

The Influence of Team Games Tournament Model on Learning Motivation through Students' Learning Interest

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ABSTRACT

This study aims to determine the effect of the Team Games Tournament (TGT) learning model on student motivation through learning interest as a mediating variable. The approach used is quantitative with regression and path analysis methods. The results showed that the TGT model had an effect on learning interest and motivation, and learning interest played a mediating role in the relationship. This study illustrates that a fun and collaborative learning strategy such as TGT can increase students' engagement and enthusiasm for learning. It is hoped that the results of this study can be a reference in the application of learning models that encourage students' affective aspects optimally

Keywords

Team Games
Tournament; Learning
Interest; Learning
Motivation

INTRODUCTION

Cooperative learning is a form of cooperation between learners in structured small groups to achieve common learning goals (Simamora, 2024). The Team Games Tournament (TGT) cooperative learning model encourages the spirit of learning through game activities that actively involve students (Alawiyah., 2023). According to Rahman (2021) learning motivation is an encouragement from within students to engage in learning activities because of pleasure and curiosity. Learning interest reflects students' interest and attention to the learning process (Anwar, 2025).

A review of research related to the TGT model, stating that this model is able to increase learning motivation by Rachma (2020) revealed that the application of the TGT model in improving motivation and learning outcomes. Research by Rizky (2024) stated that the TGT model was able to significantly encourage active involvement and enthusiasm for learning by students. However, both studies have not examined in more depth the indirect relationship mechanism that may occur in the learning process. Therefore, this study is intended to integrate learning interest as a mediating variable, to gain a more thorough understanding of the effect of the TGT learning model on students' learning motivation through learning interest.

This study aims to determine the effect of TGT learning model on students' learning motivation, either directly or indirectly through learning interest as a mediating variable. Specifically, this study analyzes four relationships, namely the effect of TGT on learning motivation, the effect of TGT on learning interest, the effect of learning interest on learning motivation, and the effect of TGT on learning motivation through learning interest.

The results of this study are expected to prove that the TGT learning model affects students' learning motivation, either directly or indirectly through learning interest as a mediating variable. This research is also expected to provide a clearer picture of the relationship between learning models, learning interest, and learning motivation, so that it can be a basis for consideration in choosing the right learning strategy, fun, and able to increase the enthusiasm of students in the classroom.

METHOD

This research uses a quantitative approach. The research location was at SMPN 01 Wagir. The independent variable in this study is the Team Games Tournament model, the mediating variable is learning interest, and the dependent variable is learning motivation. The population in this study were all seventh grade students of SMPN 01 Wagir as many as 319 students. Sampling was carried out using proportional random sampling technique with the Slovin formula with a margin of error of 0.1 or 10% so that 77 students were obtained. The data collection technique was carried out using a 5-point Likert scale questionnaire. The questionnaire instrument is prepared based on indicators that have been determined for each variable.

This research is non-experimental, so researchers are not directly involved in the teaching process. The TGT learning model has been applied previously by the seventh grade social studies teacher at SMPN 01 Wagir. Therefore, the data collected through questionnaires were based on the perceptions and experiences of students towards the application of the TGT learning model by their teachers.

The data analysis method used was simple linear regression analysis, followed by path analysis with the help of SPSS software version 27.00. Regression analysis is used to determine the direct effect between the independent variable and the dependent variable, while path analysis is used to determine the direct and indirect effects through mediating variables.

RESULT AND DISCUSSION

The validity test results using Pearson Product Moment correlation show that all items on the TGT Learning Model (X1), Learning Interest (Z), and Learning Motivation (Y) variables have a significance value <0.05 , so all items are declared valid. The reliability test shows that the three variables have a Cronbach's Alpha value above 0.60, which is 0.715 for X1, 0.751 for Z, and 0.792 for Y, respectively, which means that all instruments are reliable. The descriptive test results show that the average value (mean) on variable Y is 4.2, variable X1 is 4.2, and variable Z is 4.1. The three variables have fairly high minimum and maximum values, indicating that all respondents tend to give a positive assessment of the statement items.

The classic assumption test results show that the data is normally distributed with a Kolmogorov-Smirnov significance value of $0.200 > 0.05$. The multicollinearity test shows a Tolerance value of 0.691 and a VIF of 1.447 in each independent variable, which means there are no multicollinearity symptoms. Heteroscedasticity test conducted using Glejser Table shows the significance value of X1 of 0.525 and Z of 0.175 (> 0.05), so there is no heteroscedasticity. Meanwhile, the Durbin-Watson value of 2.118 indicates that there is no autocorrelation in the regression model, so all classical assumptions have been met and the regression model is feasible to use.

