

IMPLEMENTATION OF THE TEAM GAME TOURNAMENT MODEL WITH EDUCATIONAL LUDO MEDIA TO INCREASE INTEREST IN LEARNING HISTORY OF STUDENTS OF CLASS X MAN 1 KUANTAN SINGINGI

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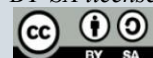
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ABSTRACT

History learning still faces various problems, one of which is the low interest in learning of students. This is characterized by a lack of student enthusiasm, one-way class discussions, lack of questions, and low attention to learning materials. The low interest in learning is influenced by the lack of innovation in the learning process. This research aims to increase students' interest in learning history through the application of the Team Game Tournament (TGT) learning model with Ludo Educative media. This research is a Class Action Research (CAR) which was carried out on students of class X.2 MAN 1 Kuantan Singingi in two cycles, each cycle consisting of planning, implementation, observation, and reflection stages. The data collection technique uses observation and questionnaires, while the data analysis is carried out in a quantitative descriptive manner. The results showed that student learning activities in the first cycle reached 64.05% and increased in the second cycle to 85.97%, exceeding the success indicator of 60%. Students' interest in learning in the first cycle obtained an average percentage of 76.45% and increased in the second cycle to 84.40%, and has met the success indicator of 80%. Thus, the application of the Team Game Tournament learning model with Educational Ludo media has proven to be effective in increasing students' interest in learning history subjects in class X.2 MAN 1 Kuantan Singingi.

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INTRODUCTIONS

Education serves as a primary means of developing human potential holistically, encompassing intellectual, emotional, social, and moral aspects. Through education, the process of knowledge transmission and the inheritance of cultural values across generations can occur sustainably, enabling students to think critically, understand their social environment, and prepare themselves to face future life challenges (Rahman et al., 2022). Therefore, education is not only oriented toward the acquisition of knowledge but also toward the formation of students' attitudes and character.

Improving the quality of education must be carried out continuously to ensure that educational goals are achieved optimally. This effort involves various components of the educational system, particularly schools and teachers as the main actors in the learning process. Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators who are responsible for educating, teaching, guiding, training, assessing, and evaluating students. Professional teachers are required not only to master subject matter but also to be capable of selecting and implementing effective learning models and utilizing appropriate learning media in accordance with students' characteristics and the subject being taught.

History learning plays a strategic role in developing students' historical awareness, nationalism, and character. History examines the process of societal development from the past, which is rich in values and wisdom that can shape students' attitudes, character, and personality (Purni, 2023). Furthermore, history learning helps students understand the interconnectedness of the past, present, and future, and fosters a sense of pride in being part of the Indonesian nation, reflected in attitudes of patriotism and national responsibility (Fitri & Yefterson, 2021). Despite its important role, history learning is often perceived as less engaging by students in practice. This perception leads to low levels of attention and student involvement in the learning process. One of the main factors influencing this condition is students' low interest in learning. Learning interest refers to an internal drive that encourages students to feel attracted and motivated to actively participate in learning activities. Students with high learning interest tend to show better participation and achieve better learning outcomes than those who learn without interest (Jamaluddin, 2020). Therefore, learning interest is a key factor in determining the success of history learning (Seddighi-Khavidak. et al., 2025).

The results of a preliminary study conducted in class X at MAN 1 Kuantan Singingi indicate that students' interest in history learning remains low. This condition is reflected in students' lack of enthusiasm during lessons, limited two-way interaction in classroom discussions, and low attention to the material presented. Learning activities tend to be teacher-centered and have not fully engaged students actively. In addition, the presentation of learning materials has not been sufficiently contextual and enjoyable to stimulate students' learning interest. Previous studies have shown that the application of cooperative learning models can improve students' motivation, activity, and understanding. One cooperative learning model considered effective is the Teams Games Tournament model. The Team Game Tournament model combines heterogeneous group work with elements of games and academic competition, thereby creating an enjoyable learning atmosphere and encouraging active student participation (Shoimin, 2014). Through tournament activities, students are not only required to understand the material but also trained to cooperate, respect differences, and develop social skills (Mahardi et al., 2019).

However, most previous studies on the Teams Games Tournament model have primarily focused on improving learning outcomes and student activity. Research that specifically integrates the Team Game Tournament model with educational game media, such as Educational Ludo, to enhance students' interest in learning history remains limited, particularly in the context of Islamic senior high schools (Madrasah Aliyah). In fact, implementation of educational game media has the potential to create a more interactive, competitive, and enjoyable learning environment, which can reduce student boredom and increase their interest in history learning.

