Direct Instruction-Based Cooperative Learning Model Type Team Games Tournaments to Increase Learning Motivation and Social Attitudes

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Abstracts: This study is a quasi-experimental study using a non-equivalent post-test-only control group design as the study design, Middle school students were divided into two groups, the experimental group and the control group. Data were collected using observation sheets and questionnaires. The observation sheet was used to collect data about the application form of the direct instruction-based cooperative learning model type team games tournaments with the instilment of the local culture of Maja Labo Dahu. Moreover, questionnaires were used to collect data on learning motivation and social attitudes. The results showed that the direct instruction-based cooperative learning model type team games tournaments with the local culture of Maja Labo Dahu were significantly different from the conventional learning model in terms of learning motivation and social attitudes in students' Social Studies learning. Based on these findings, learning using the direct instruction-based cooperative learning model type team games tournaments with the local culture of Maja Labo Dahu has a better effect on increasing learning motivation and social attitudes than the conventional learning model. About the application form.

Keywords: Learning Model, Local Culture, Motivation, Social Attitude.

1. INTRODUCTION

Student learning motivation in the context of forming students' social attitudes can be developed through direct instruction-based learning by empowering local culture. In the field of social science, several previous research had been conducted in developing students' social attitudes by empowering culture and ethnicity to influence student learning motivation [1], [2], [3]. Motivation is given by teachers as a driving force for students to achieve learning objectives. Learning motivation is an effort that is realized by the teacher in influencing the behavior of students so that they are eager to learn and learning objectives can be achieved. The learning motivation can be influenced by the socio-cultural environment, perceptions and attributions, and task scores and expectations [4]. Providing motivation by teachers in Social Studies subject learning is very important, especially in dealing with solving sociocultural problems as an effort to form students' social attitudes [5]. The low learning motivation of the student, including in Social Studies subject learning, will certainly have an impact on the formation of students' social attitudes which are the scope of the Social Studies subject.

Social attitude is the awareness within the individual that determines his actions to behave in a certain way towards other people and his actions are more concerned with social goals than personal goals in social life (Surahman & Mukminan, 2017). Students' social attitudes can be developed through education in schools using direct instruction activities that are carried out repeatedly towards social objects [7]. Social Attitude is a mission carried out by Social Studies learning. Edinyang stated that Social Studies is an educational program that discusses humans and their natural, physical, and social environment [8].

Concerning material on Social Studies subject, there have been several previous studies revealing how Social Studies teachers should plan and conduct teaching and learning processes so that it becomes an interesting subject for students. Teachers have also repeatedly attempted to adapt and accommodate various political, social, and economic changes in order to adapt the Social Studies teaching materials to their students [9], [10], [11], [12].

The reality found in the field shows that students' learning motivation in Social Studies learning is still low. Thus, it affects the formation of students' social attitudes [13], [14], [15], [16], [17]. Allen & Friedman, 2010; Turk, 2002). Direct instruction-based cooperative learning type team games tournaments with the instilment of the local culture of Maja Labo Dahu will be able to cause changes in feelings, attitudes, and values. As such, it shapes thinking and behaviour, including personal and aesthetic development, as well as meta-learning in the emotional domain of the student, thereby fostering a desire for lifelong learning and appreciation of truth, beauty and knowledge. Interactive and fun learning features not only inspire enthusiasm for learning, but also develop initiative, honesty, commitment, optimism, respect and self-confidence which ultimately leads to the formation of students' social behavior [18]. Social Studies learning with the mission of forming students' social attitudes essentially deals with preparing students to be able to adapt to the country as good citizens, internalizing cultural values include service to each other and the country, justice, dignity and self-respect, the importance of relationships, integrity and competence.

Teacher guidance for the student team was provided, especially regarding asking clear and precise questions according to Social Studies learning conditions and materials. The teacher in this cooperative learning type team games tournament (TGT) engages students in learning so that students have motivated and have positive feelings about the learning environment and subject matter. Interactive and enjoyable learning is closely related to learning activities designed in cooperative learning type TGT, thus increasing motivation, social attitudes, learning involvement, and student responsibility [19], [20], [21], [22], [23], [24].

