

**COOPERATIVE LEARNING MODEL TEAMS GAMES TOURNAMENTS
(TGT) TYPE, ASSISTED WITH KAHOOT TO ENHANCE STUDENTS'
LEARNING MOTIVATION IN INTRODUCTION TO ACCOUNTING**

***COOPERATIVE LEARNING TIPE TEAMS GAMES TOURNAMENT (TGT)
BERBANTU KAHOOT UNTUK MENINGKATKAN MOTIVASI BELAJAR
AKUNTANSI DASAR***

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Abstract: Cooperative Learning Model Teams Games Tournaments (TGT) Type, Assisted With Kahoot To Enhance Students' Learning Motivation In Introduction To Accounting. This research aims to enhance students' learning motivation in Introduction to Accounting through the implementation of Cooperative Learning Model Teams Games Tournaments (TGT) Type, Assisted with Kahoot. This was a Classroom Action Research (PTK) and was carried out through two cycles. The results show that the implementation of the implementation of cooperative learning model Teams Games Tournament (TGT) Type, Assisted with Kahoot was able to enhance the students' learning motivation in Introduction to Accounting. Students' learning motivation in Introduction to Accounting scores based on observation increases 14.28%, which is 73.80% in cycle I to 88.08% in cycle II, while based on the questionnaire increases 11.15%, which is 80.68% in cycle I to 91.83% in cycle II. All aspects of learning motivation in Introduction to Accounting measured an increase from cycle I to cycle II with an increase percentage score from 3.60% to 27.29% (observation) and between 3.23% to 18.39% (questionnaire).

Keywords: Motivation in Learning, Cooperative Learning, Teams Games Tournament (TGT)

Abstrak: Cooperative Learning Tipe Teams Games Tournament (TGT) Berbantu Kahoot Untuk Meningkatkan Motivasi Belajar Akuntansi Dasar. Penelitian ini bertujuan untuk meningkatkan Motivasi Belajar Akuntansi Dasar melalui implementasi *Cooperative Learning Tipe Teams Games Tournament (TGT)* berbantu Kahoot. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) dan dilaksanakan melalui dua siklus. Hasil penelitian ini menunjukkan bahwa Implementasi *Cooperative Learning Tipe Teams Games Tournament (TGT)* Berbantu Kahoot dapat meningkatkan Motivasi Belajar Akuntansi Dasar. Skor Motivasi Belajar Akuntansi Dasar berdasarkan observasi meningkat sebesar 14,28% dari skor siklus I sebesar 73,80% menjadi 88,08% pada siklus II, sedangkan berdasarkan angket meningkat sebesar 11,15%. dari siklus I sebesar 80,68% menjadi 91,83% pada siklus II. Seluruh aspek Motivasi Belajar Akuntansi Dasar yang diukur mengalami peningkatan dari siklus I ke siklus II dengan persentase skor peningkatan antara 3,60% sampai dengan 27,29% (observasi) dan antara 3,23% sampai dengan 18,39% (angket).

Kata Kunci: Motivasi Belajar, *Cooperative Learning, Teams Games Tournament (TGT)*

INTRODUCTION

The learning process is an attempt to make students learn, where the situation itself is a learning process that is an attempt to change behaviour from the students. Changes in behaviour occur because of the interactions between students and their environment (Sunhaji. 2014: 32). There is a system in the learning process because it has some elements related to achieving specified goals. To achieve these objectives, some element must be considered, such as learning media.

The teacher uses innovative learning media to facilitate the students. Learning media are both physical and technical tools in the learning process that can help the teacher to make it easier to deliver the subject matter to students to facilitate the achievement of the learning goals which have been formulated (Adam and Literature, 2015: 79). Learning media allow direct interaction between participants and their environment. The use of learning media can eiger new desires and interests, generate motivation and stimulation of learning activities and bring psychological influences on students. Besides, in eigering the students' motivation, learning media can improve their understanding and present the data attractively and reliably.

