

## FULFILLMENT OF INDICATORS AND ENHANCEMENT EXTRINSIC MOTIVATION OF STUDENTS THROUGH TEAMS GAMES TOURNAMENT IN GEOGRAPHY LEARNING

Sukron Operma<sup>1\*</sup>, Ratna Wilis<sup>2</sup>, Fitri Yanti Anas<sup>3</sup>

<sup>1</sup>Teacher Professional Education, Postgraduate School, State University of Padang, Indonesia

<sup>2</sup>Geography Education, Faculty of Social Science, State University of Padang, Indonesia

<sup>3</sup>Senior High School 3 Padang, Indonesia

\*E-mail: sukronoperma11@gmail.com

### ARTICLE INFO

#### Article History

Received : 16/12/23

Revised : 28/12/23

Accepted : 04/01/24

#### Citation:

Operma, S., Wilis, R., and Anas, F.Y., (2024) Fulfillment of Indicators And Enhancement Extrinsic Motivation of Students Through Teams Games Tournament in Geography Learning. GeoEco. Vol. 10, No. 1.

### ABSTRACT

The success of the learning process is the core goal of education. The success of the learning process can be seen from several things, one of which is student learning motivation. Learning motivation plays an important role in achieving learning success, and it has the potential to affect learning interest, activeness, and learning outcomes. The existence of strong learning motivation will catapult students to success in learning. Students' low motivation to learn is a concern for researchers to solve. This study aims to increase student motivation through learning team games tournament (TGT). The research method used in this study is Classroom Action Research (PTK) with a quantitative-descriptive approach. The data collection technique used is to distribute questionnaires that will be filled out by students. This research was conducted at SMAN 3 Padang on geography subjects. The results of this study show that teams games tournament (TGT) can meet extrinsic learning motivation indicators. The level of fulfillment of all indicators is more than 60% and even reached 72%, such a percentage is classified as "Enough" and "Good". Teams games tournaments (TGT) can also increase students' extrinsic learning motivation. The learning can increase the percentage of students with "Medium" and "High" motivation to 80%.

**Keywords:** *Geography Learning; Teams games tournament (TGT); Learning Motivation; Classroom Action Research; Extrinsic Motivation*

### INTRODUCTION

Education is a process that every human being will experience. Education will shape the mind and character to be better prepared to live. Formally, in Indonesia, education is provided through schools. The core activity of a school is learning activities. Learning is also a process to

achieve educational goals. Learning is a positive interaction activity between teachers and students to shape students' behavior for the better, involving cognitive and affective skills (Emda, 2018). Learning is also defined as an effort to optimize students' potential to



get positive behavior change (Karwono & Mularsih, 2018).

The success of a learning process can be influenced by several things, one of which is learning motivation. Learning motivation plays an important role in achieving learning success, and it has the potential to affect learning interest, activeness, and learning outcomes (Hidayatullah, 2021; Luo et al., 2020). Strong learning motivation will catapult students to success in learning (Harahap et al., 2021). For this reason, it is appropriate for a teacher to pay attention to student learning motivation in learning. In the era of 21<sup>st</sup>-century learning, the teacher no longer acts only as a material presenter and lecturer, but the teacher is a facilitator and motivator who must be able to provide classes that can encourage students to learn.

In the process, the student experiences various psychological conditions that affect his drive to learn. Furthermore, this psychological condition is referred to as learning motivation. Learning motivation is a willingness that arises from someone to carry out learning activities (Cahyani et al., 2020; Kartini et al., 2020) that affects learning outcomes (Mulyasa et al., 2017). Students who have high learning motivation will bring them good learning

results (Rahman, 2022). Learning motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a psychological learning drive that comes from within a person (Tambunan, 2015). Intrinsic motivation is related to expectations, goals to be achieved, and a person's desire for something, so they strive to achieve it. At the same time, extrinsic motivation is the drive to do something that is influenced from outside oneself. Extrinsic motivation will arise when getting external stimuli (Priansa, 2018). Extrinsic motivation is a learning drive that will be active when there are outside influences, such as due to a good learning environment (Uno, 2016).

