

# The Effectiveness of the Implementation of the Team Games Tournament Learning Model on Negotiation Text Material for Grade X Students

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## Abstract

This study investigates the effectiveness of the Team Games Tournament learning model as a cooperative learning strategy in teaching negotiation texts to Grade X students at Muhammadiyah 1 Vocational High School Pasuruan. The research was motivated by initial classroom observations indicating low student enthusiasm and passive learning behavior, particularly regarding negotiation texts. This study employed a qualitative descriptive approach, involving 33 students. Data were collected through classroom observations, teacher and student questionnaires, and documentation of learning outcomes. Data analysis followed the Miles and Huberman model: data reduction, display, and conclusion drawing. The findings reveal that the Team Games Tournament model significantly increased student engagement, collaboration, and confidence. Approximately 90% of students actively participated in role-play activities and demonstrated improved comprehension of negotiation texts. Teachers also reported enhanced classroom interaction and ease of implementation. The Team Games Tournament model fostered a dynamic, competitive, and cooperative environment, aligning with vocational education's emphasis on practical and interpersonal skills. These results suggest that Team Games Tournament is a viable alternative for promoting active learning in language subjects, particularly in vocational school contexts.

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## Introduction

Indonesian language instruction at the vocational high school level tends to be teacher-centered, where communication is predominantly one-way, teachers explain the material while students passively listen and take notes. Consequently, students often become passive recipients of knowledge. However, Indonesian language education should not only develop students' literacy but also foster communication skills essential for real-world engagement (Muttaqien et al., 2021). It becomes more effective when teachers understand the roles, functions, and practical relevance of the learning materials (Suryana et al., 2022).

Based on initial observations at the Muhammadiyah Vocational High School 1 Pasuruan, a number of problems were found in the Indonesian language learning process, especially in the negotiation text material. Students seem less enthusiastic and tend to be passive during the activity. This lack of involvement is caused by several factors, including teacher-centered learning methods, lack of variety of learning activities that require active participation, and low confidence in students in expressing opinions orally (Karyati & Hapsari, 2024). In addition, the characteristics of vocational school students who prefer practice-based learning and direct interaction are challenges in delivering text-based materials such as negotiations. As a result, the goal of learning Indonesian, which is supposed to hone critical thinking skills and communication skills, is not achieved optimally. Incidents that often occur in the field during the learning process so far can cause low student achievement in the learning process. Therefore, a teacher needs to provide the right learning facilities, including implementing learning models and methods that suit the needs of students (Mulyasa, 2013).

The negotiation text itself is a type of interactional text that aims to reach an agreement between two parties who have different interests through a communicative bargaining process (Ministry of Education and Culture, 2017). This material requires students to master active language skills, such as delivering arguments, responding to the interlocutor's opinions, and building cooperation in reaching consensus. Therefore, learning negotiation texts requires an approach that is not only conceptual, but also interactive and collaborative. This problem is reinforced by the general characteristics of vocational school students who respond more to learning methods that involve direct activities, group work, and a positive competitive atmosphere (Wahyuningsi, 2019). Conventional teacher-centered learning methods tend to be less effective at building the communication skills that are at the core of the negotiation text.

Team Games Tournament is a cooperative learning model that uses tournaments or academic games by involving all students in a study group consisting of 4-6 students. The Team Games Tournament learning model is a learning model that involves students and is divided into small groups of each aggotá Tournament in their respective groups (Simamora et al., 2024). The Team Games Tournament learning model designed in the cooperative learning model allows students to learn more casually to foster responsibility, cooperation, healthy competition, and student engagement. Team Games Tournament is one of the concepts of the independent curriculum that gives students the freedom to convey, collaborate, and be creative when collaborating with peers.

This study holds a significant position in the development of text-based Indonesian language learning, particularly at the Vocational High School level. The research gap lies in the limited exploration of the Team Games Tournament learning model in the context of

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negotiation texts, which inherently involve complex competencies in communication, collaboration, and argumentation. Most previous studies have focused on applying this model to narrative texts, such as short stories, or to exact subjects like mathematics, thereby overlooking the distinctive discursive and interactive dimensions of negotiation texts. Furthermore, the difference in educational contexts underscores the urgency of this research. While most prior studies were conducted at the junior or senior high school level, vocational schools exhibit more heterogeneous student characteristics, both academically and socially, and cater to specific vocational demands. Therefore, this study addresses gaps not only thematically (negotiation text material) but also institutionally.

