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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

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ABSTRACT

This paper is indicated by Business Economics students' low learning motivation at class X OTKP of SMK Telkom Pekanbaru. This paper analyzes the differences in students' learning motivation through the application of Team Game Tournament (TGT) as a cooperative learning model. This paper uses experimental research with the pre-experimental or quasi-experimental with the One-group pretest and posttest research design. The research was conducted at Telkom Vocational School Pekanbaru for students at class X of Office Administration who took Business Economics as an Experiment class. Data were collected through questionnaires and observation sheets. Data were analyzed using descriptive statistics through the N-gain test and paired sample t-test. The results indicate that the average student's learning motivation was higher than the average student's learning motivation before the application of the Team Game Tournament (TGT) learning model. It is proven from the results of the N-Gain test and Paired Sample T-Test that there are significant differences in students' learning motivation after and before applying the model. Thus, one of the methods that can be applied by the teacher to increase students' learning motivation is to apply the Team Game Tournament (TGT) cooperative learning model.

Keywords*: *cooperative learning model, team game tournament (TGT), students' learning motivation

PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *TEAM GAME TOURNAMENT* (TGT) UNUTK MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS X OTKP PADA MATA PELAJARAN EKONOMI BISNIS DI SMK TELKOM PEKANBARU

ABSTRAK

Tulisan ini diindikasi rendahnya motivasi belajar siswa Ekonomi Bisnis kelas X OTKP di SMK Telkom Pekanbaru. Tulisan ini menganalisis perbedaan motivasi belajar siswa melalui penerapan model pembelajaran kooperatif.tipe *Team Game Tournament* (TGT). Tulisan ini menggunakan jenis penelitian eksperimen dengan jenis pra eksperimen atau eksperimen semu dengan desain penelitian *One group pretest* dan *posttest*. Penelitian dilaksanakan di SMK Telkom Pekanbaru dengan menjadi kelas X Administrasi Perkantoran yang mengikuti pelajaran Ekonomi Bisnis sebagai kelas Eksperimen. Data dikumpulkan melalui angket dan lembar observarsi kemudian di analisis menggunakan Statistik Deskriptif dengan Uji N-Gain dan Uji *Paired Sample T-Test*. Hasil penelitian menunjukkan bahwa secara umum rata-rata motivasi belajar siswa lebih baik dibandingkan dengan rata-rata motivasi belajar siswa sebelum penerapan model pembelajaran *Team Game Tournament* (TGT). Hal ini terbukti dari hasil uji N-Gain dan *Paired Sample T-Test* menunjukkan bahwa terdapat perbedaan signifikan motivasi belajar sesudah dan sebelum. Dengan demikian, salah satu cara yang dapat dilakukan oleh guru untuk meningkatkan motivasi belajar siswa dengan menerapkan model pembelajaran Kooperatif Tipe *Team Game Tournament* (TGT).

Kata Kunci: model pembelajaran kooperatif , team game tournament , motivasi belajar siswa

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INTRODUCTION

Education can be carried out by requiring the role of an educator who is the main subject of education itself. Educators are professionals with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education pathways

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of formal education, primary education, and secondary education. Meanwhile, students are members of society who are trying to develop their potential through the learning process in the educational path, both formal and non-formal education, at the level of education and certain types of education (Law of the Republic of Indonesia No. 14 of 2005).

Based on the opinion of Siska Retno Sari (2018) education is carried out through a teaching and learning process that involves an active role between educators and students. The purpose of the teaching and learning process is the success of students in understanding and practicing the knowledge that has been taught by educators. Therefore, in the teaching and learning process, an appropriate learning model is needed and is able to assist educators in delivering material so that it is absorbed easily by students so that satisfactory learning outcomes are achieved. The use of inappropriate learning models can cause boredom in students so that students are less motivated in the learning process and cause learning to be less satisfactory (Kabunggul, 2020)

One of the roles of the Teacher is as a motivator. As a Motivator, the Teacher must provide motivation or stimulus to the learners. Learning motivation has a very important role in terms of growing the passion of feeling happy and eager to learn. (Fatonah, 2019). One of the efforts made by teachers is to implement an appropriate learning model. The learning model is one of the elements in learning, including in an effort to increase student learning motivation (Syaputra & Sariyatun, 2019). To be able to increase student learning motivation, a learner-oriented learning model is needed, which involves students in the process of group work and collaboration.these learning activities need to be improved using one way is to choose the right learner model to increase learning motivation.

