

# TEAM GAMES TOURNAMENT LEARNING MODEL TO SOLVE THE MISSION IN SANDI HIZBUL WATHAN EXTRACURRICULAR TO INCREASE LEARNING MOTIVATION

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## ABSTRAK

**Abstrak.** Penelitian bertujuan untuk mengetahui efektifitas model team games tournament dalam pembelajaran Hizbul Wathan untuk meningkatkan motivasi belajar siswa. Jenis penelitian adalah kualitatif deskriptif, dengan metode pengumpulan data berupa observasi, wawancara, dan dokumentasi, menggunakan teknik purposive sampling dalam menentukan subjek penelitian serta teknik triangulasi sumber dalam menguji keabsahan data. Hasil penelitian ini adalah model pembelajaran TGT efektif dalam peningkatan motivasi belajar siswa SD Muhammadiyah 1 kota Malang. Siswa memiliki motivasi belajar yang tinggi, dibuktikan dengan antusiasme yang tinggi dan berpartisipasi aktif dalam proses pembelajaran serta pengembangan ketrampilan sosial pendapat forum, koordinadi kelompok, kerjasama mengatur kelompok.

**Abstract:** *The study aims to determine the effectiveness of the team games tournament model in Hizbul Wathan learning to increase student learning motivation. The type of research is qualitative descriptive, with data collection methods in the form of observation, interviews, and documentation, using purposive sampling techniques in determining research subjects and source triangulation techniques in testing the validity of data. The result of this study is that the TGT learning model is effective in increasing the learning motivation of students of SD Muhammadiyah 1 Malang. Students have high motivation to learn, as evidenced by high enthusiasm and active participation in the learning process as well as the development of social skills of forum opinions, group coordination, and cooperation in organizing groups.*

## A. INTRODUCTION

Formal educational institutions can provide extracurricular learning. The statement refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 Article (1) concerning Extracurricular Education in Primary and Secondary Education. This regulation explains that extracurricular activities are curricular activities carried out by students outside of regular learning hours and curricular activities under the supervision and guidance of educational units (Kusumandari et al., 2018). Extracurricular efforts can be manifested in several forms such as crickets, scientific works, sports talents and interests, religion, and others. For example, forms of extracurricular activities such as Hizbul Wathan. Extracurricular activities have various forms. Starting from the form of extracurricular scientific activities, academic ability, interests, talents, and religion (Pratiwi, 2020). The forms of extracurricular activities have the intention of

developing students' talents and interests in filling students' spare time, thus preventing unproductive activities that have a detrimental effect on the development of students.

The most common extracurricular activity in educational institutions is scouting involvement. This activity can increase students' self-potential through positive social values. The organization of scouting in Indonesia consists of the Hizbul Wathan (HW) Scouting Movement and the Scouting Movement, which have similarities from the composition of the articles of association and bylaws, activities such as routine training and camps, to the skills taught in them (Maria, 2018). Affiliated educational institutions have characteristics that distinguish them from other institutions, have distinguishing characteristics in terms of the curriculum of Al-Islam, Muhammadiyah, and Arabic Language (ISMUBA).

The implementation of extracurricular activities certainly has diverse and interesting reasons

for students in schools. Through extracurricular activities, SD Muhammadiyah 1 Malang City developed a scouting extracurricular activity called Hizbul Wathan. Hizbul Wathan is a scouting movement under the auspices of Muhammadiyah which focuses on the field of solidarity to prepare and foster children, adolescents and youth with faith, morality, and high education (Efendi, 2018). The Hizbul Wathan scouting activity program is held once a week at each meeting. Based on the results of observations, it can be seen that the atmosphere of extracurricular learning activities, the teacher's skills to open and close learning consist of giving jargon, yells, ice breaking, motivation for learning enthusiasm. The teacher applies a varied Team Group Tournament learning model in groups with various codes and practice questions on box 1 cipher material that students learn. Based on the interviews that have been conducted, students become active and enthusiastic in learning Hizbul Wathan. This is also motivated by the application of the learning model.