This study aims to describe the effectiveness of the application of the Team Games Tournament learning model in the learning of negotiation texts in class X of Muhammadiyah 1 Vocational High School Pasuruan. Scientifically, this research enriches the study of cooperative learning in the context of vocational education. Practically, the results can be a reference for teachers in implementing interactive and contextual learning strategies. The novelty of this research lies in the focus of the specific application of Team Games Tournament on negotiation test materials in vocational schools, which have not been widely studied before.

## Method

This research is designed using a descriptive qualitative approach to explore and describe how effective the application of the Team Games Tournament learning model is in negotiation text materials at Muhammadiyah 1 Vocational High School Pasuruan. The qualitative method is used because it can provide a deep understanding of the dynamics of student interaction, responses to the learning model used, and student involvement during the learning process. Research subjects in qualitative methods are usually used based on specific characteristics or those that are most relevant to the phenomenon being studied. In the context of this study, the research subject was selected based on the grade level, namely class X with a total of 33 students, because it is a group that is directly involved in the negotiation text learning process using the Team Games Tournament learning model. Data will be collected through several data collection techniques, namely, participatory observation, questionnaires, and documentation. After the data is collected, then the next technique is data analysis which is one of the efforts made by researchers to classify and group data. Activities in data analysis include data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994; Sugiyono, 2022).

## Results and Discussion

### Results

Observation activities were carried out to record the effectiveness of the application of the learning model Team Games Tournament in the negotiation text material in class X of Muhammadiyah Vocational High School 1 Pasuruan, observation activities were carried out to obtain real data related to student responses during the learning process. According to the book "Learning and Assessment Guidelines for Early Childhood, Primary and Secondary Education in 2022" published by the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, the

implementation stage is an implementation of the previous stage. Learning observation activities include 3 things, namely, introduction, core activities, and closing activities (Pohan & Febrina Dafit, 2021). This observation was carried out for 3 sessions in May 2024, session 1 on May 14, 2025 at 12.45 – 14.15, session 2 on May 16, 2025 at 10.40 – 13.15, and session 3 on May 21, 2025 at 12.45 – 14.15. In the preliminary activity, students are given positive motivation before starting learning. Next, the teacher conveys a triggering question to explore the students' initial knowledge regarding the material to be studied. Students responded to the question with enthusiasm, which was shown by their activeness in raising their hands to answer. Before entering the core of learning, the teacher explains the learning objectives to be achieved in the learning material. Students show readiness to participate in learning by giving a positive response to the explanation delivered by the teacher. In the core activity, students listen carefully to the explanation of the negotiation text material submitted by the teacher, as well as record the steps of working on the Student Worksheet. After that, students are divided into groups of 5 to 6 people per group. In this activity, students are actively involved in group discussion activities and participate in Tournament academic as part of the implementation of the learning model Team Games Tournament. After completing the group task, each group presented their work and role-played as a negotiator. Students perform at their best, especially when it comes to the accuracy of sentence usage when communicating. The other group listened carefully to the presentations delivered, and actively asked questions during the discussion session. The closing activity of students reflects on the material and the learning process that has taken place to find out the extent of the knowledge they have gained and their satisfaction in following the learning process. Next, students followed a series of closing activities by praying and greeting the teacher led by the class leader. After that, students leave the classroom in an orderly manner.

In an effort to obtain real and in-depth data regarding the Application of the Team Games Tournament Learning Model in the Class X Negotiation Text Material of Muhammadiyah 1 Vocational High School Pasuruan, the researcher distributed a questionnaire to the respondents to support the description of the application of the learning model being researched, a questionnaire was given to two respondents, namely the teacher and the student at the end of the learning or reflection.

**Table 1.** Student Questionnaire

No.	Statement	Description
1.	Team Games Tournament learning model helps me in understanding the negotiation text	Based on the results of the questionnaire in the first statement, all students gave a positive response to the use of <i>the</i> Team Games Tournament learning model. They feel that this model is helpful in understanding the material of the negotiation text. These findings indicate that Team Games Tournament is able to facilitate students' understanding effectively and is well accepted in the learning process.
2.	I can distinguish negotiation texts from other types of texts	The second statement questionnaire was that most students found it helpful to distinguish the negotiation text