The use of appropriate learning models based on the student characteristics basically aims to create learning conditions that enable students to be motivated and excellent optimally. In order to develop effective learning models, teachers must have sufficient understanding of the concepts and processes for implementing certain models in the learning process [25]. The contextual learning refers to the degree to which the teacher understands the status and development of students' social attitudes. One of the learning models that can be implemented to address social studies learning is the Maja Labo Dahu (MLD) direct classroom model that introduces the local culture. Direct Instruction is a pedagogical approach that is specifically designed to assist students in developing well-structured declarative knowledge (knowledge about something) and process skills (knowledge of how to do something), and gradual, step-by-step activity patterns [26], [27].

2. METHODS

Quasi-experimental research aims to obtain information in revealing causal relationships by involving the control and the experimental group to control all relevant variables [28]. An experimental research approach in the form of a study was used Non-Equivalent Post-Test Only Control Group Design. The research design is depicts in Table 2.1

Table 2.1 Non-Equivalent Post-Test Only Control Group Research Design

EG	X	Q_1	Y_1
			Y_2
CG	-	Q_2	Y_1
			Y_2

Based on the non-equivalent post-test only control group design of this research, the experimental group (EG) in this study referred to the group that underwent treatment using the cooperative learning model, specifically the team games tournaments (TGT) based on direct instruction, with an emphasis on the local culture of Maja Labo Dahu (X). They were then administered the final test (Q_1), which included questionnaires on learning motivation (Y_1) and social attitude (Y_2). On the other hand, the control group (CG) was the group that did not receive any treatment and was given the final test (Q_2) using the same questionnaires on learning motivation (Y_1) and social attitude (Y_2). The results of the test for both groups were analyzed to determine the level of treatment success (X).

During the implementation phase, the activities involved the application of the lesson plan (Indonesian: *Rencana Pelaksanaan Pembelajaran* [RPP]) prepared in the planning phase, along with other teaching materials. The teacher implemented the cooperative learning model, specifically, the team games tournaments (TGT) based on direct instruction, with a focus on the local culture of Maja Labo Dahu in the experimental class, while the

conventional teaching model was used in the control class.

Table 2.2 The Implementation of Cooperative Learning Model: Team Games Tournaments Based on Direct Instruction with a Focus on the Local Culture of Maja Labo Dahu.

Learning Stages	Indicator	Descriptor
(1)	(2)	(3)
1) Introduction	Classical Arrangement (Direct Instruction)	- The teacher greeted the students and began the lesson with a prayer
		- The teacher took attendance and inquired about the student's well-being
		- The teacher provided an introductory activity to capture the students' attention
		- The teacher explained the activities that would be conducted and the learning objectives
		- The teacher delivered the subject matter to the students
		- The teacher explained the learning objectives of the taught material to the students by presenting information step by step
		- The teacher introduced the cooperative learning model that would be used (TGT)
2) Core	Group Learning Based on the Characteristics of Maja Labo Dahu	- The teacher divided the students into small groups of 3-5 individuals in each group
		- The teacher formed the groups based on several criteria, such as daily quiz performance, gender, ethnicity, and race, while also considering the Maja Labo Dahu cultural values (e.g., "*kacoi angi*" [mutual respect])
		- The teacher explored the problems, handed out student worksheets, and compared students' answers
		- Once the small groups of 5 students were formed, they worked together to discuss, conduct experiments, or answer questions in the worksheets, guided by the local culture of Maja Labo Dahu, such as "*nggahi rawi pahu*" (words must be realized), "*sodi watis bade*" (ask when you do not know), "*kapoda ade*" (earnestly), "*karawi kamboju*," "*mbolo ro dampa*," or "*mafaka ra dampa*" (values that uphold the principle of family in consultations), and "*su'u sawa'u sia sawale*" (heavy tasks must be carried out with patience and fortitude)
		- The teacher provided instructions to the groups
		- During group work, the teacher observed individual students' attitudes and psychomotor skills
	Academic Tournament	- After the teacher's presentation in the classroom and the completion of the student worksheets based on the local culture of Maja Labo Dahu, the tournament was held in the final week
		- The tournament tables were occupied by the students according to the earlier division made
		- The top three students in achievement occupied Table I, the next three students were at Table II, and the following three students were at Table III
		- The teacher conveyed the values that could be derived from the taught material
	Team Appreciation	- Students who met the criteria for the average score were rewarded after the teacher announced the winning team
		- Each team was given a nickname based on the following criteria: an average score of 50 was called

