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The Effect of the Team Games Tournament (TGT) Learning Model on Students' Achievement in Economics Education

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Abstract
This study aims to examine the effectiveness and impact of the Team Games Tournament (TGT) learning model on economics education. The research method used in this article is a literature review. This review aims to analyze and summarize the findings of previous studies, as well as relevant theories related to the application of the Team Games Tournament (TGT) learning model in economics education. This approach was chosen to gain a deeper understanding of the effectiveness, potential, and challenges of the TGT model in improving learning outcomes, motivation, and critical thinking skills in economics education. Data collection was carried out by identifying and gathering journal articles, books, research reports, and other academic sources related to the application of the TGT learning model. This study shows that the Team Games Tournament (TGT) learning model positively impacts economics education at the secondary school level by enhancing student motivation, engagement, and understanding of economic concepts through an enjoyable collaborative approach, while also supporting the development of social skills such as teamwork, communication, and responsibility. This fills the gap in previous research and provides practical guidance for teachers to implement TGT as an interactive and student-centered alternative methods.
Keywords: *Team Games Tournament, Economics Learning, Effect*

Introduction

Economics education in secondary schools is an important field of study for students to understand the dynamics of the economy and the financial issues they face in daily life. Economics as a subject is abstract, with concepts that are often difficult for students to grasp, such as market mechanisms, inflation, supply and demand, and economic policies. In fact, this challenge is worsened by the low interest of students. The subject is often seen as boring and irrelevant because it does not directly relate to their experiences. A survey conducted by the Ministry of Education and Culture shows that students' interest in economics is relatively low compared to other subjects, which negatively impacts their understanding and learning outcomes (Kemendikbudristek, 2022).

Conventional teaching methods such as lectures and discussions, which are commonly used in economics education, tend to be ineffective in stimulating active and critical student engagement. Teacher-centered economics education often leads to a passive classroom environment where students become mere recipients of information without opportunities to collaborate or engage in critical reflection. This results in poor understanding of concepts and a lack of critical thinking skills necessary for analyzing economic phenomena. Students who learn economics through conventional methods show poor learning outcomes and lack motivation to complete their studies. (Nofriansyah et al., 2018).

With the development of technology and shifts in educational paradigms, there is an urgent need to develop more interactive and collaborative learning models that can

motivate students to actively engage in the learning process. One model considered effective for achieving this goal is the Team Games Tournament (TGT), which is part of cooperative learning. The TGT model combines elements of both competition and cooperation in learning activities, where students work in teams and participate in academic challenges to enhance their understanding of the material being studied. By using game-based media, this model not only increases students' interest in learning but also helps develop social and emotional skills such as teamwork, responsibility, and empathy. According to a study conducted by Andrijanto et al., (2023) that the Team Games Tournament (TGT) learning model is an approach that combines elements of competition and cooperation in group learning. In TGT, students are divided into small teams that compete against each other in games or tournaments designed to promote active learning, student engagement, and the development of social skills. Education today faces various challenges, including the increasing need for social and collaborative skills in an advancing digital era. Teachers and educators are seeking effective ways to enhance student engagement and prepare them for success in a constantly changing world. Collaborative learning has been recognized as an effective approach to boosting student motivation, strengthening social skills, and improving academic achievement (Nofriansyah et al., 2024 ; Firdaus et al., 2020). Through teamwork, students learn to communicate, collaborate, and solve problems together (Baydar, 2020).

Previous studies have shown that the TGT model is effective in improving students' learning outcomes in various subjects, such as mathematics, science, and language. Students who learn with the TGT model demonstrate better learning outcomes and are more actively engaged in the learning process compared to those who use conventional methods (Usman & Saud, 2023; Sekarsari & Rusnilawati, 2023). However, the application of the TGT model in economics education has not been extensively studied, particularly in the context of secondary education. This research gap highlights the need to further explore how the TGT model can be adapted to the specific characteristics and challenges of economics education. The complex and abstract nature of economics may require some adjustments to these models in order to achieve optimal results. This study aims to fill this research gap by evaluating the effectiveness of the TGT model in teaching economics at the secondary school level.

