THE APPLICATION OF THE TEAM GAME TOURNAMENT (TGT) LEARNING MODEL IN INCREASING STUDENT INTEREST IN LEARNING

Adiyono[1], Fitriahul Umami[2], Arum Putri Rahayu[3]
[12]STIT Ibnu Rusyd Tanah Grogot, Kalimantan Timur-Indonesia, [3]STAI Ma'arif Magetan, Jawa Timur-Indonesia, Email: adiyono8787@gmail.com

Abstract:
This study aims to determine how the application of Teams Game Tournament learning increases the interest in learning class VIIIC students in Fiqh subjects at MTs. Al-Ihsan Tanah Grogot, and to find out whether, by applying Teams Game Tournament, learning can increase the interest in learning class VIIIC students in Fiqh subjects at MTs. Al-Ihsan Tanah Grogot. This study used a class action research design (PTK) with 2 cycles. Each cycle consists of planning stages, implementation of actions, observation and evaluation, as well as analysis and reflection. The research subjects were students of class VIIIC MTs. Al-Ihsan Tanah Grogot with a total of 39 students, observation of student activities with teachers, interest questionnaires, data analyzed by percentage techniques. The results showed that the application of Teams Game Tournament learning can increase students' interest in learning. The results of student interest in learning increased from the category of sufficient 18.91%, good 67.56%, very good 13.51% in cycle I to the category of sufficient 5.40%, good 54.05%, and very good 40.54% in cycle II. Thus the interest of students in class VIIIC MTs.Al-Ihsan Tanah Grogot in Fiqh subjects increased well after the application of Teams Game Tournament learning.

Keywords: *Teams Game Tournament, interest in learning, Fiqh, Learning Model*

INTRODUCTION

In teaching practice, it is unwise to use one theoretical basis for all situations, as no single learning theory is suitable for all situations. Because each has a different foundation and is suitable for certain situations (Budiman, A., &Pratiwi, N. E., 2022).. Based on observations made by researchers at MTs Al-Ihsan, the lecture method, which has been passed down from generation to generation, is still used in several subjects. The lecture method cannot be denied that it must exist in learning activities ((MuhibbinSyah, 2005). However, with the development of the times, it should be developed by combining it with other learning models, which of course are in accordance with the subjects being taught. The majority of students make noise during learning activities (Rusman, 2010), and their faces display sluggishness, according to research (Ahmad, 2004). More importantly, the motivation of students toward fiqhstudents needs to be raised (Hardimansyah, H., 2021), so that students do not master the material (Alfarisi, A. S., 2022).

Seeing this condition, the researcher tried to find a solution so that the desired teaching objectives could be achieved. In this case, the teacher as one of the learning resources is obliged to create a creative and enjoyable learning environment for students' learning activities in the classroom, so that they have encouragement (motivation) in learning (Panco, 2017). Kids can study effectively in an environment that is natural, free from stress, and conducive to learning. In a variety of learning

tasks, they require direction and assistance to comprehend the educational contents. Adequate classroom management is required to develop a culture that inspires a love of learning, enhances student learning outcomes, and makes it easier for teachers to guide students in their learning. Adiyono, et,al. 2022). One of the activities or ways that researchers must do is conduct pre-observation activities, namely seeing the existing school situation. In terms of location, teaching, learning media.

Then the researcher found a problem that existed, one of which was that the learning in the ongoing class seemed boring, and centered on the teacher who taught, which made students' interest in learning very lacking. Therefore, researchers will conduct research using the Teams Game Tournament (TGT) (Leavey, M. B., & Hollifield, J. H. (1980) learning model which is expected to answer these problems (Dahlia, 2020), (Firdaus, F., Subchan, W., &Narulita, E., 2020). The main idea of cooperative learning is that students work together to learn and are responsible for the learning progress of their friends. In addition, cooperative learning emphasizes group goals and success, which can only be achieved if all group members achieve the goal or mastery of the material (Trianto, 2012). So that students will compete to get the highest score (In'am, A., &Sutrisno, E. S., 2021), in addition to learning about the material, they indirectly learn about respecting other people's opinions, responsibility, strengthening friendships and others. Trianto explains in his book, TGT can be used in a variety of subjects, from exact sciences, social sciences and languages from elementary to higher education levels (Trianto, 2012) . With TGT students will enjoy how the tournament atmosphere is, and because they compete with groups that have an equal ability composition, the competition in TGT feels more fair than competition in traditional learning in general (Saifuddin ZuhriQudsy dan AchmadFawaid, 2013). This reinforces the researcher's reason for using this TGT learning model (Sukardi, 2013).