		"*Super Team*," an average score of 40-50 was called "*Great Team*," and an average score below 40 was called "*Good Team*."
		- The reinforcement given was based on the local culture values of Maja Labo Dahu
3) Closing	Evaluation	- The teacher, together with the students, summarized the lesson
		- The teacher and students reflected on the learning process and outcomes
		- Questionnaires were provided to measure the learning motivation and social attitude of the students

During the learning implementation, observation was conducted in both the experimental and control classes regarding the teaching model employed by the teacher in the social studies subject (Indonesian: *Ilmu Pengetahuan Sosial* [IPS]) using observation sheets. In the cooperative learning model, specifically, the team games tournaments (TGT) based on direct instruction with a focus on the local culture of Maja Labo Dahu, several local cultural values of Maja Labo Dahu were incorporated. These values, such as "*nggahi rawi pahu*" (words must be realized), "*karawi kaboju*" (decisions from consultations should be implemented collectively), "*sodi watis bade*" (ask if you do not know), "*kacoi angi*" (mutual respect), "*kapoda ade*" (earnestly), "*mbolo ro dampa*" or "*mafaka ra dampa*" (values that uphold the principle of family in consultations), "*su'u sawa'u sia sawale*" (heavy tasks must be undertaken with patience and fortitude), were integrated into the introduction, core, and conclusion stages. These aspects aligned with the stages found in the cooperative learning model, specifically the team games tournaments (TGT) and direct instruction.

3. FINDINGS AND DISCUSSION

3.1. FINDINGS

Based on this research design, the data in this study can be generally grouped into two, data on learning motivation and social attitudes. Then, the data was divided into two, namely the experimental and the control class.

This research was conducted at a public junior high school in Bima, using 120 samples divided into 2 groups. There were 60 samples in the experimental group, which received cooperative learning using direct instruction and team games tournaments while incorporating the local culture of Maja Labo Dahu. The other 60 samples were in the control group, which received lecture-based teaching. The pre-post data were analyzed using SPSS 20.0. The results of the post-test data analysis related to learning motivation and social attitudes of students are presented in Table 3.1 below**:**

Table 3.1 The average gain score in both the experimental and control groups

Descriptive Statistics				
	Direct instruction-based cooperative learning type TGT with the instilment of with the MLD local culture	Mean	Std. Deviation	N
Learning Motivation	Experimental Group	87,50	6,833	60
	Control Group	85,05	3,638	60
	Total	86,28	5,588	120
Social Attitude	Experimental Group	87,25	4,095	60
	Control Group	84,48	6,416	60
	Total	85,87	5,537	120

Based on the data in Table 3.1, the learning motivation of students group who were taught using the direct instruction-based cooperative learning type team games tournaments (TGT) with the instilment of the local culture of Maja Labo Dahu (MLD) obtained an average value (mean) of 87,50, a standard deviation value of 6,833 and the

total number of data was 60 students. The having to learn motivation of a group of students who were taught using conventional learning models' groups obtained an average of 85.05, a standard deviation value of 3.638, and a total number of data were 60 students.