The opinion also presented by Indah Lestari (2019) explained that the right learning model can create a very pleasant learning atmosphere so that it can increase student learning motivation which affects the increase in student learning motivation. Therefore the appropriate model is a cooperative learning model of the *teams games tournament* type.

The cooperative learning model is a learning model using a small grouping/team system, which is between 4 to six people who have different (heterogeneous) academic abilities, gender, race, or ethnic background. In the application of this cooperative learning model, students play a role in the learning process and the teacher here is only a facilitator so that learning resources are not only focused on the teacher. Not only that, with the application of the cooperative learning model, students interact between students because of the group learning process. In its implementation, cooperative learning an be applied using several techniques such as Teams- Games Tournament (TGT), Students Teams- Achievement Divisions (STAD), Jigsaw and others (Slavin, 1991).

Research conducted by Lidiya Putri Handayani (2022), this research shows from the analysis of observational data to increase learning motivation by applying Team Games Tournament learning. This can be seen from the activeness of students in expressing opinions in class or students who ask and give questions about the material studied, these active students are also influenced by the added value provided by the teacher if they are active in the learning process.

Teams Games Tournament (TGT) is a cooperative learning model using academic tournaments and using quizzes, each student competes as a team representative with other team members who perform academically before being as equal as they are.then each team that scores high will be awarded by the teacher. By utilizing the award stage that will be given to each group that wins the tournament, it is hoped that each student will be motivated to continue learning, and increase their responsibility to answer the questions that are part of each to win the tournament. (Slavin, 2015).

Based on the results of the initial observation during the business economics subject in class X of SMK Telkom Pekanbaru on May 12, 2022, about the problem faced by students, namely the low motivation to learn students in receiving learning. From this problem, it is characterized by the presence of passive students in the learning process and not paying attention to the teacher's explanation of the

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material presented in class and students consider that the Business Economics Lesson is a lesson that makes students tired and there are still many students who do not do homework, so the teacher takes action to do assignments outside the classroom.

Based on the problems above, the right solution is needed so that students are motivated in learning Business Economics. One of them is the Team Game Tournament (TGT) type of Cooperative Learning Model. So, researchers are interested in the title "Application of the Team Game Tournament (TGT) type Cooperative Learning Model to increase the learning motivation of class X OTKP (Office Automation and Governance) students at SMK Telkom Pekanbaru.

LITERATURE REVIEW

Cooperative Learning Model

Based on the opinion of Robert E Slavin (2015), Cooperative Learning refers to the types of teaching methods towards students to actively help each other in small groups in investigating the material.

The Cooperative Learning Model is a learning model that prioritizes cooperation to achieve learning objectives. In general, Cooperative Learning is a form of learning by means of students learning and working in small groups collabatively, whose members consist of 4 to 6 people, with a heterogeneous group structure and there are controls and facilities, and asking for responsibility for group results in the form of reports or presentations. Anita Lie (2007) reveals that the Cooperative Learning Model is not the same as learning in groups. In Cooperative Learning, what is taught are specific skills in order to work well together in a group, such as being a good listener, students are given activity sheets containing questions or tasks that are planned to be taught.

Based on the definition above, it can be concluded that cooperative learning is a learning model that places students in small groups whose members are heterogeneous, consisting of students with high, medium, and low achievement, women and men with different ethnic backgrounds to help each other and work together to educate the subject matter so that all members learn optimally.

Team Game Tournament (TGT) Learning Model

According to Isjoni (2009) "Team Games Tournament (TGT) is a type of cooperative learning that places students into study groups of 5 to 6 people who have different abilities, genders and syllables or races".

