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Learning Interest: How Does the Effective of the Game-Based Learning and Team Games Tournament Models?

Alfina Amalia Azizah*, Nurul Azizah, Baharudin, Nur Asiah, Jamal Fakhri
Universitas Islam Negeri Raden Intan Lampung, Lampung, Indonesia

*Coresponding Author: alfinaamaliazizah721@gmail.com
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Abstract: Education in Indonesia is a fundamental right crucial for national development. Despite continuous progress, the quality of education still faces significant challenges, such as a lack of facilities, infrastructure, and professional educators. In the 5.0 era, education must become more inclusive, skill-based, and relevant to current developments. Teachers are required to develop engaging learning models to enhance students' motivation, interest, and active participation. This study aims to determine the effectiveness of implementing Game-Based Learning (GBL) and Team Games Tournament (TGT) models on students' interest in learning Islamic Education (IE) at SMP Negeri 23 Bandar Lampung. The research employed a quantitative approach with a quasi-experimental design. The experimental classes were VIII E and VIII F, while VIII H served as the control class. Post-test data collection used non-test instruments (questionnaires). The tests conducted included instrument tests (validity and reliability), prerequisite tests (normality and homogeneity), and hypothesis testing (One-Way ANOVA). The study results showed a reliability value of 0.696 > 0.6. In hypothesis testing using One-Way ANOVA, the significance value obtained was 0.001 < 0.005 leading to the rejection of H_0. It can be concluded that the GBL and TGT models are more effective in enhancing learning interest compared to conventional teaching methods. The implications of this study highlight the importance of integrating technology into islamic education learning and the necessity for teachers to design adaptive and responsive teaching strategies. This study proposes a unique approach by combining Wordwall-based GBL and Educaplay-based TGT models, focusing on enhancing students' interest in learning Islamic education.
Keyword: *Game-Based Learning*; *Team Games Tournament*; Learning Interest; Islamic education

Abstrak: Pendidikan di Indonesia merupakan hak asasi yang penting bagi pembangunan nasional. Meski terus berkembang, kualitas pendidikan masih menghadapi tantangan signifikan, seperti kurangnya sarana, prasarana, dan tenaga pendidik yang profesional. Di era 5.0, pendidikan perlu lebih inklusif, berbasis keterampilan, dan relevan dengan perkembangan zaman. Guru dituntut untuk mengembangkan model pembelajaran yang menarik, sehingga meningkatkan motivasi, minat, dan partisipasi aktif peserta didik. Penelitian ini bertujuan mengetahui efektivitas penerapan model pembelajaran GBL dan TGT terhadap minat belajar PAI peserta didik di SMP Negeri 23 Bandar Lampung. Penelitian menggunakan pendekatan kuantitatif, jenis penelitian *quasi eksperimental design.* Kelas yang dijadikan eksperimen adalah kelas VIII E, VIII F dan kelas VIII H sebagai kelas kontrol. Tes akhir berbentuk *post-test* menggunakan instrumen non tes (angket). Uji yang digunakan uji instrumen (Validitas dan Reliabilitas), uji prasyarat (Normalitas dan Homogenitas) dan uji Hipotesis (Uji ANOVA *one way*). Berdasarkan hasil penelitian diperoleh nilai reliabilitas sebesar 0,696 > 0.6. Kemudian dalam pengujian hipotesis ANOVA *one way* diperoleh nilai sig. yaitu 0,001 < 0,005 maka H_0 ditolak. Dapat

disimpulkan efektivitas model pembelajaran GBL dan TGT efektif terhadap minat belajar dibandingkan kelas yang diterapkan model pembelajaran konvensional. Implikasi dari penelitian ini adalah pentingnya integrasi teknologi dalam pembelajaran PAI, serta perlunya guru merancang strategi pembelajaran adaptif dan responsive. Penelitian ini mengusulkan pendekatan yang berbeda dengan memadukan model pembelajaran GBL berbasis wordwall dan TGT berbasis educaplay. Penelitian ini berfokus pada aspek minat belajar PAI.

