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Influence of Teams Games Method by Kokami and Learning Motivation on Arabic Language Learning Outcomes / Pengaruh Teams Games Method by Kokami dan Motivasi Belajar terhadap Hasil Belajar Bahasa Arab

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Abstract: This research aims to investigate Influence of Teams Games method by kokami and Learning Motivation on Arabic Language Learning Outcomes in Muhammadiyah Senior High School. The research methodology utilized is quantitative with an experimental approach. The sample consists of tenth-grade students engaged in Arabic language learning. Data is collected through learning outcome tests and observation of the implementation of the Team Games Method by kokami and learning motivation in the learning process. Data analysis determines the extent of the influence of these variables on Arabic language learning outcomes. The results indicate an influence of the Teams Games method by kokami and learning motivation on Arabic language learning outcomes. This is evident from the average pretest scores of 54.79 and posttest scores of 80.20. The impact of the Teams Games method by kokami on Arabic language learning outcomes is 26.8%. Furthermore, the influence of the Teams Games method by kokami on learning motivation is 67.8%, followed by the impact of learning motivation on learning outcomes at 54.0%. The combined effect of the Teams Games method by kokami and learning motivation on learning outcomes is 26.8%. In conclusion, it can be inferred that the Teams Games method by kokami impacts both learning motivation and Arabic language learning outcomes for students at Muhammadiyah Senior High School Bandar Lampung. This research hopes that Arabic language teachers will implement the Teams Games method by kokami to motivate students and improve Arabic language learning outcomes.

Abstrak: Penelitian ini bertujuan untuk menyelidiki pengaruh metode Teams Games dengan kokami dan motivasi belajar terhadap hasil belajar bahasa Arab di SMA Muhammadiyah. Metodologi penelitian yang digunakan adalah kuantitatif dengan pendekatan eksperimental. Sampel terdiri dari siswa kelas sepuluh yang terlibat dalam pembelajaran bahasa Arab. Data dikumpulkan melalui tes hasil belajar dan observasi pelaksanaan metode Teams Games dengan kokami serta motivasi belajar dalam proses pembelajaran. Analisis data menentukan sejauh mana pengaruh variabel-variabel ini terhadap hasil belajar bahasa Arab. Hasil penelitian menunjukkan adanya pengaruh metode Teams Games dengan kokami dan motivasi belajar terhadap hasil belajar bahasa Arab. Hal ini terlihat dari skor rata-rata pretest sebesar 54,79 dan posttest sebesar 80,20. Pengaruh metode Teams Games dengan kokami terhadap hasil belajar bahasa Arab adalah 26,8%. Selain itu, pengaruh metode Teams Games dengan kokami terhadap motivasi belajar adalah 67,8%, diikuti oleh pengaruh motivasi belajar terhadap hasil belajar sebesar 54,0%. Pengaruh gabungan metode Teams Games dengan kokami dan motivasi belajar terhadap hasil belajar adalah 26,8%. Kesimpulannya, dapat disimpulkan bahwa metode Teams Games dengan kokami mempengaruhi motivasi belajar dan hasil belajar bahasa Arab siswa di SMA Muhammadiyah Bandar Lampung. Penelitian ini berharap guru bahasa Arab akan menerapkan metode Teams Games dengan kokami untuk memotivasi siswa dan meningkatkan hasil belajar bahasa Arab.

Introduction

Education in Indonesia faces a number of complex challenges, and improvements are continuously being made to improve its quality. In this context, the role of learning is a key factor in determining the success of the education system. The main goal of education in Indonesia is to emphasize the full development of individual potential, involving physical, mental and personality aspects.¹ Education not only focuses on mastering knowledge, but also prepares individuals for life together in society. The goals of education include developing talent and potential through holistic learning.² This process aims to enable individuals to contribute to society through work or skills that suit their talents.³ Thus, education in Indonesia is not only directed at academic achievement, but also at character formation and readiness to face everyday life.

Efforts to achieve educational goals involve various strategies that focus on improving the quality of learning.⁴ Effective learning methods, such as active approaches and technology integration, are implemented to create interesting and relevant learning experiences for students. In addition, curriculum development is the main focus to accommodate student development and the requirements of modern life. Curriculum updates must integrate 21st century skills, such as critical thinking and creativity, so that students are ready to face the challenges of the future. Apart from technical aspects, increasing the professionalism of educators is also the key to the success of the education system.⁵ Teachers who continue to develop themselves through continuous training and learning are able to present the latest teaching methods and create an inclusive classroom environment.⁶ Education in Indonesia also carries holistic values, which include

¹Suharno, Nugroho Agung Pambudi, and Budi Harjanto, 'Vocational Education in Indonesia: History, Development, Opportunities, and Challenges', *Children and Youth Services Review*, 115 (2020), 105092 <<https://doi.org/10.1016/j.childyouth.2020.105092>>.

²Jagad Aditya Dewantara and others, 'Pancasila as Ideology and Characteristics Civic Education in Indonesia', *International Journal for Educational and Vocational Studies*, 1.5 (2019) <<https://doi.org/10.29103/ijevs.v1i5.1617>>.

³Helda and Syahrani, 'National Standards of Education in Contents Standards and Education Process Standards in Indonesia', *Indonesian Journal of Education (INJOE)*, 2.3 (2022), 257–69.

⁴Achmad Junaedi Sitika and others, 'Pengembangan Kurikulum Pendidikan Agama Islam Sebagai Upaya Memperkuat Nilai-Nilai Keagamaan', *Journal on Education*, 6.1 (2023), 5899–5909 <<https://www.jonedu.org/index.php/joe/article/view/3792>>.

⁵Fery Diantoro and Endang Purwati, 'Upaya Pencapaian Tujuan Pendidikan Islam Dalam Pendidikan Nasional Dimasa Pandemi Covid-19', *MA'ALIM: Jurnal Pendidikan Islam*, 2 (2021), 1–12.

⁶Christopher Boyle, Joanna Anderson, and Kelly-Ann Allen, 'The Importance of Teacher Attitudes to Inclusive Education', in *Inclusive Education: Global Issues and Controversies* (BRILL, 2020), pp. 127–46 <https://doi.org/10.1163/9789004431171_008>; Rasmitadila Rasmitadila and others, 'Teacher Perceptions of University Mentoring Programs Planning for Inclusive Elementary Schools: A Case Study in Indonesia', *International Journal of Special Education (IJSE)*, 36.2 (2022) <<https://doi.org/10.52291/ijse.2021.36.18>>.

cognitive, emotional, social and moral aspects.⁷ Indonesia's educational vision which focuses on developing human potential is the basis for achieving quality educational standards that are relevant to the dynamics of the times.

Arabic language learning has an important role in efforts to develop an individual's full potential. Arabic is not only a linguistic skill, but also involves the ability to speak, read and write functionally. In this context, learning Arabic is not only aimed at understanding the structure of the language, but also at applying this understanding in everyday life. The process of learning Arabic requires effective methods, including choosing the right method, media and learning time.⁸ This learning method is the key to creating an optimal learning experience, facilitating students to learn well. Thus, learning Arabic not only teaches vocabulary and grammar, but also involves methods that help students understand and apply the material better.