Team Game Tournament (TGT) Learning Method, the teacher delivers the subject matter, after which the students work in groups and help each other to understand the learning. The group members then work on what the teacher commands in this learning and are carried out through competitions so that a ranking is obtained within the group.

Meanwhile, according to Trianto (2011) stated "Team Games Tournament (TGT) learning model, in this model students play games with other team members to get additional points for their team scores". Based on the opinions of the experts above, researchers can conclude that the Team Games Tournament (TGT) learning model is a group learning model that can involve all student activities, without differentiating status and packaged as attractively as possible in the form of games or tournaments so as to make students more challenged and excited in learning and competing academically to obtain points for their respective group scores.

Characteristics of the Team Game Tournament (TGT) Learning Model. Shoimin (2014), stated that the characteristics of the Team Game Tournament (TGT) learning model consist of five main components, namely: (1) Class Presentation, (2) Team,(3) Game, (4) Tournament, (5) Group Award (Team Recognize).

The steps of the Team Game Tournament (TGT) type Cooperative Learning Model according to Slavin (2015):

1) At the beginning of learning, the teacher delivers the material in the classroom. When the teacher delivers the material, students pay attention and are expected to understand the material presented by the teacher in class. So that students can perform well

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during games and tournaments against other groups in order to get a good score in the group.

2) Teachers form students into groups of 4-5 people whose members are diverse, students learn first in order to explore the student's material with their groups, so that they can follow the game optimally.
3) The game consists of some simple questions that have been numbered. This game is carried out to be able to test the knowledge of the extent to which students have been able to follow the lessons that have been delivered by the teacher, the game is played on a table with 5 students, each of whom represents a different team, students choose a numbered card and try to answer questions that correspond to that number. Students who can answer correctly the questions given will get a score, and the score will be collected by students for the tournament.
4) Tournament, conducted after the teacher has made a presentation in class, and the students have done the game, in the first tournament the teacher divides the students into several tournament tables. 5 students are grouped in 1 table, the next 5 students on the second table and so on. After the first tournament, the students will swap positions depending on their performance in the final tournament. The winner of each table advances the level to the next higher table. The highest score of both remains at the same table and the one whose lowest score is lowered.

Team recognition, Each Team will get a certificate / prize if their average score meets the predetermined criteria The calculation of points is determined by referring to the TGT scoring table.

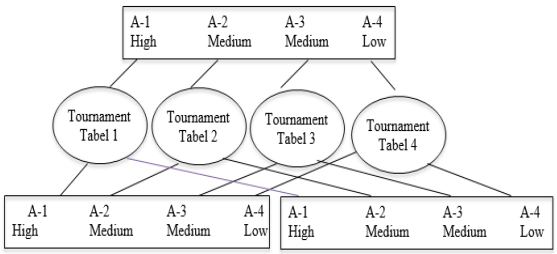

Figure 1. Student Placement at the tournament table

According to Slavin (2015) "The Team Games Tournament (TGT) learning model has advantages and disadvantages in the Team Games Tournament (TGT) learning model, the advantages of the learning model are as follows:

1) Increase confidence that the results obtained are not from lucky results but based on team performance.
2) The TGT (Team Games Tournament) Learning Model can improve social self-esteem in students but not for academic self-worth.
3) Student cooperation is higher.

In a Learning Model Team Games Tournament (TGT) also has the following disadvantages:

1) It takes a lot of time.
2) It is difficult to group the heterogeneous abilities of students in terms of academics.

There are still many students who have high academic abilities so they are less able or difficult to provide explanations

Learning Motivation

Motivation comes from the Latin word, "movere" which means impulse or driving force. Motivation according to the Big Indonesian Dictionary (KBBI) is the impulse that arises in a person consciously or unconsciously to perform an action with a specific purpose.