In learning, the motivation that has a high possibility of being directly influenced by the teacher is extrinsic motivation. Learning activities that students like will be able to be a stimulant so that students' extrinsic motivation appears. The role of extrinsic motivation during the learning process is to trigger passion, feelings, and enthusiasm for learning and encourage students to achieve learning outcomes. In measuring learning motivation, there are indicators put forward by Uno (2016), Among them are 1) Awards in learning (students get awards), 2) Interesting



learning activities (students are interested in learning), 3) Conducive learning environment (students can be conducive), 4) Passion and need to learn (Students have a passion for learning).

The fact found in the field is that there are still students who have low learning motivation. This fact was obtained based on observations made at SMAN 3 Padang. The low motivation to learn in this class can be seen in students who were not interested in learning, students did not show a desire to learn, and student activity was still low. The low motivation to learn students was caused by learning activities that did not trigger their learning motivation. This problem was found in the geography lesson. Geography is an earth science that studies the interrelationships between spatial phenomena and human life. Geography lessons are rich with skill, knowledge, and attitude (Operma & Mariya, 2023). So, it is so important to maintain students' motivation in this lesson. Actually, teachers can apply interesting and fun models, methods, and activities to increase student learning motivation.

*Teams Games Tournament* (TGT) is a learning activity that can be a solution to increase students' extrinsic motivation. In TGT activities, students are placed into

groups by paying attention to the balanced division of group members (Syafuruddin & Herman, 2020). Students and their groups will play the game to win tournaments and get scores (Hamdani et al., 2019). TGT can create a fun and engaging learning atmosphere for students (Nurhayati et al., 2022). Students will have a competitive spirit to win the game, which will lead to good geography learning outcomes (Habiby et al., 2023). Previous research has shown that teams games tournament (TGT) excel in triggering student learning motivation. This activity also makes students' learning attitudes develop positively (Luo et al., 2020). Team games tournament (TGT) is able to create a fun learning atmosphere, thus having a positive effect on learning motivation (Wahyuningsih et al., 2021). Student involvement and motivation can be maintained through the application of team games tournaments (Capinding, 2021).

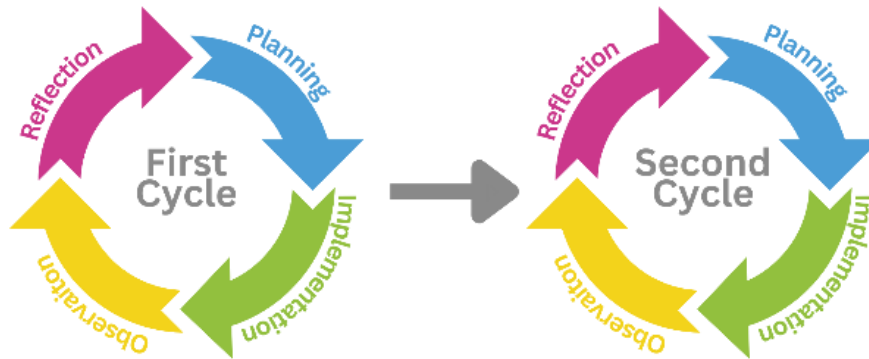
Based on the background description, the purpose of this study is to increase the extrinsic learning motivation of students in class XE3 SMAN 3 Padang through *Teams Games Tournament* (TGT) learning.



## MATERIALS AND METHODS

This research is a Classroom Action Research (PTK) with a quantitative-descriptive approach. Classroom action research is research aimed at solving learning problems, improving the quality

of learning, and trying new things in learning in order to improve the quality of learning (Widayati, 2014). The classroom action research cycle is shown in **Figure 1**.