The learning motivation in Introduction to Accounting is a driving force from

students' selves that cause the behavior to learn, especially on Introduction to Accounting to achieve the expected goals despite facing various difficulties. According to Sardiman (2012: 73), motivation is an act of the driving force. That motivation becomes active at certain times, especially when the need to achieve goals is urgent. Motivation in learning requires both internal and external encouragement coming from a person to make changes in behaviour with some indicators and things that support. Learning success of students in the learning process is strongly influenced by the existing motivation on themselves. An indicator of the learning quality is the high motivation of the students. Students who have high motivation in learning towards learning, they will be moved or eigered to have the desire to do something that can obtain certain results or goals (Amna. 2017: 177). The ways that can be done to improve students' motivation in learning is by using a variety of learning methods, involving students in an effective learning process, so the good interaction occurs in learning activities which always providing input and motivation in learning, giving appreciation if the students complete the task or answer the questions given by the

teacher or using the learning media as a student learning alternatives.

Vocational High School (SMK) is a formal educational institution equivalent to high school which is a higher level of junior high school, MTs or the equivalent one. SMK Negeri 1 Bantul is a Vocational School of Business and Management located at Jl. Parangtritis Km. 11, Sabdodadi, Bantul, Special Region of Yogyakarta. There are seven expertise packages in SMK Negeri 1 Bantul for 2019/2020 with the implementation of 2013 revised curriculum, such as Accounting and Financial Institutions, Islamic Banking, Office Automation and Management, Online Business and Marketing, Multimedia, Computer and Network Engineering and Software Engineering. SMK Negeri 1 Bantul is a favourite Vocational High School in Bantul district, This can be seen from several achievements, one of which is was ranked 12th best UNBK in Special Region of Yogyakarta in 2018 with a total value of 280,36 and increased to rank 10th in 2019 with a total value of 274,74.

The learning facilities and infrastructure in SMK Negeri 1 Bantul is adequate. There are LCD, VGA cable, whiteboard and almost all of the students have a mobile phone. However, in reality, the use of technology

and facilities is not maximally used by Accounting teachers. In general, the teachers still use conventional methods to teach the students.

According to the observation results from July 15 to August 27, 2019, there are twelve classes in the expertise package Accounting and Financial Institutions and four classes for each level. X grade students of AKL 1 class, that 36 students were having unstable motivation in learning. During the first until the fifth lesson hours, the students were still concentrating and paying attention to the teacher's explanation. However, entering the sixth, seventh lesson hours and soon, the students' motivation in learning began to decrease. It could be seen from 10 of 36 students or 27.78% started sleeping in class, 14 of 36 students or 38,89% were playing with their phones, 6 of 36 students or 16.67% were busy chatting with their friends and only 6 of 36 students or 16.67% were still paying attention to the teacher's explanation. The tasks are given by the teacher continuously made students bored and tend to be lazy to finish it. It can be seen when the teacher assigned to the previous meeting, there were 16 of 36 students or 44.44% submitting the tasks on time and 20 of 36 students or 55.56% collected late the tasks. Those problems indicate that students have

less interest in learning, lazy in doing the tasks and have low motivation in learning.

In line with the interview results with the students and teacher, the Accounting teacher had not used the learning media yet with the concept of learning with fun and still used teacher-oriented approach, therefore the learning process is from one direction and done by lecturing method only. Teachers used the lecturing method. After the teacher explained then the teacher gave the tasks to the students. Besides, the students were often given independent tasks to learn on their own in class, so many students did not understand the material and they were left behind in the lessons. If it continued time by time, the students would feel bored and saturated using monotonous learning methods. Another problem was that 30 of 36 students saying that Introduction to Accounting was a difficult subject to learn.

Introduction to Accounting was a subject that had to be completed for the equivalent of X grade students in a vocational school. Introduction to Accounting was especially in the material of adjustment journal. According to X grade students of AKL 1 in SMK Negeri 1 Bantul, the difficult material was the material in the adjustment journals on basic competence 3.10 about analyzing the adjustment journals. The material on these

basic competencies would certainly be easier for students to understand if the teacher in his delivery used interesting learning media and referred to game-based learning that could help to improve the potential and the quality of students in learning knowledge.