Kata Kunci: *Game-Based Learning*; *Team Games Tournament*; Minat Belajar, Pendidikan Agama Islam

INTRODUCTION

Education in Indonesia is a fundamental human right for every individual and holds a vital role in the nation's development. As noted by UNESCO, Indonesia's education system is shaped by its unique geographical and demographic complexities. For this reason, education requires significant focus and investment, as a robust and high-quality education system forms the cornerstone for cultivating human resources capable of overcoming major challenges and ensuring equitable access to quality education (Gustian, 2024; Sukmayadi et al., 2020; Digdowiseiso, 2020; Suyadi et al., 2022). Education in the 5.0 era provides opportunities to develop character, foster inclusive and skill-based learning, and adapt to the evolving times, thereby enhancing the quality and relevance of education (Fricticarani, 2023; Elihami, 2021). To achieve quality and relevance in education, learning experiences must be designed as effectively as possible so that students feel engaged and develop an interest in the activities and learning process (Hidayat, 2019).

Addressing the current challenges in Indonesia's education system requires not only improving its quality but also revising the existing standards. One of the key determinants of educational quality is having competent human resources, which are closely linked to Indonesia's future interrelations and development (Rizkianti et al., 2024). The quality of education in Indonesia remains low due to several factors. First, there may be a lack of adequate facilities and infrastructure. Second, educators may lack professionalism, as some teachers rely solely on conventional teaching methods. It is the teacher's responsibility to diversify teaching models to make learning more engaging for students. This helps prevent boredom and encourages active participation in learning activities, fostering motivation and interest in the learning process (Safitri et al., 2022; Sekartyanti et al., 2023; Wahyudi, 2022; Zein, 2020).

Learning is a relatively stable process of modification in the relationship between stimuli and responses, which develops as a result of environmental interactions through the five senses (Marchy et al., 2022; Mayani et al., 2022; Muhammad, Mukhibin, et al., 2022; Muhammad et al., 2023; Ramadhaniyati et al., 2023; Sanusi et al, 2023). Thus, an individual acquires knowledge, skills, attitudes, and understanding (Oserami, 2024). Interest in learning is an intrinsic source of motivation that drives students to engage in desired activities, ultimately influencing their academic achievement (Zalukhu, 2022). When children are interested in an activity, such as a game or task, they will work harder to learn and think of ways to complete it (Ilham, 2023). Interest in learning is essential for every individual to enhance learning experiences that

are enjoyable, safe, and intellectually stimulating (Harefa, 2020). One way to address the challenge of students' lack of interest in learning is by implementing a constructivist learning approach, where the teacher acts solely as a mediator between the students and the learning objects or resources (Firmansyah, 2019).

Based on the results of a preliminary study involving observations and interviews conducted on May 17, 2024, with one Islamic Education (IE) teacher Mr. Rian Saputra, M.Pd., and three eighth-grade students HHS, FSH, and MF at SMP Negeri 23 Bandar Lampung, several issues were identified in the implementation of IE learning. The identified problems include: (1) Limited student participation in the conventional teaching model employed by the IE teacher, possibly due to a lack of opportunities for direct interaction during lessons, (2) Lack of variety in teaching models and media used by the teacher, which may make the learning process feel monotonous and unengaging, (3) Low student enthusiasm, possibly stemming from the perception that IE subjects are boring and unappealing, (4) Limited flexibility in learning, potentially caused by the rigid structure of conventional teaching models tied to fixed time and space constraints, (5) Low student achievement, with some students scoring below the minimum competency standard minimum mastery criteria of 75, possibly due to passive classroom activities.