The definition of learning motivation according to Sardiman (2018) is "The overall driving force within students that gives rise to learning activities, which ensures the continuity

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of learning activities and gives direction to learning activities, so that the goals desired by the learning subject can be achieved".

Uno (2017), said that learning motivation is an internal and external impulse in students who are studying to carry out behavior changes, generally with some indicators or elements that support.

From several definitions of learning motivation according to the experts above, it can be concluded that learning motivation is an impulse that arises both from within and from outside the student, which is able to cause enthusiasm and enthusiasm for learning and give direction to learning activities so that the desired goals can be achieved.

According to Sardiman (2018), there are 3 motivational functions, namely:

1) Encourages humans to do, so as a mover or motor that releases energy.
2) Determining the direction of the deed, namely towards the goal to be achieved. acts that are not beneficial to the cause.
3) Selecting deeds, namely determining what actions must be done that are harmonious in order to achieve the goal, by setting aside actions that are not beneficial to the goal.

Muhibbin Shah (1999) said that in general motivation is classified into 2 types, namely:

1) Intrinsic Motivation

Hamalik (2004) argues that intrinsic motivation is the motivation covered in learning situations derived from the student's own needs and goals.

2) Extrinsic Motivation

Extrinsic motivation differs from intrinsic motivation because in this motivation the student's desire to learn is strongly influenced by the presence of impulses or stimuli from the outside.

According to Syamsu Yusuf (2009), the factors that influence learning motivation are internal factors and external factors. Internal Factors are factors that exist in the individual who is learning, while External factors are factors that come from outside the individual.

According to Uno (2017) The indicators of learning motivation are as follows:

1) The existence of desire and desire to succeed.

The desire and desire to succeed in learning and in everyday life is generally called the motive of achievement, that is, the motive for succeeding in performing a task and work or the motive for obtaining perfection.

2) There is encouragement and need in learning

Hope is based on the belief that people are influenced by their feelings and the outcome of their actions.

3) The existence of rewards in learning

Verbal statements or other forms of appreciation for good behavior or good student learning outcomes are the easiest and most effective ways to increase student learning motivation to better learning outcomes.

4) The existence of interesting activities in learning

An interesting atmosphere causes the learning process to be meaningful. Something meaningful will always be remembered, understood, and appreciated.

5) The existence of a conducive learning

Environment In general basic motives of a personal nature appear in individual actions after being formed by the environment.

REASERCH METHOD

The type of research that will be carried out by researchers is Experiential Research. The research design used is One Group Pretest-Posttest Design. This design uses only one class to be treated. The One Group Pretest-Posttest Design formula that you get in the figure is as follows:

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Table 1. Research Design *One Group Pretest-Posttest Design*

Pretest	Application	Posttest
O_1	X	O_2

Sumber: Sugiyono, 2021

This design contains Pretest and Posttest, before deployment and after Deployment. Thus, the results of the treatment can be known more accurately, because it can compare with the state before being treated.

The research site was conducted at SMKS Telkom Pekanbaru and the research time was carried out in May 2022 until it was completed.

In this study, the population was all class X students at SMK Telkom Pekanbaru for the 2021/2022 school year which amounted to 285 students and a sample of 32 students with sampling techniques, namely Purposive Sampling with sample determination techniques with certain considerations..

Data Collection Techniques using Observance Sheets and Questionnaires. The Observarsi Sheet consists of a Observation Sheet of Teacher Activity and Student Response in the Application of the TGT Type Cooperative Learning Model collected by observing each meeting. This observation is carried out by filling out the observation sheet that has been available with the observance assessment category in Table 2. Teacher and Student Activity Categories.

Table 2. Teacher and Student Activity Categories.

Interval	Kriteria
100-90%	Excellent
89-80%	Good
79-60%	Enough
<60%	Less

Source: Processed Research Data

The data analysis stage begins with conducting a descriptive analysis, then data processing is carried out using the Paired Sample T-Test and the N-Gain Test.

