

The Effectiveness of Classical Guidance Service of the Cooperative Learning Model of Game Tournament Type (TGT) in Increasing Student Learning Motivation

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Abstract

Keywords:

Classical Guidance,
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Learning motivation is an internal drive that plays a crucial role in determining students' academic achievement. To enhance this motivation, one effective strategy is the use of classical guidance services with the cooperative learning model, specifically the team game tournament (TGT) type. This study aims to: (1) analyse differences in students' learning motivation before and after receiving classical guidance services using the TGT model, (2) compare the learning motivation between the experimental group and the control group, and (3) assess the effectiveness of special treatment on the experimental group compared to the control group without such treatment. This research employed a quantitative approach, utilising a quasi-experimental design. The population consisted of 334 students at SMP Negeri 1 Rengat, with a sample of 63 students selected through purposive sampling. A Likert-scale questionnaire was used as the instrument to measure students' learning motivation. Data were analysed using nonparametric statistical tests, including the Wilcoxon test and the Mann-Whitney U test, with the aid of SPSS version 20. The results indicate a significant improvement in the learning motivation of students in the experimental group after receiving classical guidance services based on the TGT model. Furthermore, an important difference was observed between the experimental and control groups, with the experimental group achieving a higher average post-test score. Thus, classical guidance services utilising the cooperative learning model, specifically the team game tournament type, have been proven effective in enhancing students' learning motivation.

Abstrak

Kata kunci:
Bimbingan Klasikal,
Model Cooperative
Learning,
Motivasi Belajar,
Team Game
Tournament

Motivasi belajar merupakan dorongan internal yang berperan penting dalam menentukan prestasi belajar siswa. Untuk meningkatkan motivasi tersebut, salah satu strategi yang dapat diterapkan adalah layanan bimbingan klasikal dengan model cooperative learning tipe Team Game Tournament (TGT). Penelitian ini bertujuan untuk: (1) menganalisis perbedaan motivasi belajar siswa sebelum dan sesudah diberikan layanan bimbingan klasikal dengan model TGT, (2) membandingkan motivasi belajar antara kelompok eksperimen dan kelompok kontrol, dan (3) mengkaji efektivitas perlakuan khusus terhadap kelompok eksperimen dibandingkan kelompok kontrol tanpa perlakuan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experiment. Populasi terdiri dari 334 siswa SMP Negeri 1 Rengat, dengan sampel sebanyak 63 siswa yang dipilih secara purposive. Instrumen yang digunakan berupa skala Likert untuk mengukur motivasi belajar. Data dianalisis dengan statistik nonparametrik menggunakan uji Wilcoxon dan Mann Whitney U melalui SPSS versi 20. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan pada motivasi belajar siswa kelompok eksperimen setelah diberikan layanan bimbingan klasikal berbasis model TGT. Selain itu, terdapat perbedaan signifikan antara kelompok eksperimen dan kontrol, di mana rata-rata skor posttest kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Dengan demikian, layanan bimbingan klasikal menggunakan model cooperative learning tipe Team Game Tournament terbukti efektif dalam meningkatkan motivasi belajar siswa SMP.

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INTRODUCTION

Student academic achievement is a key indicator of the quality of education in a country. Unfortunately, the academic performance of Indonesian students has shown a fluctuating and generally declining trend. Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022) reported that the average scores in literacy and numeracy from the National Assessment of Competency-Based Learning (ANBK) were only 60 and 54 out of 100, placing most students below the minimum competency standards. Similarly, the 2019 National Examination (UN) scores dropped by 5.6% compared to the previous year, particularly in mathematics and science (BSNP, 2019). At the global level, Indonesia faces even greater challenges. The 2018 Programme for International Student Assessment (PISA) ranked Indonesia 72nd out of 79 countries in reading literacy, and 73rd and 70th in mathematics and science (OECD, 2019). Consistent results were found in the 2019 Trends in International Mathematics and Science Study (TIMSS), where Indonesian students ranked 45th in mathematics and 49th in science, far below the international benchmark score of 500 (Mullis, Martin, Foy, & Hooper, 2020).