The aim of this study is to determine how the TGT model can help improve students' understanding of abstract and challenging economic concepts, as well as its impact on student motivation and engagement in learning. Thus, this research provides an innovation in presenting more creative methodologies that are tailored to address economic issues. We hope that the results of this study can serve as a reference for economics teachers in implementing more enjoyable and effective teaching strategies, as well as contribute theoretically to the development of game-based learning methods in the context of economics education.

Method

The research method used in this article is a literature review. The purpose of this review is to analyze and summarize the findings of previous studies, as well as relevant theories related to the application of the Team Games Tournament (TGT) learning model in economics education. This approach was chosen to gain a deeper understanding of the effectiveness, potential, and challenges of the TGT model in improving learning outcomes, student motivation, and critical thinking skills in

economics education. Data collection was conducted by identifying and gathering journal articles, books, research reports, and other academic sources related to the application of the TGT learning model.

Result and Discussion

Team Games Tournament (TGT) Learning Model

The Team Games Tournament (TGT) Learning Model is an approach that combines elements of competition and cooperation within the context of group learning. In this model, students are divided into small teams that work together to complete academic tasks or challenges. Each team competes with other teams in a series of games or tournaments designed to promote active learning, student engagement, and the development of social skills. TGT is a learning model that integrates competition and cooperation, where students work in small teams to compete in academic games or challenges. According to a study by Ilah et al. (2023) the Team Games Tournament (TGT) learning model is described as an effective method compared to conventional teaching approaches because it involves students working in teams to compete in academic games, encouraging engagement and improving learning outcomes in subjects such as economics. The TGT model includes elements of competition and collaboration among students, contributing to an enhanced learning experience and better academic outcomes.

According to a study conducted by Hastuti et al., (2023) TGT is a cooperative learning model where students work in small teams to complete academic tasks or challenges, supporting and collaborating with each other to achieve common goals while competing with other teams in a competitive atmosphere. Research by Lestari & yunikawati (2017) highlights that one of the main focuses of the TGT model is the development of students' social skills. Through teamwork, students learn to communicate, collaborate, lead, and resolve conflicts effectively. This helps them develop interpersonal skills that are essential in daily life. The Team Games Tournament (TGT) also boosts self-confidence and gives all students the opportunity to participate effectively in lessons, which can make students more dynamic and enhance their knowledge (Hasibuan et al., 2022). A study by Puspasari (2017) found that the Team Games Tournament (TGT) aims to increase student motivation, strengthen social and teamwork skills, and improve understanding and mastery of the subject matter. This model emphasizes the importance of collaboration among students in achieving common goals while providing incentives in the form of healthy competition to encourage academic achievement. According to Hastuti et al., (2023) the cooperative learning model, Teams Games Tournament (TGT), is considered capable of placing students in a positive cooperative situation, thereby enhancing team cohesion, and ensuring that each student is responsible for learning the subject matter. The TGT learning model can be easily implemented by teachers in the classroom by involving students as peer tutors.

Based on the opinions above, it can be concluded that the Team Games Tournament (TGT) learning model is a learning model that not only promotes active learning and student engagement but also strengthens social skills and teamwork. Through collaboration in teams, students have the opportunity to develop skills such as communication, cooperation, leadership, and conflict resolution. Furthermore, TGT also increases student motivation, self-confidence, and understanding of the subject matter. This means that the Team Games Tournament (TGT) provides a dynamic and motivating learning environment where students can learn actively, collaborate with their peers, and engage in healthy competition to achieve optimal learning outcomes.