**Figure 1.** Classroom Action Research Cycle  
*Source: Research Analysis, 2023*

This research was conducted on geography class with 35 respondents who were students of grade X E3 SMAN 3 Padang. The lesson discussed the Atmosphere Dynamics chapter with the help of learning tools and media such as a projector to display material, posters for enrichment, student worksheets (LKPD) for student exercise, and game equipment for teams games tournament (TGT) activities. The data collection technique in this study was to use questionnaires or questionnaires prepared based on indicators of extrinsic learning motivation.

The provision of questionnaires aims to determine students' responses to their extrinsic learning motivation. In the study, there were five alternative answers with the criteria (SA) Strongly Agree, (A) Agree, (DL) Disagree Less, (D) Disagree, and (SD) Strongly Disagree. In concluding the data obtained, researchers will compare the total score obtained with the maximum score and multiply it by 100 to get a percentage, and then the results are interpreted by referring to the classification of questionnaires according to Widoyoko (Widoyoko, 2014). The classification of the percentage of research results is shown in **Table 1**.

**Table 1.** Percentage Classification of Research Results

Percentage	Interpretation of Motivation Levels	Interpretation of Indicator Fulfillment
84% - 100%	Very High	Excellent
68 % - 83%	High	Good
52% - 67 %	Medium	Enough
36% - 51%	Low	Poor
20% - 35%	Very Low	Very Bad

Source: Widoyoko, 2014

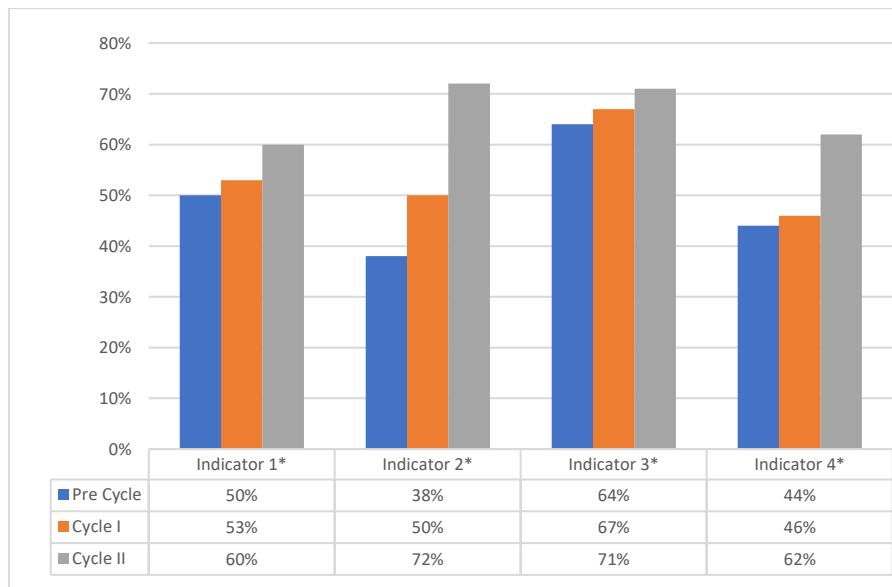
## RESULTS AND DISCUSSION

### Result

This class action research is conducted in two cycles. Before the action cycle begins, researchers make observations and take preliminary data at the time of

the pre-cycle. Each cycle, researchers provide questionnaires to students so that the progress of each cycle can be analyzed. Here are the results of this class action research.

#### a) Fulfillment of indicators



- \* Indicator 1: Students get awards
- \* Indicator 2: Students interested in learning
- \* Indicator 3: Students can be conducive
- \* Indicator 4: Students have a passion for learning

