



## **Enhancing Students' Learning Motivation through the Implementation of Quiz Team Games Tournament-Based Learning Media (Snakes and Ladders) in Economics Learning at SMA Negeri 8 Makassar**

***Meningkatkan Motivasi Belajar Siswa melalui Implementasi Media Pembelajaran Berbasis Turnamen Permainan Kuis Tim (Ular Tangga) dalam Pembelajaran Ekonomi di SMA Negeri 8 Makassar***

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### **ABSTRACT**

**Purpose:** Students at various levels of education can use the Team Games Tournament (TGT) learning model, which aims to improve student collaboration through interaction. Snakes and Ladders is a type of learning media that can be used as a learning aid. Each square in the Snakes and Ladders game has questions that each player must pass and answer. By using the Snakes and Ladders learning media, this study aims to help students become more enthusiastic about learning.

**Methods:** This research was conducted at SMA Negeri 8 Makassar with 37 10th-grade social studies students in one class. Data for this study were collected qualitatively through documentation, interviews, and observations.

**Results:** Research findings indicate that students' enthusiasm for learning increases, their understanding of the subject matter improves, and learning becomes more enjoyable. Therefore, it can be said that the snakes and ladders learning material is highly suitable for increasing student motivation, particularly in economics.

**Conclusion:** The availability of learning materials on snakes and ladders can increase student interest in learning economics. Unlike previous learning methods that relied solely on teacher lectures, the snakes and ladders learning materials captivated students. Students enthusiastically played and answered verbal questions posed by rolling dice during the distribution of the snakes and ladders learning materials using the Team Games Tournament (TGT) approach.

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## ABSTRAK

**Tujuan:** Siswa di berbagai tingkat pendidikan dapat menggunakan model pembelajaran Teams Games Tournament (TGT), yang bertujuan untuk meningkatkan kolaborasi siswa melalui interaksi satu sama lain. Permainan ular tangga merupakan salah satu jenis media pembelajaran yang dapat digunakan sebagai alat bantu pembelajaran. Setiap petak dalam media permainan ular tangga memiliki pertanyaan yang harus dilewati dan dijawab oleh setiap pemain. Dengan menggunakan media pembelajaran ular tangga, penelitian ini bertujuan untuk membantu siswa agar lebih bersemangat dalam belajar.

**Metode:** Penelitian ini dilaksanakan di SMA Negeri 8 Makassar pada siswa kelas 10 IPS dan dalam satu kelas berjumlah 37 siswa. Data untuk penelitian ini dikumpulkan secara kualitatif melalui dokumentasi, wawancara, dan observasi..

**Hasil:** Temuan penelitian menunjukkan bahwa semangat belajar siswa meningkat, pemahaman siswa terhadap materi pelajaran meningkat, dan pembelajaran menjadi menyenangkan. Dengan demikian, dapat dikatakan bahwa materi pembelajaran ular tangga sangat cocok untuk meningkatkan motivasi belajar siswa, terutama dalam hal belajar ekonomi.

**Kesimpulan:** Tersedianya materi pembelajaran tentang ular tangga dapat meningkatkan minat siswa untuk belajar ekonomi. Berbeda dengan metode pembelajaran sebelumnya yang hanya mengandalkan ceramah guru, materi pembelajaran ular tangga menggetarkan hati siswa. Siswa dengan antusias bermain dan menjawab pertanyaan lisan yang diberikan dengan melempar dadu selama penyebaran media pembelajaran ular tangga dengan pendekatan Teams Games Tournament (TGT) ini.

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## INTRODUCTION

Every level of education in Indonesia strives to help students achieve their maximum potential to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In order to facilitate the optimal development of students' potential, both in the spiritual, intellectual, intellectual, and social realms, education is designed as a systematic process and aims to create a conducive learning environment (Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System). Education that truly changes everyone involved in the process. Rapid progress makes education a more complex tool and raises questions about intellectual expectations and quality of life. For education to be implemented

through the learning process and adapt to rapid changes, appropriate theories, methodologies, and designs are needed (Masgumelar & Mustafa, 2021).

Education that can foster future growth is education that helps students reach their full potential, enabling them to face and overcome life's challenges. Education must tap into students' potential, competency, and conscience. As individuals enter the workforce and society, the value of education increases with the need for the ability to apply academic knowledge in real-life contexts, both now and in the future (Suhendri, 2015).

Learning is an integral part of education. Learning can be defined as a process, method, or act that enables humans to learn as living beings (Hidayat & Juniar, 2020 in Syafrin et al., 2023). Transferring knowledge from instructors to students to gain a more comprehensive understanding is another aspect of learning

(Marcela et al., 2022). Learning success will be achieved when educators, students, and the environment support each other (Widayanti & Slameto, 2016).