Characteristics of the Team Games Tournament (TGT) Learning Model

The characteristics of the Team Games Tournament (TGT) learning model include several key elements that distinguish it from other types of learning. Here are the main characteristics of Team Games Tournament (TGT):

1. Combination of Competition and Cooperation.
   One of the most prominent characteristics of TGT is the combination of competition and cooperation. Students work in small teams that compete in games or tournaments, yet still cooperate to achieve a common goal. This creates a dynamic and motivating learning environment (Veloo & Chairhany, 2013).
2. Active Learning.
   TGT emphasizes active learning, where students are directly involved in the learning process. Through games or challenges, students are given the opportunity to try, experiment, and learn from their own experiences (Suwarno, 2019).
3. High Student Engagement.
   This model results in high student engagement because students feel involved in the learning process. Healthy competition between teams and responsibility towards their team motivates students to participate actively and contribute maximally (Mahardi et al., 2019).
4. Development of Social Skills.
   TGT not only focuses on academic achievement but also on the development of social skills. Through collaboration within teams, students learn to communicate, cooperate, lead, and resolve conflicts effectively.
5. Tournament Structure.
   The TGT model uses a tournament structure in organizing games or challenges. This provides clear guidance on how each game or challenge will be conducted and offers each team the opportunity to compete fairly.
6. Reciprocal Evaluation.
   After each game or tournament, reciprocal evaluation is conducted, allowing students to learn from their experiences. Discussions about strategies that worked and those that didn't help students improve their performance in the future.
7. Motivational Driver.
   The combination of engaging competition elements and team cooperation makes TGT a strong motivator for students. They feel encouraged to perform well both individually and as part of their team.
8. Flexibility and Adaptability.
   TGT can be adapted to various contexts and educational levels. Teachers can adjust the games or challenges according to the needs and understanding levels of the students.

The TGT model offers an engaging and effective approach to creating an active, dynamic, and inclusive learning environment.

Table 1. Syntax of the Team Games Tournament (TGT) Learning Model

No	Step	Teacher Activities
1.	Class Presentation	The teacher provides the necessary information in the learning process, explains the competencies to be achieved, and motivates students to learn.
2.	*Teams*	The teacher divides the class into several diverse learning groups..

3.	*Games*	The teacher assists students in answering questions during the game.
4.	Tournament	The teacher organizes a competition between groups and provides an evaluation to assess the students' learning outcomes.
5.	Team Reconciliation	The teacher awards the learning groups for their efforts and the results they have achieved.

(Source: Slavin, as cited by Pransiska, 2021).

Steps for Implementing the Team Games Tournament (TGT) Learning Model

Each learning model has its own syntax or steps, including the TGT model. According to Slavin (as Cited by Pransiska, 2021), the steps of TGT learning are as follows:

1. Class Presentation.
   At the beginning of the lesson, the teacher presents the material in a class presentation or often called a classroom presentation. The teacher conveys the learning objectives, core material, and a brief explanation of the worksheets (LKS) that will be distributed to the groups. During the presentation, students should pay attention and understand the material presented by the teacher, as this will help them work better during group work and the game, as the results will determine the outcome.
2. Group Learning (Team).
   The teacher divides the class into several groups based on students' abilities (scores) from daily quizzes, gender, ethnicity, and race. The groups usually consist of 5 to 6 students. The group's function is to deepen the material together with group members and specifically prepare members so that they can work well and maximally during the game.
3. Games.
   The game consists of various questions designed to test the knowledge students have gained through the class presentation and group learning. Most of the games consist of simple numerical questions. Students select a number and answer the question based on that number. If correct, it counts towards the group's score. This will be collected for the weekly shift.
4. Tournaments.
   Tournaments are usually held at the end of the week or at the end of each unit after the teacher presents the class material and groups complete the worksheets. In the first round, students are divided into round tables. The three students with the highest scores from each group represent their team.
5. Group Rewards.
   After the tournament is over, the teacher announces the winning group. Each team will receive a certificate or prize if their average score meets the predetermined criteria.