Paired Sample T-Test. This test is carried out find out whether there are differences before and after treatment. The paired sample test hypothesis is as follows:

Ho : A significant number (Sig) > 0.05 then there is no difference in student learning outcomes before and after treatment.

Ha : A significant number (Sig) < 0.05 then there is a difference in student learning outcomes before and after treatment.

This test aims to see the improvement of students' abilities after participating in learning. N-Gain data is obtained from the calculation results using data from pretest and posttest, using the formula:

$$N\text{-}Gain = \frac{Spost - SPre}{Smaks - Smin}$$

Keterangan:

SPost: Skor posttest SPre: Skor pretest

Smaks: Skor maksimum Smin: Skor Minimum

To see the category of N–Gain value gains seen in Table 3 below:

Table 3. N-Gain Categories

Limitation	Category
N-gain > 0,7	Tall
0,3 < N-gain ≤ 0,7	Keep
N-gain ≤ 0,3	Low

Source: Hakein Sundayana, (2014)

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To see the Interpretation of the Effectiveness of the Nomerated N–Gain values can be seen in Table 4 below:

Table 4. Effectiveness of N-Gain

Presentase (%) Limitztion	Tafsiran Category
<40	Ineffective
40-55	Lesseffective
56-75	Moderately Effective
>76	Effective

Source: Arikunto, (2002)

RESULTS AND DISCUSSION

Teacher Activities in the Learning Process

Observarsi of Teacher Activities is carried out by implementing learning activities with the application of the TGT type cooperative learning model. Teacher Activity Data obtained from the Teacher Observary sheet. Teacher activities during the learning process can be seen in the table.

Based on the table of Teacher Activity Observation Sheets on the Application of Team GameTournament Type Cooperative Learning Model that teachers have carried out 87.04% which means that the learning model is well implemented.

Student response in the application of the TGT type cooperative learning model

Student responses are carried out by implementing learning activities with the application of the TGT type cooperative learning model. Student Response Data obtained from the Student Observary sheet during the learning process can be seen in table 6.

Based on the Results of the Student Response Sheet to the Application of the Team GameTournament Type Cooperative Learning Model that students have carried out 86.84%, which means that the student's response to the learning model is good.

Table 5. Teacher Activity Observary Sheet

Activities	Observed aspects	Percentage	Average Percentage
Opening Lessons and Class Presentations	The teacher conveyed the learning method that will be used, namely the Team Game Tournament (TGT) learning method	80%	87,04%
	The teacher explains the steps of the Teams Games Tournament (TGT) method	89%	
	The teacher recalls the previous material in the form of Apperception to students	85%	
	Teachers carry out apperception activities	85%	
	The teacher explains the material on "Definition of Production, the purpose of production activities".	80%	
Students Learn in Groups (Team)	Teachers form groups of 4-6 people .	92%	
	The teacher asks the students to work together to discuss with the group .	90%	
	The teacher asks the students to answer the answer cards of the questions in turn.	90%	
Games	The teacher prepares the media to be used for the game	84%	
	The teacher supervises the students in running the game	85%	

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Matches (Tournaments)	The teacher directs the course of the match to the group .	88%	
	The teacher asks the students to work together to discuss with the group .	85%	
	The teacher asks the student to open the card and show the answer on the card	92%	
	The teacher asks students to answer the answer cards of the questions in turn .	94%	
	The teacher calculates the scores obtained by each group carefully.	89%	
Group Awarding	Teachers award super, excellent, good, and compacted group categories	95%	
Drawing Conclusions answers or generalizations	The teacher gives time to students who want to ask questions regarding the material of Production Theory	80%	
	The teacher invites students to answer questions from their friends.	88%	
	The teacher invites the student to answer questions from his friend (if any).	85%	
Closing a Lesson	The teacher gives the opportunity to students to conclude today's learning	84%	
	Provide reinforcement and motivation to students	90%	
	Teachers give Posttest Questionnaires for Learning Motivation	85%	