By considering preliminary problems, one step that can be taken by the teacher is developing an innovative learning model and media. The learning model that can be implemented is Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot. Through the application of this learning model, the teacher can provide opportunities to the students who are not dominated by the teachers' explanation. Therefore, students are more active and motivated in following the learning process. According to Rusman (2011: 201), in this cooperative learning model, the teacher acts more to be a facilitator that serves as a bridge connecting to higher understanding, with students' notes. Thus, education should be able to manage and provide encouragement to optimize and awaken the students' potential, foster activity and creativity, so it will guarantee the dynamics in the learning process.

Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot is an easy type model to be

implemented. This model involves all students' activities without differencing status, engaging the role of students as peer tutors and containing the game characteristic and reinforcement. The use of cooperative learning methods in the process of language teaching inside the classroom has many advantages to the students. These advantages include increasing motivation towards learning, lowering the level of anxiety and improving the language skills in addition to the improvement of the social skills and maximizing the level of benefit (Yassin 2018: 646). Learning activities with games designed in Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot allows the students to learn more relaxed. This model requires responsibility, self-confidence, respect, discipline, competitive, sportsmanship, cooperation and participation of all students.

The learning model can be supported by the presence of interesting and fun learning media, so it can make students interested and have the motivation to learn related to the material and still pay attention to learning objectives achievement and have the concept of learning with fun. Alternative learning media that can be implemented is a technology application. The application of this technology is expected able to create a

learning atmosphere that supports the students by utilizing available technology to achieve national education goals. This can be achieved by providing opportunities for students to be actively involved with interactive activities online. Many computer and website applications can facilitate the students actively and interactively by giving the students the opportunity to review the information and practise their knowledge or skills while enjoying the Kahoot web.

Kahoot is a free learning platform-based game. Johan Brand, Jimmie Brooker and Morten Versvik (who used research by Professor Alf Inge Wang and colleagues at the Norwegian University of Science and Technology (NTNU) developed the Kahoot platform. Kahoot can create something from educational games to quizzes for students in the classroom or more fun learning games. Kahoot can also be played using a web browser, without logging in with an account and just utilize students' smartphones (Ibrahim, 2017).

LITERATURE REVIEW

Motivation in learning is an encouragement arising from within a person to carry out learning activities. Motivation is a force which causes people to behave particularly and according to management's

point of view (Tohidi 2012: 820). Motivation and learning are two related things. If a student has the motivation to learn, then the student will study hard. Motivation is not only important for the teacher as a motivator but also the students as the subject and the object of education. The teacher has a duty in motivating the students to learn to achieve the learning goals.

According to Uno (2013: 23), motivation in learning is internal and external encouragement to students who are learning to make changes in behaviour, general, with some indicators or supporting elements. Meanwhile, according to Sardiman (2012: 73), motivation can be interpreted as a driving force that has become active. Motivation is a change in energy in a person which is marked by the existing of "feeling" and preceded by a response to the goals' existence. According to Harti (2017:4), Introduction to accounting is the basic process of identifying, measuring, and communicating economic information to produce considerations and decisions from users of that information. So, Students' Learning Motivation in Introduction to Accounting is a driving force within the student that causes behaviour to learn, especially in Introduction to Accounting to

achieve the expected goals despite facing various difficulties.

There are some ways to enhance motivation that can be done in the learning process according to Uno (2013: 34-37):

1. Giving verbal appreciation

Through verbal appreciation, the students will feel happy because they are appreciated, lead to direct interaction between teacher and students and can be seen as social recognition if done in front of many people. Verbal statements that can be given include "Great", "Very Good", "Amazing" or "Perfect".

2. Using test score as a trigger

Knowledge through self-effort can motivate students to learn. If the obtained mark is not satisfied, it will encourage them to learn more diligent.

3. Fostering curiosity

Curiosity is generated by something unexpected, a contradiction, finding something new, or facing a puzzle. This will arouse students' curiosity and will try to find out the problem.

4. Using simulation and games

Simulation and games are very interesting processes for students to make learning atmosphere become fun and more meaningful. It will be easy for students to remember and hope to get the

same moments and things in different experiences.

5. Creating a healthy atmosphere of competition

There is competition among students, so they will compete to be the best. One thing that is done is studying as well as possible. They will measure themselves through other students' abilities.