**Figure 2.** Extrinsic Motivation Indicator Fulfillment Chart

Source: Research Analysis, 2023

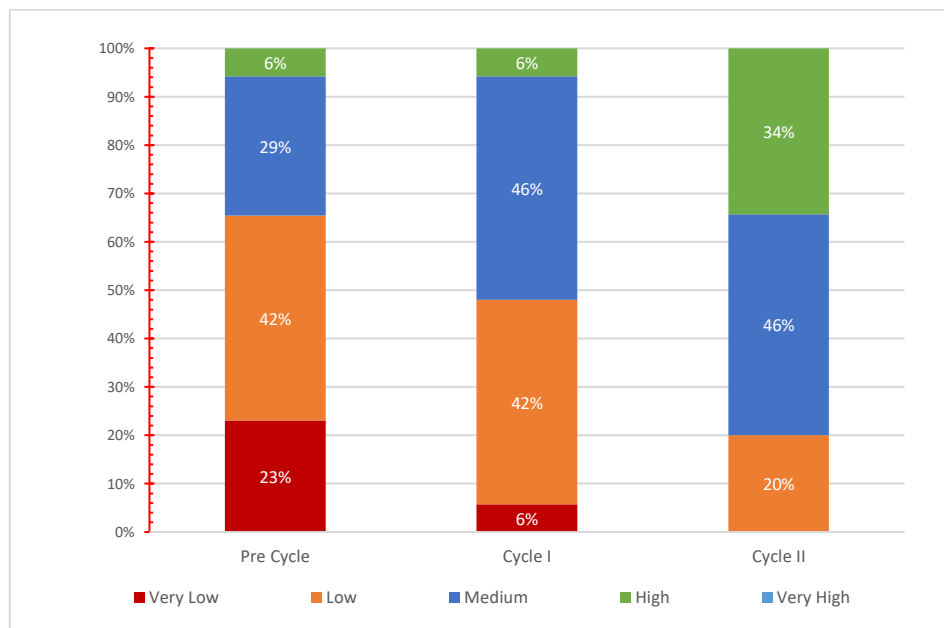
Chart in **Figure 2.** shows the progress and fulfillment of the indicator in each cycle. During the pre-cycle, fulfillment of four indicators of extrinsic motivation is still classified as "Poor", except for indicator three, which is classified as "Enough".

Then, in the first action cycle, there was an increase in the percentage of fulfillment of each indicator of intrinsic motivation, but there were still two indicators classified as "Poor", while the other two indicators were classified as

"Enough". This shows that actions taken in the first cycle can increase the percentage of fulfillment of the indicator. In the second action cycle, there are no more indicators classified as "Poor" or "Very Bad", all indicators are classified as "Enough" (indicator 1 and indicator 4) and "Good" (indicator 2 and indicator 3).

Based on these results, the application of team games tournament (TGT) learning has succeeded in increasing the percentage of meeting indicators. This means that team games tournament (TGT) learning can provide learning that can trigger students' extrinsic motivation.

#### b) Students' Motivation

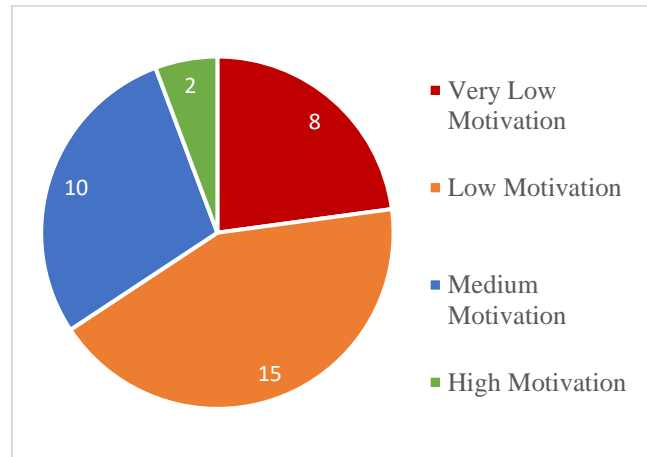


**Figure 3.** Percentage Graph of Students' Extrinsic Motivation Level (Pre-Cycle, Cycle I, and II)

Source: Research Analysis, 2023

Based on the graph in **Figure 3**, during the pre-cycle (before the action is performed), only 6% of students (2 people) have "High" motivation. Then, 29% of students (10 people) have