Learning outcomes, in the context of Arabic language learning, reflect changes in students' knowledge, attitudes and skills.⁹ Learning outcomes are not only the end of the learning process, but also a benchmark for the success of the process¹⁰. With a deep understanding of effective learning methods, it can be hoped that student learning outcomes will reach optimal levels, creating a meaningful learning environment and providing a positive impact on the full development of individual potential in the context of Arabic language education. As a key element in the educational process, learning is the main focus to achieve better educational goals.¹¹ In the context of Arabic language learning at Senior High School, these challenges become more prominent because of the

⁷Ida Rianawaty and others, 'Model of Holistic Education-Based Boarding School: A Case Study at Senior High School', *European Journal of Educational Research*, 10.2 (2021), 567–80 <<https://doi.org/10.12973/EU-JER.10.2.567>>; Ismail Ismail, Hapzi Ali, and Kasful Anwar Us, 'Factors Affecting Critical And Holistic Thinking In Islamic Education In Indonesia: Self-Concept, System, Tradition, Culture. (Literature Review Of Islamic Education Management)', *Dinasti International Journal of Management Science*, 3.3 (2022), 407–37 <<https://doi.org/10.31933/dijms.v3i3.1088>>; Putu Aditya Antara, 'Implementasi Pengembangan Karakter Anak Usia Dini Dengan Pendekatan Holistik', *JIV-Jurnal Ilmiah Visi*, 14.1 (2019), 17–26 <<https://doi.org/10.21009/JIV.1401.2>>.

⁸Ibrahim Abu Farha and Walid Magdy, 'A Comparative Study of Effective Approaches for Arabic Sentiment Analysis', *Information Processing & Management*, 58.2 (2021), 102438 <<https://doi.org/10.1016/j.ipm.2020.102438>>.

⁹Wan Ab Aziz Wan Daud and others, 'The Needs Analysis of Developing Mobile Learning Application for Cybergogical Teaching and Learning of Arabic Language Proficiency', *International Journal of Academic Research in Business and Social Sciences*, 9.8 (2019) <<https://doi.org/10.6007/IJARBS/v9-i8/6206>>.

¹⁰Saihu Saihu, 'The Effect of Using Talking Stick Learning Model on Student Learning Outcomes in Islamic Primary School of Jamiatul Khair, Ciledug Tangerang', *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6.01 (2020), 61 <<https://doi.org/10.32678/tarbawi.v6i01.2325>>.

¹¹Siti Sahronih, Agung Purwanto, and M. Syarif Sumantri, 'The Effect of Interactive Learning Media on Students' Science Learning Outcomes', in *Proceedings of the 2019 7th International Conference on*

complex material and diverse student needs. Therefore, appropriate learning methods are needed to achieve effectiveness and optimal results.

Arabic has an important role in the full development of an individual's potential. The process of learning Arabic does not only include aspects of speaking, reading and writing skills, but also involves developing students' cognitive, affective and psychomotor aspects.¹² Educators must understand the complexities of learning Arabic and identify methods that can create an inspiring and effective learning environment. The importance of using learning methods that suit students' needs is the key to overcoming the complexity of learning.¹³ Learning methods not only include the choice of learning methods, but also take into account students' individual learning styles and needs. In this context, Teams Games Method by Kokamis emerge as an attention-grabbing method¹⁴. The implementation of Teams Games method by kokami in the classroom brings innovation by providing a collaborative and competitive learning experience.

The Teams Games method by kokami emphasizes aspects of group work and social interaction between students. This is not just a learning method, it is an approach that creates positive dynamics in the classroom. Involving students in group gaming tournaments not only increases their learning Motivation but also stimulates healthy competitiveness.¹⁵ Each group is responsible for ensuring that each group member understands the material well. This is what makes Teams Games method by kokamis effective because they not only strengthen understanding of concepts, but also improve teamwork skills. The implementation of the Teams Games method by kokami also has a

Information and Education Technology (New York, NY, USA: ACM, 2019), pp. 20–24 <<https://doi.org/10.1145/3323771.3323797>>.

¹²Febriani et al.; Ulin Nuha and Musyafa'ah; Saleh et al.

¹³Maulana Akbar Sanjani, 'Pentingnya Strategi Pembelajaran Yang Tepat Bagi Siswa', *Jurnal Serunai Administrasi Pendidikan*, 10.2 (2021), 32–37 <<https://ejournal.stkipbudidaya.ac.id/index.php/jc/article/view/517>>; Justine Ferrer and others, 'Students' Motivation and Engagement in Higher Education: The Importance of Attitude to Online Learning', *Higher Education*, 83.2 (2022), 317–38 <<https://doi.org/10.1007/s10734-020-00657-5>>; Sheeba Sardar Ali, 'Problem Based Learning: A Student-Centered Approach', *English Language Teaching*, 12.5 (2019), 73 <<https://doi.org/10.5539/elt.v12n5p73>>.

¹⁴Nur Endah Hikmah Fauziyah and Indri Anugraheni, 'Pengaruh Model Pembelajaran TGT (Teams Games Tournament) Ditinjau Dari Kemampuan Berpikir Kritis Pada Pembelajaran Tematik Di Sekolah Dasar', *Jurnal Basicedu*, 4.4 (2020), 850–60 <<https://doi.org/10.31004/basicedu.v4i4.459>>; Moh. Fery Fauzi, Miftahul Fadliyah Buhun, and Agus Purwadi, 'The Influence of Teams Games Tournament (TGT) toward Students' Interest in Arabic Language Learning', *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 2.2 (2019), 135–48 <<https://doi.org/10.22219/jiz.v2i2.9986>>.

¹⁵Jonny Haratua Panggabean, Masda Sri Defi Siregar, and Juniastel Rajagukguk, 'The Effect of Teams Games Tournament (TGT) Method on Outcomes Learning and Conceptual Knowledge in Physics Science', *Journal of Physics: Conference Series*, 1819.1 (2021) <<https://doi.org/10.1088/1742-6596/1819/1/012047>>.

positive impact on student learning outcomes.¹⁶ In a learning atmosphere that is competitive and fun, students tend to be more active and involved. The combination of active engagement and social interaction recognized in Teams Games method by kokamis helps speed information reception and increase retention. Therefore, the Teams Games method by kokami is an effective tool for improving Arabic language learning outcomes at Senior High School.

The importance of this learning method is also closely related to the teacher's creativity and perseverance.¹⁷ Teachers not only act as transmitters of information, but also as designers of learning experiences. In choosing learning methods, teacher creativity is the key to maintaining the diversity of student needs. Teachers need to be able to adapt learning methods to student characteristics, and this is what requires perseverance and good classroom management skills.