Cooperative learning is a practice strategy where students learn in small groups that have different levels of qualification. In completing small group tasks that have different levels of ability. In completing the group, each member works together and mutually helping to understand a learning material (Sitorus: 17).

According to Huda (2015: 197), Games-Tournament Team (TGT) is one of the Cooperative Learning strategies to help students review and master the subject matter. The Games-Tournament Team (TGT) succeeded in improving basic skills, achieving positive interactions between students, self-esteem and attitudes of acceptance to other different students. Games-Tournament Team (TGT) by getting students to work in cooperative learning teams and taking on the responsibility of managing and checking regularly, helping one another in dealing with

problems and encouraging each other in dealing with problems, encouraging to move forward.

Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot, is a learning model that involves the activities of all students without classifying status differences, involves the role of students as peer tutors and implementing games and reinforcement. This learning model is in the form of groups formed by the number of 4-5 students including small groups. Another characteristic in Teams Games Tournament (TGT) in Cooperative Learning is the games tournament component in which academic games are implemented which are expected to be able to attract students' attention.

The components of Cooperative Learning of Teams Games Tournament (TGT) according to Ertikanto (2016: 102-103), there are five main components of cooperative learning of Teams Games Tournament (TGT), which are:

1. Class Presentation

At the beginning of teacher learning to convey material in-class presentation, usually did with direct instruction or with a discussion with teacher-led. At the time of this class presentation, students must be thoroughly attentive to the teacher, as

they will help students work better at group work and at the time of the game because the game score will determine the group score.

2. Teams

Teams usually consist of 4-5 students. The function of the group is to better understand the material with his group mates and more specifically to prepare members of the group at the time of the game.

3. Game

Games consist of questions designed to test the knowledge that students get in-class presentation and learning groups.

4. Tournament

5. Team Recognition

The teacher then announces the winning group, each team will get a certificate or prize if the average score meets the specified criteria.

Each learning model has strength and weakness. Therefore, teachers are required to be able to choose the appropriate learning model by considering students' needs and conditions. The following explanations are the strengths and weaknesses of Cooperative Learning Type Teams Games Tournament (TGT) according to Suarjana (2000: 10) the Strength of *Teams Games Tournament (TGT) Type*:

1. Increasing the time to spend on tasks.
2. Prioritizing acceptance of individual differences.
3. Able to master the material in a brief time
4. Teaching and learning process runs with the activeness of students.
5. Educating students about how to practice socializing with others.
6. Higher motivation in learning.
7. Better learning outcomes.
8. Increasing kindness, sensitivity and tolerance.

The weakness of Teams Games Tournament (TGT) Type according to Suarjana (2000: 10):

1. Teacher

The difficulty in grouping students who have heterogeneous abilities in terms of academics. This weakness can be resolved if the teacher acting as the control holder, is careful in determining the division of groups. Besides, the time spent on the discussion by students is quite much, so it exceeds the provided time. This difficulty can be resolved if the teacher can master the class.

2. Students

There are still high-ability students who are less accustomed

and having difficulties to explain to other students. To resolve this weakness, the teacher's job is guiding the students well who have high academic abilities, so they can share their knowledge with other students.

This research is in line with research conducted by Diracahya Chairani as a result of this study show that is indicated by the average score of all aspects of students' motivation in cycle I is 79% included in the success category. In the second cycle, motivation in learning has increased by 11.38%. This is indicated by the average score of all aspects of motivation is 90.38% and included in the very good success category. However, this study has weakness namely that study is not assisted by instructional media.

Based on the weakness, the researcher is encouraged to conduct research The Implementation of Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot. Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot will be implemented in Introduction to Accounting in Adjustment Journal material. The use of Kahoot media is an implementation of interactive media to maximize the facilities

that have been provided by schools. Besides, the Kahoot media will teach students by using a smartphone for teaching and learning activities. Learning the use of technology for positive things is very important for teachers and students in maximizing the role of each component that supports the teaching and learning process to make it run optimally.

The implementation of Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot is expected to be able to enhance students' learning motivation in Introduction to Accounting. In learning Team Games-Tournament (TGT), students work in cooperative learning teams and assume the responsibility of managing and checking routinely, helping one another in dealing with problems and encouraging one another in dealing with problems, encouraging to move forward. The figure above described the conceptual framework above.