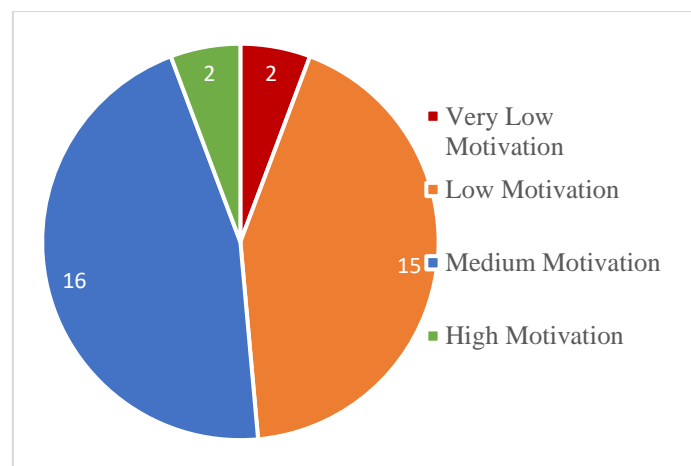
"Medium" motivation, and the rest, as many as 65% of students (23 people), have "Low" or even "Very low" learning motivation (**Figure 4**).



**Figure 4.** Graph of Students' Extrinsic Motivation Level (Pre-cycle)  
Source: Research Analysis, 2023

In the first action cycle, researchers sought to increase students' extrinsic learning motivation through learning teams games tournament (TGT). As a result, this learning is able to increase students' extrinsic learning motivation. The number of students with the motivation category "Very Low" is only 6% (2 people). Students with the motivation category "Low" still remained at 42% (15 people). Then, the percentage

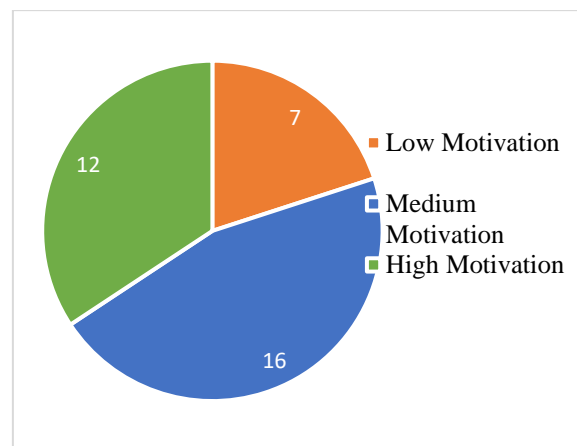
of students with the "Medium" motivation category increased to 46% (16 people) (**Figure 5**). While students with the motivation category "High" still remain 6% (2 people). The results showed that the teams games tournament (TGT) in the first cycle was able to reduce the number of students with the "Very low" motivation category and increase the number of students with the "Medium" motivation category.



**Figure 5.** Graph of students' extrinsic motivation levels (cycle I)  
Source: Research Analysis, 2023

In the second action cycle, researchers optimized team games tournament (TGT) learning to increase students' extrinsic learning motivation and reduce students with "Low" and "Very Low" motivation categories. Based on the graph (Figure 3 and Figure 6), there are no more students with the "Very Low" motivation category, while the "Low" motivation category only remains as many as 20% of students (7 people). Then, students with the motivation category "Medium" as much as 46% (16 people). In the "High" motivation category, the number of students increased by a percentage of

34% (12 people). These data show that through teams games tournament (TGT), there is an increase in students' extrinsic learning motivation. Compared with preliminary data, there was an increase where in the pre-cycle, most students (65% of students) had low learning motivation, even very low, and only two people had high learning motivation. In the second cycle, most students have been included in the "Medium" to "High" motivation category with a percentage of 80% of students (28 people), and only 20% (7 people) are still categorized as "Low" motivation.



