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DEVELOPMENT OF TEAM GAMES TOURNAMENT (TGT) MODEL TO IMPROVE LEARNING MOTIVATION IN STUDENTS' PHYSICAL LEARNING AT STATE ELEMENTARY SCHOOL

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Abstract. The problem in this study is that the PE (Physical Education) learning process still uses conventional learning models, due to the limitations of PE teachers in implementing various learning models, resulting in low student learning motivation. This study aims to produce a Team Games Tournament (TGT) model in PE learning to improve the learning motivation of students at Elementary School of 24 Bengkulu. This type of research is Research and Development (R&D) with the ADDIE development model, namely Analysis, Design, Development, Implementation, and Evaluation. The data obtained are assessments and suggestions from media experts, material experts and language experts, assessments and suggestions from PE teachers, self-assessment of student learning motivation. The analysis techniques used are validity tests, practicality tests and product effectiveness tests. The validation results show a very good level of validity, with 96.25% for media, 95.42% for material and 84.44% for language. The practicality test involving three PJOK teachers produced an average score of 98% indicating a very good level of practicality. The effectiveness test based on the results of N.Gain showed a percentage value of 81.94% with a very effective category. This shows that the Team Games Tournament (TGT) module can increase the learning motivation of class V students of Elementary School of 24 Bengkulu.

Keywords: Development, Model, Team Games Tournament, Learning Motivation

I. INTRODUCTION

Education is a conscious and planned effort to create a learning environment, where students can actively develop themselves in various aspects such as spiritual strength, self-control, personality, intelligence, noble morals, and skills that are useful for themselves, society, nation, and state (Amin, Wahyuri, Irawan, Welis, & Ockta, 2023; Iqbal et al., 2024; Karisman et al., 2024; Oktadinata et al., 2024). Learning and the learning process in education aims to develop students' abilities in various aspects, such as religious spirituality, self-control, intelligence, and noble morals, which are very relevant in life in society, nation, and state (Andica et al., 2024; Ismail et al., 2024; Khani et al., 2024; Ockta & Hardiansyah, 2023; Safitri et al., 2024).

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable,

capable, creative, independent, and become democratic and responsible citizens (Ferdian et al., 2023; Hambali et al., 2024; Haris et al., 2024; Insani et al., 2024c; Nusri et al., 2024).

Learning process, it is important for students to be actively involved in order to achieve learning goals, and the role of teachers is needed to provide motivation (Budiman & Ockta, 2024; Chinta et al., 2024; Hadinata et al., 2024; R. F. Illahi et al., 2024; Safitri et al., 2023). The process of transferring knowledge between individuals occurs through interactions between educators or teachers and students, which is the key to students' enthusiasm in participating in learning (Atradinal & Ockta, 2024; Insani et al., 2024a; Purwanto & Ockta, 2024; Sepriani et al., 2024; Triani et al., 2023). To achieve and improve aspects of feelings, physical skills, and understanding, especially in PE (Physical Education) learning, students learn about feelings, physical movements, and understanding in the learning process (Amin, Wahyuri, Irawan, Welis, Gusni, et al., 2023a; Apriady et al., 2024; Likardo et al., 2023; Pranoto et al., 2024). Teachers have an important role in the learning process, requiring them to have good abilities, mastery of

material, and strategies (Amin, Wahyuri, Irawan, Welis, Gusni, et al., 2023b; Insani et al., 2024b; Yuliana et al., 2023). Education involves students in the development of psychomotor, cognitive, and affective aspects in a sustainable manner (Arfi et al., 2024; Ockta et al., 2024; Rambe et al., 2024; Umar et al., 2023).

This requires teachers to be able to choose methods and design learning activities that activate students, provide varied teaching materials and use learning models that allow students to easily absorb information and are able to foster motivation in learning (Adrizal et al., 2024; Al Zaki et al., 2023; Pitnawati et al., 2023; Sasmita et al., 2023). Learning motivation is very important and beneficial for students because learning motivation can affect student learning participation and learning achievement. Student learning participation is influenced by the strength of learning motivation (R. R. Illahi et al., 2023; Revalina et al., 2024). If students' learning motivation is high, the students' efforts to learn will be greater. Conversely, if students' learning motivation is weak, it will weaken their efforts to carry out learning activities.

Learning can take place effectively if students have motivation in learning. Motivation to learn is the driving force in students that moves students to carry out learning activities (Bakri et al., 2022). Motivation needs to be fostered in students so that students are moved to carry out learning activities (Neina & Qomariyah, 2021). Motivation is one of the important factors in achieving learning goals. But not all students have high motivation, there are also students who have low motivation so that students are not enthusiastic about learning. Teachers need to try to foster motivation in students so that students are motivated to follow the learning process by using various learning models.

Student learning motivation in PE learning is an important factor in the success of the learning process (Nanjundaswamy et al., 2021). Low learning motivation causes students to be less active and less interested in following the learning process, especially in physical activities which are the core of PE learning (Gao et al., 2023). There are several studies that show that student learning motivation in PE learning in elementary schools tends to be low, caused by the learning model used being less interesting or monotonous.

Learning motivation in PE learning in Elementary School students is relatively low. PE activities are carried out with uninteresting learning methods and models, such as just listening to explanations and doing basic movements without any variation. This causes students' motivation to exercise to decrease, especially because students feel that there are no challenges and fun activities in learning PE (Mischenko et al., 2023). Physical education, as a formal subject, has a complex role in developing the cognitive, affective, and psychomotor aspects of humans (Komariah & Nihayah, 2023). Physical education is very necessary in the learning process to develop motor skills, knowledge, and healthy, sporty, active living behaviors, and emotional intelligence.