The results of simple linear regression analysis show that the TGT learning model (X1) has a significant effect on learning motivation (Y). This is evidenced by the regression coefficient value of 0.627 with a significance of $0.001 < 0.05$. The R Square value of 0.466 indicates that 46.6% of the variation in learning motivation can be explained by the TGT model. Results are shown in Table 1.

Table 1. Simple Regression Results of X1 on Y

Variable	Coefficient (B)	T -Count	Sig.	R Square
X1 - Y	0,627	8,092	0,001	0,466

Source: processed by researcher, 2025

Further analysis shows that X1 also has a significant effect on interest in learning (Z), with a beta value of 0.556 and a significance of 0.001. In addition, interest in learning (Z) affects learning motivation (Y), with a beta value of 0.424 and a significance of 0.001. These two paths are shown in Table 2 and Table 3 below.

Table 2. Regression Results of X1 on Z

Variable	Coefficient (B)	T-count	Sig.	R Square
X1 - Z	0,556	5,793	0,001	0,309

Source: processed by researcher, 2025

Table 3. Regression Results of X1 and Z on Y

Variable	Coefficient (B)	T-count	Sig.	R Square
X1 - Y	0,447	4,992	0,001	0,590
Z - Y	0,424	4,739	0,001	0,590

Source: processed by researcher, 2025

The results of path analysis show that the direct effect of TGT on learning motivation is 0.447, and the significance is 0.0001. While the indirect effect through learning interest is 0.235 (the result of 0.556×0.424). Since both are significant, it can be concluded that learning interest partially mediates the relationship between TGT and learning motivation. A summary of the pathways of influence is shown in Table 4 and Figure 1.

Table 4. Path Analysis Results

Path	Direct Influence	Indirect Effect
X1 - Y	0,447	-
X1 - Z	0,566	-
Z - Y	0,424	-
X1 - Z - Y	-	0,235

Source: processed by researcher, 2025

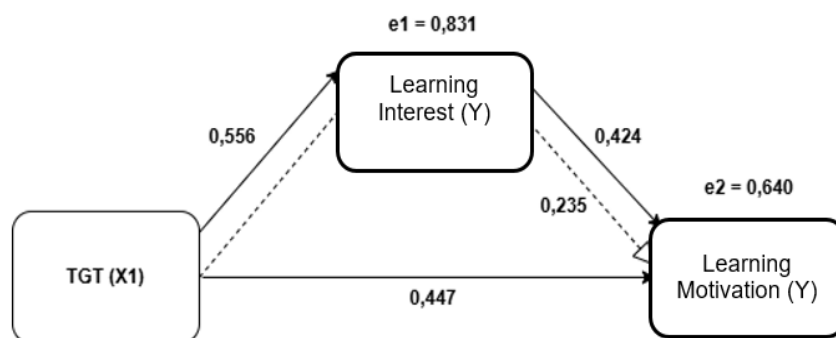


Figure 1. Path Diagram

Discussion

1. The Effect of Team Games Tournament (TGT) Model on Learning Motivation

The results of this study support the hypothesis that the TGT learning model has a positive and significant effect on student learning motivation. This is indicated by the regression coefficient value of 0.627 and a significance of 0.001, which is smaller than the significance level of 0.05. The R Square value of 0.466 indicates that 46.6% of the variation in students' learning motivation can be explained by the application of the TGT model.

This finding is in line with Slavin's (2017) opinion that the TGT model combines

group learning, healthy competition, and academic tournaments that encourage active involvement of learners. Through this structure, students are more motivated in the learning process because they are directly involved and given responsibility for their group. Previous research by Moniy (2024) also reinforced these results, which showed that the TGT learning model significantly increased learners' learning motivation. These results were also reinforced by Rizky (2024), who concluded that the application of TGT had a significant impact on increasing learning motivation.

According to HamzahB Uno (2016), students' learning motivation can be seen from indicators such as the desire to succeed, the need to learn, future goals, appreciation, and a supportive learning environment. The TGT model is able to fulfill these indicators through challenging tournament activities, fun learning, and rewards for group performance. Thus, it can be concluded that the TGT learning model is very effective in building and increasing students' learning motivation. This model encourages the active involvement of learners in a competitive but cooperative learning atmosphere, and provides a fun and meaningful learning experience.

2. The Effect of Team Games Tournament (TGT) Model on Learning Interest

The results of this study support the hypothesis that the Team Games Tournament (TGT) learning model has a positive and significant effect on students' learning interest. This is evidenced by the regression coefficient value of 0.556 and a significance value of 0.001 (<0.05). The R Square value of 0.309 indicates that 30.9% of the variation in students' interest in learning is influenced by the application of the TGT learning model. This means that the better the application of TGT in the learning process, the higher the students' interest in learning.