Teacher creativity includes the selection and use of appropriate learning media.¹⁸ In the context of the Teams Games method by kokami, implementing kokami is a smart choice. This media not only adds visual elements to the learning process, but also increases the attractiveness of the learning material. Thus, the use of kokami becomes an additional method to create a more enjoyable and effective learning experience. The use of learning media is a crucial aspect in improving the quality of learning. Learning media has an important role in helping students understand the concepts being taught better.¹⁹ When students can engage more than one sense, the learning process becomes more

¹⁶Desti Prastikawati, Siti Anisatur Rofiqah, and Widayanti Widayanti, 'Model Pembelajaran Stad Melalui Media Kotak Kartu Misterius (Kokami): Penerapan Terhadap Hasil Belajar Fisika SMP Materi Usaha Dan Pesawat Sederhana', *U-Teach: Journal Education of Young Physics Teacher*, 1.2 (2020) <<https://doi.org/10.30599/uteach.v1i2.27>>; Fauzi, Buhun, and Purwadi; Nurun Najmi and others, 'The Effect of Cooperative Learning Model Type of Teams Games Tournament (Tgt) on Student'S Learning Achievement', *Jurnal Pendidikan Islam*, 4.1 (2021), 246–58 <<http://jurnal.stainnanawawi.com/index.php/At-Tarbiyat/article/view/291>>; Fauziyah and Anugraheni.

¹⁷Zakarya and others, 'Peran Guru Pendidikan Agama Islam Dalam Meningkatkan Motivasi Belajar Peserta Didik Di SMA Muhammadiyah 1 Surakarta', *Attractive : Innovative Education Journal*, 5.2 (2023), 909–18 <<https://www.attractivejournal.com/index.php/aj/>>.

¹⁸Rahmat Jumri and Bobby Engga Putra Damara, 'Pengembangan Kreativitas Guru Dalam Pembelajaran Matematika', *Jurnal Pendidikan Matematika Raflesia*, 05.2 (2020), 153–60 <<https://ejournal.unib.ac.id/index.php/jpmr>>; Andrianto Andrianto and others, 'Korelasi Persepsi Siswa Tentang Kreativitas Guru PAI Dengan Hasil Belajar Siswa Di SMP Negeri 1 2 X 11 Enam Lingsung', *Fitrah: Journal of Islamic Education*, 2.1 (2021), 37–51 <<https://doi.org/10.53802/fitrah.v2i1.54>>.

¹⁹Yulita Dwi Lestari, 'Pentingnya Media Pembelajaran Dalam Meningkatkan Hasil Belajar Di Sekolah Dasar', *Lentera: Jurnal Ilmiah Kependidikan*, 16.1 (2023), 73–80 <<https://doi.org/10.52217/lentera.v16i1.1081>>; Ina Magdalena and others, 'Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa SDN Meruya Selatan 06 Pagi', *EDISI : Jurnal Edukasi Dan Sains*, 3.2 (2021), 312–25 <<https://ejournal.stitpn.ac.id/index.php/edisi>>; N. M. Dwijayani, 'Development of Circle Learning Media to Improve Student Learning Outcomes', *Journal of Physics: Conference Series*, 1321.2 (2019) <<https://doi.org/10.1088/1742-6596/1321/2/022099>>.

enjoyable and effective. However, the choice of learning media must be wise and adapted to the material being taught. Each material has different characteristic requirements, and selecting appropriate media can have a positive impact on student understanding.

Learning Arabic at Muhammadiyah Senior High School Bandar Lampung, observations show that the implementation of the Teams Games method by kokami has been carried out, although not consistently. The implementation of Teams Games method by kokami as a learning method has provided a boost to student learning Motivation, but any irregularities in its implementation may affect overall learning outcomes. Therefore, it is necessary to innovate in learning methods to maintain the sustainability of learning effectiveness.

One of the proposed innovations is the combination of the Teams Games method by kokami (Mysterious Card Box) media. The use of kokami in the learning process has the potential to make learning more interesting and effective.²⁰ Kokami is a media that can combine technology and Arabic language learning content. Kokami combines media with games. Kokami is an alternative media that can impart interesting and meaningful knowledge that can stimulate students' interest and attention.²¹ Kokami learning media is a media that uses boxes and cards containing questions about the subject matter. It is called mysterious because each student does not know the contents of the questions in the envelope they get from the box, so they are able to understand and master the material being studied. Kokami learning media can be a solution and help teachers in teaching and learning activities so that students are more active, enthusiastic and passionate when participating in the learning process, and can influence student learning outcomes so that the goals of the learning can be achieved.

Combining kokami with the Teams Games method by kokami can provide better variation in the learning process.²² Through the use of kokami, students can be involved

²⁰Lalu Yani Faturrahman, Ida Ermiana, and Baiq Niswatul Khair, 'Pengembangan Media Kokami Pada Pembelajaran Tematik Di Kelas V Sekolah Dasar Kecamatan Pemenang', *Progres Pendidikan*, 2.1 (2021), 55–63 <<https://doi.org/10.29303/prospek.v2i1.123>>; Siti Fatimah Nuralisa, Mudmainah Vitasari, and Adi Nestiadi, 'Pengembangan Media Pembelajaran Kokami (Kotak Kartu Misterius) Tema Pelestarian Lingkungan Untuk Meningkatkan Hasil Belajar Kognitif', *Quantum: Jurnal Inovasi Pendidikan Sains*, 12.1 (2021), 33 <<https://doi.org/10.20527/quantum.v12i1.10251>>.

²¹Dyah Kusuma Nastiti, Sri Harmianto, and Dedy Irawan, 'Peningkatan Kerjasama Melalui Model Pembelajaran Take and Give Dibantu Media Kokami Di Kelas V Sekolah Dasar', *Jurnal JPSPD (Jurnal Pendidikan Sekolah Dasar)*, 6.2 (2019), 69–73.

²²Firman Firman, Nurmiati Nurmiati, and Nurfitriyani Nurfitriyani, 'Pengaruh Penggunaan Model Pembelajaran Kooperatif Tipe Team Game Tournament (TGT) Berbantuan Media Kokami Terhadap Hasil Belajar Siswa', *Indonesian Journal of Educational Science (IJES)*, 2.1 (2019), 57–63 <<https://doi.org/10.31605/ijes.v2i1.529>>.

in learning activities that are more dynamic, motivated, and appropriate to their learning style.²³ With visual, audio and interactive elements, students can more easily understand sentence structure, vocabulary and the context of using Arabic in everyday life.²⁴ This supports the objectives of learning Arabic, namely mastering the use of language in speaking, reading and writing functionally.

Combining the Teams Games method by kokami also provides opportunities for teachers to better evaluate and monitor student learning progress.²⁵ Data generated from student interactions with kokami can be a basis for assessing student progress and difficulties in understanding learning material.²⁶ The Teams Games method by kokami can create a more dynamic, interactive and effective learning atmosphere in improving student learning outcomes in the field of Arabic at Muhammadiyah Senior High School Bandar Lampung. This step is a progressive step in responding to the need for innovative learning approaches and in accordance with technological developments in the educational context.