This phenomenon raises serious concerns, as academic achievement not only reflects mastery of the curriculum but also indicates the overall effectiveness of education. The decline in performance is often accompanied by low learning motivation, which significantly hinders student development (Neviyarni & Nirwana, 2024; Aulia & Yusuf, 2021). Students with low motivation tend to show less interest, participate minimally in group activities, and are more frequently absent from school (Haryanto, 2018; Mulyani, 2019). Thus, improving learning motivation is a crucial strategy to enhance the overall quality of education in Indonesia (Firman, 2015; Maisyarah & Firman, 2019).

Learning motivation is generally defined as the internal and external drive that encourages students to actively pursue their educational goals (Fimala et al., 2021). Motivated students typically show persistence in completing assignments, resilience in overcoming difficulties, and genuine interest in academic content (Tabroni & Qutbiyah, 2022). However, many students still exhibit passive learning behaviors, such as procrastinating on homework, struggling to focus in class, and lacking clear academic goals (Neviyarni & Irianto, 2016; Aulia, 2022). These conditions highlight the need for structured interventions that can help foster stronger learning motivation among students.

One strategic intervention is classical guidance services provided by school counselors. These services are designed to systematically support students in developing personal, social, academic, and career competencies (Harumbina et al., 2022). However, the effectiveness of classical guidance largely depends on the methods used. One promising approach is cooperative learning through the team game tournament (TGT) model, which has been shown to foster student engagement and collaboration (Firman, Neviyarni, et al., 2019; Nurfarhanah & Zikra, 2012; Aulia, 2024). In the TGT model, students work in groups that compete in academic tournaments, encouraging both individual and team responsibility for mastering the material (Isjoni, 2014; Ridwan & Sumadi, 2017). Previous studies have demonstrated that TGT improves student motivation, academic achievement, and teacher performance (Wilujeng, 2013; Marini, 2013). Nevertheless, observations at SMP Negeri 1 Rengat show that classroom practices remain monotonous with limited methodological variation, which contributes to low student motivation.

Findings from the General Problem Identification Tool (AUM Umum) further confirm this issue: students frequently display off-task behavior, show little interest in lessons, and struggle to concentrate. Many also report dissatisfaction with the teaching style and classroom environment. Given these challenges, this study seeks to examine the effectiveness of classical guidance services that integrate the cooperative learning TGT model in improving students' learning motivation, particularly in the context of SMP Negeri 1 Rengat. The focus of this research is to address the gap in existing studies, which have not yet specifically explored the integration of classical guidance with TGT in Indonesian junior high school settings.

RESERCH METHODS

This study is a quantitative research using a quasiexperimental approach, specifically employing the nonequivalent control group design. The aim of the study is to determine the effect of classical guidance services using the cooperative learning model, specifically the team game tournamentt (TGT) type, on students' learning motivation. The design involves two groups: an experimental group receiving classical guidance services with the TGT model, and a control group receiving the same service through traditional lecture methods. Both groups were given pretests and posttests to measure changes in learning motivation. The research was conducted at SMP Negeri 1 Rengat, selected due to the availability of relevant student populations and access to guidance and counseling sessions.

The population consisted of all seventh to ninthgrade students at SMP Negeri 1 Rengat in the 2024 academic year, totaling 603 students. Based on the results of a motivation scale, 63 students identified as having low learning motivation were selected using purposive sampling. These students were divided into two groups: 31 in the experimental group and 32 in the control group. The treatment was conducted twice a week for several sessions. The experimental group received classical guidance using the TGT model, which involved five stages: class presentation, team formation, games, tournaments, and team recognition. Meanwhile, the control group received the same material delivered through a conventional lecture method. Both groups followed structured classical guidance stages including opening, core, and closing activities.

The research instrument used was a learning motivation scale based on the theory of Cherniss & Goleman (2001), which includes aspects of achievement drive, commitment, initiative, and optimism. The instrument was in the form of a Likert scale with five response options. A pilot test was conducted on 30 students with similar characteristics, resulting in 38 valid items out of 52. Data were analyzed using nonparametric statistics, specifically the Wilcoxon test to compare pretest and posttest results within the experimental group, and the Mann Whitney U test to compare between the experimental and control groups. The analysis was performed using SPSS version 20. The findings were used to assess the effectiveness of classical guidance services using the TGT model in enhancing students' learning motivation.

