Increasing Students' Interest in Learning Through Implementing the Team Game Tournament Type of Learning Model in Sociology Lessons

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Abstract
This study aims to increase the interest in learning students by using the TGTlearning model. The method used to obtain data is observation and documentation, the research subjects of grade XI Social Studies 1 SMAN 8 Bone students as many as 31 out of 16 male students and 15 female students, sociology subjects subject of Social Integration. This study used observation and documentation methods. Learning is usually done by providing material through lectures and then given tasks so that students are less interested in the learning process. Based on the results of research with the TGT model type by integrating TikTok's movements in learning activities, it gives students interest in participating in learning activities. In cycle 1 the interest in learning students has reached an indicator of 64.2%, in cycle II shows an increase in students, the observation sheet, the percentage of student activities is 89.2% which shows that it is in the very active category, as well as teacher activities in applying the TGT learning model are also included in the good category, which is 85.7%. The results obtained in cycle II, it can be concluded that the class action research conducted in class was declared successful.

Keywords: Interest in Learning, TGT, Sociology

Introduction

As time progresses, the increasing demands of the era require individuals to compete and adapt in order to avoid being left behind. This development prompts people in various aspects of life to make improvements, and one of them is in the field of education. The education needed today is one that can create generations capable of competing globally and facing increasingly complex challenges of the times with higher competitiveness (Fazar, 2015). According to Faturrohman and Sulistyorini (2021:118), learning is a process of effort undertaken by an individual to acquire new behavioral changes as a whole result of their

own experiences in interaction with their environment. Interest is something essential for someone to engage in an activity. With interest, individuals will strive to achieve their goals. Therefore, interest is considered one of the psychological aspects of humans that can drive them to achieve their goals (Achru, 2019).

The learning process can proceed effectively when the educational system is well-designed and focused. A good learning process is characterized by interaction and interrelation between its components. These components include the teacher, learning objectives, learning materials, methods, models, learning media, and assessment. Every teacher should have a lesson plan before conducting the teaching process in the classroom. This is done to ensure that the learning process runs smoothly and systematically. In the learning process, the teacher plays a crucial role as a facilitator for the students and can be considered the organizer of the learning activities, striving to optimize the students in their learning activities so that they can achieve their learning goals.

The success of implementing a learning strategy depends on the teacher's accuracy in using methods, techniques, and tactics in teaching, and even different teaching perspectives. As a teacher, it is important to understand the characteristics of each student in order to adapt the teaching to the individual characteristics of the students. Every difference among students can serve as a reference for creating a learning plan, selecting appropriate methods, models, and media for the students, thus creating an enjoyable learning environment for them.

To achieve the learning objectives, a teacher must choose the right strategy for presenting the subject matter to be taught. In the field of Sociology, the conventional learning method has often been used, where the learning process is teacher-centered, with the teacher actively delivering the material to the students. Meanwhile, the students tend to be passive, mainly listening to the information provided by the teacher, and they rely more on the teacher's presentation rather than actively seeking and discovering the material on their own.

Sociology education, which has traditionally emphasized solely cognitive aspects and has involved students less, resulting in students being less independent in their learning and even tending to be passive, should be directed towards activities that encourage active student learning, critical thinking, the ability to express opinions, and collaboration among peers. One approach aimed at increasing students' interest in Sociology is by implementing the Team Game Tournament model. This model encourages students to think critically and work together, as well as sharpens their problem-solving skills.

The Team Game Tournament model or finding partners requires students to cooperate and interact in developing their ideas and thoughts. In addition to fostering cooperation and interaction, students can also experience a relaxed and enjoyable learning atmosphere because the learning process with this model allows students to freely enjoy the subject matter with their individual expressions without losing the essence of learning. Students are not only responsible for themselves but also responsible for their group or partner, thereby promoting positive group learning that eliminates individual competition. A sense of learning and togetherness will grow and develop among fellow members, increasing the likelihood that students will better understand and comprehend the subject matter. This learning process can also help students who are less interested become more enthusiastic about learning.