The social attitudes of the students' group who were taught using the direct instruction-based cooperative learning type team games tournaments (TGT) with the instilment of the local culture of Maja Labo Dahu (MLD) obtained an average score (mean) of 87,25, a standard deviation value of 4,095 and a total number of data were 60 students. The social attitudes of a student's taught using the conventional learning model obtained an average value of 84.48, a standard deviation value of 6.416, and a total number of data were 60 students.

The results of the descriptive analysis indicate that the social attitudes and learning motivation of students in the experimental and control groups were in the moderate category with an average value in the range of 78-101. The results of the analysis showed that there was a significant difference in the means of the two groups which was further tested in the normality test to ensure that the data is normally distributed. It can be inferred from the data that the mean value of learning motivation of the experimental group was lower than that of the control group. On the contrary, the mean value of the social attitude variable of the experimental group was higher than the control group. These results indicated that there were differences between these two groups which were further proven in the MANOVA test.

Table 3.2 Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.997	20696.018	2.000	117.000	0.000
	Wilks' Lambda	0.003	20696.018	2.000	117.000	0.000
	Hotelling's Trace	353.778	20696.018	2.000	117.000	0.000
	Roy's Largest Root	353.778	20696.018	2.000	117.000	0.000
Group	Pillai's Trace	0.175	12.430	2.000	117.000	0.000
	Wilks' Lambda	0.825	12.430	2.000	117.000	0.000
	Hotelling's Trace	0.212	12.430	2.000	117.000	0.000
	Roy's Largest Root	0.212	12.430	2.000	117.000	0000

The table above presents the results of the Multivariate significance test which indicates that class F values for Pillai Trace, Wilks Lambda, Hotelling's Trace, and Roy's Largest Root were at a significant value of 0.000 <0.05. It can be stated that there was a significant influence of direct instruction-based cooperative learning type team games tournaments (TGT) with the instilment of the local culture of Maja Labo Dahu (MLD) on students' learning motivation and social attitudes. Therefore, it can be concluded that the treatment of the control and experiment group in this study had a significant influence on students' learning motivation and social attitudes.

To determine the differences in learning motivation and social attitudes between the experimental and control groups, the tests of between-subjects effects were conducted using General Linear Model-Multivariate with the assistance of SPSS. The results are as follows.

Tabel 3.3 Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	X	1435,208[a]	1	1435,208	31,895	,000
	Y1	23018,700[b]	1	23018,700	117,663	,000
	Y2	11940,075[c]	1	11940,075	62,079	,000
Intercept	X	729924,008	1	729924,008	16221,195	,000
	Y1	650918,700	1	650918,700	3327,257	,000
	Y2	716571,075	1	716571,075	3725,588	,000
KE.KK	X	1435,208	1	1435,208	31,895	,000
	Y1	23018,700	1	23018,700	117,663	,000
	Y2	11940,075	1	11940,075	62,079	,000
Error	X	5309,783	118	44,998		

	Y1	23084,600	118	195,632		
	Y2	22695,850	118	192,338		
Total	X	736669,000	120			
	Y1	697022,000	120			
	Y2	751207,000	120			
Corrected Total	X	6744,992	119			
	Y1	46103,300	119			
	Y2	34635,925	119			
a. R Squared = ,213 (Adjusted R Squared = ,206)						
b. R Squared = ,499 (Adjusted R Squared = ,495)						
c. R Squared = ,345 (Adjusted R Squared = ,339)						

Table 3.3 above showed the results of the test on the differences in learning motivation and social attitudes between the experimental and control groups. The analysis results indicated that there was a significant relationship between the implementation of a cooperative learning model, specifically, team games tournaments (TGT) based on direct instruction with a focus on the local culture of Maja Labo Dahu (MID), and learning motivation. The significance value was 0.000 < 0.05 for both the experimental and control classes. Additionally, there was also a significant relationship between the application of the cooperative learning model, specifically team games tournaments (TGT) based on direct instruction with a focus on the local culture of Maja Labo Dahu (MID), and students' social attitudes. The significance value was 0.000 < 0.05 for both the experimental and control classes.