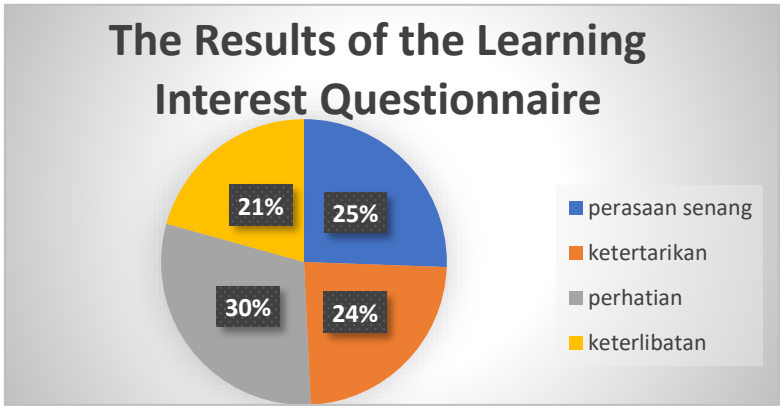

Figure 1. Recapitulation of the preliminary study results on student learning interest

Based on Figure 1, it is evident that the engagement indicator has the lowest percentage, at 21%. This indicates that students' involvement in the learning process is not active. This may be one of the factors contributing to the low interest in learning among students. The results of initial observations and a series of interviews highlight an urgent need to adopt a learning model that can significantly influence students' interest in learning, particularly in improving their interest in Islamic Education (IE). This may indeed be a contributing factor to the low learning interest among students.

Based on these findings, there is an urgent need to adopt a learning model that can significantly enhance students' interest in Islamic Education (IE). As a key facilitator in the learning process, teachers must be able to implement teaching models that are not only enjoyable but also capable of capturing students' interest in learning (Kaharuddin, et al, 2023). For instance, the learning models that can be implemented are the Game-Based Learning

(GBL) and Team Games Tournament (TGT) models. Game-Based Learning is a learning model that incorporates games designed or adapted in such a way as to have educational value, helping students understand lesson material in an enjoyable manner, ensuring they remain engaged and motivated (Liu, et al., 2020; Killi, et al., 2023). Team Games Tournament is a learning model conducted in groups (teams) consisting of four to six students, aimed at achieving learning objectives and mastering the lesson material (Anas,2024). The advantage of these two models lies in their ability to help students better understand the concepts of the material. By fostering teamwork, they promote active and interactive learning, which in turn enhances students' interest and engagement (Hidayat, et al., 2024; Wahyuni, 2023).

There have been several studies that have been conducted (Hartt, 2020) It investigates the implementation of game-based learning to enhance students' learning motivation. Its main focus is the use of the game-based learning model in its basic form without technology, involving social interaction, leadership, creativity, and strategies all of which are essential components in planning practice. This indicates that the implementation of the game-based learning model can motivate students' learning. It is different from the research conducted by (Liu, 2020) which investigates an experimental evaluation of the implementation of game-based learning on learning motivation in the context of school education. The main focus is on emphasizing students' learning motivation. This study employs a quantitative approach and a specific type of research design quasi eksperimental design (Posttest only control design) which is divided into a control group and an experimental group to compare the learning motivation of students taught using the game-based learning model with those who are not. (Alo Karyati, 2024) which examines the use of the Team Games Tournament in a Kanji course to enhance Japanese vocabulary mastery. The study employs a mixed-methods approach with a nonequivalent (pretest posttest control group design).

Research on the effectiveness of Game-Based Learning (GBL) and Team Games Tournament (TGT) models in enhancing interest in Islamic Education (IE) learning at SMP Negeri 23 Bandar Lampung is essential. This is because students' interest in learning is a key factor in the success of the learning process, particularly in IE subjects that play a crucial role in shaping character and religious values. By evaluating these two learning models, teachers can determine which model is more effective in increasing student engagement and making learning more enjoyable. The results of this study are expected to provide practical insights for IE teachers in selecting innovative and relevant teaching strategies that meet the needs of today's students. Conducting this research promptly is imperative, as the use of appropriate learning models and media plays a critical role in the learning process, thereby enhancing students' interest in IE. When students' interest in learning is high, their academic achievement will significantly improve (Setiawan et al., 2022; Hiqwan, 2023).