Based on the background mentioned above, the researcher is interested in conducting a study on the "Application of the Team Game Tournament Learning Model as an Effort to

Increase Student Interest in Sociology Subjects for Grade XI IPS 1 at SMAN 8 Bone."

Research Methods

This research is Classroom Action Research (CAR). This research plays a crucial and strategic role in improving the quality of education when implemented effectively and correctly. Classroom Action Research is a relatively new research method as it involves reflective research that occurs within the classroom during the interaction between the teacher and students (Salahuddin, 2015). According to Nur (2016), classroom action research is a type of research conducted by teachers or educational practitioners to solve specific problems that arise in the classroom. This research involves the processes of planning, implementation, observation, and reflection on what teachers do to enhance learning and achieve their goals.

The sources of data for this research are the Grade XI IPS 1 students at SMAN 8 BONE and the Sociology subject teacher. Data is collected through observation and documentation methods. In this research, the researcher collects data by observing students' activities during the learning process.

Table 1. Learning interest indicators

No.	Indicator	Score Rating
1.	Participating in all learning activities	1-5
2.	Enthusiastic	1-5
3.	Active	1-5
5.	Happy	1-5

Student interest data in the form of observations of learning activities will be analyzed using scores based on benchmark assessments, calculated based on the maximum score achievable by students. The obtained scores will be divided into categories: very good, good, and less. In this activity, the researcher collects data by observing students' learning activities to determine the improvement in learning interest using the Team Game Tournament model. In this activity, to assess students' learning interest, the scores obtained by students are summed up to calculate the student's score using the following formula:

$$\text{Percentage (p)} = \frac{\text{Total Score Achieved}}{\text{Maximal Total Score}} \times 100\%$$

Table 2. Criteria for Learning Interest Scores

Criteria	Score
Very Good	**65-80**
Good	**45-60**
Enough	**35-40**
Less	**20-35**

The desired level of learning interest in the learning process is to obtain scores in the good and very good categories. Therefore, students are considered to have an interest in learning when they achieve a score of 60%. The cycle consists of several stages: planning, implementation, observation, and reflection.

Research Results and Discussion
Results

The research conducted at SMAN 8 Bone, Grade XI IPS 1, for the subject of Sociology aims to present and implement the application of the Team Game Tournament learning model to enhance students' learning interest. To gather data, the researcher conducted observations during the learning activities. The quantitative data analyzed includes the results of observing students' learning interest from the beginning of the first cycle to the final cycle, which were obtained from the observations made by the classroom teacher and the researcher, and then recorded on the observation sheets. Before presenting the research results, let's first provide a general overview of the research implementation.

Cycle I
1. Cycle I action plan

The cycle 1 action plan is formulated by the researcher with the assistance of the subject teacher. In the planning phase, the content chosen is "Social Integration and Reintegration as Efforts in Conflict Resolution and Violence Prevention." This content is selected to align with the curriculum for the second semester and to ensure a smooth flow of the learning process. The implementation of the teaching process follows predefined stages. Activities carried out during the planning phase include:
   a. **Development of Teaching Material:** Preparing the teaching material that will be used during the learning process, which is organized in a PowerPoint presentation.
   b. **Creation of a Lesson Implementation Plan (RPP):** Designing a lesson plan using the Team Game Tournament teaching model.
   c. **Formulation of a Learning Scenario:** Drafting a learning scenario for the execution of the first cycle of action.
   d. **Preparation of Observation Instruments:** The researcher and observer prepare observation sheets, including those assessing students' learning interest and the teacher's performance, for use during the teaching and learning process in the first cycle.
   e. **Classroom Setup:** Arranging the classroom, preparing necessary media, materials, and teaching aids for the implementation phase.
   f. **Provision of Rewards:** Preparing rewards in the form of prizes for the winning group to further motivate students during exercise or quiz sessions designed as games.