Based on this research gap, it is necessary to conduct a study that examines the implementation of the Teams Games Tournament model combined with Educational Ludo media as an innovative approach in history learning. Therefore, this study aims to analyze Implementation the Teams Games Tournament learning model with by Educational Ludo media in increasing students interest in learning history of class X students at MAN 1 Kuantan Singingi.

METHOD

This study employed the Classroom Action Research (CAR) method. According to (Arikunto et al. 2021: 2), Classroom Action Research is an effort to evaluate and examine certain methods, approaches, or strategies in order to improve the quality of students' learning outcomes. CAR consists of three main elements:

(1) research, (2) action, and (3) classroom. Therefore, CAR can be defined as a systematic planning process that

involves the implementation of specific actions in classroom learning activities, carried out consciously and designed to improve both the learning process and learning outcomes through collaboration between teachers and students.

According to (Suhirman, 2021: 53), Classroom Action Research is a form of reflective study conducted by practitioners, educators, and other educational stakeholders. This study aims to enhance logical thinking skills and deepen understanding of the actions taken, while simultaneously improving the conditions or situations in which the learning process takes place. In line with these definitions, the present study aimed to increase students' learning interest in history subjects through the implementation of the Team Game Tournament (TGT) learning model using Educational Ludo media.

This research applied the Classroom Action Research model developed by Kemmis and McTaggart. As explained by (Mualimin and Cahyadi, 2014), each cycle in the Kemmis and McTaggart CAR model consists of four main stages that form the core of the action research process, namely: planning, action, observation, and reflection.

This research was carried out at MAN 1 Kuantan Singingi which is located at Jalan Raja Ali Haji No. 01, Beringin Teluk Kuantan, Beringin Taluk Village, Central Kuantan District, Kuantan Singingi Regency. The subject of the study is 32 students of class X.2 MAN 1 Kuantan Singingi. The research procedure is designed in two cycles, where each cycle consists of four stages, namely planning, implementation of actions, observation, and reflection. The data collection technique used in this study is observation, which includes teacher activity observation sheets, student activity observation sheets, and student learning interest questionnaire sheets (Kusumah, W., et. al. 2010). The success criteria in this study are determined if the teacher's activities and student activities reach a minimum percentage of 60% with good criteria, and students' learning interest reaches a minimum percentage of 80% with successful criteria.

RESULT AND DISCUSSION

Classroom Action Research on history subjects through the Team Game Tournmanet model with Ludo Educative media to increase the interest in learning history of students in grade X.2 MAN 1 Kuantan Singingi was carried out in 2 cycles.

RESULT

Cycle 1

Activities of Teacher Cycle 1

Tabel 1. Observation of Teacher Activities Cycle I

No	Teacher Activities	Meeting Score		Average
		I	II	
1	The teacher greets and opens the learning	3	4	3,5
2	The teacher delivered the lesson material that had been planned for the day	3	3	3
3	The teacher divides the students into four groups in a heterogeneous manner	2	3	2,5
4	The teacher explained the rules of the game in learning <i>Team Game Tournament</i> with educational ludo media, including how to play, turns, scoring system, and question answering mechanism	3	3	3
5	The teacher gives Educational Ludo game equipment in the form of (pawns and dice) to each group	3	3	3
6	The teacher supervises and guides the course of the tournament and discussions to ensure that all group members participate	2	2	2
7	After the tournament, the teacher gathers the entire group to give points and announce the winner	3	3	3

8	The teacher makes a conclusion from the results of learning activities	2	3	2,5
Total		21	24	22,5
%		65,62%	75%	70,31%
Criteria		Good	Good	Good

Based on table 1 above, the results of observations of teacher activities in cycle I using the learning model Team Game Tournament with the media of Ludo Educative to increase the interest in learning history of students of class X.2 MAN 1 Kuantan Singingi, the results were obtained that in meeting 1 of the teacher's activities obtained a percentage score of 65.62%. Furthermore, at meeting 2, the teacher's activities increased to a percentage of 75%. This shows an increase in teacher activity from meeting 1 to meeting 2, from 65.62% to 75%. The average percentage of teacher activity in the first cycle, which is a combination of meetings 1 and 2, is 70.31% with good criteria and has entered the success criteria because it has exceeded 60%.