The learning model used in this study is the Teams Games Tournament (TGT) with a modified snakes and ladders game as the medium. Each box in this game contains questions that must be answered by participants. The purpose of the snakes and ladders game is to stimulate children to learn by making them enjoy participating in the activity. This aims to improve students' understanding of the learning material and be more motivated to learn with the help of this snakes and ladders game (Afifah & Hartatik, 2019). Because the rules of the snakes and ladders game encourage students to solve problems, this game is expected to increase students' learning motivation and their involvement in the learning process.

Based on observations at SMA Negeri 8 Makassar, the learning process still uses lecture and discussion techniques, where the teacher only acts as a source of knowledge and students actively listen to the lesson material. However, students can become disinterested, forget easily, and have difficulty understanding the material if they use this learning method. This teaching method is inappropriate and ineffective in increasing student learning motivation. When the lecture approach is used for teaching, students must remember what they have learned. As a result, students will struggle to fully understand the lesson material. Naturally, children have difficulty remembering what their teachers say, which leads to less than satisfactory learning outcomes.

Using a learning model is one way to address the aforementioned issues. In learning activities, a learning model is crucial. The Teams Games Tournament (TGT) cooperative learning model is the one that will be used. In this learning paradigm, all students participate in the learning process, regardless of their position. However, peers act as peer tutors, and game aspects can increase student learning motivation (Nurhayati et al., 2018). Cooperative learning encourages students to actively engage in the learning process, improving the quality of interaction and communication and inspiring them to achieve

better learning outcomes. Consequently, cooperative learning helps students develop social skills, such as the ability to work in a team and a sense of responsibility for achieving shared goals (Rofiq, 2010:4 in Lestari et al., 2018).

The presence of game elements will encourage students to actively participate in economics learning and prevent boredom. Incorporating media into the learning process will increase its effectiveness. Media will promote a more constructive relationship between educators and students. Snakes and Ladders is the medium used in this study. Questions are placed on numbered squares in the Snakes and Ladders medium. The number of dice rolls determines the number of pawns used.

The TGT approach has the advantage of enabling all students to actively participate in the learning process and shaping them into important members of their group. The benefits of using snakes and ladders in the classroom include the ability for students to learn while having fun, the ability to work in groups, the ability to facilitate student learning, and its cost-effectiveness due to its low cost.

Based on the identified problems, the researcher intends to implement the Teams Games Tournament (TGT) learning model by utilizing the snakes and ladders game as a medium in Economics learning at SMA Negeri 8 Makassar. This study is expected to make a positive contribution to the world of education, particularly in improving student motivation and learning outcomes in Economics.

## METHODS

This study adopted a qualitative method that allows researchers to provide a comprehensive overview of the variables related to the research problem within the context of a social phenomenon (Kusuma Ardi & Desstya, 2023). This research was conducted in February 2026 at SMA Negeri 8 Makassar. This study used interviews as a data collection method to delve deeper into the literacy and numeracy issues faced by teachers and students. Furthermore, this study designed and developed learning media in the form of a snakes and ladders game, which was

then distributed to students as part of a problem-solving effort.

## RESULTS

Based on field observations, the implementation of Economics learning at SMA Negeri 8 Makassar shows that student enthusiasm for learning is still low. This is because they are bored with the lack of variety in the learning model, the method used is only lectures, and the presentation of material is still tied to textbooks without using learning models that are exciting for students to learn or media that are less interesting. As a result, students are less focused during the learning process. This is demonstrated by the way some students talk with their friends while the teacher delivers material, while others play and make noise in the classroom.

Based on the explanation above, to increase students' enthusiasm for learning, motivation must be considered. The researchers decided to use the Snakes and Ladders learning material to increase student motivation and enthusiasm for learning based on observations. The following are the steps taken to practice the Snakes and Ladders game.

### 1. Planning Stage

The planning stage of this research is divided into two main parts: selecting learning media appropriate to the research objectives and creating the learning media itself. The media selection process was carried out collaboratively with students. The reason for choosing the snakes and ladders learning material is because this game is suitable for middle school children and is simple enough for them to understand. Furthermore, the attractive snakes and ladders design will help attract students' attention. After creating the work program, students presented it to the relevant teacher for feedback and approval so that it could be implemented immediately. This snakes and ladders game media is suitable for students who enjoy playing because it is equipped with a game. Although each square has questions that must be passed and answered by each player, this snakes and ladders game media is similar to the snakes and ladders game. The purpose of the snakes

and ladders game is to stimulate children's learning by making them enjoy participating in the activity.