2. Cycle I implementation

The implementation of the learning process in the first cycle using the Team Game Tournament learning model to enhance students' learning interest in the Sociology subject is carried out according to the stages outlined in the previously prepared lesson plan during the planning phase. At the beginning of the activity, the researcher first prepares the classroom setting, including teaching aids, to ensure that

the learning process is more effective. The teacher then starts the lesson with a greeting and a prayer led by the students. Before commencing the lesson, the teacher initiates an aperception activity by asking questions related to previously learned material, checks the attendance of students, and provides motivation for the day's lesson.

In the core activity of the lesson, the teacher delivers the content on "Social Integration and Reintegration as Efforts in Conflict Resolution and Violence Prevention" using a PowerPoint presentation along with the provided textbook. The researcher divides the students into several groups, each consisting of four to five members, resulting in five groups within the class. Once the groups are formed, the teacher explains the rules for answering questions and formulating answers, and informs the students that the group with the highest score will receive rewards as an incentive to boost the students' learning interest and motivation to work together with their group.

After each group is ready to receive the questions, the teacher reads out a set of questions (comprising six questions based on the material covered) one by one. The questions are then discussed and competed for by each group. The group that raises their hand first to answer a question is allowed to step forward to present their answer to the class, and this process continues until the last question is presented.

While the learning activities are ongoing, both the observer and the researcher observe the learning process, filling out observation sheets for both student and teacher activities as provided. The final activity conducted by the teacher in the first cycle is concluding the lesson and closing the class. This is preceded by summarizing the day's learning material and awarding rewards, such as prizes, to the group that answered the most questions correctly and actively participated, aiming to motivate the students for the upcoming learning process.

3. Presentation of Cycle 1 Observation Results

During each session of the action-based learning in the first cycle, the researcher and the Sociology subject teacher observed the proceedings. They recorded their observations using the observation sheets prepared beforehand during the action preparation phase.

4. Reflection on Cycle 1 Action

In this phase, an analysis will be conducted to assess what has been executed effectively and what still needs improvement in the teaching and learning process using the Team Game Tournament learning model. This phase also evaluates the results of observation activities and the challenges encountered during the first-cycle action. Based on the results of the first cycle action, data and facts indicate that students have started to become more active in the learning process, even though their learning interest has not yet shown maximum indicators. After discussing and reviewing the observations with the Sociology teacher, it can be concluded that this situation is due to several challenges:

a. Some students are still not entirely focused on the lesson and teacher's instructions because they interact with their classmates.
b. Many male students are busy distracting their groupmates by chatting, reducing their attention to the lesson.

c. Some students feel shy and awkward, leading them to be reluctant to ask questions.
d. During group formation, students become noisy because many of them disagree with their groupmates.
e. The use of mobile phones frequently divides students' attention during the learning process.
f. The researcher has not fully controlled the class as they have not yet adapted to the classroom environment. As a result, the learning process has not been maximized.

Based on the numerous shortcomings encountered in the first cycle, it can be said that the hypothesis of the action in the first cycle has not been accepted. Therefore, there is a need for further action, which will continue to the second cycle, involving several improvement measures based on the challenges and shortcomings experienced in the first cycle. The improvement measures include the following:

a. In the first cycle, the researcher was not able to effectively control the class, resulting in many disruptions. Therefore, the researcher will optimize interaction with the students through constructive admonitions to maintain better classroom management.
b. During group formation in the first cycle, there was chaos in the classroom as students sought their groupmates. Hence, the researcher will reduce the number of groups in the classroom.
c. In the first cycle, rewards were only given to the winning group. To further enhance students' motivation to win, additional rewards will be provided to the group that demonstrates the most conducive cooperation.
d. In the second cycle, the content will be condensed to prevent students from feeling overwhelmed during learning. While in the first cycle, the questions were provided by the teacher, in the second cycle, each group will create their own questions based on the material covered in the first cycle. These questions will then be randomized so that each group will receive questions from another group.