Student Activities Cycle I

Tabel 2. Observation of Student Activities in Cycle I

No	Teacher Activities	Meeting Score		Average
		I	II	
1	Students listen to the material delivered by the teacher	57%	68,75%	62,87%
2	Students join groups that have been formed by teachers	64%	64,84%	64,42%
3	Students listen to the explanation of the <i>rules of the Team Game Tournament</i> with Educational Ludo media, including how to play, turns, scoring system, and question mechanisms	55,46%	65,62%	60,54%
4	Students receive Educational Ludo game equipment in the form of pawns and dice from the teacher	75%	75%	75%
5	Students follow the course of the tournament in an orderly manner according to the teacher's guidance	59,37%	67,18%	63,27%
6	Each group sends one representative to roll the dice and run pawns, while the other group members help by finding answers to the questions given	60,15%	64,84%	62,49%
7	Students gather again after the tournament is over and listen to the announcement of the winner from the teacher.	63.28%	64%	63,64%
8	Students listen to the conclusions conveyed by the teacher from the results of learning activities.	57,81%	62,5%	60,15%
%		61,51%	62,59%	64,05%
Criteria		Good	Good	Good

Based on table 2 above, the results of observations of student activities in cycle I using the learning model Team Game Tournament (TGT) with the media of Ludo Educative to increase the interest in learning history of students of class X.2 MAN 1 Kuantan Singingi, the results were obtained that in the meeting of 1 activity students obtained a score with a percentage of 61.51%. Furthermore, at meeting 2 the teacher's activity score increased to 66.59%. This

shows an increase in student activity from meeting 1 to meeting 2, from 61.51% to 66.59%. The average percentage of teacher activity in cycle I, which is a combination of meetings 1 and 2, is 64.05% which is included in the good criteria and has entered the success criteria because it has exceeded 60%.

Students' Learning Interests Cycle I

Tabel 3. Interest of Cycle I Students

Student Learning Interest n Cycle I				
Cycle I		Average Cycle I	Success Criteria	Remarks
I	II			
68,47%	68,47%	68,47%	80%	Not Successful

Based on table 4.3 above, the results of the student learning interest questionnaire in cycle I using the learning model Team Game Tournament (TGT) with the help of Ludo Educativ media in the history lesson of students of class X.2 MAN 1 Kuantan Singingi, the results were obtained that in the first meeting the students' learning interest obtained a percentage of 68.47%. Furthermore, at the second meeting, the percentage of student interest in learning increased to 78.08%. This shows an increase in student interest in learning from the first meeting to the second meeting, from 68.47% to 78.08%. The average percentage of student learning interest in the first cycle, which is a combination of the first and second meetings, is in the unsuccessful category because the success criteria of student learning interest is at 80%.

Cycle II

Activities of Teacher Cycle II

Tabel 4. Cycle II Teacher Activities

No	Teacher Activities	Meeting Score		Average
		III	IV	
1	The teacher greets and opens the learning	4	4	3,5
2	The teacher delivered the lesson material that had been planned for the day	3	3	3
3	The teacher divides the students into four groups in a heterogeneous manner	3	4	2,5
4	The teacher explained the rules of the game in learning <i>Team Game Tournament</i> with educational ludo media	4	4	3
5	The teacher gives Educational Ludo game equipment in the form of (pawns and dice) to each group	4	4	3
6	The teacher supervises and guides the course of the tournament and discussions to ensure that all group members participate	3	4	2
7	After the tournament, the teacher gathers the entire group to give points and announce the winner	4	4	3
8	The teacher makes a conclusion from the results of learning activities	3	3	2,5
Total		28	24	30
%		87,5%	93,75%	90,26%
Criteria		Excellent	Excellent	Excellent

Based on table 4. above, the results of observations of teacher activities in cycle II with the use of the learning model Team Game Tournament with the media of Ludo Educative to increase interest in learning history of students in class X.2 MAN 1 Kuantan Singingi, the results were obtained that in the meeting of 3 activities the teacher obtained a percentage score of 87.5%. Furthermore, at the meeting 4 teacher activities increased to a percentage of 93.75%. This shows an increase in teacher activity from meeting 3 to meeting 4, from 87.5% to 93.75%. The average percentage of teacher activity in cycle II, which is a combination of meetings 3 and 4, is 90.62% with very good criteria and has entered the success criteria because it has been more than 60%.