3.2 DISCUSSION

Firstly, based on the results of data processing, it was revealed that the class of direct instruction-based cooperative learning type team games tournaments (TGT) with the instilment of the local culture of Maja Labo Dahu (MLD) got a higher average score in the learning motivation with an average score of 87.50, meanwhile, the social attitudes had an average score of 87.25. In the class conventional learning model, learning motivation got an average value of 85.05 and social attitudes got an average value of 84.48. The instruction-based cooperative learning TGT type with the instilment of MLD local culture is tremendously appropriate to be applied to Junior High Schools in the Bima Regency, Bima City, Dompu Regency, and other regions because the model was with the instilment of MLD local culture. In addition to the explanation of MLD values, the teachers also provide many opportunities for each student to be active in learning so that it can help students transfer their knowledge in understanding problems that are relevant to real life with the implementation of MLD values. In light of learning with the instilment of MLD values, students are expected to be more involved and enthusiastic in mastering various conceptual understandings to complete the tasks of the subject matter. Therefore, the ability to understand the relationship between MLD values is required as insight and knowledge through listening carefully to the teacher's explanation, understanding the key concepts in the material, looking for relevant learning resources, describing the material with the knowledge obtained in his mindset, conveying ideas and thoughts in the discussion and drawing conclusions during the discussion process. Cognitive thinking skills with MLD values can help students to obtain learning motivation and social attitudes on the cognitive aspect, especially at a higher level than memorization. The four simulation criteria specify that they must be similar to reality, but not too prescriptive (verisimilitude); enable multiple developments and outcomes (dynamism and variability); involve interpersonal dynamics (active human agent); and must be directed towards learning objectives through interaction with the facilitator (pedagogic mediation). The four simulation criteria explain that they must be similar to reality, but not too prescriptive (verisimilitude); enable multiple developments and outcomes (dynamism and variability); involve interpersonal dynamics (active human agent); and must be directed at learning objectives through interaction with the facilitator (pedagogic mediation), so that it includes TGT-based learning [29].

This situation encourages students' action and reflection to respond immediately to new learning situations. To increase students' creativity and cognitive abilities through realistic problem solving and build a spirit of togetherness, they are facilitated with the interactions within their groups in situations of completing group assignments to compete in answer better than other groups, as research results of [30].

Secondly, the direct instruction-based cooperative learning type team games tournaments (TGT) with the

instilment of the local culture of Maja Labo Dahu (MLD) can foster students' motivation and learning autonomy as well as increase participation in learning. It also makes students play an active role in learning, in which they acquire knowledge from group work to complete assignments, either in the form of quizzes or questions on student worksheets. On the other hand, in conventional learning, students are passive with an uncontrolled learning atmosphere, in which they acquire knowledge from the teacher's explanation. The process of delivering material in a teacher-centered model can limit students' skills in exploring their own knowledge. In contrast to the direct instruction-based cooperative learning type TGT with the instilment of the local culture of MLD where the learning is carried out by positioning students as subjects who are actively involved in thinking activities, the main characteristics are games and tournaments as well as team rewards to stimulate understandings of the material previously explained. Consequently, it makes students more motivated in learning and work in a process. The students' motivation increased due to the fact that they were involved in a tournament or game and got an award for their victory so they tend to give their best for the victory of their team or group. The process of TGT encourages students to discuss among teams to improve their performance [31]. This process improves the students' independence to find out answers to questions in games and multiply scores for their group's victory in tournaments. Students were directed to complete contextual learning tasks according to the material presented by the teacher in the initial phase (teacher presentation) and they learn and work collaboratively in solving problems with their respective groups. Solving problems during the discussion in groups can challenge students' abilities and provide opportunities to express opinions according to the interpretation of exploring knowledge from various learning resources so that learning is more meaningful. On the contrary, the conventional learning model emphasizes the importance of achieving learning goals by students according to standards in the curriculum. The teacher must monitor every teaching step until the learning objectives are achieved.