The existence of the role of teachers in managing professional education programs for the purpose of national education, so it is necessary to place educators who are adjusted to their profession and expertise (Kurniasih, 2023.) Teachers have a role to determine the right learning model. The right learning model can support the achievement of learning goals (Ayunda, et al., 2023) The TGT learning model is one model that is relatively easy to implement. This model was first developed by John Hopkins, then adapted and further developed by David Devries and Keith Edwards (Rahmawati et al., 2023). Cooperative learning states that a learning method where students can work together in groups to learn subject matter. The goal is for students to share opinions and understanding of the material so that they understand the topic being studied (Panggabean et al., 2021). Teams Games Tournament (TGT) type of cooperative learning model, a learning procedure that provides opportunities for groups to compete with other groups so that students are passionate about (Wulandari et al., 2023).

The TGT learning model not only improves the academic abilities of students who are superior in learning, but students with low academic abilities to actively participate and have an important role in their group (Matitaputty et al., 2023). The application

of the TGT learning model consists of 5 learning syntaxes including: 1) class presentation, 2) forming heterogeneous groups, 3) implementing games, 4) conducting matches or tournaments, 5) giving an award (Melindawati, 2021) Based on this opinion, the TGT learning model involves the formation of learning teams with diverse abilities that help each other to understand the material. After that, a tournament or competition between teams is carried out to score points, the final stage gives awards to the team with the highest score. The role of the teacher to create TGT model learning activities involves all participants in the classroom, thus using play activities is expected to increase the interest of students to be active in learning activities directly.

The TGT type cooperative learning model provides opportunities for students to develop the ability to think in solving problems, as well as encourage learning, and responsibility for fellow group members. This research is relevant to a study entitled "The Effect of Teams Games Tournament Learning Model Using Scout Semaphore Password on Mathematical Problem Solving Ability in View of Student Personality Type". The study stated to determine the student's personality type on students' mathematical problem solving ability, as well as to determine the interaction between learning models and student personality types on students' mathematical problem solving ability (Nurfajriah et al., 2021). Further research entitled "Application of Team Game Tournament Type Cooperative Learning Method in Science Learning to Improve Student Learning Outcomes" that the results of the study stated that through the TGT type cooperative learning model can improve student learning outcomes (Sulhiyati, 2019). Another relevant research entitled "Application of the TGT (Teams Games Tournament) Learning Model to Increase Learning Motivation" That the results of this study know the increase in motivation in the application of the Teams Games Tournament (TGT) learning model for history subjects (Agung, et al., 2021)

Based on the problems and relevant research above, the author is interested in examining research on TGT type cooperative learning models. This research is different from previous research, this research uses the TGT learning model with the application of solving missions in Sandi Kotak I which is applied to 4th grade, 5th grade, and 6th grade

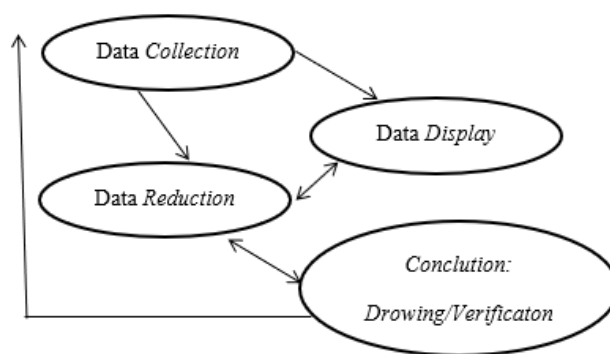
students at SD Muhammadiyah 1 Malang City in Hizbul Wathan Extracurricular conducted in January 2024. Furthermore, the benchmark that wants to be examined in this study is the extracurricular learning of Hizbul Wathan with the Team Games Tournament model to solve the mission in the password. Based on the background that has been described, this study aims to find out how effective the TGT learning model is in solving the Hizbul Wathan mission code to increase student learning motivation at SD Muhammadiyah 1 Malang city.