Student Activities Cycle II

Tabel 5. Cycle 2 student activities

No	Teacher Activities	Meeting Score		Average
		III	IV	
1	Students listen to the material delivered by the teacher	75,79%	90,40%	83,09%
2	Students join groups that have been formed by teachers	72,65%	92,18%	82,41%
3	Students listen to the explanation of the <i>rules of the Team Game Tournament</i> (TGT) game with Educational Ludo media, including how to play, turns, scoring system, and question answering mechanisms	76,56%	89,84%	83,20%
4	Students receive Educational Ludo game equipment in the form of pawns and dice from the teacher	95,31%	95,31%	95,31%
5	Students follow the course of the tournament in an orderly manner according to the teacher's guidance	81,25%	83,59%	82,42%
6	Each group sends one representative to roll the dice and run pawns, while the other group members help by finding answers to the questions given	80,46%	92,96%	86,71%
7	Students gather again after the tournament is over and listen to the announcement of the winner from the teacher.	83,59%	95,31%	89,45%
8	Students listen to the conclusions conveyed by the teacher from the results of learning activities.	83,59%	86,71%	89,45%
%		81,15%	90,79%	85,97%
Criteria		Excellent	Excellent	Excellent

Based on table 5 above, based on the results of observations of student activities in cycle II using the learning model Team Game Tournament with the media of Ludo Educative to increase the interest in learning history of students in grade X.2 MAN 1 Kuantan Singingi, the results were obtained that in the meeting of 3 activities students obtained a score with a percentage of 81.15%. Furthermore, at meeting 4 the teacher's activity score increased to 90.79%. This shows an increase in student activity

from meeting 3 to meeting 4, from 81.15% to 90.79%. The average percentage of teacher activity in cycle II, which is a combination of meetings 3 and 4, is 85.97% which is included in the Very Good criteria and has entered the success criteria because it has exceeded 60%.

Students' Learning Interests Cycle II

Tabel 6. Interest of Cycle II Students

Student Learning Interest in Cycle I				
Cycle II		Average Cycle I	Success Criteria	Remarks
III	IV			
82,34%	86,45%	84,30%	80%	Successful

Based on the results of the student learning interest questionnaire in cycle II using the learning model Team Game Tournament with the help of Ludo Educative media in the history lesson of class

X.2 MAN 1 Kuantan Singingi students, the results were obtained that at the first meeting the students' interest in learning obtained a percentage of 82.34%. Furthermore, at the second meeting, the percentage of students' interest in learning increased to 86.45%. This shows an increase in student learning interest from the third meeting to the fourth meeting, from 82.347% to 86.45%. The average percentage of student learning interest in cycle II, which is a combination of the third and fourth meetings, which is 84.40%, is in the successful category because the success criteria for student learning interest is at 80%.

Recapitulation

Activities of Teacher

There was an improvement in teacher activity from Cycle I to Cycle II. In the first meeting of Cycle I, teacher activity reached a percentage of 65.62% and was categorized as Good, which then increased to 75% in the second meeting, remaining in the good category. The average percentage obtained in Cycle I was 70.31%, categorized as Good.

Furthermore, in Cycle II, teacher activity showed a significant improvement. In the third meeting, the percentage reached 87.5% and was categorized as Very Good, while in the fourth meeting it increased further to 93.75%, also categorized as Very Good. The average percentage achieved in Cycle II was 90.62%, categorized as Very Good.

The improvement observed in each meeting indicates that the teacher's ability to implement the learning process continued to improve in each cycle. This demonstrates that the use of the Team Game Tournament learning model with Educational Ludo media can be effectively implemented by the teacher and is in accordance with the planned instructional steps. In addition, the implementation of this learning model was able to transform the teaching and learning process, which had previously tended to be monotonous and boring, into a more active, engaging, and enjoyable learning experience for students.

Student Activities

Student activity in Class X.2 at MAN 1 Kuantan Singingi increased from Cycle I to Cycle

II. In the first meeting of Cycle I, student activity reached a percentage of 61.51% and was categorized as Good, which then increased to 66.59% in the second meeting, remaining in the good category. The average percentage obtained in Cycle I was 64.05%, categorized as Good.

Furthermore, in Cycle II, student activity showed a significant improvement. In the third meeting, the percentage reached 81.15% and was categorized as Very Good, while in the fourth meeting it increased further to 90.91%, also categorized as Very Good. The average percentage achieved in Cycle II was 85.97%, categorized as Very Good.