This research aims to determine the influence of the Teams Games method by kokami and learning motivation on the learning outcomes of class X SMA. This research can make a significant contribution to the development of Arabic language learning methods in the high school environment. Educators can also understand the influence and potential of the Teams Games method by kokami as methods and tools that can improve students' Arabic learning outcomes.

Methods

This research design employs a quasi-experimental approach with a pretest-posttest control group design. The aim of type of research is to compare the effectiveness of the Teams Games method by kokami and motivation learning on on Arabic Language Learning Outcomes. The pretest-posttest control group design enables the researchers to measure changes in learning outcomes before and after the treatment and compare them between the experimental and control groups. The research methodology begins with the

²³Prastikawati, Anisatur Rofiqah, and Widayanti.

²⁴Samsul Haq, 'Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media', *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, 7.1 (2023), 211–22 <<https://doi.org/10.30743/mkd.v7i1.6937>>.

²⁵Firman, Nurmiati, and Nurfitriyani.

²⁶Puji Dwi Kurniasih, Agung Nugroho, and Sri Harmianto, 'Peningkatkan Higher Order Thinking Skills (Hots) Dan Kerjasama Antar Peserta Didik Melalui Model Pembelajaran Problem Based Learning (Pbl)

formation of theories and hypotheses, followed by the use of variable manipulation and control techniques through formal instruments.²⁷ The data analysis process involves reducing data into a numerical arrangement, focusing on causal interactions between research components (variables). Deductive conclusions are drawn, and norms are established through consensus, with research results presented in the form of a report.

Research Place

This research was carried out at Muhammadiyah Senior High School Bandar Lampung which is located at Jalan Pulau Sangiang RT/RW 03 , Bandar Lampung. The research was conducted in July-August 2023 with 4 meetings. 1 meeting for the pretest and 3 meetings to implement the TGT method assisted by kokami.

Population and Sample

The population in the context of this research refers to all students in class 10th1 Muhammadiyah Senior High School Bandar Lampung for the 2022/2023 academic year which is divided into classes 10th Social Science (21 students) and 24 students in class 10th Social Science. This population is the focus of research as a collection of elements with common characteristics.

The sample as part of the population for representation in the research was selected from 24 students in class 10th Social Science. Sampling was carried out using the Cluster Random Sampling method, namely random samples based on area or region. This technique allows research to cover groups in society, such as professions (PNS, TNI/POLRI, private employees, farmers, fishermen) and groups of educational institutions (elementary, middle, high school and tertiary institutions). Before taking a group sample, the researcher must carefully consider the characteristics that the sample should have.

Research variable

Arabic Learning Outcome Variable (Y)

Understanding of Arabic language learning outcomes can be studied from two perspectives, namely students and teachers. From the student's perspective,

Dengan Media Kokami Di Kelas Iv Sd Negeri 2 Dukuhwaluh', *Attadib: Journal of Elementary Education*, 4.1 (2020), 23 <<https://doi.org/10.32507/attadib.v4i1.627>>.

²⁷Amaya Erro-Garcés and José A. Alfaro-Tanco, 'Action Research as a Meta-Methodology in the Management Field', *International Journal of Qualitative Methods*, 19 (2020), 1–11 <<https://doi.org/10.1177/1609406920917489>>; Katarina Kampova, Tomas Lovecek, and David Rehak, 'Quantitative Approach to Physical Protection Systems Assessment of Critical Infrastructure Elements:

learning outcomes involve better mental development after undergoing the learning process, covering the cognitive, affective and psychomotor domains. On the other hand, from the teacher's perspective, learning outcomes emerge when students successfully complete the learning material well. Arabic language learning outcomes refer to changes in student behavior after participating in learning, reflected in Arabic language skills. This ability is related to competence, which comes from the word "competent" and shows ability and skills in one's field, giving authority to do something within the limits of one's knowledge.

This research uses tests as a measurement method to assess improvements in student learning outcomes. Results that reach the maximum completeness criteria (KKM) indicate an improvement. The test is carried out by presenting 20 multiple choice questions, where each correct answer is valued at 5 points, and an incorrect answer is assessed at 0 points. The total score in the test reaches 100 if all 20 questions are answered correctly.

In testing the questionnaire instrument for the Arabic Learning Outcome Variable (Y), measures of the validity and reliability of the instrument are crucial to ensure that the instrument can produce accurate and reliable data. Validity measures the extent to which an instrument measures what it is supposed to measure, while reliability measures the extent to which the instrument is consistent in measuring a concept.

To measure the validity of the instrument, content validity tests and construct validity tests can be carried out. The content validity test ensures that the questionnaire covers all relevant aspects of Arabic learning outcomes. Meanwhile, construct validity testing can be done by analyzing the correlation between instrument scores and learning outcome test scores. Furthermore, to measure the reliability of the instrument, the method commonly used is the internal reliability test. This test can be carried out using the Cronbach's alpha method to measure consistency between items in the instrument. A high Cronbach's alpha score indicates that the instrument has a good level of consistency.

Teams Games method by kokami Variable (X1)

The Teams Games method by kokami (X1) method variable is conceptually a TGT cooperative learning model developed by Robert Slavin, emphasizing the involvement of all students without differences in status to improve learning outcomes. TGT combines elements of play in cooperative learning, creating a relaxed learning environment while fostering responsibility, cooperation, healthy competition and learning engagement. The operationalization of TGT involves study groups of 5-6 students with various abilities and backgrounds. The method increases student learning Motivation, involvement, interest and attention, and supports improved learning outcomes through liveliness and interactivity in the learning process.

In testing the questionnaire instrument for the Teams Games method by kokami (X1) Method Variable, validity and reliability tests need to be carried out in order to produce accurate and reliable data. Validity testing involves content testing to ensure all aspects of the TGT are covered in the questionnaire, as well as construct testing by analyzing the correlation between instrument scores and learning outcome test scores. For reliability, the method commonly used is the internal reliability test with Cronbach's alpha to measure consistency between items. A high Cronbach's alpha score indicates a good level of instrument consistency.

Learning Motivation Variable for Learning Arabic (X2)

The Arabic Language Learning Motivation variable (X2) describes learning Motivation as encouragement or driving force from within oneself or external factors that influence the entire student learning process, with the aim of achieving certain learning outcomes. Learning Motivation is the giving or emergence of motives, with indicators involving the desire and desire to succeed, encouragement in learning, hopes for the future, rewards for learning, interesting activities, a conducive environment, and emotional support. Learning Motivation data was collected using a Likert scale questionnaire with 20 questions, covering 7 indicators, and each indicator was measured with 5 questions.

In evaluating the questionnaire instrument for the Arabic Learning Motivation Variable (X2), validity and reliability measures are needed to ensure the accuracy and reliability of the data. The validity test involves content and

construct tests, where the content test ensures that all aspects relevant to the Teams Games method by kokami are covered in the questionnaire. Meanwhile, construct validity testing involves correlation analysis between instrument scores and learning outcome test scores. For instrument reliability, the method commonly used is the internal reliability test, which uses Cronbach's alpha to measure consistency between items. A high Cronbach's alpha score indicates a good level of instrument consistency.