TGT uses academic tournaments, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance (Tamami, B., 2022). TGT is very frequently used in combination with STAD, adding an occasional tournament to the usual STAD structure. A description of the components of TGT follows (Robert E. Slavin, 2015: 169). Therefore, TGT and STAD are similar in most respects, with the exception of the fact that TGT uses academic tournaments (Tolla, I., & Ali, M. S. (2017), using quizzes quizzes and an individual progress score system, where students compete as representatives of their teams against other team members whose prior academic performance is comparable to them). The primary goal is teamwork among teammates in a group in order to prepare for a tournament that is organized between groups using a game pattern created by the teacher. Accountability individual accountability within a team remains the the main focus as member support to the success of the group.

Based on the pre-survey that researchers observed when carrying out assignments at MTs. Al-Ihsan, that it is very clear that there is a lack of student interest in learning, one of which is in the subject of fiqh (Rofiq, M. A., Mahmud, M. E., &Musfiroh, I. A., 2019), caused by the learning process that does not attract students' attention or even boring because the method used is dominated by the lecture method, in the learning process only sourced from books, memorization and question and answer so that it causes students to lack motivation to learn and even interest in learning is very lacking. Therefore, the solution to overcome these problems requires a suitable learning model to increase students' interest in learning, so as to create a pleasant atmosphere and make students more motivated to actively participate in expressing their ideas, as well as being active in learning. In this case the researcher uses the TGT type Cooperative learning model (Usman, M., Saud, S., &Achmad, A. ,2018).

RESEARCH METHODS

In this TGT research (Salam, A., Hossain, A., & Rahman, S. (2015) using a method in the form of class action research class action research (PTK) where according to experts experts Classroom Action Research is practical research intended to improve or improve the quality of learning in the classroom and efforts to improve this is done by carrying out action to find answers to problems raised from the daily

daily tasks in the classroom (KasihaniKasbolah E. S, 2001: 80). SuharsimiArikunto, Suhardjono and Supardi (2012: 3) stated that "Classroom action research is a observation of learning activities in the form of an action, which is deliberately action, which is deliberately raised and occurs in a class together".

This class action research consists of four stages, namely (1) planning action planning, (2) action implementation, (3) observation and interpretation, and (4) analysis and reflection. The four stages in action research constitute one cycle, which is one round of successive activities.

The object of this research is the application of the Teams Game Tournament (TGT) learning method in increasing students' interest in learning class VIIIC Fiqh subjects at MTs. Al-Ihsan Tanah Grogot Learning year 2021/2022. The research subjects were 1 subject teacher and VIIIC class students with varying levels of absorption ability. The implementation of learning in Fiqh subjects, the action was carried out in 2 cycles. Cycle I was carried out in 2 meetings and cycle II was carried out in 2 meetings. The implementation of learning in Fiqh subjects, the action was carried out in 2 cycles. Cycle I was carried out in 2 meetings and cycle II was carried out in 2 meetings.