The improvement observed in each meeting indicates that students' learning activities continued to develop in each cycle. This suggests that the implementation of the Team Game Tournament learning model using Educational Ludo media was effective in encouraging students to be more actively involved in learning activities in accordance with the planned instructional steps. In addition, this learning model increased students' participation in discussions, games, and group work, transforming the learning process from one that was previously passive and less engaging into a more active, interactive, and enjoyable learning experience

Interest of Cycle

Students' learning interest in Class X.2 at MAN 1 Kuantan Singingi in history learning increased through the

implementation of the Team Game Tournament learning model using Educational Ludo media. Learning interest was considered successful when it met the predetermined indicator of success, namely a minimum score of $\geq 80\%$.

In Cycle I, 30 students completed the questionnaire, and the average learning interest score obtained was 76.45%, which was categorized as not yet successful. Classically, this result indicates that students had not fully understood or adapted to the learning process using the Team Game Tournament model and Educational Ludo media. Furthermore, in Cycle II, 32 students completed the questionnaire, and the average learning interest score increased to 84.40%, which was categorized as successful, in accordance with the learning interest success indicator of $\geq 80\%$.

This improvement indicates that students' learning interest can increase when teachers are able to create learning activities that are more active, innovative, creative, and enjoyable. The teacher also successfully implemented an engaging learning method, which made students more enthusiastic in participating in the teaching and learning process through the Team Game Tournament learning model with Educational Ludo media.

DISCUSSION

Cycle I

Activity Teacher Cycle 1

Based on the observations in Cycle I, teacher activity in implementing the Team Game Tournament learning model with by Educational Ludo media in Class X.2 at MAN 1 Kuantan Singingi showed improvement. In the first meeting, teacher activity reached a score of 65.62% (Good), which then increased to 75% (Good) in the second meeting. The average teacher activity in Cycle I was 70.31%, classified as Good, in accordance with (Arikunto, 2013:246) who states that a percentage of 60%–79% falls into the good category.

This improvement occurred because the teacher gradually became more familiar with and mastered the steps of the Team Game Tournament model. Repeated implementation and reflection in each meeting allowed the teacher to enhance their skills in managing interactive learning activities. This finding aligns with (Shoimin, 2014), who asserts that the Team Game Tournament model supports structured cooperative learning and encourages teachers to create more engaging classroom activities. Similarly, (Mahardi et al. 2019) emphasize that cooperative learning models enhance teacher effectiveness in managing group-based learning activities. The implication is that teachers can transform previously monotonous lessons into more engaging, interactive, and student-centered learning experiences.

Student Activities Cycle I

Student learning activity in Cycle I increased from the first to the second meeting by 5.08%. The average student activity in the first meeting was 61.51% (Good) and increased to 66.59% (Good) in the second meeting, with an overall average of 64.05% (Good). According to the applied indicators, percentages ranging from 60%–79% are categorized as Good.

The increase in student activity can be attributed to the interactive and competitive nature of the TGT model. The use of Educational Ludo media encouraged students to engage in discussions, games, and group work, making learning activities more evenly distributed. Initially, group cooperation was not optimal due to random and unbalanced group assignments, causing participation to be dominated by a few students. However, in the second meeting, students began to show better teamwork as they understood the media and group interactions improved. This finding is consistent with (Johnson and Johnson, 2009), who state that cooperative learning enhances student engagement through peer interaction and accountability within heterogeneous groups. (Mahardi et al., 2019) also found that students learning through game-based cooperative learning models demonstrated higher levels of engagement, collaboration, and enthusiasm compared to conventional methods. The implication is that integrating game elements and teamwork in learning can significantly enhance student participation and collaborative skills.

Students' Learning Interests Cycle I

Student learning interest in the subject of History was still relatively low in Cycle I. Based on questionnaires completed by 30 students, the average learning interest score was 76.45%, below the predetermined success indicator of $\geq 80\%$. Some students experienced difficulties understanding the flow of the Educational Ludo game and collaborating within their groups. As a result, student participation was uneven, and the learning objectives were not

yet optimally achieved.

Cycle II

Activity Teacher Cycle II

Based on observations in Cycle II, teacher activity in implementing the Team Game Tournament learning model assisted by Educational Ludo media in Class X.2 at MAN 1 Kuantan Singingi showed a significant improvement. In the third meeting, teacher activity reached 87.5%, and in the fourth meeting, it increased to 93.75%, both categorized as Very Good. The average teacher activity in Cycle II was 90.62%, in accordance with the success indicator for teacher activity (80%–100% = Very Good).

This improvement occurred because the teacher had become more familiar and proficient in applying the Team Game Tournament model, understood the instructional steps, and was able to manage the class interactively. This finding aligns with (Shoimin, 2014), who stated that the Team Game Tournament model enables teachers to create cooperative and enjoyable learning, as well as (Mahardi et al., 2019), who reported that implementing cooperative learning models enhances teacher effectiveness in managing group activities. The implication is that teachers can transform previously monotonous lessons into more engaging, interactive, and student-centered learning, thereby promoting active student involvement.