Cycle Stage 2
1. Cycle 2 Action Planning
        In the planning of the second cycle, the material provided is a continuation of the first cycle, which is "Social Integration and Reintegration as Efforts in Conflict Resolution and Violence Prevention." The planning in this cycle involves collaboration between the researcher and the Sociology subject teacher, taking into account the reflections from the first cycle. There are a few changes in the stages of the second cycle compared to the previous cycle, particularly in the implementation phase.
        In the previous cycle, questions and answers were presented in a glass container containing statements prepared and created by the researcher for the students. In each group, students were trained to develop problem-solving skills and engage actively. The use of games and time limits during this phase has made students more enthusiastic and visibly enjoying the learning process. Each group will receive questions from other groups, aiming to enhance the creativity and broaden the insights of the students regarding this learning model. This allows the teacher to effectively manage the classroom.

In the planning stage, changes were made to the game provided during the action phase. This includes:

a. **Designing Teaching Material:** Preparing teaching material organized in a PowerPoint presentation.

b. **Creating a Lesson Implementation Plan (RPP):** Designing a lesson plan while continuing to use the Team Game Tournament learning model.

c. **Setting up the Learning Environment:** Preparing the learning environment for the second-cycle action, including changes in the provision of questions.

d. **Preparation of Observation Instruments:** The researcher and observer prepare observation sheets, including those assessing students' learning interest and the teacher's performance, for use during the teaching and learning process in the second cycle.

e. **Classroom Setup:** Arranging the classroom, preparing necessary media, materials, and teaching aids for the implementation phase.

f. **Providing Two Types of Rewards:** Offering rewards in the form of prizes to both the winning group and the most conducive group to motivate students during discussions.

2. Cycle 2 Action Implementation

The second cycle of action took place from Thursday, May 2nd, and concluded on May 24th, with a total time allocation of 4 sessions, each lasting 45 minutes, continuing with the teaching material from the first cycle. During the implementation of the second cycle, the Team Game Tournament learning model was still used, similar to the first cycle. However, in this phase, the researcher paid more attention to better classroom management to optimize the learning conditions and increase students' interest.

In the second cycle, there were some changes compared to the first cycle. Previously, quiz or game questions were prepared in advance and placed in boxes, with letters inside the boxes being randomized as answers. In the second cycle, each group of students was tasked with creating similar questions as in the first cycle, following the steps outlined in the previously prepared lesson plan.

At the beginning of the activity, the researcher started by preparing the teaching materials used in the lesson. Then, attendance was taken to determine the number and condition of the students. Afterward, an aperception activity was conducted to assess how much the students had learned and to inquire about the previous lesson. All these steps were carried out in accordance with the stages outlined in the previously prepared lesson implementation plan.

During the core activity of the second cycle, the researcher began by explaining the material on social group diversity in multicultural Indonesian society and the issues that arise from this diversity. Using teaching media in the form of a PowerPoint presentation and a prepared textbook, the researcher divided the students into five groups. This division was done by instructing the students to count off from 1 to 6, starting from the frontmost student to the back, ensuring that all students formed groups randomly.

Once all the students had found their group members, the researcher provided instructions on how to collaborate within their groups, optimizing task distribution and explaining the rules of the game, especially the process of solving problems within the pyramid glass game. The rules for creating questions based on statements, with the number of statements equal to the number of glasses used in the pyramid game, were

also explained.

After ensuring that all students within each group understood the rules and procedures of the game, the teacher allocated 15 minutes for the groups to arrange the statements correctly through discussion with their group members. Subsequently, representatives from each group were asked to come forward and place their statements, which were then checked to ensure they matched the indicators created by the teacher.

Following this, the researcher allowed representatives from each group to rejoin their respective groups and work on the questions for 10 minutes, as agreed upon. The group that completed the task quickly and accurately was considered the winner of this quiz or game, making them eligible to receive rewards in the form of prizes. This was done to further enhance the learning interest of other groups and to appreciate the winning group. During this stage, the researcher and observer also observed the learning activities, noting the level of students' interest, which was recorded on an observation sheet.