## B. RESEARCH METHOD

The research location was carried out at SD Muhammadiyah 1 Malang City, which is located at Jalan Kawi No.7 Kauman, Kec. Klojen, Malang City, East Java Province. Research related to the Teams Games Tournamen learning model in 2023/2024 in accordance with the focus of the problem taken by researchers, this research uses a qualitative approach. Determination of subjects in this study using purposive sampling technique, namely determining samples with certain considerations. From this technique, the research subject taken is the Hizbul Wathan extracurricular coach teacher, because it has the capacity to provide valid and authentic data. This research uses descriptive research. The focus of the discussion studied by the researcher is Hizbul Wathan extracurricular learning with the Team Games Tournament model to solve the mission in the password.

The instruments used by the researcher to collect data involve observations, interviews, and documentation which are described as follows: 1) The interview, which is structured based on the formulation of the problem, aims to be able to dig deeper information about the case raised by the researcher. At this stage of the instrument, the researcher involved an extracurricular supervisor Hizbul Wathan, 2) the observation guidelines consist of observation points or frameworks that will be used to analyze the implementation design, implementation, and supporting and inhibiting factors of Hizbul Wathan extracurricular with the Team Games Tournament model to solve the mission in the code 3) documentation guidelines to collect data and documents and record important information related to the implementation of Hizbul Wathan extracurricular with the Team Game Tournament

model. The researcher inserted documents into this instrument. The researcher's analysis technique uses the Miles and Huberman model data stages which are carried out including 1) data collection, 2) data reduction, 3) data presentation (data display), 4) conclusions (data conclusions drawing)(Saputri et al., 2023). This research is a source and technique triangulation method in testing the validity of the data (Ibrahim, 2018.) This data analysis technique is in accordance with Miles and Huberman as described as follow:



**Figure 1.** Research patternerns Miles and Huberman

The data source was obtained from the reading sources that had been studied by the researcher. First, researchers analyze previous research, scientific journals, and books as reinforcement of theories. The researcher then selects the informants according to the category needed. The researcher prepared an interview design. Next, the researcher conducted interviews and documentation, then concluded it as the result of the research.

## C. RESULT AND DISCUSSION

SD Muhammadiyah 1 Malang City is one of the schools that implement Hizbul Wathan extracurricular activities, the school is located at Jalan Kawi No.7, Kauman, Klojen District, Malang City, East Java Province. The results of research that has been carried out at SD Muhammadiyah 1 Malang City through observation, interviews, and documentation of Hizbul Wathan extracurricular learning with the Team Games Tournament model to solve the mission in the password. The implementation of Hizbul Wathan extracurricular activities is held in the school yard which is functioned for Hizbul Wathan extracurricular activities during the activity. Extracurricular activities are attended by all students from grade 1 to grade 6. The focus of this research is

on students in grade 4, grade 5, and grade 6. The supervising teacher as a class manager in Hizbul Wathan extracurricular activities, that students' understanding of the material taught is improved by paying attention to learning methods (Mumtahana et al., 2022).

The design stage of Hizbul Wathan extracurricular activities is formed by the teacher as the coach planning by preparing everything needed for learning activities. Extracurricular coach Hizbul Wathan then compiled a training journal every semester so that learning is more optimal. The design of the journal refers to the Hizbul Wathan Central Kwartir Curriculum for the Athfal (SD/MI) level by combining the fields of Islam and Muhammadiyah. The curriculum design is modified from the curriculum of the Hizbul Wathan Central Committee according to the needs of students. It includes the field of scouting, the field of Islam, and Muhammadiyah, the field of skills, the field of cultural insight and the social field. The effective duration of learning time is set from 07.15 to 08.15 WIB. Related to the variation of Hizbul Wathan's extracurricular teachers in using learning methods in learning.