RESERCH RESULT AND DISCUSSION

Result

The research began with the development of a learning motivation scale blueprint based on Cherniss and Goleman (2001). The following is the blueprint for the learning motivation scale.

Table 1. Motivation Learning Scale

Variable	Indicators	Sub Indicator
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Motivation Learning Scale	Drive to achieve something	A condition in which an individual struggles towards something to improve and meet the standards or criteria to be achieved in learning.
	Commitment	Students have a commitment to learning, doing personal and group assignments and are able to balance tasks that must be prioritized both individually and in groups
	Initiative	Readiness to act or do something based on existing opportunities.
	Optimism	A persistent attitude in pursuing goals regardless of failure and setbacks

The validity of item and respondent data on the learning motivation scale is processed through the SPSS application which has assessment criteria, namely if r count $>$ r table with a significance level of 0.05 then the validity measurement of the scale is declared valid and vice versa. Based on the validity trials carried out, valid and invalid items were obtained on the learning motivation scale and can be seen in the table below:

Table 2. Validity Analysis of the Learning Motivation Scale

No	Information	No Item	Total
1	Valid Item	1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 32, 34, 35, 36, 38, 39, 40, 42, 44, 45, 46, 47, 49, 50, 52	38
2	Invalid Item	5, 8, 17, 18, 21, 25, 30, 31, 33, 37, 41, 43, 48, 51	14
Total			52

Reliability tests are carried out to obtain the level of accuracy (reliability or consistency) of the data collection tools (scale) used (Kuncoro, 2012). For the reliability of the measuring instrument used in this research, the alpha coefficient formula is used as follows:

Table 3. Reliability Analysis of Learning Motivation Scale

Reliability Statistics	
Cronbach's Alpha	Information
0,893	Reliabel

Following validity testing, reliability was assessed to confirm the consistency of the instruments. The Cronbach's Alpha coefficient for the Learning Motivation Scale was 0.893. Overall, scale demonstrated sufficient validity and reliability, making them appropriate for measuring the variables according to quantitative research standards. This study involved two groups of participants: an experimental group with 31 students and a control group with 32 students. Learning motivation was measured

using a validated and reliable instrument before (pretest) and after (posttest) the treatment.

Data were processed using the NGain formula to assess the improvement in individual learning motivation. According to the adopted categorization, an NGain ≥ 0.7 is considered high, $0.3 \leq \text{NGain} < 0.7$ is medium, and $\text{NGain} < 0.3$ is low. Additionally, the effectiveness of the treatment was evaluated by the percentage increase of the average motivation scores, with thresholds defined as: $<40\%$ ineffective, $40\text{--}55\%$ less effective, $56\text{--}75\%$ moderately effective, and $>76\%$ effective. The results showed that the experimental group had an average NGain of 0.62 (62%), classified as medium and indicating moderate effectiveness. In contrast, the control group had an average NGain of 0.35 (35%), also medium but practically considered ineffective in increasing learning motivation (Tables 4 and 5).

Table 4. NGain Test

No	Class	N Gain Score	N Gain Score (%)
1	Eksperimen	0.62	62
2	Control	0.35	35

The Wilcoxon Signed Ranks Test was employed to examine differences in learning motivation before and after treatment in the experimental group. The significance value was 0.003 ($p < 0.05$), indicating a statistically significant difference. All 31 students showed increased learning motivation following the implementation of the cooperative learning model of the Team Game Tournament (TGT) type. The same test applied to the control group, which received conventional teaching, yielded a significance value of 0.002 ($p < 0.05$), meaning there was a statistically significant increase. However, this improvement was less effective compared to the experimental group, suggesting that conventional methods are less capable of optimally motivating students.

Table 5. Mann Whitney Test Test Statistics

	posttest
MannWhitney U	10.000
Wilcoxon W	65.000
Z	3.025
Asymp. Sig. (2tailed)	.002
Exact Sig. [2*(1tailed Sig.)]	.002 ^b

a. Grouping Variable: kelompok

b. Not corrected for ties.

The MannWhitney U test was used to compare posttreatment learning motivation between the experimental and control groups. The significance value of 0.002 ($p < 0.05$) indicated that the experimental group had significantly higher motivation than the control group. This study demonstrated that the application of the cooperative learning model of the Team Game Tournament (TGT) type significantly increases students' learning motivation. The average NGain of 0.62 in the experimental group confirms that this method encourages students to be more active, enthusiastic, and focused during the learning process.