Source: Processed Research Data

Table 6. Student Response Observation Sheet

Activities	Observed aspects	Percentage	Average Percentage
Class Presentation	Students pay attention to the teacher in conveying the learning ste that will be used, namely the Team Game Tournament (TG learning method	85%	86,84%
	Students know the learning steps of the Team Game Tourname (TGT) learning method	80%	
	Students pay attention to what the teacher conveys in the form apperception through questions about the previous material	80%	
	Listening to the explanation of the material presented by the teache	88%	
Students Learn in Groups	Students Join predetermined groups in an orderly manner	82%	
	Students Divide the assignments of each group member	95%	
	Students Work together with a group of friends by discussing ar doing practice questions	95%	
Game	Students run the game honestly and earnestly	88%	
	Students show an active attitude in the implementation of the grou play of the work of each group	84%	
Match	Students Run matches according to the direction of the teacher	95%	
	The student opens the card and shows the answer on the card	80%	
	Students match the answer question cards of the questions in turn	82%	
Group Awards	Students pay attention to the teacher in the announcement of th winner	95%	
	Students accept academic game results in an orderly manner ar remain calm	94%	
Closing a Lesson	Students Make the correct answer conclusions from the game th has been run	84%	
	Students Make a summary of the material taught at the time	79%	

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	Students answer the learning motivation questionnaire in the Tea Games Tournament (TGT) learning model	80%

Source: Processed Research Data

Learning Motivation

Based on the results of this study, it was obtained by giving an initial test (Pretest) and a final test (Posttest) in the form of a learning motivation questionnaire of 12 items and an observation sheet at each meeting. Pretest is carried out as an activity to test the level of student learning motivation towards Business Economics subjects before applying the Team Game Tournament (TGT) Learning model and after being carried out as an activity to test the level of student learning motivation towards Business Economics subjects after applying the Team Game Tournament (TGT) Learning model Can be seen in table 7. here for Pretest and Posttest values.

Table 7. Processsed Research Data

	Keterangan	Nilai Rata-Rata	Nilai Min	Nilai Max	Standar Deviasi
Pretest		40,63	23	52	6,205
Posttest		52,97	44	60	3,996

Source: Processed Research Data

Based on Table 7. results of Descriptive Statistical Data of Pretest results t and Posttest. the average value of the Pretest result is 40.63, the standard variance is 6.205 and the variance is 38,500and the Posttest is the average result of 52.97 standard variance 3.996 and the variance 15.967. According to the acquisition of these values, it is determined that the average value in the Posttest is higher than the Pretest results.

To see the improvement in students' abilities before and after the application of the TGT-type cooperative learning model learning model obtained can be seen in table 8 below:

Table 8. Result Uji *Paired Samples T-Test*

		T	Df	Sig. (2-tailed)
Pair 1	Pretest-Posttest	-10,956	31	,000

Source: Processed Research Data

Based on Table 8. The results of the Paired Samples T Test are known that the significance value (2-tailed) is 0.00 <0.05. Because the significance value is smaller, it can be concluded that learning motivation experiences differences before and after the application of the TGT learning model**.**

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Table 9. Result Uji N-Gain

Average Pretest	Average Posttest	N-Gain Score	N-Gain Persen
40,625	52,9687	61,50	61%

Source: Processed Research Data

Based on Table 9, the results of the Gain Normality Test above showed that the Pretest-Posttest value was 61.50, which is based on the N-Gain score division category, which is medium. For the 61% N-Gain effectiveness category, which is quite effective for the application of the Team Game Tournament (TGT) learning model in increasing learning motivation in class X of Office administration.

Discussion

Learning Model Team Game Tournament

The Team Game Tournament (TGT) learning model is a group learning model that can involve all student activities, regardless of status and packaged as attractively as possible in the form of games or tournaments so as to make students more challenged and excited in learning and competing academically to earn points for their respective team scores.

Class X Office Administration is given special treatment by providing a TGT learning model by providing material carried out using lecture methods and game designs using question cards that can be chosen by students who hold assignments to answer questions. In carrying out game activities, students are divided into 6 teams, each team has 5-6 people. The division of groups is carried out fairly and evenly with the distribution of student skill levels from high skills to low skills divided fairly in each team.