Learning components need to be considered such as teachers, students, curriculum, methods, materials, media, and teaching materials needed (Wulandari et al., 2023). Teachers must be able to determine the right learning model, because it will affect learning outcomes (Halim Purnomo et al., 2024). Teachers can use a variety of fun methods in learning Hizbul Wathan. Thus, the success of a teacher can teach students to understand a problem through the stages of the learning process because that way students will understand what is being taught (Mulyasa, 2018) Hizbul Wathan's supervisor first prepares learning tools, media and evaluation tools to create a fun learning atmosphere (Idhayani et al., 2020).

The initial learning activities consist of opening greetings, ice breaking, spirit tests, clapping, reciting the Hizbul Wathan Promise and the Hizbul Wathan Law and the teacher conveys the learning objectives that must be achieved. The next stage of activities is adjusted to the steps of the Team Games Tournament cooperative type learning model consisting of 1) class presentation, 2) forming groups heterogeneously, 3) carrying out games, 4) carrying out matches or tournaments, 5) giving an award (Uli

& Pardede, 2019). Teachers can increase students' enthusiasm for learning by designing tasks that encourage interaction and mutual need between students (Alavudeen et al., 2021) The TGT-type cooperative learning model encourages students to be active in learning. At the class presentation stage, the teacher conveys learning materials to students about the password material of box 1 clearly and interestingly. After students understand how to write a box 1 password, the teacher asks each student to practice box 1 password writing their full name, in between learning the teacher controls to check the students' writing work. After the class presentation, the next step is to form heterogeneous groups. Teachers divide learners into small groups in Grade 4, Grade 5 and Grade 6 consisting of learners with diverse ability levels. This aims to encourage cooperation between students which will have an impact on communication skills to ease of access to learning resources (Marmoah et al., 2022).

To prepare for the next stage, students then play games that have been designed to test comprehension. Each group sends a representative to get the mission to be completed from the teacher, the learner is required to complete the mission questions from the password box. Competition between groups in TGT games can motivate students to study harder so that their group wins (Avisseña & Hidayat, 2020). Each group competes to complete the 1 box password mission to earn extra points. Students also practiced cracking the box 1 password in a group discussion, the learning process used the Team Games Tournament model, a game that asks students to solve the box 1 password mission. If the answer is correct, students are then asked to explain the letters in writing the password of box 1 and demonstrate the mission in the group related to the scouting material. After the tournament, the teacher gave applause and motivation to the group that managed to finish quickly and appropriately.

In the last closing stage, teachers and students shared learning experiences during the activity. In addition, it provides feedback to each group on the success of learning performance during learning. Before closing, teachers provide motivation and hope for further learning and plan follow-up activities. From the delivery of the material, the teacher gave a quiz to review the oral material to find out the extent of understanding of the material received by the

students before returning to their respective classes. This method is needed to increase activity in learning. This process is aimed at obtaining changes in individual behavior in interacting with environments that involve cognitive, affective, and psychomotor (Janah, 2020).

There was a noticeable mood of learners as evidenced by the positive activities shown by most students throughout the learning process. The game method aims to create a fun environment and attract the attention of students during the learning process (Sari et al., 2023). The implementation of Hizbul Wathan's extracurricular activities is part of the teaching activity process, the application of the Team Games Tournament model to Hizbul Wathan's extracurricular activities has advantages and disadvantages. The advantages of using the TGT model are that students are encouraged to work together, collaboratively participate in carrying out missions in their groups, and conduct group discussions. Enthusiastic learners are more actively engaged, orderly and eager to complete the box 1 password mission, so they can develop thinking skills compared to conventional learning. The stages of the tournament that encourage students to win the game create a fun learning atmosphere, students have the opportunity to earn points for completing missions, moreover, the prize giving prizes in the Team Games Tournament model can increase student motivation and competitiveness. (Sulistio et al., 2022). Learners feel motivated to actively participate and make maximum contributions.