In the final stage of the second cycle, the distribution of rewards differed from the first cycle. In this cycle, the number of rewards was increased for both the winning group and the most conducive group. In selecting the category of the most conducive group as the reward recipient, it was aimed to encourage students to remain calm and without additional movements during the evaluation, similar to the approach used in evaluating the first cycle.

3. Presentation of Cycle 2 Observation Results

During the implementation of the second cycle, the researcher and the subject teacher, acting as observers, observed the level of students' interest using an observation sheet for students' activities.

4. Reflection on Cycle 2 Actions

The evaluation results obtained during the implementation of the second cycle led to the conclusion that the use of the Team Game Tournament learning model in the sociology subject showed an improvement in students' interest. This improvement is evident from the table of observations of students' activities and the thesis observation results. The table demonstrates an increase in the percentage of interest from the second cycle. This outcome aligns with expectations, as the previous observation results fell into the "active" category, while in the subsequent cycle, they moved into the "very active" category. Based on these results, the success indicators can be considered achieved, and the research activities were concluded after the second cycle.

From this reflection and based on the success indicators previously established, the learning process can be considered successful because there has been an increase in students' interest in the teaching and learning process. The observation results of the teacher's activities in the second cycle also showed an improvement, moving from the "good" category to the "very good" category. Based on these facts, the researcher can conclude that the hypothesis in the second cycle has been accepted, and the research on efforts to improve students' interest in the learning process using the Team Game Tournament learning model is complete.

Discussion

This research activity is a type of classroom action research aimed at improving students' interest in sociology for Grade XI Social Science 1 students at SMAN 8 Bone by using the Team Game Tournament learning model. The research was conducted in two cycles: Cycle I and Cycle II. Based on the results of Cycle I, as seen in the table of Cycle I observation results, students' interest in the learning process using the Team Game Tournament model had already reached the standard observation indicator, which was 64.2%, categorizing it as "active." However, the researcher felt that the results obtained in Cycle I were still not satisfactory. The obtained results were ordinary and similar to the usual level of interest. Additionally, there were still many shortcomings among the students and the researcher, including suboptimal classroom management. Therefore, the researcher intended to continue the research in Cycle II, where some technical changes were made in the learning process to address the shortcomings identified in the previous cycle. After the implementation of Cycle II and based on the observations by the researcher and the observer on the observation indicator sheet, there was an improvement in Cycle II with a percentage of 89.2%. This categorizes Cycle II as "very active," which is different from the previous cycle and represents significant improvement.

The success in improving students' interest in learning is influenced by the use of the Team Game Tournament learning model. In addition, the researcher also plays a crucial role in optimizing the classroom after making several changes based on the evaluation results from Cycle I. This serves as evidence that the teacher's role in managing the classroom is one of the key factors in enhancing students' interest. Considering the results of the observation indicators, where students' activities fall into the "very active" category, and the teacher's activities fall into the "good" category, the entire research process can be considered successful as expected.

Acknowledgments

Conclusion

The use of the Team Game Tournament learning model can increase the engagement of students in the 11th-grade social studies class at SMAN 8 Bone. One of the factors that can enhance student engagement is the optimal classroom management that aligns with the class's conditions and situations. This is clearly evident in the results of the observation sheets of student activities, where there was an improvement from Cycle I to Cycle II. Additionally, there was an improvement in the teacher's observation results between cycles, thanks to the implementation of the Team Game Tournament learning model. In Cycle I, the observation results for student activities fell into the "active" category, approximately 64.2%, and the teacher's observation results were in the "good" category, around 75%. In Cycle II, the observation results for student activities increased to the "very active" category, approximately 89.2%, accompanied by an increase in the teacher's observation results to the "very good" category, approximately 85.2%. Based on these results, it can be concluded that the success indicators have been achieved, and thus, the hypothesis of the research has been accepted.

Advice

The researcher hopes that this research can be further developed and corrected if there are any shortcomings in its execution. It is also hoped that this paper can contribute to making learning more engaging for students.

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