Figure 1. PTK spiral adopted from Hopkins
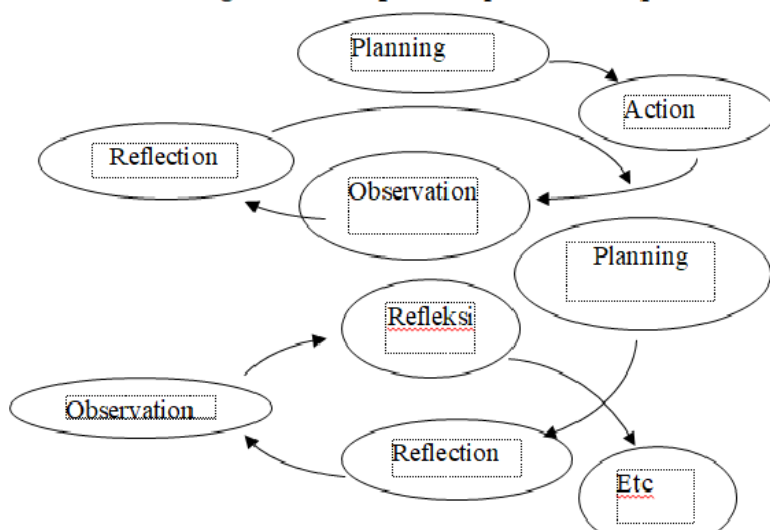
RESULTS AND DISCUSSION

Classroom action research on Fiqh subjects using the application of Teams Game Tournament learning was carried out in 2 cycles. The results of the research obtained in the form of student learning interest results obtained from the results of questionnaires on Fiqh learning obtained through questionnaires.

Application of Group Investigation Learning in cycle I

Cycle I was carried out in 2 meetings on March 30, 2022. Cycle I consists of 4 stages as described in the procedure for implementing class action research (PTK), namely as follows:

Planning

Activities at this stage include:
a) Dividing the subject matter of the material on Fiqh learning.
b) Implementing the lesson plan.
c) Providing tasks for each group according to the material that has been discussed.
d) Making learning with Teams Game Tournament learning.
e) Prepare student and teacher activity observation sheets to find out how teaching and learning conditions in the classroom when learning by using Teams Game Tournamnet learning.

f) Prepare a student response questionnaire to find out student responses to the implementation of Teams Game Tournament learning on Fiqh material.

1) Implementation of action (action)
This stage is the implementation of all the plans that have been made at the planning stage. This stage is the realization of all the plans that have been   prepared   previously including lesson plans, scenarios that have been designed, practice   questions,   and assignments.
The following are the learning stages carried out in cycle I as follows:
  a) Dividing the students in the class into 3 groups
  b) Provide direction to students regarding the rules in the Teams Game Tournament learning model
  c) Conduct core activities in learning in accordance with the lesson plan, namely using Teams Game Tournament learning
  d) Carry out observations by observers to observe teacher and student activities

2) Observation and Evaluation
The teacher and student activity observation sheet is used during this stage of the teaching and learning process to record all events and activities that take place while the action is being carried out. The results obtained from observation or observation are a reflection of the evaluation of the learning process so that in the next cycle it can be seen which part of the learning process is less effective. In addition to observation as an evaluation tool for improving the learning process, an evaluation of learning outcomes (cognitive and affective) was also carried out.

3) Analysis and Reflection
Reflection to examine what has been successfully or unsuccessfully completed in the implementation of actions that have been taken, after obtaining complete data from action research, an analysis of the results that have been obtained is carried out. Looking for the underlying causes of the success or failure of the actions taken based on the results of observations from observers and evaluation of learning outcomes at the end of the cycle, after knowing these causes, a reflection can be made on both the learning process and student learning outcomes and student motivation, improving the process in the next cycle.