Learning motivation is reflected in student behavior that involves interest, sharpness of attention, concentration, and perseverance to achieve goals (Mahapoonyanont, 2020).

Learning motivation is an internal force that encourages students to be active in learning activities, creating enthusiasm and joy in learning. Learning motivation not only plays a role in providing encouragement to learn, but also ensures the continuity of learning activities and provides clear direction.

The learning method applied in this study is the Team Games Tournaments (TGT) learning model through playing, chosen because the learning model, in addition to involving all students and group cooperation, is also in accordance with student development. The Team Games Tournaments (TGT) learning model through playing also requires students to compete through tournaments in the game so that it will trigger an increase in learning motivation. It is hoped that the Team Games Tournaments (TGT) learning model through playing, in addition to being an innovative and not boring learning, is also able to increase student learning motivation. Based on the background above, the author chose to use the Team Games Tournaments (TGT) model as an effort to increase student learning motivation in participating in PE learning.

II. METHODS

The type of research that will be used is R&D (Research and Development) research, namely research that is oriented to research, design, produce, test, validity of the resulting product. The subjects in this study were validators such as expert lecturers, PE teachers and 5th grade students of Elementary School of 24 Bengkulu subjects in the study. At the validation stage, there were 3 media experts, 3 material experts, 1 language expert. At the practicality stage, there were 3 PE teachers. The subjects at the effectiveness stage were 5th grade students of Elementary School of 24 Bengkulu with a total of 55 students consisting of 22 male students and 33 female students. At this stage, problems were identified in providing material for PE learning according to student conditions and functioned to provide innovation in the Team Games Tournaments (TGT) model.

The instrument used to test the effectiveness of the Team Games Tournament (TGT) model learning module for grade V elementary school students in this study.

The N-Gain test is used to determine the increase in students' abilities between before and after treatment, namely to test the average increase between the pretest and posttest values calculated using the gain index analysis. The gain referred to in this study is the normalized gain (N-Gain). The normalized gain formula is as follows.

III. RESULTS AND DISCUSSION

The research was conducted to develop a learning module product. The learning module developed is the Team Games Tournament (TGT) model to improve learning motivation in students' PE learning. The research was conducted in class V of Elementary School of 24 Bengkulu with a sample of 55 students. Model development was carried out with several steps that were adjusted to the formulation of the problem in the research. The development of the Team Games Tournament (TGT) model for soccer game material used the

ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation). The results of the study produced valid, practical, and effective products for the products to be developed, namely the Team Games Tournament (TGT) module.

TABEL I

Validity Test Results by Media Experts				
Aspect	Validator			Average
	1	2	3	
Teachinical	88,75%	95%	93,75%	92,50%
Construction	100%	100%	100%	100%
Average	94,38%	97,50%	96,88%	96,25%

TABEL II

Validity Test Results by Material Experts				
Aspect	Validator			Average
	1	2	3	
Construction	96,67%	95%	93,33%	95%
Didactic	95%	97,50%	95%	95,83%
Average	95,83%	96,25%	94,17%	95,42%

TABEL III

Validity Test Results by Language Experts			
Aspect	Language		Category
	Validator		
Straightforward	86,67%		Very Good
Communicative	80%		Good
Dialogic and Interactive	80%		Good
Conformity to Student Development	80%		Good
Conformity with Language Rules	80%		Good
Use of Terms, Symbols, or Icons	100%		Very Good
Average	84,44%		Very Good

The results obtained from the language validity test obtained an average percentage value of 84.44% with a very good validity category. The validity test results across different expert evaluations highlight the strengths of the materials assessed. Table I presents the findings from media experts, showing an overall average validity of 96.25%. The technical aspect scored 92.50%, while construction received a perfect score of 100%, indicating a high level of reliability in the material's design and structure. Table II focuses on material experts, with an average validity of 95.42%. The construction aspect again stood out with a strong score of 95%, and the didactic aspect followed closely, averaging 95.83%.

These results demonstrate the materials' effective pedagogical framework and alignment with educational standards. Table III outlines the evaluations from language experts, where the overall average validity reached 84.44%, categorized as very good. While the straightforwardness scored 86.67%, the communicative, dialogic and interactive aspects, as well as conformity to student development and language rules, all earned 80%, classified as good. Notably, the use of terms, symbols, or icons achieved a perfect score of 100%, showcasing exemplary clarity and appropriateness in language use. In summary, the combined results from media, material, and language experts affirm the materials' high validity, underscoring their effectiveness in educational contexts and their alignment with pedagogical principle

IV. CONCLUSIONS

Based on the results of the development research and discussion covering the validity, practicality, and effectiveness of the Team Games Tournament (TGT) module for class V of Elementary School of 24 Bengkulu City, the following research conclusions can be drawn. 1. The Team Games Tournament (TGT) module that was prepared aims to increase the learning motivation of class V students at Elementary School of 24 Bengkulu City. 2. The Team Games Tournament (TGT) module on the soccer game material obtained a percentage value of 96.25% from media experts, 95.42% from material experts, and 84.44% from language experts. The average validity percentage result was 92.04% with a very good validity level category 3. The Team Games Tournament (TGT) module on the soccer game material obtained a practicality percentage value of 98% with a very good practicality category from the PE teacher as a practicality test expert. 4. The Team Games Tournament (TGT) module on the soccer game material obtained an effectiveness percentage value of 81.94% with a very effective category.

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