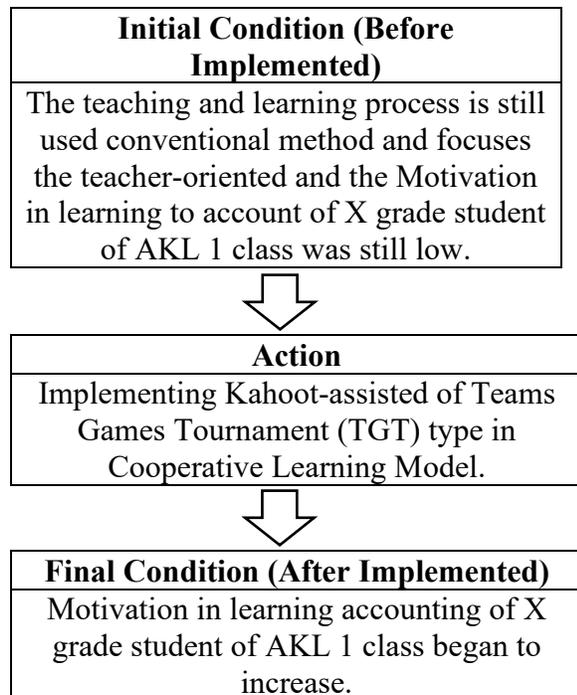


Figure 1. Conceptual Framework

METHOD

Research Design

This was Classroom Action Research in the form of collaborative work with accounting teacher of X grade students of AKL 1 in SMK Negeri 1 Bantul Academic Year of 2019/2020. According to Sanjaya (2013: 44) "Classroom Action Research (CAR) is the process of studying learning problems in the classroom through self-reflection to solve these problems by carrying out various planned actions in real situations and analyzing each effect of the treatment". Kunandar (2011: 45) argues Classroom Action Research (CAR) is action research conducted to improve the quality of learning

practices in the classroom with a research focus on students or teaching and learning process.

According to theoretical study, it can be concluded that Classroom Action Research (CAR) is research conducted within the scope of a class that is running learning quality problems, so there is a need for action against the class to correct the problems that are happening. Improving the quality of learning through action is expected able to enhance students' learning motivation in Introduction to Accounting.

Classroom Action Research is implemented by using Kemmis and Mc Taggart model cycles (Arikunto 2006: 16), in which one research cycle consists of four stages, namely Planning, where the researcher plans actions about what, why, when, where, by whom and how the action was carried out. The second stage is Acting, where the researcher carries out the implementation or application of the contents of the design. The third stage is Observing, where the researcher observing on the subject under study, noting what is needed and everything that happens when the action is carried out. The fourth stage is Reflecting, where the researcher restated what had been done in cycle I. By getting students to work in cooperative learning teams and taking on

the responsibility of managing and checking routinely, it helps the students to have more responsibility and encourages each other in dealing with problems, gives encouragement to move forward. Arikunto (2006: 16) develops a Classroom Action Research model as the following figure:

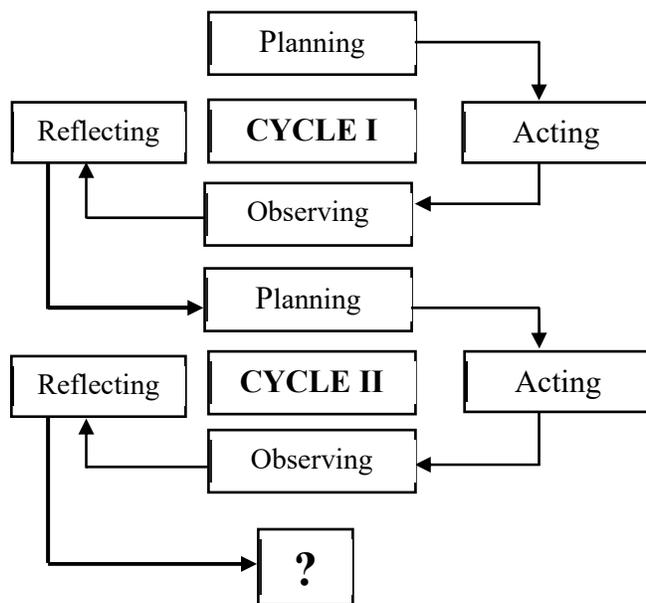


Figure 2. Class Action Research Model

Place and Time of Research

This research was implemented in SMK Negeri 1 Bantul for X grade students of AKL 1 class Academic Year of 2019/2020. The research was carried out in January-March 2020.