This study proposes a unique approach by combining the Game-Based Learning model using Wordwall media and the Team Games Tournament model utilizing Educaplay media. Additionally, the research focuses on measuring students' interest in learning Islamic Education (IE). The implications

of this study highlight the importance of integrating technology into ISLAMIC EDUCATIONlearning and the necessity for teachers to design adaptive and responsive teaching strategies (Tohet, 2023). Thus, this study not only expands understanding of the effectiveness of Game-Based Learning and Team Games Tournament in enhancing students' interest in Islamic Education (IE) but also provides a foundation for developing more innovative and relevant teaching practices in the future.

RESEARCH METHODS

His study will be conducted in the first semester of the 2024/2025 academic year at SMP Negeri 23 Bandar Lampung. Based on the type of data and data analysis techniques used, this research adopts a quantitative approach with a quasi-experimental design. It is classified as a quasi-experimental design because the study aims to examine the cause and effect relationship between independent and dependent variables. The research population consists of eighth-grade students, totaling 250 across eight classes. The sample for this study includes classes VIII E and VIII F as the experimental groups and VIII H as the control group. The sampling technique used is simple random sampling, facilitated by the Spin the Wheel application. To collect data, the researcher used a learning interest questionnaire, administering a post-test to students in both the experimental and control groups. The research instrument employed was a non-test tool in the form of a learning interest questionnaire. The questionnaire was developed based on Slameto's theory, which outlines four indicators of learning interest: enjoyment, involvement, curiosity, and attention of the students (Ahmad, 2020). The questionnaire uses a Likert scale with five response alternatives.

The questionnaire instrument consists of 15 statements that have been validated for construct and content validity by validators. The questionnaire was then trialed in a class where the GBL and TGT learning models had not been applied. Subsequently, the data were tested for validity using SPSS 26, resulting in 9 valid statements. After the validity test, the reliability of the questionnaire was assessed, yielding a coefficient of 0.696. The questionnaire was then distributed to three classes, two experimental classes and one control class. After the questionnaire was distributed, the data were tabulated and analyzed using SPSS 26. Next, prerequisite tests were conducted, such as a normality test using the Mann-Whitney U test to determine if there were significant differences between the two groups without requiring normal distribution. Homogeneity tests were then performed to determine if the subjects under study had the same variance. Finally, a hypothesis test was conducted using the One-Way ANOVA test.

RESULT AND DISCUSSION

Students' learning interest includes feelings of enjoyment, student involvement, curiosity, and attention (Kirana, 2023; Adirinarso, 2023) The data were collected using a non-test instrument in the form of a questionnaire consisting of 9 statements. The data was obtained from the learning interest of 91 students, consisting of 31 students

from class VIII E, who received the Game-Based Learning model, 30 students from class VIII F, who received the Team Games Tournament model, and 30 students from class VIII H, who received the conventional learning model. A post-test was administered during the final meeting to assess the effectiveness of the Game-Based Learning and Team Games Tournament models in enhancing students' learning interest.

Before conducting the hypothesis test, a validity test needs to be performed. Validity in this study is used as a measurement tool to determine the level of validity of the instrument. The instrument used in this study is a learning interest questionnaire. To test the validity of the instrument, IBM SPSS v26.0 was used, with the criterion $r_{hitung} > r_{tabel}$ dengan α = 5% (0,05) with the criterion indicating that the data can be considered valid.

Next, a reliability test was conducted. According to the reliability testing criteria, the measurement tool is considered reliable if the alpha value meets the reliability criteria. The results of the reliability test are presented in the following table.

Table 1. Description of the reliability test on students' learning interest in Islamic Education (IE) for grade VIII at SMP Negeri 23 Bandar Lampung

Reliability Statistics

Cronbach's Alpha	N of Items
.696	15

Based on the results of the reliability test for the statement items, a reliability value of 0.696 was obtained. This indicates that the reliability result is greater than the r_{tabel} value of 0.696. Therefore, it can be concluded that all valid statement items are considered reliable.