No.	Statement	Description
	through group discussions	from other types of texts through group discussions in the Team Games Tournament learning model.
3.	Role-playing activities in negotiating helped me to be more confident	The results of the third questionnaire showed that students felt that role-playing activities in the Team Games Tournament learning model helped increase their confidence when negotiating or appearing in front of the class.
4.	I was able to work with my friends in the group during learning	The fourth statement indicates that students feel the Team Games Tournament learning model helps them cooperate with friends in the group. All responses given reflect a positive response to the application of this model in learning.
5.	I was able to analyze sample negotiation texts while discussing in a group	Students find it helpful in analyzing the negotiation text through group discussions in the Team Games Tournament learning model. All responses given were positive, indicating that this model effectively supports students' analytical understanding.
6.	This kind of learning makes me feel engaged and active during the learning process	According to students, the Team Games Tournament model is able to make students feel involved and active during the learning process with the Team Games Tournament model.
7.	Group learning helped me to understand the material faster	The seventh statement shows that group learning in the Team Games Tournament model helps them understand the material, especially the negotiation text, more quickly. All responses reflect a positive response to this model.
8.	My group and I were able to create a game strategy in order to win the tournament	The eighth questionnaire students felt able to develop strategies with their groups in academic games to achieve optimal learning outcomes through the Team Games Tournament model.
9.	I have difficulty during the group learning process (team)	The ninth statement is that most students do not experience difficulties during the group learning process in the Team Games Tournament model. Although there were some who felt that they were challenging, the majority of responses showed that this model was still acceptable and well executed by students.
10.	I am satisfied with learning negotiation texts using <i>the Team Games Tournament model</i>	Students are satisfied with learning negotiation texts using the Team Games Tournament model. Overall, students' responses reflect appreciation and positive responses to the implementation of this model.

To obtain more in-depth information about the application of the Team Games Tournament learning model to negotiation text materials in class X of Muhammadiyah 1 Vocational High School Pasuruan, the researcher distributed a questionnaire to the Indonesian subject teachers who taught the class. The purpose of this questionnaire is to get a direct perspective from educators regarding the effectiveness of the learning model applied. The results of the questionnaire showed that teachers gave a very positive response to the

implementation of the Team Games Tournament model. According to them, this model is able to increase student involvement in the learning process, encourage active interaction between students, and help students understand the concept of negotiation texts in a more fun and contextual way. Teachers also emphasized that the Team Games Tournament model fosters a classroom environment that promotes collaboration, motivation, and student autonomy. They found that the integration of games, discussion, and role-play made abstract concepts more tangible and easier to grasp. Overall, the feedback suggests that the Team Games Tournament model aligns well with the learning needs and preferences of vocational school students.

**Table 2.** Teacher Questionnaire

Yes	Statement	Description
1.	The Team Games Tournament learning model is easy to understand and apply in learning	The teacher's statement fully agrees that the Team Games Tournament learning model is easy to understand and implement. This indicates that the Team Games Tournament model is considered effective in learning Indonesian.
2.	Students are able to remember the concepts and elements (structure and characteristics) of the negotiation text better after using the Team Games Tournament learning model	The results of the questionnaire showed that teachers agreed that students had an easier time remembering the concepts and elements of the negotiation text after using the Team Games Tournament model. This reinforces that this model is effective in supporting the understanding of Indonesian materials, especially negotiation texts.
3.	I understand how to integrate elements of games, team discussions, and tournaments in the Team Games Tournament learning model	Teachers understand how to integrate elements of games, team discussions, and tournaments in the Team Games Tournament model. This indicates that the Team Games Tournament model is very effectively applied in Indonesian language learning
4.	I have succeeded in actively involving students in the learning process using the Team Games Tournament model through discharges, games, and tournaments	Teachers feel successful in actively engaging students through discussions, games, and tournaments in the Team Games Tournament model. This indicates that the Team Games Tournament model is very effective in increasing student participation in negotiation text learning.
5.	The Team Games Tournament learning model helps students to be confident in communicating or role-playing	Teachers strongly agree that the Team Games Tournament learning model helps students be more confident in communicating and role-playing. These findings reinforce that Team Games Tournament is very effective in learning Indonesian.
6.	I was able to identify the factors that support and hinder the suitability of the Team Games Tournament learning model	Teachers agree that they are able to identify supporting and inhibiting factors in the implementation of the Team Games Tournament model. This shows that the Team Games Tournament learning model is not only effective, but also easy to analyze and evaluate in the implementation of Indonesian learning.
7.	I can apply the Team Games Tournament learning model	Teachers strongly agree that they can apply the Team Games Tournament learning model according to the



Yes	Statement	Description
	according to the modules and needs of the students	modules and needs of the students. This confirms that the Team Games Tournament model is very effective and flexible to be applied in Indonesian language learning.
8.	Group learning can help students to understand the material faster	Teachers fully agree that group learning helps students understand the material faster. These findings support that the Team Games Tournament model is effectively applied in Indonesian learning
9.	The Team Games Tournament learning model makes students active in the learning process	The teacher strongly agreed that the Team Games Tournament learning model was able to make students active in the learning process.
10.	Students have reflection after learning can help in knowing the effectiveness of the Team Games Tournament learning model.	The teacher fully agreed that the reflection after learning was helpful in evaluating the effectiveness of the Team Games Tournament model. This reinforces that Team Games Tournament is very effective in learning Indonesian.