Subject and Object of Research

The subjects of this research were 36 X grade students of AKL 1 in SMK Negeri 1 Bantul Academic Year of 2019/2020, while the object in this research was students' learning motivation in Introduction to Accounting of Adjustment Journal Competency through the Implementation of Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot.

Data Collection Technique

The researcher used the following techniques to obtain data, namely

1. Observation

The observation was a data collection technique carried out by making careful observation and recording systematically (Arikunto 2016: 45). This observation was used to observe students' learning motivation in Introduction to Accounting. Observation done by the researcher was the participatory observation, which the researcher was involved in all stages of the study. The researcher was assisted by three observers to observe noted on the observation sheet.

The placement of three observers in the research would be depended on the

stage being carried out. Firstly, during the stage of lecturing delivered by the teacher, the observers would be placed in the back of the class to avoid disturbing the class's environment. Secondly, when starting to enter the implementation stage of the Team Games Tournament (TGT) in Cooperative Learning model, the observers would spread and move around to observe students' activities in the implementation process.

2. Questionnaire

The questionnaire was a data collection technique implemented by giving questions or written statements to the respondents to answer (Sugiyono, 2012: 199). In this research, the questionnaire was used to measure students' learning motivation in Introduction to Accounting.

3. Field Note

Field notes were used to record all activities that occur during the implementation of Teams Games Tournament (TGT) Type in Cooperative Learning Model during the cycle I and cycle II.

Research Instruments

The observation was made during the learning process. Observations were made by

three observers. The focus of the observation was to observe the learning motivation in Introduction to Accounting. The observer made a note the observation results in the observation sheet, while students' presence, time of the activity, the learning process, interactions between students and teachers were noted on the field notes. The observation sheet and Questionnaire were used as a guideline for designing observation that was shown to obtain data on learning motivation in Introduction to Accounting.

Data Analysis Technique

The data analysis technique used in this research was quantitative descriptive of percentages. Data obtained from the observations and questionnaires results were processed and analyzed to calculate the score of students' learning motivation in Introduction to Accounting. To find out the role of Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot, in increasing motivation in learning in Introduction to Accounting, was implemented based on observations and questionnaires as follows.

1. Calculating the Students' Learning Motivation in Introduction to Accounting Score from the Observation Sheet

- a. Determining the score criteria for each indicator in each aspect of the students' learning motivation in Introduction to Accounting.
- b. Calculating and adding up the scores in the students' learning motivation in Introduction to Accounting on each indicator.
- c. Calculating the percentage of scores in the students' learning motivation in Introduction to Accounting on each indicator which was observed by the following formula:

$$= \frac{\text{The score of each indicator}}{\text{Maximum score}} \times 100\%$$

- d. Calculating the percentage of motivation scores in learning Introduction to Accounting for each aspect which was observed in the following formula:

$$= \frac{\text{The score of each aspect}}{\text{Maximum score}} \times 100\%$$

- e. Calculating the average score percentage of motivation scores in learning Accounting with the following formula:

$$= \frac{\text{total score of motivation score}}{\text{Amount of indicator}} \times 100\%$$

2. Calculating the Students' Learning Motivation in Introduction to Accounting Score from the Questionnaire.

- a. Determining the criteria score for each indicator on each observed indicator.
 - b. Summing the score of each indicator of students' learning motivation in Introduction to Accounting that had been observed.
 - c. Calculating the score of students' learning motivation in Introduction Accounting on each indicator with the following formula:
- $$\% = \frac{\text{Score of each indicator}}{\text{maximum score}} \times 100\%$$
- d. Presenting the data in tabular or graphical form, so the data was easily understood.
 - e. Drawing a conclusion

Validity Test of Instruments

The validity of a research instrument is how far the measuring instrument truly describes what is to be measured. According to Hendryadi (2014: 1) that the Content validity is the validity that is estimated through testing the feasibility or relevance through rational analysis by a competent panel or expert judgment. Experts in this research were lecturers of Accounting

Education and teacher of Accounting at SMK Negeri 1 Bantul.