Discussion

The TGT model provides an interactive and enjoyable learning experience where students work in teams, engage in discussions, and participate in healthy competition. This process supports motivation theories that emphasize active involvement and social interaction as key to enhancing intrinsic motivation (Sardiman, 2012; Winkel, 2004). Moreover, the game and competition mechanisms in TGT stimulate students' selfconfidence and selfesteem (Bandura, 1997), contributing to the increase in learning motivation. The TGT model accommodates students' social needs in learning, aligning with Maslow's (1970) theory of needs regarding belongingness and selfactualization. Through team interaction and intergroup tournaments, students feel valued and motivated to contribute their best efforts. This strengthens responsibility and cooperation while providing positive feedback that encourages continuous improvement.

The control group receiving conventional teaching showed some improvement in motivation, but to a much lesser extent than the experimental group. This suggests that teachercentered methods tend to render students passive and less emotionally and cognitively engaged in learning. The findings have important implications for educators and educational institutions seeking innovative, studentcentered instructional strategies. Implementing the cooperative learning TGT model can address the issue of low student motivation, which often hampers optimal learning achievement.

By enhancing active involvement, social interaction, and positive competition, the TGT model optimizes students' overall learning potential in cognitive, affective, and psychomotor domains. This study is limited to a single educational level and subject, restricting the generalizability of the results. Additionally, motivation variables were measured subjectively via questionnaires, which may be susceptible to bias. Future research is recommended to use mixed methods incorporating observations and interviews to deepen understanding of learning motivation dynamics. Further studies could also expand to other educational levels and subjects to test the generalizability of the TGT model's effectiveness.

The NGain test was used to determine how effective the treatment was in improving students' learning motivation. The findings show that: The experimental group had an average NGain score of 0.62, which is considered a moderate to high improvement. The control group only achieved an average of 0.35, categorized as low to moderate improvement. This is in accordance with the opinion Slavin (2009) highlighted that the TGT model encourages motivation through fun and competitive learning environments, which engage students cognitively and socially. Deci & Ryan (1985) argued that when students feel competent, autonomous, and socially connected, their intrinsic motivation naturally increases. Sardiman (2019) emphasized the importance of a learning environment that is engaging and stimulating to drive motivation. Uno (2007) explained that learning motivation grows when students are involved in meaningful activities, receive recognition, and have future aspirations.

overall difference in learning motivation between the experimental group (TGT model) and the control group (lecture method). Again, the MannWhitney U test showed a statistically significant difference, validating the TGT model's effectiveness. This is in accordance with the opinion. Rosidah (2017) emphasized that classical guidance services should be structured, systematic, and engaging—just like the TGT model. Rustam (2018) confirmed that TGT enhances not only learning outcomes but also students' sense of responsibility and collaboration. Indriani (2019) explained that

motivated students tend to be curious, proactive, and cognitively engaged—traits developed through TGT. Ridwan & Sumadi (2017) highlighted that cooperative learning helps build confidence, teamwork, and student engagement.

Harahap et al. (2024) found that learning motivation increases when students engage in emotionally and socially interactive activities. Brophy (1983) stated that students are more motivated when they feel appreciated and recognized during learning. Cherniss (2001) explained that motivation is reflected in a student's drive, commitment, initiative, and optimism all of which are encouraged through TGT. Williams & Williams (2011) added that motivation grows when learning feels meaningful and students feel in control of their learning process. The TGT model successfully creates a learning atmosphere that motivates students to stay engaged and strive for success, resulting in a meaningful rise in their learning motivation.

CONCLUSION

This study concludes that classical guidance services integrated with the Team Game Tournament (TGT) cooperative learning model significantly enhance students' learning motivation, as shown by higher post-test scores and an average N-Gain of 0.62 in the experimental group compared to the control group. The findings contribute to the field of educational guidance by introducing TGT as an effective and innovative method to strengthen students' drive, commitment, initiative, and optimism. However, the study is limited by its small sample size, single-school context, and reliance on self-report data; therefore, further research with larger and more diverse samples, as well as mixed-method approaches, is recommended to validate and extend these results.

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