Implementation of Teams Game Tournamnet learning Cycle II
Classroom action research was carried out in 2 cycles. The implementation of learning in cycle II is based on the results of reflection on the implementation of cycle I by taking into account the results of observations from observers, the results of discussions with Fiqh teachers and observers. In cycle II, the implementation was the same as in the first cycle, only the learning material was different. Things in cycle I that still need to be improved and improved will be implemented in cycle II.

a. Planning
Learning in cycle II was carried out at the fifth meeting according to the learning scenario. In this meeting, the teacher continued the learning materials that had not been taught in cycle I. Things in cycle I that still need to be fixed and improved will be implemented in cycle II.

b. Implementation of action
At this point, the following activities are done; According to the findings of the cycle I reflection, the teacher helps students better understand the subject matter or learning indicators that they have yet to fully acquire and comprehend. Use learning from the Teams Game Tournament as part of the lesson plan's primary activities for learning.

c. Observation and evaluation

Observing the implementation of actions taken at each meeting using an observation format to obtain data on student learning activities and symptoms that may arise from student behavior during the learning process using Cooperative learning type Teams Game Tournament, then continued for students to fill out response sheets and questionnaires which aim to obtain data on learning motivation achieved by students at the end of each cycle.

d. Analysis and reflection

The results obtained through observation and evaluation are then analyzed. From the results of this analysis, researchers can find out the extent to which students' ability to understand the material presented, then improve the implementation of actions according to the results of the evaluation to be used in the next cycle. According to the results of interviews with Mts. Al-Fiqh Ihsan's subject teachers, they were aware of the Teams Game Tournament method. According to him, this method of learning was similar to the discussion method in that it required students to actively participate by cooperating, asking questions, getting answers, and expressing opinions during the learning process.

The application of the Teams Game Tournament method has several shortcomings mentioned by the teacher, namely there are students who are alone, busy themselves, some are silent, and some are even sleepy. To overcome this, the Fiqh teacher said that the way could be done by reprimanding the student concerned. The teacher further explained how Teams Game Tournament learning can increase students' interest in learning because when it is used, students' enthusiasm and curiosity naturally arise because they sense a learning environment that is different from usual. They also have their own involvement in learning, and their excitement and enthusiasm are evident during the learning process.

The learning interest questionnaire was given to each student when the learning cycle I ended. The interest questionnaire aims to find out how the increase in student interest in learning the material after the learning is implemented using Teams Game Tournamnet learning. Students' interest in learning on the material of the Kinds of Fasting, the meaning and material about the Kinds of Zakat after the learning is implemented Teams Game Tournament learning is briefly presented in Table 1

Table 1. Student learning interest after the application of the Teams Game Tournament model Cycle I

Score	Category	Σ student	Σ student (%)
28 – 50	Extremely Disadvantaged	0	0
51 – 73	Less	0	0
74 – 96	Simply	7	18,91
97 – 119	Good	25	67,56
120 – 140	Excellent	7	18,91

Based on Table 1, it can be seen that the percentage of students in the moderate category is 18.91%, the good category is 67.56%, and the very good category is 18.91%, overall students have a good interest in learning Fiqh after implementing learning activities using the Teams Game Tournament model.

Tabel2. Scores and criteria for student interest in learning cycle I

Score	Indicators of motivation	Average score of cycle II	Category
< 1,4 = very lacking 1,5 - 2,4 = lacking 2,5 - 3,4 = Enough 3,4 – 4,5= Good > 4,5 = Excellent	*Feelings of Pleasure*	3,41	Good
	Student Interest	3,37	Enough
	Student Attention	3,33	Enough
	Student Engagement	3,41	Good

Based on Table 2, it can be seen that students have an interest in learning Fiqh because the teacher applies Teams Game Tournament learning in learning activities which always refers to providing interest to students, but the interest that arises is still not optimal.

a. Feelings of Pleasure, The feeling of pleasure experienced by students in the learning process of cycle 1 obtained a score of 3.41 which means it has a good category.

b. Student Interest, Student interest in the learning process of cycle 1 obtained a score of 3.37 which means it is in the sufficient category, meaning that in the learning process students experience sufficient interest in participating in learning, in the use of the Teams Game Tournament method it is still not optimal and there needs to be a significant increase in the next cycle.

c. Student Attention, Student attention in cycle 1 was obtained at 3.33, which means student involvement in the learning process using the Teams Game Tournament method.

d. Student Involvement, Student involvement experienced by students in the learning process of cycle 1 obtained a score of 3.41 which means it has a good category.