**Figure 6.** Graph of students' extrinsic motivation levels (Cycle II)  
Source: Research Analysis, 2023

### Discussion

The results of the research that have been described show that learning teams games tournament (TGT) can increase the level of extrinsic learning motivation of students. The increase occurred because the learning teams games

tournament (TGT) gave a pleasant impression to students, so they were interested in learning. Team games tournament (TGT) is able to create a fun learning atmosphere, thus positively affecting learning motivation (Wahyuningsih et al., 2021). *Teams*



*games tournament* (TGT) able to increase student motivation (Luo et al., 2020), and able to maintain student involvement in learning (Capinding, 2021). Increased learning motivation can occur because learning *teams games tournament* (TGT) can meet the factors that affect extrinsic learning motivation. These factors are the presence of rewards, interesting learning, a conducive learning environment, and a desire to learn (Uno, 2016).

The existence of appreciation in learning will make students feel appreciated for the learning efforts they do. In the *teams games tournament* (TGT), Student plays the game to win the tournament and get a score (Hamdani et al., 2019), Students who obtain high scores will be awarded. In addition, teachers also give awards to other students who have followed the learning process well so that the awards given are evenly distributed and all students can be motivated. These awards will make them always motivated because rewards and motivation have a positive relationship (Kasdiyanti et al., 2019). This also makes students have a healthy competitive spirit in learning (Habiby et al., 2023).

Interesting learning is also one of the factors that increase student learning motivation. Activities in *learning teams*

*games tournaments* (TGT) can encourage students to engage in learning (Nurhayati et al., 2022) because learning is done through group games (Hamdani et al., 2019) that can attract students' attention. Indeed, interesting learning is learning that is able to encourage students to join the learning process (Bistari, 2018), which will make learning communicative and meaningful where they will be motivated and enthusiastic to learn (Rahayu, 2022).

Learning motivation is also influenced by a conducive learning environment. The characteristics of a conducive learning environment are the establishment of good communication as well as agreement regarding learning rules (Setiawan & Mudjiran, 2022). In a *teams games tournament* (TGT), learning rules are agreed upon at the beginning of learning, and when the game takes place in groups, communication between students is well established. A conducive learning environment will make it easier for students to learn the benefits and meaning of learning so that they are motivated to learn (Rahayu, 2022; Uno, 2016). However, when compared to other factors, a conducive learning environment has a low relationship with learning motivation (Kasdiyanti et al.,



2019), which makes there are still many students who have low motivation during the pre-cycle even though the indicators of a conducive learning environment are classified as "Enough". Nevertheless, a conducive learning environment still needs to be considered as a foundation to meet other extrinsic motivation factors because a conducive learning environment can make learning activities run well.

When a learning *teams games tournament* (TGT) is carried out, the competitive spirit of students will emerge (Habiby et al., 2023). The competitive spirit will encourage students' desire to do learning activities. The existence of a desire and need to learn is an important requirement to classify students as having high learning motivation. The willingness and willingness to learn will translate into high learning motivation (Cahyani et al., 2020; Kartini et al., 2020). Students tend to be motivated to learn when the benefits of learning are delivered (Uno, 2016), which makes them have a desire to learn and feel that learning is a necessity. When learning is linked to real life, students are also actively encouraged (Ikhsan & Haris, 2022), which means students have a passion for learning. This real-life

learning is contextual learning (Latief et al., 2014).

## CONCLUSIONS

From the two cycles of action carried out, the learning teams games tournament (TGT) was able to increase the percentage of students with moderate to high learning motivation. Before the action was taken, students with medium to high learning motivation only amounted to 35% of the total 35 students. After the action, the percentage increases to 80%. Based on this, researchers concluded that the application of team games tournament (TGT) can increase student learning motivation, especially extrinsic motivation. This happens because in learning teams games tournament (TGT), students get rewards for the learning efforts they do, students learn in an interesting atmosphere, students learn in a conducive environment, and students are encouraged to have a passion or willingness to learn.