Furthermore, each group is given time for deliberation related to the material that has been explained by the teacher. After the discussion activity is over, each team determines the first to last answerer by drawing lots. If the first answerer is in charge of answering the question, the other member is in charge of being the challenger. The student who is selected to be the first answerer chooses 1 question card to be answered and the teacher serves as the sender of the questions determined by the first answerer. The teacher shares the questions that must be answered by the first answerer. This game is run through the rules of order until the question cards run out and all the squad crew after carrying out their duties as question answerers. Furthermore, the teacher, calculates the score of each student on one squad by supervising the accuracy of the answers answered by the students.

Meanwhile, the tournament activities start from representatives of competing groups to collect group scores. The division in this action is divided based on the similarity of cognitive skill levels. Questions in this game game, each session provides 1 question to answer. The game is carried out until the questions are up. After conducting the tournament, the team that scored the highest score was awarded by the Master.

Teacher activities in applying the Team Game Tournament (TGT) Type Koopertaif Learning Model which is based on table 5 that teachers have implemented 87.04% which means that the learning model is carried out very well. Based on table 6 in the Results of the teacher response sheet in applying the Team Game Tournament (TGT) Type Koopertaif Learning Model which is based on table 6 that the teacher has implemented 86.84%, which means that the learning model is well implemented.

Student Learning Motivation in Business Economics Subjects

Learning motivation is an encouragement that arises both from within and from outside the student, which is able to cause enthusiasm and enthusiasm for learning and give direction to learning activities so that the desired goals can be achieved.

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In the statistical examination, it is obtained based on Table 4.3 of the results of descriptive statistical data on the results of pretests t and posttests. the average value of the Pretest result is 40.63, the standard variance is 6.205 and the variance is 38,500and the Posttest is the average result of 52.97 standard variance 3.996and the variance is 15.967. According to the acquisition of these values, it is determined that the average value on the Posttest is higher than the Pretest

Table 10. Comparison of Student Learning Motivation Results on each indicator

No	Observed aspects	Before	After	Information
1.	The existence of desire and desire to succeed	6,87	8,5	(+) 1,63%.
2	There is a drive and need in learning	7,03	8,34	(+) 1,31%.
3	The existence of hopes or ideals of the future	7,03	8,9 3	(+) 1,9%.
4	The existence of rewards in learning	6,90	9	(+) 2,1%.
5	The existence of interesting activities in learning	6,68	9,0 6	(+) 2,38%.
6	The existence of a conducive learning environment	6,09	9,1 2	(+) 3,03%.
	Sum	40,62	52,96	12,34%

Source: Research Data Processing Results

Based on research that has been carried out and obtained a comparison from the data on the motivation to learn Business Economics in the Table, it can be concluded that there is a change in student learning motivation. Percentage obtained from Pretest and Posttest data. The percentage obtained from the data before and after treatment was given on each indicator that became the researcher's benchmark to see if there was a change in student learning motivation in business economics lessons, namely: (1) The existence of desire and desire was successfully obtained the overall percentage of 6.87% before being given treatment while after obtaining the total percentage of 8.5% with an increase in learning motivation percentage of 1.63%. Hal ini disebabkan beberapa faktor yangcauses this to be like teaching methods, such as how to teach teachers who do not master the subject matter so that in delivering the lesson is not clear or the teacher's attitude towards students and or towards the subject itself is not high so that students are less happy with the subject itself so that it may reduce the desire to learn. (2) There are encouragements and needs in learning obtained a total percentage of 7.03% before treatment is given, while after obtaining the overall percentage of 8.34% with an increase in learning motivation percentage of 1.31%. It is characterized by the presence of encouragement and need in learning is