Km 11 Sabdodadi, Bantul, Special Region of Yogyakarta.

a. Cycle I

Indicator of Successful Action

The succeed indicator of this research is the enhancing of learning motivation in Introduction to Accounting for X grade students of AKL 1 in SMK Negeri 1 Bantul during the learning process. According to Minister of Education and Culture Regulation Number 22 the Year 2016 concerning Basic and Secondary Education Process Standards, that the learning process in the education unit must be carried out to motivate students. This action is declared as a successful action, at least the percentage of motivation in learning in exceed or equal to 75%.

This research was conducted by implementing Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot which was held in one meeting (3 x 45 minutes) on Wednesday, February 26, 2020, at 10:30. The material provided in this cycle was the Adjustment Journal, Supplies, Prepaid Expense, Unearned Revenue and Accrued Receivable. The activities carried out in the preliminary stage including, the teacher giving greetings, leading the prayer and continued with the presentation. Then, the teacher reviewed the material learned at the previous meeting and made apperceptions about the material to be learned. Then, the students were asked to discuss with each other in each group. After the discussion session was over, the teacher instructed that the game tournament would be started. After the game was ended, the teacher gave a reward to the winner. Then teachers and researchers distribute questionnaires to students.

RESULT AND DISCUSSION

General Description and Research Setting

Research that has been implemented shows that the Implementation of Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot, can enhance students' motivation in learning of Introduction to Accounting for X Grade Students of AKL 1 in SMK Negeri 1 Bantul Academic Year of 2019/2020. SMK Negeri 1 Bantul is located at Jl Parangtritis

Based on observation and questionnaire conducted by 36 students present in cycle I obtained data students

learning motivation in Introduction to Accounting in AKL 1 class as follows.

Table 1. The score of Students' Learning Motivation in Introduction To Accounting in Cycle I

Instruments	Cycle I
Observation Data	73,80%
Questionare Data	80,68%

Based on Table 1, it can be seen that the average score of the first cycle of students' learning motivation in Introduction To Accounting from observation is 73.80% and from Questionnaire is 80.68%. Therefore, in the second cycle, the teacher is expected able to motivate more the students to enhance their learning motivation in Introduction to Accounting.

b. Cycle II

This research was carried out by implementing Cooperative learning Model Teams Games Tournament (TGT) Type, Assisted with Kahoot which was conducted in one meeting (3 x 45 minutes) on Wednesday, March 11, 2020, at 10.30. The material provided in this cycle was the Adjustment Journal account, namely Accrued Payable, Estimated of Bad Debts, Depreciation of Fixed Assets, Bank Reconciliation and fiscal Reconciliation.

The activities carried out in the preliminary stage including, the teacher

giving greetings, leading the prayer and continued with the presentation. Then, the teacher reviewed the material learned at the previous meeting and made apperceptions about the material to be learned. Then, the students were asked to discuss with each other in each group. After the discussion session was over, the teacher instructed that the game tournament would be started. After the game was ended, the teacher gave a reward to the winner. Then teachers and researchers distribute questionnaires to students.

Based on observation and questionnaire conducted by 33 students present in cycle II, obtained data students learning motivation in Introduction to Accounting in AKL 1 class as follows.

Table 2. The score of Students' Learning Motivation in Introduction To Accounting in Cycle II

Instruments	Cycle II
Observation Data	88,08%
Questionare Data	91,83%

According to Table 2, it can be seen the average score of students' learning motivation in Introduction to Accounting from observation in the second cycle is 88.08% and from Questionnaire is 91,83% has met the minimum criteria of 75%.

Therefore, the implementation of research was fulfilled by cycle II.

Increasing Average Score of Students' Learning Motivation in Introduction to Accounting

The motivation to learn in Introduction to Accounting increases with the implementation of the Cooperative Learning Model Teams Games Tournament (TGT) Type, Assisted With Kahoot in cycle I and cycle II. This Increasing is presented in the following table.