Data collection technique

Data collection methods are an important aspect to ensure the accuracy and validity of the information obtained. Some of the techniques used in data collection involve the application of tests, questionnaires, observation, and documentation. The test used is pretest-posttest to directly measure student learning outcomes. The use of tests allows researchers to directly measure student learning outcomes. Meanwhile, the use of questionnaires provides an opportunity for respondents to convey their views and opinions through structured questions. Observation is a key element in observing student behavior directly, thereby providing deeper insight into the phenomenon being studied. Besides that, documentation is used to collect data from written sources, such as archives, literature, or official records that can provide additional context and support research findings. By integrating these various data collection techniques, this research can produce comprehensive and reliable information.

Data analysis

Simple Analysis

Simple linear regression is a regression equation that describes the relationship between one independent variable (X) and one dependent variable (Y), where the relationship between the two can be described as a straight line.²⁸ The relationship between the two variables can be written in equation form:

$$1) \quad Y = a + b_1X_1$$

Information:

α = Constant

b = Regression coefficient, which shows the number of increases or decreases

²⁸Syarifah Sri Rahayu, Achi Rinaldi, and Wawan Gunawan, 'Aplikasi Program Linear : Media Pembelajaran Berbasis Android Menggunakan MIT App Inventor', 2682.1 (2021), 107–20.

in the dependent variable based on the independent variable (X1). If the value of b (+) then there is an increase and if b (-) then there is a decrease

Y = Dependent variable (learning outcomes)

X1 = Independent variable (Learning Motivation)

$$2) Y = \alpha + b_2 X_2$$

Information:

α = Constant

b = Regression coefficient, which shows the number of increases or decreases in the dependent variable based on the independent variable (X2). If the value of b (+) then there is an increase and if b (-) then there is a decrease

Y = Dependent variable (learning outcomes)

X2 = Independent variable (Teams Games method by kokami)

Simple regression analysis is an equation that describes the linear relationship between one independent variable (X) and one dependent variable (Y). A simple linear regression equation can be written as $Y = \alpha + b_1 X_1$, where α is a constant, b_1 is a regression coefficient that shows an increase or decrease in the dependent variable (learning outcomes) based on the independent variable (learning Motivation). Likewise, the regression equation for the Teams Games method by kokami variable is $Y = \alpha + b_2 X_2$, with α as a constant, b_2 as a regression coefficient which indicates the influence of the independent variable (Teams Games method by kokami) on the dependent variable (learning outcomes). Positive coefficients b_1 or b_2 indicate an increase, while negative coefficients indicate a decrease.

Multiple Analyses

Multiple linear regression is a regression equation that describes the relationship between more than one independent variable ($X_1, X_2, X_3, \dots, X_n$) and one dependent variable (Y).²⁹ The relationship between the two variables can be written in equation form:

$$Y = \alpha + b_1 X_1 + b_2 X_2 + \dots + b_n X_n$$

Information :

²⁹Achi Rinaldi, Novalia, and Muhamad Syazali, *Statistik Inferensial Untuk Ilmu Sosial Dan Pendidikan* (Bogor: IPB Press, 2020).

α = Constant

b_1, b_2 = Regression coefficient, which shows the number of increases or decreases in the dependent variable based on the independent variable (X2). If the value of b (+) then there is an increase and if b (-) then there is a decrease

Y= Dependent variable (learning outcomes)

X_1, X_2 = Independent variable (Learning Motivation and Teams Games Method by Kokami)

Multiple linear regression analysis details the relationship between more than one independent variable ($X_1, \dots + b_n X_n$). In this equation, α is a constant, while $b_1, b_2, \dots, b_n$ are regression coefficients which show how much the dependent variable (learning outcomes) increases or decreases based on changes in the independent variables (learning Motivation, Teams Games method by kokami, and other variables). Positive values in the b coefficient indicate an increase, while negative values indicate a decrease. Multiple regression analysis provides a comprehensive picture of the contribution of each independent variable to the dependent variable, enabling a deeper understanding of the factors that influence learning outcomes.

Hypothesis test

Testing the research hypothesis involves two types of tests, namely the T Test and F Test, as well as analysis of the Determinant Coefficient (R^2) to evaluate the relationship between the variables in the study. The T test is used to assess the influence of each independent variable, discipline and teacher pedagogical competence on the dependent variable (teacher performance). The formula used in the T test is $t = (r\sqrt{(n-2)})/\sqrt{(1-r^2)}$, with r as the Pearson correlation coefficient and n as the number of samples. The T test decision is made based on the comparison of tcount with ttable and the level of significance. If tcount > ttable or significance level < 0.05, H_0 is rejected, and H_a is accepted, indicating the partial influence of the independent variable on the dependent variable. On the other hand, if tcount < ttable or significance level > 0.05, H_0 is accepted, and H_a is rejected, indicating its partial ineffectuality.

The F test is carried out to evaluate the joint influence of the independent variables simultaneously on the dependent variable. The formula used in the F test is $F_h = (R^2/k)/((1-R^2)/(n-k-1))$, with r as the multiple correlation coefficient, k as the

number of independent variables, and n as the number of samples. The research hypothesis states H_0 : There is no effect of implementing the TGT method assisted by kokami and Learning Motivation on Arabic language learning outcomes for class 10th Muhammadiyah Senior High School Bandar Lampung, while H_a states the opposite. The F test decision is based on a comparison of F_{count} with F_{table} and the significance level. If $F_{count} > F_{table}$ or significance level < 0.05 , H_0 is rejected, and H_a is accepted, indicating the joint influence of the independent variables. Conversely, if $F_{count} < F_{table}$ or significance level > 0.05 , H_0 is accepted, and H_a is rejected.

Determinant Coefficient Analysis (R^2) provides an illustration of the extent to which the model can explain the diversity of the dependent variable (learning outcomes). The formula used is $KD=r^2$, the coefficient of determination ranges from 0% to 100%, and the larger the value, the better the model explains the behavior of the dependent variable. If the R^2 value is small, the independent variables (learning Motivation and TGT method) have limitations in explaining the dependent variable, while a value close to one indicates the ability of the independent variable to provide almost all the information needed to predict the dependent variable.

Results and Discussion

The Influence of Team Games (TGT) Method Assisted by Kokami on Students' Arabic Language Learning Motivation

The magnitude of the influence of implementing the Team Games method assisted by kokami on the learning Motivation to learn Arabic for class 10th social science students at Muhammadiyah Senior High School, Bandar Lampung is 67.8%.

This can be seen from the R-Square value which shows a value of 0.678 or 67.8%. This value means that the influence of TGT (X_1) on learning Motivation (X_2) is 67.8%, the remaining 32.2% is influenced by other variables outside the model. The condition for the relationship between variables to be good or not is if the R-Square value is above 50% which means it is good, if it is below 50% it means it is not good.