Strengths On The Team Games Tournament (TGT) Learning Model

Strengths of the Team Games Tournament (TGT) learning model are as follows:

1. Increasing Student Engagement.
   The Team Games Tournament (TGT) learning model creates an engaging and enjoyable learning environment for students. Through games and team competitions, students tend to be more actively involved in the learning process. They are highly motivated to participate due to the challenge and clear goals (Hasibuan et al., 2022).
2. Encouraging Collaboration and Teamwork.

This model promotes collaboration among students in the form of teams. By working together to achieve common goals, students learn to support each other, share knowledge, and appreciate each team member's contributions. This helps in the development of social and teamwork skills (Gichohi et al., 2020).

3. Enhancing Motivation and Independence.
   Through the use of healthy competition, TGT can increase students' intrinsic motivation toward learning. They feel driven to do their best because they want to achieve good results for their team. Additionally, this model also helps develop students' independence as they take responsibility for their team's success (Sekarsari & Rusnilawati, 2023).
4. Development of Academic Skills.
   In addition to social skills, TGT also aids in the development of students' academic skills. Through academic games and challenges, students can enhance their understanding of the subject matter, improve critical thinking skills, and increase problem-solving abilities (Usman & Saud, 2023).
5. Inclusive Approach.
   This model can be adapted to different ability levels and learning styles of students. With heterogeneous team divisions, students with varying levels of ability can support each other and learn from one another. This creates an inclusive environment where every student feels valued and accepted (Haryono et al., 2021).
6. Encouraging Deeper Concept Understanding.
   Through team discussions and reflections on game or challenge outcomes, students have the opportunity to deepen their understanding of the concepts being taught. They can relate these concepts to practical experiences in the games, thereby strengthening their retention and comprehension (Firdaus et al., 2020).

Weaknesses On The Team Games Tournament (TGT) Learning Model

The disadvantages of the Team Games Tournament (TGT) learning model are as follows:

1. Risk of Unequal Contribution.
   In a team, there is a possibility that some team members may become dominant players, while others may contribute less. This can lead to unequal participation and achievement, which may reduce the effectiveness of group learning (Nadrah et al., 2017).
2. Tendency to Feel Uncomfortable.
   For some students, participating in competitions and games can be a source of stress or anxiety. They may feel uncomfortable or lack confidence in competitive situations, which can hinder their active participation in learning (A. Lestari et al., 2015).
3. Difficulty in Organizing Balanced Teams.
   Forming balanced teams in terms of ability and skills can be a challenge for teachers. If the teams are not balanced, it can result in unfair competition and lack of motivation for team members who feel less capable (Rama Jura et al., 2018).
4. Learning May Not Always Be Optimal for All Topics.
   Although TGT is effective for some types of learning material, it is not always suitable for all topics or skills. Some materials are better taught using a different approach, such as project-based learning or direct instruction (Faris et al., 2018).
5. Dependence on the Facilitator.
   The implementation of TGT requires an active facilitator (teacher) to organize and supervise the learning activities. If the facilitator is ineffective or less involved, the model may not work well and may not produce the expected results (Agustina et al., 2020).

6. Difficulty in Individual Assessment.
   Individual assessment in the context of TGT can be difficult to implement due to the emphasis on team achievement. This can make it challenging to evaluate each student's individual contribution to the team's success, which is important for providing appropriate and fair feedback to each student (Istiqomah, 2016).

Discussion

The Effect of the Team Games Tournament (TGT) Learning Model on Economics

The research titled "The Influence of the Cooperative Learning Model Type Team Games on Student Learning Outcomes in Economics at SMA Muhammadiyah 2 Palembang" was conducted by Utari et al., (2018), This study used an associative research method with a population consisting of students in class X at SMA Muhammadiyah 2 Palembang. The research sample was selected using cluster random sampling techniques, and class X.2 was chosen as the experimental class with 30 students. The data collection techniques used were tests and observations. The hypothesis proposed was tested using parametric statistics, namely Pearson's product moment correlation. The results showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Thus, it can be concluded that there is an effect of the cooperative learning model type Team Games Tournament on student learning outcomes in economics at SMA Muhammadiyah 2 Palembang. Based on the limitations of this study, it is suggested that teachers who implement the Team Games Tournament learning model continue to monitor students during group assignments and lead group discussions, especially in the early stages of the game tournament.