Table 3. The Increasing of Students' Learning Motivation in Introduction to Accounting.

Instruments	Cycle I	Cycle II	Increasing
Observation Data	73,80%	88,08%	14,28%
Questionare Data	80,68%	91,83%	11,15%

Based on table 3. It can be concluded that there has been an increase in the average score in cycle I to cycle II, both data based on observations and data based on the questionnaire. This increase can also be seen in the following figure.

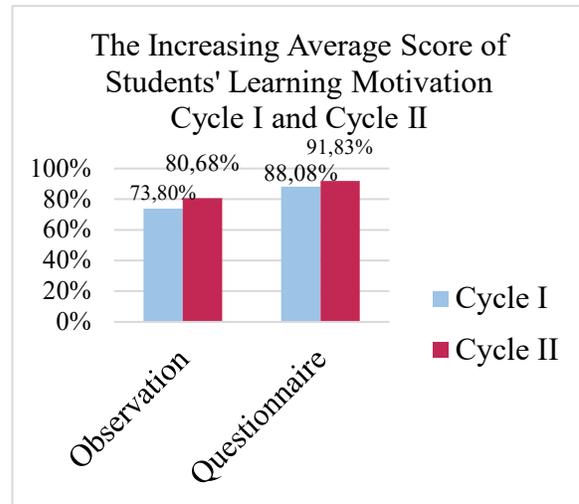


Figure 1. The Increasing Average Score of Students' Learning Motivation Cycle I and Cycle II

From the average score derived from the calculation of the observation data and the result of the questionnaire data, it can be concluded that there is an increase in Introduction to Accounting learning motivation in cycle I of 73.80% and in cycle II of 88.08% based on observation sheet and in the cycle, I of 80.68% to 91.83% in cycle II based on the questionnaire. So there was an increase of 14.28% (Observation) and 11.15% (Questionnaire). Based on these conclusions, the students' learning motivation score from the observation and questionnaire results in an improvement.

Conclusion and Suggestion

In line with the results and discussion in Chapter IV, it can be concluded that the Implementation of Cooperative Learning

Model Teams Games Tournament (TGT) Type, Assisted With Kahoot can enhance the students' learning motivation in Introduction to Accounting for X Grade Students of AKL 1 in SMK Negeri 1 Bantul Academic Year of 2019/2020. This is evidenced by an increase in the average score of students' learning motivation in Introduction to Accounting and an increase in the number of students who get a learning motivation in Introduction to Accounting score is $\geq 75\%$ from cycle I to cycle II. The average score of students' learning motivation in Introduction to Accounting increase from 73.80% in cycle I to 88.08% in cycle II, or there is an absolute increase amounted 14.28%. The number of students who obtained the learning motivation in Introduction to Accounting score is $\geq 75\%$ which increase from 16 students (44.45%) in cycle I to 33 students (100%) in cycle II or the increasing is 55.55%, while the questionnaire increase from 80.68% in cycle I to 91.83% in the cycle II, or the increasing is 11.15%. The number of students who obtained the learning motivation in Introduction to Accounting score is $\geq 75\%$ which increase from 30 students (83,33%) in cycle I to 33 students (100%) in cycle II or the increasing is 16,67%, All aspects of students' learning motivation in Introduction to Accounting

increase from cycle I to cycle II with percentage scores ranging from 3.60% to 27.29% (observation) and between 3.23% to 18.39% (questionnaire).

For the Teacher The Implementation of Cooperative Learning Model Teams Games Tournament Type (TGT), Assisted with Kahoot can enhance students' learning motivation in Introduction to Accounting and apply the model to other subjects, Teams Games Tournaments (TGT) Type in Cooperative Learning Model tries to apply insufficient time, so the learning process is more optimal, and The teacher needs to be able to encourage and motivate students to learn more. For the students need to be more active and not easily giving up during the learning process and need to increase enthusiasm and motivation in participating in the learning process. For the next researchers can evaluate students towards the Implementation of Teams Games Tournaments (TGT) Type in Cooperative Learning Model which can be done to improve and develop in the implementation.

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