constraints such as limited time and unequal roles within groups do not disrupt the learning process.

Discussion

1. Implementation of the Cooperative Learning Model of the Teams Games Tournament type in increasing student learning motivation in Class VIII of Roudlotun Nasyi'in Islamic Junior High School, Mojokerto

Based on the results of research conducted in the eighth grade of Islamic Junior High School Roudlotun Nasyi'in Mojokerto, the implementation of the Teams Games Tournament cooperative learning model has been proven to increase student learning motivation in Islamic Religious Education. This is indicated by observed learning motivation indicators such as enthusiasm, perseverance, cooperation, and student interest in learning, which have experienced significant increases.

These findings are in line with the cooperative learning theory of the Teams Games Tournament model type, put forward by that the Teams Games Tournament model is an effective cooperative learning model because: The Teams Games Tournament learning model has been proven effective in increasing student learning motivation because it actively involves all students without distinction of status, ensuring everyone feels equal and valued. Through fun academic games, students can learn in a more relaxed manner while fostering a sense of responsibility, cooperation, and a spirit of healthy competition. In this study, increased student learning motivation was supported by various aspects, such as the delivery of material through interactive media that provided a clear initial understanding, and the formation of heterogeneous groups that allowed for discussion and mutual assistance among students. This aligns with Octavianus Lase and Iman Subekti's findings that peer tutoring can improve the understanding of other

group members (Lase & Subekti, 2024).

Furthermore, academic tournaments, with their "up-and-down" system, create a healthy competitive atmosphere, in line with extrinsic motivation theory, which states that rewards and competition can encourage students to study harder. Awards for high-achieving individuals and groups also provide additional encouragement to keep students motivated to improve their learning outcomes in subsequent sessions.

Furthermore, student and teacher feedback supports the theory that cooperative learning using the Teams Games Tournament model creates a more enjoyable classroom atmosphere, fosters self-confidence during discussions, and reduces boredom associated with the lecture method. This is further reinforced by students' statements that they feel more motivated to learn because they want to win the tournament and can collaborate with their peers. Teachers also stated that group discussions foster active student participation, although the implementation of the Teams Games Tournament model still requires optimization in time management and the involvement of all group members.

Other findings indicate that previous learning methods, which predominantly used lectures, tended to leave students less enthusiastic and passive. Conversely, implementing the Team Games Tournament model significantly increased student engagement. Students became more focused and less sleepy, motivated to understand the material for their group's success, and more actively asked and answered questions during the academic tournament. This demonstrates that interactive and competitive learning models can create a more lively and enjoyable learning environment.

According to Sakti & Djono's theory of cooperative learning, active student involvement in group discussions influences material understanding because each member is mutually responsible for mastering the learning (Sakti & Djono, 2024).

However, researchers also found that the Teams Games Tournament model was not optimally implemented due to some students remaining passive. This aligns with Amri's theory, which states that the success of the Teams Games Tournament model depends on the teacher's readiness to manage time and class, and ensure all group members actively participate (Amri et al., 2022).

The research results support the theory that the Teams Games Tournament cooperative learning model is effective in increasing student learning motivation, both intrinsic (interest in learning, perseverance, and cooperation) and extrinsic (due to the tournament and rewards). Furthermore, the Teams Games Tournament model is suitable for Islamic Religious Education subjects because learning is not only cognitively oriented but also fosters values of responsibility, cooperation, and positive attitudes among students. However, optimal implementation still requires careful planning to ensure all students are actively involved in the learning process.