Learning outcomes are behaviors, which exist, from not knowing to knowing, the emergence of new questions, changes in every habit of skill, ability to appreciate, development of sidat, social, emotional, and physical growth (Ananda, 2017). This is the result of learning behavioral changes in individuals, both attitudes, knowledge, and skills. Increasing the activity of learning outcomes is certainly influenced by a motivation from students. Learning motivation can determine the quality of attitude, as students have high learning motivation characteristics classified as having learning indicators as follows: 1) persevere in facing tasks, 2) resilient in facing difficulties (not easily discouraged), 3) show interest in various adult problems, 4) prefer to work independently, 5) get bored quickly on routine tasks, and 6) can defend their opinions rationally (Miswanto et al., 2022). Learning

motivation provided by the teacher is no less important to improve learning well (Agung, et al., 2021). Next, the advantages of social skills are owned by students who dare to express opinions in group coordination forums, cooperation in managing roles between members to help each other complete the box 1 password mission (Bustami et al., 2024).

There is support from the school by providing facilities in the form of microphones to support learning (Abdullah, 2018). Another supporting factor, the principal supports educator potential development activities with training for Hizbul Wathan coaches. (Annisa Millenia, 2024). Meanwhile, the disadvantage of the Team Game Tournament learning model is that it requires enough time for preparation, group formation, and games. In addition, because the Team Games Tournament model emphasizes group cooperation, teachers must pay attention to the needs of each learner, especially in understanding the level of understanding and learning needs (Alfira & Syofyan, 2022).

The researcher participated in presenting the results of an interview with the Hizbul Wathan supervisor as a reinforcement of the argument, with the results:

Table 1. The Effectiveness of the Team Games Tournament Learning Model to Increase Learning Motivation

Elements	Question	Answer
Planning	What is the availability of infrastructure facilities in the classroom?	The infrastructure is adequate, one of which is a microphone to support learning.
Organizing	How is the Team Games Tournament model implemented?	The implementation is easy, does not require too complicated media, and increases student activity.
Effectiveness	How effective is the Team Games Tournament model in learning?	The application of the TGT model is very effective in the learning process of Hizbul Wathan. Students become more enthusiastic, easily understand the material, and increase learning motivation.
Evaluation	How is the evaluation of the Team Games Tournament	The evaluation was carried out by sharing learning experiences during the activity in the

model carried form of providing out? feedback. DAFTAR RUJUKAN

The table strengthens the researcher's argument regarding the effectiveness of the Team Games Tournament model. This model can help students be more active during the learning process.



**Figure 2.** Team Games Tournament model learning documentation

Based on the results of the interview, it can be found that the application of the Team Game Tournament model at SDN Muhammadiyah 1 Malang is effective in supporting Hizbul Wathan learning. Educators can involve students directly in the learning process so as to improve their interaction skills and learning motivation. Adequate facilities and infrastructure also support the learning process. Evaluation can be done by sharing learning experiences. So that educators can easily identify learning achievements.

#### D. CONCLUSION AND SUGESTION

The conclusion obtained is that the TGT learning model has an effectiveness on learning motivation. After the research was carried out, it can be found that the students of SD Muhammadiyah 1 Malang have high motivation to learn, as evidenced by high enthusiasm and active participation in the learning process and the development of social skills, forum opinions, group coordination, and cooperation in organizing groups.

Learning motivation is also strengthened by the support from the school through facilities. The school provides microphones for teachers to support Hizbul Wathan's extracurricular activities. With the availability of school facilities, teachers and students can take advantage of it, so that the teaching and learning process will be successful and effective according to their needs. The next supporting factor is a special training system for coaching teachers in the field of scouting Hizbul Wathan which is supported by the school to participate in organizing training.

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