Student Activities Cycle II

Student learning activity in Cycle II showed a significant increase compared to Cycle I. In the third meeting, the average student activity reached 81.15% (Very Good), and in the fourth meeting, it increased to 90.91% (Very Good). The overall average student activity in Cycle II was 86.05%, according to the student activity indicator (80%–100% = Very Good).

This improvement can be explained by students' better understanding of the learning procedures and the use of Educational Ludo media, as well as the development of more effective group cooperation. Increased student activity indicates that students became more engaged in discussions, games, and group work. This finding is consistent with Johnson and Johnson (2009), who state that cooperative learning enhances student engagement through peer interaction and accountability within groups. It is also in line with (Mahardi et al., 2019), who reported that students in game-based cooperative learning models demonstrated higher levels of participation and collaboration compared to conventional methods. The implication is that integrating game elements and teamwork can significantly enhance active participation and students' collaborative skills.

Students' Learning Interests Cycle II

Student learning interest in History showed a significant increase in Cycle II. Based on the questionnaires completed by students, the average learning interest reached 84.40%, meeting the success criterion of $\geq 80\%$ and categorized as "Successful." This result aligns with the findings of (Bjorner, 2024) and (Hellerstedt & Mozelius, 2024), which indicate that game-based learning enhances students' motivation, participation, and understanding in history learning. This improvement occurred because the TGT learning model combined with Educational Ludo media created a fun, creative, and interactive learning environment. Students became more interested, active, and capable of understanding the material in an enjoyable way. This finding aligns with Jamaluddin (2020), who stated that learning interest acts as a motivational factor that drives engagement and deeper understanding. The result also supports (Shoimin, 2014) and (Mahardi et al., 2019), who emphasized that game-based cooperative learning models not only improve academic achievement but also enhance student interest and motivation. The implication is that implementing the TGT model with educational media can address low learning interest, turning students into active participants motivated to fully engage in the learning process.

CONCLUSION

Based on the results of the research, it can be concluded that the implementation of corrective actions through the Team Games Tournament (TGT) learning model with Educational Ludo media was effective in improving the learning process. The results showed an increase in teacher activity from 70.31% in the first cycle categorized as good, to 90.62% in the second cycle, categorized as very good. In addition, student learning activities in class X.2 at MAN

1 Kuantan Singingi also improved, with the activity percentage increasing from 64.05% good category in the first cycle to 85.97% very good category in the second cycle. Furthermore, students' interest in learning increased from 76.45% in the first cycle, which had not yet met the success criteria, to 84.40% in the second cycle, indicating successful achievement. These findings demonstrate that the Team Game Tournament learning model combined with Educational Ludo media can effectively enhance teacher activity, student participation, and students' interest in history learning.

Based on the results of the research, it can be concluded that the implementation of corrective actions through the Team Games Tournament (TGT) learning model with Educational Ludo media was effective in improving the learning process. The results showed an increase in teacher activity from 70.31% in the first cycle categorized as good, to 90.62% in the second cycle, categorized as very good. In addition, student learning activities in class X.2 at MAN 1 Kuantan Singingi also improved, with the activity percentage increasing from 64.05% good category in the first cycle to 85.97% very good category in the second cycle. Furthermore, students' interest in learning increased from 76.45% in the first cycle, which had not yet met the success criteria, to 84.40% in the second cycle, indicating successful achievement. These findings demonstrate that the Team Game Tournament learning model combined with Educational Ludo media can effectively enhance teacher activity, student participation, and students' interest in history learning.

Based on the findings of this study, it can be concluded that the Team Games Tournament (TGT) learning model assisted by Educational Ludo media is effective in improving the quality of the learning process. This model increases students' interest, participation, cooperation, and discussion skills, while creating a more enjoyable and engaging learning environment. In addition, the implementation of this model provides practical benefits for teachers as an alternative instructional strategy to enhance student motivation and is feasible for schools due to the use of simple learning media that do not require internet access.

For future research, it is recommended that further studies explore the application of the Team Games Tournament learning model with Educational Ludo media in different subjects, grade levels, or educational settings to examine its broader effectiveness. In addition, future researchers may consider using a longer research duration, involving larger samples, or integrating this model with other learning approaches to obtain more comprehensive results and strengthen the generalizability of the findings.

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