The research titled "The Implementation of Co-Op Co-Op and Team Games Tournament (TGT) Learning Models for Junior High School Students on the Topic of Economic Actors and Their Roles in Economic Activities" was conducted by Saniyasa & Tripalupi (2021), the results of this study showed a significant difference in learning outcomes between the experimental group and the control group. The experimental group that implemented the TGT model achieved better scores compared to the control group, which used the collaborative learning model. Students using the cooperative learning method achieved an average score of 72.38, while students using the TGT model achieved an average score of 83.6.

The research titled "The Effect of the Cooperative Learning Model Type Teams Game Tournament Assisted by Monopoly Media on Student Learning Outcomes in Economics" was conducted by Abdillah et al. (2023), tata were collected using an experimental method with pretest and posttest. Data analysis showed that the implementation of the cooperative learning model TGT supported by monopoly media significantly improved student learning outcomes in economics. This learning model proved to be very effective in enhancing student learning outcomes.

The research titled "The Implementation of the Cooperative Learning Model Teams Games Tournament to Improve the Understanding of Economic Activity Concepts" was conducted by Arif (2020), this study was carried out in two cycles, with each cycle consisting of four stages: planning, implementation, observation, and reflection. The data collection instruments in this study were evaluation questions at the end of each cycle and observation sheets for student activities. The results showed an improvement in learning outcomes. In the first cycle, the average score was 74, with a classical completion rate of 45%. In the second cycle, the average score was 80, with a classical completion rate of 86%. The

observation results of student activities during the learning process were 56.6% in the first cycle and 75.3% in the second cycle. Based on the research findings, it can be concluded that the implementation of the TGT learning model was able to improve students' learning outcomes in the core competency of understanding the concepts of economic activities, production, distribution, and consumption..

The research titled "Application of Team Game Tournament (TGT) as a Cooperative Learning Model to Increase Students' Learning Motivation of Class X OTKP in Business Economics Learning Subjects at SMK Telkom Pekanbaru" was conducted by Putri et al. (2023), this study used an experimental research type with a quasi-experimental design and a One Group Pretest-Posttest design. The research was carried out at SMK Telkom Pekanbaru, with the X Administration Office class participating in the Business Economics subject as the experimental class. Data were collected through questionnaires and observation sheets, and then analyzed using descriptive statistics with N-Gain and Paired Sample T-Test. The results showed that, in general, the average learning motivation of students improved compared to their motivation before the implementation of the Team Game Tournament (TGT) learning model. This was proven by the results of the N-Gain and Paired Sample T-Test, which indicated a significant difference in students' learning motivation before and after the implementation. Therefore, one way for teachers to improve student learning motivation is by applying the Cooperative Learning Model Type Team Game Tournament (TGT).

The research titled "The Effects of Teams-Games-Tournaments on Achievement, Retention, and Attitudes of Economics Education Students" was conducted by Wyk (2011), the purpose of this research was to examine the effects of the cooperative learning technique Teams-Games-Tournaments (TGT) on achievement, retention, and attitudes toward TGT as a teaching method. A pretest-posttest, quasi-experimental design was used. The data collection instruments were achievement tests (Test of Economic Literacy), attitudes toward TGT, and retention tests for the purpose of this study. The results showed that the achievement test scores for the TGT group were 52.99, while the lecture group scored 50.13. This indicates that the group using TGT achieved higher scores in the achievement test compared to the control group. The retention test results between the two groups showed similar results. The experimental group demonstrated a positive attitude toward TGT as a teaching method in economics education.