So from the output data above it can be seen that the calculated t value = 4.253 with a significance of 0.759 < 0.05 , then H_0 is rejected and H_1 is accepted, which means

there is a real (significant) influence of the TGT variable (X1) on learning Motivation (X2).

The TGT method is a cooperative learning method developed by Robert Slavin which is easy to implement by involving the activities of all students without having to have differences in status which prioritizes group learning so that it can improve student learning outcomes.³⁰ The TGT learning method is a cooperative learning model that is easy to implement, involves the activities of all students without any differences in status, and contains elements of reinforcement.

Learning activities with games designed in TGT type cooperative learning allow students to learn more relaxed while fostering responsibility, cooperation, healthy competition and learning involvement.³¹ According to Kurniasih "Teams Games method by kokami (TGT) is a type or method of cooperative learning that is easy to apply, involves the activities of all students without any differences in status, involves the role of students as peer tutors and contains elements of play.

Teams Games method by kokami (TGT) is a type of cooperative learning that places students in study groups consisting of 5-6 students who have different abilities, gender and ethnicity/race.³² Regarding the success of implementing TGT, the author also found several relevant studies regarding the influence of implementing TGT strategies on learning Motivation. Among them is research by Sri Handayani, in her research the influence of TGT on learning Motivation. After testing the hypothesis using the Paired Sample T-test, the Sig value was obtained. (2-tailed) of 0.000, with a significance level of 0.05, seen from the results of the analysis there is an influence of the use of the Team Games method type cooperative learning model on students' learning Motivation.³³

Furthermore, research by Rismayani Armin and Astuti using the t-test was found to be significant at $0.037 < 0.050$, which means H_0 was rejected. So it is concluded that there is an influence of the Team Games (TGT) method type cooperative learning model on

³⁰Nurina Kurniasari Rahmawati, 'Implementasi Teams Games Tournaments Dan Number Head Together Ditinjau Dari Kemampuan Penalaran Matematis', *Al-Jabar : Jurnal Pendidikan Matematika*, 8.2 (2017) <<https://doi.org/10.24042/ajpm.v8i2.1585>>.

³¹Yesi Pratiwi dan Sri Mulyani dan Ashadi, 'Upaya Peningkatan Prestasi Belajar Dan Interaksi Sosial Siswa Dengan Menggunakan Metode Pembelajaran Teams Games Tournament (TGT) Dilengkapi Media ...', *Jurnal Pendidikan Kimia*, 4.1 (2015).

³²Abdus Salam, Anwar Hossain, and Shahidur Rahman, 'The Effect of Using Teams Games Tournaments (TGT) Cooperative Technique for Learning Mathematics in Secondary Schools of Bangladesh', *Journal of Research in Mathematics Education*, 4.3 (2015), 271–87 <<https://doi.org/10.17583/redimat.2015.1519>>.

the mathematics learning Motivation of class IV students at State Elementary School 12 GU³⁴. Based on several relevant studies above, it can be concluded that this TGT method influences students' learning Motivation.

The Influence of Team Games Method by Kokami on Students' Arabic Language Learning Outcomes

The magnitude of the influence of implementing the Team Games method by kokami on the Arabic language learning outcomes of class From this data, there is a significant influence on learning outcomes after using the Team Games method in learning.

The R-Square value in this result shows a value of 0.268 or 26.8%. This value means that the influence of TGT (X1) on learning outcomes (Y) is 26.8%, the remaining 73.2% is influenced by other variables outside the model. The condition for the relationship between variables to be good or not is if the R-Square value is above 50% which means it is good, if it is below 50% it means it is not good. So from the output data it can be seen that F count = 4.92 with a significance/probability level of $0.490 < 0.05$, so the regression model can be used to predict participation variables. Normality test uses the Kolmogorov-Smirnov test by comparing sig values $> \alpha$, with $\alpha = 0.05$ So the data is normally distributed. Judging from the table above for the Kolmogorov-Smirnov test, sig is obtained. $> \alpha$ where $(0.564 > 0.05)$ so the data is normally distributed.³⁵

Next, a simple regression test using the Measures of Association test looks at the R value or the magnitude of the relationship between variable x and variable y, and the value of r squared to see the magnitude of the influence of the independent variable on the dependent variable. Judging from the table above for Measures of Association, the value of $r=0.518$ and r squared is 0.268, which means that the independent variable influences the dependent variable by 26.8%.

³³Sri Handayani, 'Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Terhadap Motivasi Belajar Matematika Siswa Kelas IV MI The Noor Bendunganjati Pacet Mojokerto', *Irsyaduna: Jurnal Studi Kemahasiswaan*, 2.2 (2022), 106 <<https://doi.org/10.54437/irsyaduna.v2i2.471>>.

³⁴Rismayani Armin and Astuti Astuti, 'Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Terhadap Motivasi Belajar Matematika Siswa Kelas IV SD Negeri 12 GU', *Jurnal Akademik Pendidikan Matematika*, 7.1 (2021) <<https://doi.org/10.55340/japm.v7i2.455>>.

³⁵Nasrin Khatun, 'Applications of Normality Test in Statistical Analysis', *Open Journal of Statistics*, 11.01 (2021), 113–22 <<https://doi.org/10.4236/ojs.2021.111006>>.

Bloom believes that learning outcomes are changes in behavior that cover three domains, namely the cognitive, affective and psychomotor domains.³⁶ The cognitive domain includes learning goals related to knowledge and intellectual development and skills. The affective domain includes learning goals that explain changes in attitudes, interests and values. The psychomotor domain includes changes in behavior that indicate the student has learned certain physical manipulative skills.³⁷

In Haoloan, the result of learning is that if someone has learned, there will be a change in that person's behavior, for example from not knowing to knowing, and from not understanding to understanding.³⁸ Learning outcomes are a competency or skill that can be achieved by students after going through learning activities designed and implemented by teachers in a particular school and class. Another opinion states that learning outcomes are a person's abilities after following a certain learning process.³⁹

Based on Bloom's Taxonomy theory, learning outcomes are achieved through three domain categories, namely cognitive, affective and psychomotor domains.⁴⁰ The cognitive domain consists of six aspects, namely the memory domain (C1), the understanding domain (C2), the application domain (C3), the analysis domain (C4), synthesis (C5) and the assessment domain (C6). So learning outcomes are the abilities that students have after following the learning process which includes cognitive, affective and psychomotor abilities.

From the definition above, it can be concluded that learning outcomes are the results given to students in the form of assessments after following the learning process

³⁶Zywno, 'Hypermedia Instruction and Learning Outcomes at Different Levels of Bloom's Taxonomy of Cognitive Domain', *Global J of Engng Educ*, 7.1 (2003), 59–70 <<http://198.66.238.102/journals/GJEE/Publish/vol7no1/Zywno.pdf>>.