According to Meilani (2017), students' interest in learning is reflected through a sense of pleasure in the lesson, active participation in the learning process, and the tendency to pay attention to the material presented with full concentration. The TGT model, which emphasizes teamwork and game-based tournaments, is effectively able to meet these three indicators because students are involved in fun and challenging activities. Previous research by Sundari (2023) also found that the application of the TGT model can increase students' interest in learning. These results were also reinforced by Yohana (2024) The results of this study indicate that there is a significant effect on student interest in learning by using the TGT learning model.

In addition, in the perspective of Piaget's cognitive theory, students at junior high school age are at the concrete operational stage. At this stage, learning that is visual, direct, and interactive will be more easily accepted. The TGT model that uses games, discussion, and competition is very suitable with the characteristics of students' cognitive development so that it can optimally foster interest. Thus, it can be concluded that the TGT learning model not only increases motivation, but is also effective in increasing students' interest in learning. High interest in learning will be an important capital in an effective learning process, because students will learn with a sense of pleasure, high curiosity, and strong internal drive.

3. Effect of Learning Interest on Learning Motivation

The results of regression analysis show that learning interest has a positive and significant effect on students' learning motivation. This is indicated by the regression coefficient value of 0.424 and a significance of 0.001 (<0.05). This means that the higher the interest in learning that students have, the higher their learning motivation. This finding supports the hypothesis that interest in learning is an important predictor of learning motivation. Learning interest is a form of psychological readiness that makes students interested in a learning activity. According to Trygu (2021), learning materials

that interest students are easier to learn and store, because interest adds to learning activities. High interest in learning will encourage students to carry out learning activities voluntarily and enthusiastically, so that it has a direct impact on increasing learning motivation. In this case, interest becomes the initial energy that grows and directs students' motivation in learning activities.

Research by Rista (2022) and Miftah (2022) reinforces these results, stating that interest in learning significantly affects learning motivation. Learners who have a high interest in a subject will be more enthusiastic and diligent in learning, and more easily develop internal motivation to achieve achievement. Empirically, students' interest in learning is also influenced by various factors such as teaching methods, learning media, and classroom atmosphere. When learning is packaged with a fun, participatory, and competitive TGT model, learners' interest grows naturally. This interest then strengthens their involvement in learning and increases motivation from within.

Thus, interest in learning has an important role as an internal factor that encourages the emergence of learning motivation. Therefore, teachers need to design learning that is able to foster learners' interests, because these interests will trigger stronger and longer-lasting motivation in the learning process.

4. The Effect of Team Games Tournament (TGT) Model on Learning Motivation through Learning Interest

The results of path analysis in this study show that the TGT learning model has a direct effect on student learning motivation of 0.447. In addition, there is also an indirect effect through learning interest of 0.235, so that the total effect is 0.682. The significance value obtained in the direct and indirect paths are both <0.05 , which indicates that learning interest partially mediates the relationship between TGT and learning motivation. This finding indicates that the application of the TGT model will be more optimal in increasing learning motivation if it is supported by an increase in learning interest. This is in line with Self-Determination theory, which explains that strong motivation arises when individuals feel interested (interest) in learning. The TGT model provides all these elements in one learning sequence.

Previous research conducted by (Ulhusna et al., 2020) showed that learning using the TGT model was able to increase interest in learning, which then encouraged learning motivation. Thus, learning interest plays a role as a mediator between learning methods and learning motivation. From the perspective of Piaget's constructivist theory, learning will be more meaningful if students are actively involved in the process of building knowledge. The TGT model with the Ludo IPS game provides concrete experiences that are in accordance with the cognitive development stage of junior high school students, thus increasing interest and facilitating the growth of learning motivation.

Thus, it can be concluded that interest in learning is an important intermediary variable in strengthening the influence of the TGT model on students' learning motivation. Without the interest that grows from within learners, the effect of TGT on motivation will not be maximized. Therefore, teachers not only need to apply the TGT model technically, but also design strategies that can foster interest in learning systematically and continuously.

CONCLUSION

Based on the research conducted by researchers, it can be concluded that the Team Games Tournament (TGT) learning model has a positive and significant effect on student learning motivation. The TGT model also has a significant effect on learning

interest, and learning interest has a significant effect on learning motivation. In addition to the direct effect, there is also an indirect effect of TGT on learning motivation through learning interest as a mediating variable. This shows that learning interest partially mediates the relationship between the TGT model and learning motivation.

Thus, the application of the TGT learning model will be more optimal if supported by efforts to foster students' interest in learning. High learning interest can strengthen the learning motivation from within students. Therefore, teachers are advised not only to apply the TGT model technically, but also to design learning that is fun, interesting, and in accordance with the characteristics of students so that interest and motivation to learn can increase continuously.

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