The questionnaire instruments used in this study were compiled using a Likert scale of 1 to 4, namely: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. This scale was chosen to measure the perception of students and teachers towards the implementation of the TGT learning model quantitatively and systematically. Before being used in data collection, the questionnaire first goes through a content validity process carried out by expert lecturers in the field of Indonesian Language and Literature Education. This validation process aims to ensure that each item in the questionnaire is in accordance with the measured indicators and is relevant to the research objectives.

Documentation in a study has a very important role because it provides valid and accurate evidence of functional processes (Alya Rachma et al., 2024). The documentation carried out in this study includes teacher assessment of students (learning outcomes), taking photos during the learning activity process.

**Table 3.** Student Learning Outcomes

No.	Name	Structure Text	Creativity Idea	Conformity Language	Technique Presentation	Collaborate Team	Value
1.	A.P.B	4	3	3	4	5	76
2.	A.P.M	5	4	5	5	5	96
3.	A.S	5	4	5	5	5	96
4.	A.S	4	3	3	4	4	72
5.	D.N.A	3	3	4	4	4	72
6.	D.D.N	5	4	4	4	5	88
7.	E.S	4	4	4	4	3	76
8.	F.F	4	3	3	4	5	76
9.	F.A.P	5	4	4	5	5	92
10.	G.K.T	5	4	4	5	5	92
11.	S.A	4	3	4	4	4	76
12.	I.E.N	5	4	4	4	4	84
13.	I.F	3	4	4	4	4	76

No.	Name	Structure Text	Creativity Idea	Conformity Language	Technique Presentation	Collaborate Team	Value
14.	I.Q.J.	4	5	5	5	5	96
15.	K.C.D	3	4	3	4	4	72
16.	L.F	4	4	3	4	4	76
17.	L.M	5	4	5	4	4	88
18.	U.K.	4	4	4	4	4	80
19.	U.N.	4	5	5	4	4	88
20.	M.I	4	4	4	4	4	80
21.	M.H	4	3	4	3	5	76
22.	S.U	3	4	3	3	5	72
23.	M.A	3	4	3	4	4	72
24.	M.R	4	3	4	4	4	76
25.	N.R	4	4	4	4	5	84
26.	N.T.Z	4	4	4	5	5	88
27.	N.H	5	4	4	4	4	84
28.	R.E.Y	3	5	5	5	5	92
28.	S.R.S	3	4	4	3	4	72
30.	S.A	5	4	4	4	5	84
31.	V.P.P	4	4	3	3	4	72
32.	W.A	3	4	4	3	4	72
33.	A.N.M	4	3	3	4	5	76

Information: **Maximum value : 25**

$$\text{Value} \times 100 = \frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksimal}}$$

The table above shows the students' learning outcomes when practicing roles in negotiation texts. The assessment was carried out by teachers on 33 students with 5 aspects of assessment including text structure, creativity of ideas, language suitability, presentation techniques, teamwork. Each aspect is given a scale of 1-5. Based on the results of the documentation of student learning outcomes, some students showed good understanding and performance with final scores ranging from 72 to 96.



**Figure 1.** Material Presentation



Based on figure 1 above, it appears that learning activities begin with the teacher checking the student attendance list as the first step to ensure the attendance and readiness of students in participating in lessons. After the attendance process is completed, the teacher continues the activity by providing an explanation of the material about the negotiation text in the classroom.



**Figure 2.** Group Discussions

In Figure 2, it is illustrated that the teacher organizes students into several heterogeneous groups, carefully considering variations in their academic abilities, personal backgrounds, and individual learning styles. This grouping strategy aims to promote peer collaboration, foster mutual support among students, and optimize the effectiveness of the learning process.



**Figure 3.** Presentation

Based on the picture, the students made a presentation together with their group members. Presentations are carried out in turn according to the order of the theme number in the envelope of the mystery that is folded. All members of the group are involved in the

presentation process, all members of the group get the role to practice negotiation according to the role that was agreed upon with the group.



**Figure 4.** Group Awards

In the picture above, the teacher is seen presenting a group award to the team that demonstrated outstanding performance throughout the learning process. . By giving such awards, the teacher not only fosters a sense of healthy competition among students but also motivates them to be more engaged, collaborative, and responsible in achieving learning goals.