³⁷Kosilah and Septian, 'Penerapan Model Pembelajaran Kooperatif Tipe ASSURE Dalam Meningkatkan Hasil Belajar Siswa', *Jurnal Inovasi Penelitian*, 1.6 (2020), 1139–48 <<https://doi.org/10.26858/publikan.v1i2i3.35491>>.

³⁸Haoloan Gultom, 'Meningkatkan Hasil Belajar Siswa Menggunakan Media Pembelajaran Ko-Ruf-Si (Kotak Huruf Edukasi) Berbasis Word Square Pada Mata Pelajaran PKN Di SMPN 2 Adiankoting', *Jurnal Cahaya Mandalika ISSN 2721-4796 (Online)*, 1.3 (2020), 83–89 <<https://doi.org/10.36312/jcm.v1i3.193>>.

³⁹Marion Young, 'Basic Capabilities, Basic Learning Outcomes and Thresholds of Learning', *Journal of Human Development and Capabilities*, 10.2 (2009), 259–77 <<https://doi.org/10.1080/19452820902941206>>; Chrisant Florence Lotulung, Nurdin Ibrahim, and Hetty Tumurang, 'Effectiveness of Learning Method Contextual Teaching Learning (CTL) for Increasing Learning Outcomes of Entrepreneurship Education.', *Turkish Online Journal of Educational Technology - TOJET*, 17.3 (2018), 37–46.

⁴⁰Hanifah Ekawati, Wahyuni Wahyuni, and Nila Ratna Sari, 'Penerapan Taksonomi Bloom Dan Krathwohl'S Pada Aplikasi Rubrik Penilaian Hasil Belajar Siswa Di Samarinda Untuk Aspek Afektif', *Jurnal Ilmiah Matrik*, 23.2 (2021), 189–200 <<https://doi.org/10.33557/jurnalmatrik.v23i2.1428>>; Zywno.

by assessing students' knowledge, attitudes and skills with changes in behavior.⁴¹ The learning outcomes that were measured to determine whether or not there was an effect of implementing the TGT method in this research were by conducting a pretest and posttest. The learning outcome indicators are as follows.⁴²

1. The cognitive domain focuses on how students gain academic knowledge through learning methods and conveying information.
2. Effective behavior is related to attitudes, values, beliefs which play an important role in changing behavior.
3. The psychomotor domain, skills and self-development are used in skill performance and practice in developing skill mastery

Research findings that are relevant to the author's research results are research by Syilvi Indrayani, Nyoman Sudana Degeng and Sumarmi in this research to determine the effectiveness of TGT with the help of kokami on social studies learning outcomes. The results show that there are differences in learning outcomes in the experimental class which uses the TGT model assisted by kokami and the control class which uses the conventional model.⁴³

Research by Firman, Nurmiyati and Nurfitriyani, in this research, wants to know the effect of TGT with the help of kokami on learning outcomes. The results of data analysis show the Sig value. $0.000 < 0.05$ which means that there is an influence of the application of the TGT type cooperative learning model assisted by kokami on learning outcomes.⁴⁴ Furthermore, research by Ayu Mauliana, Rusman and Ratu Fazlia Inda Rahmayani wanted to know the development of learning outcomes with the application of TGT assisted by kokami. The result was that student learning outcomes increased from 51.72% to 82.76%. There were 78.16% of students who gave positive responses to learning using kokami, including the good category, while the percentage of teacher responses obtained was 85.42%, including the very good category. Based on the research

⁴¹Teni Nurrita, 'Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa', *Misykat*, 3.1 (2018) <<https://doi.org/10.33511/misykat.v3n1.171>>.

⁴²Sharon E. Straus, Jacqueline M. Tetroe, and Ian D. Graham, 'Knowledge Translation Is the Use of Knowledge in Health Care Decision Making', *Journal of Clinical Epidemiology*, 64.1 (2011), 6–10 <<https://doi.org/10.1016/j.jclinepi.2009.08.016>>.

⁴³Syilvi Indriyani, I Nyoman Sudana Degeng, and Sumarmi et al, 'Efektivitas Penggunaan Model Teams Games Tournament Berbantuan Media', *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2.10 (2017), 1321–29.

⁴⁴Firman, Nurmiati, and Nurfitriyani.

results, it can be concluded that the application of the TGT model using kokami is able to improve student learning outcomes.⁴⁵

Developers of cooperative learning methods have shown that cooperative methods can increase students' grades because this method is a learning method that prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning goals. The goal to be achieved is not only academic ability in the sense of mastering the learning material, but also the element of cooperation to master the material.

The above statement is in line with Slavin's research report on the influence of cooperative learning on students' learning achievement which implicitly states that the advantages of the Teams Games method by kokami learning method are as follows: a) Increases the time spent on assignments; b) Prioritize differences in individual differences; c) With a little time, you can master the material in depth; d) Help empower each student to be more responsible in learning; e) The teaching and learning process takes place from the active process of students; f) Educate students to practice socializing with other people; g) Motivate students to learn higher f) Better student learning outcomes g) Increase kindness, sensitivity and tolerance.

The Influence of Learning Motivation on Arabic Learning Outcomes

The magnitude of the influence of learning Motivation on the Arabic language learning outcomes of students in class 10th Muhammadiyah Senior High School social sciences is 54.0%. This is tested using the Measures of Association test to see the R value or the magnitude of the relationship between variable x and variable y, and the r squared value to see the magnitude of the influence of the independent variable on the dependent variable. Judging from the table for Measures of Association, the value of $r = 0.232$ and $r^2 = 0.540$ is obtained, which means that the independent variable influences the dependent variable by 54.0%.

The R-Square value in this result shows a value of 0.540 or 54.0%. This value means that the influence of Learning Motivation (X2) on Learning Outcomes (Y) is 54.0%, the remaining 46.0% is influenced by other variables outside the model. The

⁴⁵A Mauliana and R F I Rahmayani, 'Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Dengan Menggunakan Media KOKAMI Terhadap Hasil Belajar Siswa Pada Materi Perkembangan Model Atom Kelas X MIA 4 SMA Negeri 9 Banda Aceh', *Jurnal Ilmiah Mahasiswa Pendidikan Kimia*, 2.3 (2017).

condition for the relationship between variables to be good or not is if the R-Square value is above 50% which means it is good, if it is below 50% it means it is not good.

From the output data, it can be seen that $F \text{ count} = 2.03$ with a significance/probability level of $0.657 < 0.05$, so the regression model can be used to predict participation variables.

Relevant previous research was conducted by Frandy Pratama, Firman and Neviyarni, in their research the data showed a high level of reliability and the magnitude of the influence of learning Motivation on learning outcomes, where $t_{\text{count}} = 3.26$ and $t_{\text{table}} = 1.73$, with a significance level of 0.05 meaning H_a was accepted and H_o was rejected, and so the conclusion is that there is an influence of learning Motivation on learning outcomes.⁴⁶

Furthermore, research by Elis Warti. The research results concluded that there was a positive influence between student learning Motivation and student learning outcomes. With the regression equation $Y = a + bx = 29.65 + 0.605x$. The correlation coefficient $(r) = 0.974$ is significant at 0.05. It is hoped that the results of this research will be useful for educators.⁴⁷

According to Risk's opinion in Rohani, learning Motivation is a conscious effort by the teacher to create a desire in students that supports activities towards learning goals.⁴⁸. Learning Motivation to learn is the driving force to do something, which can come from within oneself and also from outside⁴⁹. In learning activities, learning Motivation can be said to be the overall driving force within students which creates, ensures continuity and provides direction to learning activities, so that it is hoped that goals can be achieved.