The research titled "The Implementation of Team Games Tournament to Improve Students' Problem Solving Skill (Quasi Experiment with Blended Learning Strategy)" was conducted by Sofya (2018), This is a quasi-experimental study on the course Introduction to Accounting 1, aimed at determining the impact of the implementation of the Team Games Tournament (TGT) model combined with blended learning on students' problem-solving skills. The research data were tested and processed using Microsoft Excel and SPSS 17 for Windows. Before hypothesis testing, classical assumption tests such as normality and homogeneity tests were conducted. To determine the normality of data distribution, the Kolmogorov-Smirnov test was used, with the criterion that data are normally distributed if the significance value is greater than 0.05. The normality test results indicated that the data were normally distributed. The homogeneity of variance between groups was tested using Levene's Test of Equality of Error Variances. The results indicated that students' problem-solving skills improved, with an average pretest score of 59.66 and an average posttest score of 82.41. Hypothesis testing was conducted using the t-test, and the results showed that the application of the Team Games Tournament method had a significant effect on students'

problem-solving abilities in the Introduction to Accounting 1 course. Based on these findings, it is recommended that lecturers teaching the Introduction to Accounting 1 course implement the Team Games Tournament as an alternative method to improve students' problem-solving skills.

The research titled "Implementation of Learning Model Cooperative Learning Teams Games Tournament Collaborates With Lottery Card" was conducted by O. Lestari & yunikawati (2017), the results of this research showed that: (1) in cycle 1, there was an improvement in the percentage of learning completeness by 3.85%, from 76% in the pretest to 76% in the post-test; (2) in cycle 2, there was an increase of 7.69%, from 92.31% in the pretest to 100% in the post-test. The conclusion of this study is that first, the application of the cooperative learning model of Team Games Tournament combined with Lottery Cards can be effectively implemented in class XI IPS 1 at MAN 3 Malang. Second, the implementation of this model can improve students' learning outcomes in the economics subject in class XI IPS 1 at MAN 3 Malang.

The research titled "Implementation of Cooperative Learning Model with Teams Games Tournament (TGT) Method to Improve Interests and Learning Outcomes" was conducted b Sa'adah (2017), This study adopted a qualitative approach with a descriptive-analytical research type. The research applied an action research methodology using instruments such as observation sheets, questionnaires, and pretest and posttest questions. The subjects of the research were students of class XI IPS 3 at SMAN 1 Kesamben, while the object of the study was the application of the cooperative learning model of TGT. The research was conducted in two cycles, and the learning outcomes of class XI IPS 3 at SMAN 1 Kesamben showed improvements after the implementation of the Team Games Tournament (TGT) learning method. A significant increase in post-test results was observed in each cycle. In the pre-test, only one student achieved mastery. However, in the post-test of cycle 1, the mastery percentage increased to 41.2%. Although the increase in the post-test of cycle 2 was only 5.8%, the results of the post-test in cycle 3 showed a significant improvement, from 47% to 91.2%, with an increase of 44.2%. Additionally, students' learning interest also showed improvement.

Conclusion

This study reveals that the Team Game Tournament (TGT) learning model has a positive impact on economics education at the secondary school level. This model is effective in increasing student motivation, engagement, and understanding of abstract economic concepts. Through a collaborative approach that combines elements of games and competition, TGT is able to create an interactive and enjoyable learning environment that encourages students to actively participate and work together to solve economic problems. In addition to improving learning outcomes, the implementation of the TGT model also supports the development of students' social skills, such as teamwork, communication, and responsibility. This study fills the research gap of previous studies that were more focused on the effectiveness of TGT in other fields, showing that this model is also relevant and effective in economics education. The results of this research can provide practical guidance for economics teachers to implement the TGT model as an alternative learning method that is more interactive and student-centered.

For future research, it is recommended that the Team Game Tournament (TGT) model be applied in long-term studies and compared with other cooperative models to assess its relative advantages in economics education. The research could also develop

specific economics assessment instruments to more accurately evaluate students' understanding of abstract concepts. Additionally, it is suggested to explore the application of TGT in other educational levels, such as elementary schools or universities, and to integrate digital technology to enrich the game elements and enhance student engagement.

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