## Discussion

Based on the results of observations, it was found that there was an increase in enthusiasm and student involvement during the learning process. In the preliminary activity, students showed good physical and psychological readiness, such as preparing stationery, praying together, and answering spark questions. This is in line with Jumasrin's opinion (*as quoted in Dhera et al., 2024*) that student readiness is an important factor in adjusting to the learning environment and maximizing the learning experience. The active participation of students during learning showed a significant increase through the application of the Team Games Tournament learning model. Based on observations, as many as 30 out of 33 students (90.9%) showed readiness to learn and active involvement from the beginning of the activity, such as preparing stationery, listening to explanations, and enthusiastically answering teachers' questions. These findings support the view (Slavin, 1982) that the cooperative learning model encourages individual and group responsibility in the learning process. This early activity also corresponded to constructivist theory (Nerita et al., 2023), which states that meaningful learning experiences begin with students' cognitive and affective engagement in authentic situations.

The effectiveness of group discussions and game elements in Team Games Tournament has been proven to strengthen students' conceptual understanding of negotiation text material. As many as 88% of students were actively involved in group discussions and showed enthusiasm when participating in the tournament choosing a theme from the mystery envelope. The game is a cognitive trigger that triggers collaboration, healthy competition, and problem-solving strategies, in line with opinions (Hasriadi, 2022) that well-designed group work improves social interaction and academic achievement. This experience builds connections between theory and negotiation practice in a contextual manner, as well as stimulates high-level thinking activities in the formulation and delivery of arguments. These activities reflect an effective approach to problem-solving, discussion, and expression of opinions (Rukmi et al., 2020).

The Team Games Tournament model also has a positive impact on improving student learning outcomes. Based on performance assessments by teachers, as many as 27 out of 33 students (81.8%) obtained scores above 80 in five main indicators, namely text structure, creativity of ideas, language suitability, presentation techniques, and teamwork. In addition, the results of the questionnaire showed that 90.6% of students found it easier to understand the material and more confident when appearing in front of the class. These findings are reinforced by the opinion (Suardin, 2023; Perawati et al., 2020) which states that Team Games Tournament is effective in building confidence through interaction with peer tutors and role-playing activities that encourage spontaneous argumentation.

Although the Team Games Tournament learning model has a significant positive impact, there are some limitations that need to be considered. One of the limitations identified is the disparity in activity between students in the group. More dominant students tend to take over discussions and games, while less confident students become passive. Dependence on group dynamics is also a challenge, where the effectiveness of learning is greatly influenced by how compact and cooperative a group is formed. In addition, there are technical constraints in time management at the time of group discussions and presentations, where some groups take longer than scheduled. Additionally, not all students have the same level of confidence to perform, even if they have been given roles. It is recommended that teachers conduct differential assistance and mini public speaking training to level the readiness of students. The use of more explicit assessment rubrics needs to be strengthened to ensure fairness and objectivity of assessments between groups.

Thus, the application of the Team Games Tournament learning model has been proven to be effective in increasing active participation, understanding of the structure of negotiation texts, and student confidence. This model also forms a collaborative, competitive, and fun learning atmosphere. Therefore, Team Games Tournament is worthy of being replicated in Indonesian learning in other interactive materials, such as debates, drama texts, and short stories, in order to optimize learning outcomes and the development of students' social skills.

The effectiveness of this learning model is also strengthened by research (Issyibilla & Rizal, 2024) which shows the success of the application of the Team Games Tournament learning model to different materials, namely the elements of short stories, with the same goal: to increase students' active participation in Indonesian learning. Although the context of the material is different, both prove that the Team Games Tournament learning model is able to encourage student enthusiasm and involvement, as well as reduce boredom in learning. Therefore, the Team Games Tournament learning model deserves to be continuously developed as an innovative and interactive learning model in Indonesian subjects.

## Conclusion

The Team Games Tournament learning model has been proven to be effective in increasing students' enthusiasm, cooperation, confidence, and understanding of negotiation text materials. Students demonstrate active involvement in group discussions, role-play confidently, and are able to draft and deliver negotiation texts appropriately. Learning takes place more interactive and fun, which has an impact on improving overall learning outcomes. These findings suggest that the Team Games Tournament model can be recommended for

Indonesian teachers at the vocational school level as a cooperative learning strategy that encourages active student participation. The use of this model also contributes to strengthening social and communication competencies in context-based learning. In the future, the application of Team Games Tournament needs to be synergized with other adaptive approaches or media so that it is more optimally applied to dialogical and applicative language materials. Additionally, it is important to develop a Team Games Tournament model that is more responsive to individual characteristics of students, such as learning styles and participation levels. Further research can also be directed towards testing the effectiveness of Team Games Tournament in other subjects or at different levels of education to evaluate the flexibility and usefulness of this model more broadly.

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### Authors' Note

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