This research has shown that teams games tournament (TGT) learning can fulfill extrinsic motivation indicators and enhance students' levels of extrinsic learning motivation. However, some limitations in this study are anticipated to



be refined in future research. Expectations for future research include: (1) optimizing teams games tournament (TGT) learning through additional action cycles, (2) expanding the population and research sample, (3) employing other research methods, (4) examining teams games tournament (TGT) learning with other motivational indicators, and (5) exploring the correlation between teams games tournament (TGT) learning and other variables in the learning process.

## REFERENCES

- Bistari, B. (2018). Konsep Dan Indikator Pembelajaran Efektif. *Jurnal Kajian Pembelajaran Dan Keilmuan*, 1(2), 13.  
<https://doi.org/10.26418/jurnalkpk.v1i2.25082>
- Cahyani, A., Listiana, I. D., & Larasti, S. P. D. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 3(01), 123–140.  
<https://doi.org/10.37542/IQ.V3I01.57>
- Capinding, A. T. (2021). Effect of Teams-Games Tournament (TGT) Strategy on Mathematics Achievement and Class Motivation of Grade 8 Students. *International Journal of Game-Based Learning (IJGBL)*, 11(3), 56–68.  
<https://doi.org/10.4018/IJGBL.2021070104>
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172.  
<https://doi.org/10.22373/lj.v5i2.2838>
- Habiby, F. I., Rindawati, R., & Widodo, B. S. (2023). Students' Response to The Development of U-GEO Media Trading Card Game (TCG) with Teams Games Tournament (TGT). *Jurnal Pendidikan: Riset Dan Konseptual*, 7(4), 592–597.  
[https://doi.org/10.28926/RISET\\_KONSEPTUAL.V7I4.827](https://doi.org/10.28926/RISET_KONSEPTUAL.V7I4.827)
- Hamdani, M. S., Mawardi, & Wardani, K. W. (2019). Penerapan Model Pembelajaran Team Games Tournamen (TGT) pada Pembelajaran Tematik Terpadu Kelas 5 untuk Peningkatan Keterampilan Kolaborasi. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 440–447.  
<https://doi.org/10.23887/jisd.v3i4.21778>
- Harahap, H. S., Hrp, N. A., Nasution, I. B., Harahap, A., Harahap, A., & Harahap, A. (2021). Hubungan Motivasi Berprestasi, Minat dan Perhatian Orang Tua Terhadap Kemandirian Siswa. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(4), 1133–1143.  
<https://doi.org/10.31004/EDUKATIF.V3I4.463>
- Hidayatullah, A. (2021). Pengaruh Motivasi Belajar Dan Manajemen Kelas terhadap Hasil Belajar Siswa. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(4), 1451–1459.  
<https://doi.org/10.31004/EDUKATIF.V3I4.620>
- Ikhsan, M., & Haris, H. (2022). Ekowisata Rammang-Rammang Sebagai Laboratorium Pembelajaran Kontekstual Geografi Di Kabupaten Maros. *Jambura Geo Education Journal*, 3(2), 43–51.