Results of Student Learning Motivation Cycle II

Interest questionnaires were given to each student when the learning cycle II ended. The interest questionnaire aims to find out how the increase in student interest in learning after learning is carried out using the Teams Game Tournament learning model is briefly presented in Table 3.

Tabel 3. Student learning interest after the application of the Teams Game Tournament model cycle II

Score	Category	$\sum$ student	$\sum$ student (%)
28 – 50	Extremely Disadvantaged Less	0	0
51 – 73	Simply	0	0
74 – 96	Good	4	9,75
97 – 119	Excellent	20	54,05
120 – 140		15	40,54

Based on Table 3, it can be seen that the percentage of students in the moderate category is 9.75%, the good category is 54.05%, and the excellent category is 40.54%. So, overall students have a very good interest in learning about Halal and Haram Food and Beverages material after implementing learning activities using the Teams Game Tournament learning model.

Table 4. Results of student interest in learning cycle II

Score	Indicators of motivation	Average score of cycle II	Category
< 1,4 = very lacking 1,5 - 2,4 = lacking 2,5 - 3,4 = Enough 3,4 – 4,5 = Good > 4,5 = Excellent	*Feelings of Pleasure*	3.53	Good
	Student Interest	3.50	Good
	Student Attention	3.50	Good
	Student Engagement	4,8	Excellent

Based on Table 4, it can be seen that students already have an interest in learning Fiqh because the teacher applies the Teams Game Tournament model in learning activities which always refers to providing interest to students, but the interest that arises is quite optimal. Students' feelings of pleasure in the application of cycle II have increased, which is obtained at 3.53, meaning that the average student in the class in participating in learning feels happy and optimal in participating in learning. Student interest in cycle II also increased, namely 3.50, which means that students have a good interest in learning Fiqh by applying the Teams Game Tournament method in class. Student attention to the application of the Teams Game Tournament method has also increased, namely the number obtained is 3.50, which means that student attention is in a good category. Meanwhile, student involvement in cycle II has increased and obtained a score of 4.8 which is included in the very good category,

which means that all students in the class are very actively involved in the learning process. Interest and learning are two things that influence each other. Learning is a change in behavior permanently and potentially occurs as a result of practice or

Reinforced practice based on goals to achieve certain goals (Uno, 2012).

The results of this cycle II learning occurred positive changes in student interest. Students have fulfilled all aspects of interest desired in learning with Teams Game Tournament learning. The four aspects observed increased even though it was not too big. This indicates that students' interest in learning increased from cycle I to cycle II, which is consistent with (Uno, 2012), who holds the opinion that interest in learning can be influenced by both extrinsic and intrinsic factors. Extrinsic factors include rewards, a supportive learning environment, and engaging learning activities.Student success is inseparable from the interest that encourages them to do learning activities well. The teacher must be able to convey teaching material in an interesting way so that it satisfies and increases students' curiosity about the material being studied. Through the application of Teams Game Tournament learning, students' interest in learning increases both from outside (extrinsic) and from within themselves (intrinsic). Interest has an important role to provide reinforcement for students in carrying out learning activities. Interest will affect the learning process, where if interest is high, the learning process that occurs will be more optimal. The optimization of the learning process will result in optimal learning outcomes.

CONCLUSION

The application of Teams Game Tournamnet learning in increasing student interest in Fiqh class VIIIC MTs. Al-Ihsan Tanah Grogot went well, in the application of Cooperative learning type Teams Game Tournament all activities have been carried out as they should; 1. The application of Teams Game Tournamnet learning in Fiqh learning in the classroom was carried out using 2 cycles, the learning went fun and went according to what was planned. As well as focused on increasing their interest in learning, 2. Based on the results of research after applying Teams Game Tournament learning, the results of learning interest in cycle I were found to be in the category of sufficient 1, good 1, very good 1, in cycle II categories of sufficient, good, and very good, thus the results of student interest in learning increased significantly between cycle I and cycle II.

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