According to Winkel in Laka, learning Motivation is all efforts within oneself that give rise to learning activities, and ensure the continuity of learning activities and provide direction to learning activities so that the desired goals are achieved. Learning

⁴⁶Farabdy Pratama, Firman, and Neviyarni, 'Pengaruh Motivasi Belajar IPA Siswa Terhadap Hasil Belajar', *EDUKATIF: Jurnal Ilmu Pendidikan*, 1.3 (2019), 280–86 <<https://edukatif.org/index.php/edukatif/index%0APENGARUH>>.

⁴⁷Elis Warti, 'Pengaruh Motivasi Belajar Siswa Terhadap Hasil Belajar Matematika Siswa Di SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur', *Jurnal Pendidikan Matematika STKIP Garut*, 5.1 (2016).

⁴⁸Wahyudin Nur Nasution, *Pengaruh Strategi Pembelajaran Dan Motivasi Belajar Terhadap Hasil Belajar PAI*, ed. by Asrul Daulani dan SUMAIYAH, 1st edn (Medan: Perdana Publishing, 2018).

⁴⁹Eko Pramono, Arifin Nur Budiono, and Azizah Aziz, 'Bimbingan Belajar Untuk Meningkatkan Motivasi Belajar Ekstrinsik', *Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi*, 3.1 (2020), 1–6 <<https://doi.org/10.36835/jcbkp.v3i1.723>>.

Motivation to learn is a psychological factor that is non-intellectual and plays a role in fostering enthusiasm for learning for individuals.⁵⁰

From the various definitions of learning Motivation according to the experts above, it can be concluded that learning Motivation is an impulse that arises both from within and from outside the student, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved.

The Influence of the Team Games Method and Learning Motivation on Students' Arabic Language Learning Outcomes

To find out how much influence the application of TGT and learning Motivation has on learning outcomes, a multiple test analysis was carried out, which aims to determine whether or not there is an influence of TGT and learning Motivation on student learning outcomes. In the multiple regression test there is a t test which is used to see the effect of tgt on learning outcomes.

Then in the multiple regression test there is also an f test which aims to determine whether there is a simultaneous (joint) influence between TGT and learning Motivation together on learning outcomes. To find out the percent joint influence on learning outcomes, look at the coefficient of determination.

T test by comparing sig values. $< \alpha$, with $\alpha = 0.05$ and t count $>$ t table. Judging from the table for tgt on learning outcomes, the sig value is obtained. $0.022 < 0.05$ and the t value is $2.248 > 0.444$ So it can be concluded that tgt influences learning outcomes. Then for learning Motivation towards learning outcomes, a sig value is obtained. $0.006 < 0.05$ and the t value is $2.219 > 0.444$ So it can be concluded that learning Motivation influences learning outcomes.

F test by comparing sig values. $< \alpha$, with $\alpha = 0.05$ and f count $>$ f table. Judging from the table above for the tgt on learning outcomes, the sig value is obtained. $0.08 < 0.05$ and the calculated f value is $2.248 > 0.444$ So it can be concluded that tgt and learning Motivation simultaneously influence learning outcomes. The R value or the magnitude of the relationship between variable x and variable y, and the value of r squared to see the magnitude of the influence of the independent variable on the

⁵⁰Beatus Mendelson Laka, Jemmi Burdam, and Elizabet Kafiar, 'Role Of Parents In Improving Geography Learning Motivation In Immanuel Agung Samofa High School', *Jurnal Inovasi Penelitian*, 1.2 (2020), 69–

dependent variable. Judging from the table above for Measures of Association, the value of $r = 58$ and $r^2 = 0.268$ is obtained, which means that the independent variable simultaneously influences the dependent variable by 26.8%.

Based on the description above, we know that there is an influence in the implementation of the TGT method assisted by kokami and learning Motivation on the learning outcomes of class 10th Senior High School students. This is also supported by research by Zakia Amni, Hadi Kusuma Ningrat, Raehanah who looked at the influence of TGT on learning Motivation and learning outcomes. From the results of data analysis, it can be concluded: 1) A sig value of $0.000 < 0.05$ means that there is an influence of the TGT type cooperative learning model assisted by destination media on learning Motivation and chemistry learning outcomes in a multivariate manner.⁵¹

Among the relevant research that the author refers to, all use 3 variables, namely TGT, learning Motivation and learning outcomes. The only difference is the influence between variables. And based on this, it can be concluded that the application of TGT strategies and learning Motivation influences student learning outcomes.

Conclusion

Based on the results of hypothesis testing and data analysis, important conclusions can be drawn. First, the implementation of the Teams Games method by kokami (TGT) method in the Arabic language learning environment for class 10th1 students at Muhammadiyah Senior High School Bandar Lampung has had a significant positive impact on their learning Motivation. Even though the level of influence is lower on learning outcomes, it provides a positive contribution that can improve the quality of learning. Second, the TGT method also has a significant positive influence on students' Arabic learning outcomes. Although the magnitude of this influence is lower than learning Motivation, it is still an important factor in increasing student academic achievement. Furthermore, learning Motivation to learn Arabic is also proven to have a significant impact on learning outcomes. This shows that efforts to increase student learning Motivation can be an effective method in achieving better learning outcomes. Finally, the combination of implementing the TGT method and learning Motivation has a

74 <<https://doi.org/10.47492/jip.v1i2.51>>.

⁵¹Zakia Amni, Hadi Kusuma Ningrat, and Raehanah -, 'Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (Tgt) Berbantuan Media Destinasi Terhadap Motivasi Dan Hasil Belajar Pada

significant influence on students' Arabic learning outcomes. These results confirm that the integration of learning strategies with learning Motivational factors has the potential to increase learning effectiveness and Arabic language learning outcomes at Muhammadiyah Senior High School Bandar Lampung. This research provides practical guidance for the development of learning methods and learning Motivational approaches in the context of Arabic language education at the Senior High School level.

Weaknesses of this study include limited sample size, limitation to one educational institution, and primary focus on quantitative methods. This implies that generalization of the results needs to be done with caution, and the results may not be directly applicable to other contexts. For future research, it is recommended to increase the sample size, diversify the educational institutions studied, and integrate qualitative methods for a deeper understanding. Future research should also consider external factors that influence outcomes, such as family environment, and utilize a more varied research instrument to provide a holistic picture. By correcting these weaknesses, future research can provide more in-depth and applicable insights regarding learning strategies and student learning Motivation.

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