- <https://doi.org/10.34312/JGEJ.V3I2.15366>
- Kartini, I. I., Rohaeti, E. E., & Fatimah, S. (2020). Gambaran Motivasi Belajar Peserta Didik Saat Pandemi Covid 19 (Studi Kasus pada Peserta Didik Kelas VII SMP N 1 Arjasari yang sedang Belajar dari Rumah karena Pandemi Covid 19). *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 3(4), 140–150. <https://doi.org/10.22460/FOKUS.V3I4.5334>
- Karwono, & Mularsih, H. (2018). *Belajar dan pembelajaran serta pemanfaatan sumber belajar / Karwono / Perpustakaan Universitas Muhammadiyah Makassar*. Rajagrafindo Persada. <https://library.unismuh.ac.id/opac/detail-opac?id=101890>
- Kasdiyanti, A., Alpusari, M., Mulyani, E. A., & Hermita, N. (2019). Hubungan Motivasi Ekstrinsik Dengan Hasil Belajar Matematika Siswa Kelas V Sd Se-Gugus I Kecamatan Marpoyan Damai Pekanbaru. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 3(1), 1–5. <https://doi.org/10.33578/pjr.v3i1.6318>
- Latief, H., Rohmat, D., & Ningrum, E. (2014). Pengaruh Pembelajaran Kontekstual Terhadap Hasil Belajar (Studi Eksperimen Pada Mata Pelajaran Geografi Kelas Vii Di Smpn 4 Padalarang). *Jurnal Geografi Gea*, 14(2), 14–28. <https://doi.org/10.17509/GEA.V14I2.3395>
- Luo, Y.-J., Lin, M.-L., Hsu, C.-H., Liao, C.-C., & Kao, C.-C. (2020). The Effects of Team-Game-Tournaments Application towards Learning Motivation and Motor Skills in College Physical Education. *Sustainability*, 12(15), 6147. <https://doi.org/10.3390/su12156147>
- Mulyasa, Iskandar, D., & Aryani, W. D. (2017). *Revolusi dan Inovasi Pembelajaran*. Remaja Rosdakarya.
- Nurhayati, N., Egok, A. S., & Aswarliansyah, A. (2022). Penerapan Model Pembelajaran Kooperatif Tipe TGT pada Pembelajaran IPA Sekolah Dasar. *Jurnal Basicedu*, 6(5), 9118–9126. <https://doi.org/10.31004/BASICEDU.V6I5.3430>
- Operma, S., & Mariya, S. (2023). Pengaruh Penggunaan Media Pembelajaran Aplikasi Molear (Mobile Learning-Augmented Reality) Terhadap Hasil Belajar Geografi Kelas X Sma Negeri 2 Kerinci. *JURNAL BUANA*, 7(2), 551–565. <https://doi.org/10.24036/buana.v7i2.2603>
- Priansa, D. J. (2018). *Perencanaan dan Pengembangan SDM*. Alfabeta.
- Rahayu, W. (2022). Mendesain Pembelajaran Bahasa Indonesia yang Menarik dengan Menerapkan Metode Bervariasi. *Maharot: Journal of Islamic Education*, 6(1), 13–24. <https://doi.org/10.28944/MAHAROT.V6I1.632>
- Rahman, S. (2022). Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar. *Prosiding Seminar Nasional Pendidikan Dasar*, 0(0), 289–302. <https://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1076>
- Setiawan, H., & Mudjiran, M. (2022). Menciptakan Lingkungan Belajar Yang Kondusif Bagi Peserta Didik Tingkat Sekolah Dasar. *Jurnal*

- Cerdas Proklamator*, 10(2), 161–167.  
<https://doi.org/10.37301/CERDAS.V10I2.152>
- Syafruddin, M. A., & Herman, H. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe TGT (Team Group Tournament) Terhadap Kecerdasan Emosi Siswa MAN 2 Makassar. *Jendela Olahraga*, 5(1), 52–58. <https://doi.org/10.26877/jo.v5i1.4267>
- Tambunan. (2015). *Jenis Motivasi belajar*. Gaung Persada.
- Uno, B. H. (2016). *Teori Motivasi dan Pengukurannya*. Bumi Aksara.
- Wahyuningsih, D., Muchson, M., Saefi, M., Muntholib, M., & Suryadharma, I. B. (2021). The integration effects of socratic online game in cooperative - Teams games tournament (TGT) models to student learning outcomes and learning motivation on salt hydrolysis topic. *AIP Conference Proceedings*, 2330(1). <https://doi.org/10.1063/5.0043115/838297>
- Widayati, A. (2014). Penelitian Tindakan Kelas. *Jurnal Pendidikan Akuntansi Indonesia*, 6(1), 87–93. <https://doi.org/10.21831/jpai.v6i1.1793>
- Widoyoko, E. P. (2014). *Teknik Penyusunan Instrumen Penelitian*. Pustaka Pelajar.