2. Supporting and Inhibiting Factors in Implementing the Teams Games Tournament Cooperative Learning Model to Increase Student Motivation in Grade VIII of Roudlotun Nasyi'in Islamic Junior High School, Mojokerto

Based on research findings in Grade VIII students of Roudlotun Nasyi'in Islamic Junior High School, Mojokerto, the implementation of the Teams Games Tournament cooperative learning model was influenced by several supporting and inhibiting factors, which can be analyzed as follows: The implementation of the Teams Games Tournament learning model is supported by several important factors, including the enthusiasm and high motivation of students seen during academic tournaments, in line with the extrinsic motivation theory, which states that competition and rewards can encourage learning enthusiasm. The formation of heterogeneous groups is also a supporting factor because it allows students to help each other understand the material through peer tutoring. The game element and reward system in Teams Games Tournament provide additional motivation, while adequate classroom conditions, such as the availability of projectors and a spacious room, contribute to the effectiveness of the activities. However, there are several obstacles to implementing this model. Limited lesson time is a major challenge due to the many stages in the Teams Games Tournament. To overcome this, teachers can break the material into subtopics and schedule tournaments periodically, as well as implement effective time management. Lack of discipline and participation by some students is also a barrier, but can be overcome by assigning specific roles within groups and implementing participation rules from the start.

The heavy preparation burden for teachers can be minimized by creating a question bank at the beginning of the semester, collaborating with fellow teachers, and utilizing digital media such as quiz apps. Additionally, students' anxiety about competition can be addressed by combining the Teams Games Tournament with non-competitive discussions and emphasizing that the primary goal of the tournament is understanding, not winning. This approach creates a more inclusive, enjoyable, and effective learning environment for all students.

Supporting factors such as student enthusiasm, the formation of heterogeneous groups, game elements, and adequate facilities contribute significantly to the successful implementation of the Teams Games Tournament cooperative learning model. However, obstacles such as time constraints, low participation by some students, high teacher preparation burdens, and the presence of students who are uncomfortable with competition need to be addressed with appropriate strategies.

By optimizing supporting factors and developing practical solutions to inhibiting factors, the implementation of the Teams Games Tournament model is expected to be more effective and sustainable in increasing student learning motivation.

CONCLUSIONS

Based on the research results, it can be concluded that the implementation of the Teams Games Tournament cooperative learning model has been proven to increase student learning motivation in Islamic Religious Education. This increase in student motivation is evident in indicators of enthusiasm, perseverance, cooperation, and significant interest in learning. The Teams Games Tournament model creates a more enjoyable classroom atmosphere, reduces boredom caused by lecture methods, and encourages students to actively participate in discussions and academic tournaments.

The implementation of the Teams Games Tournament model aligns with statements by Wisnu D. Yudianto, Kamin Sumardi, and Ega T. Berman, who stated that the Teams Games Tournament model is effective because it involves all students without distinction of status, provides a relaxed learning atmosphere through academic games, and fosters student responsibility and cooperation (Yulianto et al., 2016). Furthermore, Nur Hafidza Fitri and Yoven's extrinsic motivation theory also supports the belief that rewards and competition can increase student learning motivation (Fitri & Yoven, 2022).

However, the implementation of the Teams Games Tournament model has not been optimal due to several obstacles, such as time constraints, a lack of participation by some students, high teacher preparation burdens, and some students experiencing anxiety during the competition. Nevertheless, supporting factors such as student enthusiasm, the formation of heterogeneous groups, the inclusion of game elements, and adequate classroom facilities are key to the success of this model.

Suggestion

The Teams Games Tournament cooperative learning model provides significant benefits for various parties. Islamic Religious Education teachers are advised to continue developing and optimizing their implementation through good time management, clear role allocation within groups, and the use of engaging interactive learning media to improve student motivation and learning outcomes. Schools are also expected to support the implementation of this model by providing adequate facilities, providing training to teachers, and creating a learning environment that encourages cooperation and healthy competition among students. For students, the Teams Games Tournament cooperative learning can be used to deepen understanding of the material, foster a spirit of cooperation, increase self-confidence, and make academic competition a positive motivation for achievement. Meanwhile, for future researchers, the results of this study can be used as a reference for developing more optimal follow-up research, for example, by creating tournament variations that are friendly to anxious students and integrating the Teams Games Tournament model with other learning approaches in different subjects.

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