The conventional learning model is only focused on the knowledge, the knowledge provided is also rigid. It is usually written in textbooks without any supplementary materials and the teaching method is only limited to listening, taking notes, and memorizing texts. The assessment is usually conducted only through exams with multiple-choice questions. Therefore, students do not have the freedom to express their thoughts regarding the questions given. In this learning model, teachers become the center or main source of knowledge so that students have little opportunity to be actively involved. Moreover, they are not always able to understand and master the material delivered by the teacher if the teacher does not master the material and deliver it systematically. The conventional learning model has a negative tendency toward the development of students' social and interpersonal skills because the teacher has to direct students to focus on listening, observing, and recording information conveyed by the teacher while not all students have skills in these matters, consequently learning is considered ineffective and boring by most of the students [32].. It is a learning weakness that only emphasizes the objectives and ignores the process, whereas the goals cannot be achieved properly without understanding the process.

Thirdly, the formation of material understanding through the TGT model provides several advantages to students, including: (1) students more easily understand the material in Social Studies learning with more interactive and enjoyable learning conditions. Students are not only able to remember the subject matter, but master and fully understand the substance of the material, (2) since an understanding of the local cultural values of Maja Labo Dahu can be extracted from real conditions by the students with the help of the teacher, the internet and the results discussions with their group mates as well as from the literature, this condition fosters students' self-confidence in mastering the material, so that students with various backgrounds can easily express opinions during the discussion in completing group assignments and debrief during the games phase of the TGT syntax, (3) encourage students to be more responsible and independent, with tournaments students are triggered to mutually defend their groups in order to get the highest score, so that each student develop their skills to contribute scores to their group.

Principally, the direct instruction-based cooperative learning type team games tournaments (TGT) with the instilment of the local culture of Maja Labo Dahu (MLD) is cooperative learning based on a constructivist paradigm. Constructivists generally emphasize that individuals will learn effectively if they actively construct their knowledge and understanding independently, but as social beings, their cognition is often collaborative. The application of the TGT type of cooperative learning model enables students to play an active role and learn more calmly in addition to creating a sense of responsibility, cooperation, fair competition between groups, and learning order so that it can

change learning motivation and social attitudes of students better than conventional learning model [33], [35].

The conventional learning model is focused on academic achievement, meaning that when choosing learning assignments, there must be an academic score for students. Academic scores reflect mastery and comprehension of the learning material by the student taught by the teacher, both demonstration and procedural mastery. This kind of learning process tends to be difficult to measure students' background knowledge and understanding, especially regarding students' learning styles and interests which are difficult to distinguish [35].

CONCLUSIONS

In light of learning motivation and social attitudes, there were significant differences between direct instruction-based cooperative learning type team games tournaments (TGT) with the instilment of the local culture of Maja Labo Dahu (MLD) and the conventional learning model in social science learning in Junior High School students. Overall, the learning motivation and social attitudes of students taught by direct instruction-based cooperative learning type TGT with the instilment of the local culture of MLD was significantly more efficient than conventional teaching models. It can be concluded that the direct instruction-based cooperative learning of the TGT type with the instilment of MLD local culture has a greater effect on increasing learning motivation and social attitudes than conventional learning models.

The direct instruction-based cooperative learning type team games tournaments (TGT) with the instilment of the local culture of Maja Labo Dahu (MLD) local culture is more effective to be applied to 7th-grade students in Junior High School than the conventional learning model because it provides opportunities for students to work together and meet face to face in achieving common goals.

To achieve the successful application of learning models and learning objectives, teachers need to pay attention to the main factors of achievement, namely by knowing students' motivation and social attitudes earlier, so that they can anticipate factors that hinder the achievement of learning success.

DECLARATION OF CONFLICTS OF INTERESTS:

The authors declare no potential conflicts of interest

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