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to arrive on time at the time of learning and relearning the subject matter. The ability of the student to complete his task in a timely manner shows in the student that a strong self-regulatory attitude has been formed. (3) The existence of future hopes or ideals obtained the overall percentage of 7.03% before treatment was given while after obtaining the overall percentage of 8.93% with an increase in learning motivation percentage of 1.9%. In this study, expectations are based on the belief that people are influenced by their feelings about the picture of the results of their actions, for example students who have a clear picture and goals regarding their future. In addition, students also have high hopes that their dreams can be realized. (4) The existence of awards in learning obtained an overall percentage of 6.90% before treatment was given, while after obtaining the overall percentage of 9% with an increase in learning motivation percentage of 2.1%. In the last step of cooperative learning, namely team recognition, it is expected to be able to motivate students to be the best. If there are students who are successful and successfully complete the task well, then the teacher gives praise. This compliment is a form of positive reinforcement and at the same time a motivation, the giving must be appropriate With the right compliment will cultivate a pleasant atmosphere and heighten the passion for learning and at the same time will arouse self-esteem. (5) The existence of interesting activities in learning obtained a total percentage of 6.68% before being given treatment while after obtaining the overall percentage of 9.06% with an increase in learning motivation percentage of 2.38%. This can be seen from students who are quite interested in what the teacher conveys, the introduction delivered by the teacher before teaching is quite interesting for students to learn, the activities in learning business economics are less attractive to students, and students feel that learning business economics is very difficult to understand. (6) The existence of a conducive learning environment obtained a total percentage of 6.09% before treatment was given while after obtaining the total percentage of 9.12% with an increase in learning motivation percentage of 3.03%. In this study, a properly implemented cooperative learning model will allow teachers to manage classes more effectively.

Results of the Motivational Questionnaire Before the application of the Team Game Tournament (TGT) model given to students before being given treatment for the application of the Team Games Tournament (TGT) model. At this stage the student's motivation to do the task is very lacking because the model used is less attractive for students to feel saturated in learning to the point of resulting in reduced student motivation to learn. Meanwhile, in the research on learning motivation questionnaires after the application of the Team Games Tournament (TGT) model, student motivation increased. At this stage, students' motivation to do the task is greatly increased, it is because the model used is interesting for students so that students feel confident or confident in learning, students do assignments on time and students can learn well by forming heterogeneous groups and students will be very excited and not bored in learning because it contains elements of games. With the application of the TGT learning model, it opens up opportunities for variations and development of learning strategies towards a better direction, causing the achievement of learning success and increasing learning motivation.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the analysis and discussion of the research results, it can be concluded as follows:

1. There is a significant difference in the increase in learning motivation between before and after applying the Team GameTournament Type Koopertaif Learning Model (TGT) This is evidenced by the increase in the results of learning motivation questionnaires in pre-experimental classes. In other words, the results of the pre-assessment learning motivation questionnaire have a significant difference in average scores between the results of the learning motivation questionnaire before and after using the Team Game Tournament (TGT) Type Koopertaif Learning Model.

   There is a significant difference in the increase in learning motivation

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between before and after applying the Team GameTournament Type Koopertaif Learning Model (TGT) This is evidenced by the increase in the results of learning motivation questionnaires in pre-experimental classes. In other words, the results of the pre-assessment learning motivation questionnaire have a significant difference in average scores between the results of the learning motivation questionnaire before and after using the Team Game Tournament (TGT) Type Koopertaif Learning Model.

2. The response of students in applying the Team Game Tournament (TGT) learning model has been good, this is marked based on the results of the Student Response Sheet to the Application of the Team GameTournament Type Koopertaif Learning Model that students have carried out 86.84%, which means that the student's response to the learning model is good.

Based on the conclusions of the study, the researcher would like to convey some suggestions. The suggestions in question are as follows:

1. It is hoped that teachers can make the Team GameTournament (TGT) Model as one of the learning alternatives that can increase the learning motivation of economic students of class X students of SMK Telkom Pekanbaru so as to contribute to improving the quality of education better, especially in learning business economics.
2. For subsequent researchers, it is hoped that it can be a reference and can develop other variables that can increase learning motivation

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