Creating the snakes and ladders media was the next planning step. After the snakes and ladders media plan was approved, students proceeded with media creation. On February 2, 2026, the snakes and ladders media creation event took place. Students selected the snakes and ladders board design that would be used in the first stage. The Canva program was used to create the snakes and ladders board design. One of the best sites for design is Canva. Canva can be accessed through its mobile app and website. Canva's comprehensive tools and templates make it easy for anyone to create designs, including presentations, infographics, brochures, greeting cards, and posters quickly. (Rahmasari & Yogananti, 2021). Once the snakes and ladders design is created, it will be digitally printed using plastic material to ensure durability and long-term use.



**Figure 1.**  
Snakes and Ladders Game Board Design  
Source: Research Results, 2026

The following is how to play the snakes and ladders learning media.

- Students in the class are divided into five groups of four or five people each.
- Each member of the group must play the game.
- The order in which the groups play will determine how the game is played.
- The game board has a number of questions to be answered.

- e. Pieces move according to the number shown on the player's dice roll.
- f. Where the piece lands determines the thrower's group's response, and
- g. The winning team is the one that reaches the finish line first.

## 2. Implementation Stage

After all planning stages were completed, the developed learning media were ready to be implemented in the students' learning process. Students greeted each other as they entered the classroom to begin the activity. Students were first given instructions on how to play Snakes and Ladders and the activities to be carried out before the game began. After the instructions were given, students were instructed to form five (5) groups, each consisting of four to five people.

The Snakes and Ladders game was implemented after the group divisions were completed. Students were instructed to sit with the other members of their group. Each group had a leader, who was asked to roll the dice until they got a six. The first group to roll a six was the starting group. The students were very enthusiastic about participating in this game. They were highly motivated to answer the game's oral questions after learning that the winner would receive a prize.

After the game ends, students will announce the winner. The student who is most enthusiastic in answering questions will be the winner. Students will choose 3 (three) students who are the most active during the game. Active means the students who answer the most questions verbally. The selected students will be asked to come to the front of the class to be awarded prizes. The prizes given to the 3 winners are mini notebooks. Mini notebooks are small books used to record important information, ideas, or daily tasks. Students also gave prizes in the form of light snacks (beng-beng) to all students in grade 10 IPS.

## DISCUSSION

After implementing the snakes and ladders game media, researchers found differences before and after implementing the snakes and ladders game. The difference

before the researcher implemented the learning media was that students in grade 10 IPS were less enthusiastic in participating in learning because the teacher only used a lecture learning model which according to students was a boring learning model because students did not understand the material if only using a lecture model, even some of these students only played around and did not pay attention to the explanation of the material delivered by their teacher. However, after the researcher implemented game-based learning with snakes and ladders media, students became more enthusiastic in participating in economics learning because they played while learning.

For students, the Snakes and Ladders game offers an entertaining and engaging educational experience. As they successfully advance or climb the ladder, they experience joy and satisfaction. Their desire to learn more and participate in educational activities may increase as a result. Furthermore, there is a strategic component to the Snakes and Ladders game. They will learn how to create efficient plans, such as choosing the best route, avoiding snakes, or using ladders to advance quickly. They will gain a deeper understanding of planning and strategy principles and the ability to think strategically through this approach. Using Snakes and Ladders to learn learning materials encourages students' enthusiasm for learning and facilitates their understanding of various types of material related to economics. Students will discuss with their group members the answers to questions raised by the dice roll.

Students prefer learning through play, according to interviews conducted with them after the game. This learning approach is ideal for use in a session because it can stimulate student interest through play while learning. The use of the Teams Games Tournament (TGT) method in the snakes and ladders game has proven effective in increasing motivation and enthusiasm for learning among students at SMA Negeri 8 Makassar. By learning while playing with classmates, students more easily understand the subject matter and have less difficulty answering questions.

## CONCLUSION

Students at various levels of education can use the Teams Games Tournament (TGT) learning model, which aims to improve student collaboration through interaction with each other. Snakes and Ladders is one type of media that can be used to actively engage students in the learning process and encourage and improve student cooperation, which is necessary for effective learning. Snakes and Ladders Game Media is a learning media created by adapting the classic snakes and ladders game according to student needs so that it can meet learning objectives and become a medium for conveying knowledge to students.

The availability of learning materials about snakes and ladders can increase student interest in learning economics. Unlike previous learning methods that only relied on teacher lectures, the snakes and ladders learning materials thrilled students. Students enthusiastically played and answered oral questions given by rolling dice during the distribution of the snakes and ladders learning materials using the Teams Games Tournament (TGT) approach. The basic idea behind this learning approach is to enable children to learn while having fun, which prevents them from feeling bored. The game is also group-oriented, which helps students become more cooperative. Thus, it can be said that the snakes and ladders learning method has proven effective in increasing student learning motivation, especially in economics.

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