Based on the data analysis obtained from grade VIII students at SMP Negeri 23 Bandar Lampung, with the variable being students' learning interest in Islamic Education (IE), the interpretation results are as follows

1) Normality Test

The Normality Test is used to determine whether the data collected is normally distributed or not (safitri 2023). The data is considered to be normally distributed if the value of sig. > 0,05. The description of the results of the learning interest test in Islamic Education (IE) for grade VIII students at SMP Negeri 23 Bandar Lampung is presented in Table 2.

Table 2. Description of the normality test results for the learning interest in Islamic Education (IE) of grade VIII students at SMP Negeri 23 Bandar Lampung.

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Eksperimen 1	.116	31	.200*	.973	31	.613
	Eksperimen 2	.113	30	.200*	.967	30	.457
	Kontrol	.184	30	.011	.906	30	.012

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table results, the normality test conducted with the Kolmogorov-Smirnov method indicates that the post-test outcomes for both the Experiment 1 and Experiment 2 classes where the Game-Based Learning and Team Games Tournament models were implemented produced significance values of 0.200, which exceed 0.05. This confirms that the data is normally distributed. Conversely, the post-test results for the control class, which employed a conventional learning model, yielded a significance value of 0.011, which is below 0.05, indicating that the data is not normally distributed. Due to the non-normal distribution of the control class post-test data, the researcher proceeded to perform a Mann-Whitney U test.

Table 3. Description of the Mann-Whitney U test results on the interest in learning Islamic Education (IE) among grade VIII students at SMP Negeri 23 Bandar Lampung.

Test Statistics[a]

	Hasil
Mann-Whitney U	131.000
Wilcoxon W	596.000
Z	-4.736
Asymp. Sig. (2-tailed)	<,001

a. Grouping Variable: Kelompok

Based on the table above, the results of the normality test using the Mann-Whitney U test show that the post-test results for the experimental class applying the Game-Based Learning model yielded 0,001 < 0,05 there is a significant difference between the two groups: the experimental class applying the Game-Based Learning model and the control class applying the conventional learning model.

Table 4. Description of the Mann-Whitney U test results on the interest in learning IE of Grade VIII students at SMP Negeri 23 Bandar Lampung.

Test Statistics[a]

	Hasil
Mann-Whitney U	265.500
Wilcoxon W	730.500
Z	-2.894
Asymp. Sig. (2-tailed)	.004

a. Grouping Variable: Kelompok

Based on the table above, the results of the normality test using Mann-Whitney U showed that the post-test results for the experimental class applying the Team Games Tournament learning model yielded a value of 0.004. This indicates a significant difference between the two groups, the experimental

class using the Team Games Tournament model and the control class using the conventional learning model.

2) Homogeneity Test

Next, the researcher conducted a homogeneity test. The homogeneity test is used to determine whether the variance of the data distribution is the same homogeneous or different heterogeneous (Sutrisno, 2020). The data is considered homogeneous if the value of sig. > 0,05 (Osaba, 2021).

Table 5. Description of the Homogeneity Test Results for the Interest in Learning IE of Grade VIII Students at SMP Negeri 23 Bandar Lampung

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.587	2	88	.558
	Based on Median	.700	2	88	.500
	Based on Median and with adjusted df	.700	2	77.083	.500
	Based on trimmed mean	.642	2	88	.529

In the homogeneity test, the criterion states that if the significance value sig. is greater than 0.05, the data is considered to have equal variance or be homogeneous. Conversely, if the significance value is less than 0.05, the data is considered to have unequal variance or be non-homogeneous. Based on the homogeneity test results shown in the table above, the data demonstrates equal variance with a significance value greater than 0.05. Therefore, it can be concluded that the data related to the learning interest in Islamic Education (IE) among Grade VIII students at SMP Negeri 23 Bandar Lampung is homogeneous. This conclusion is supported by the significance value (2-tailed) of 0.558, which is greater than 0.05.

3) Hypothesis Test

Then, in conducting the hypothesis testing, the tester used the One-Way ANOVA test. The One-Way ANOVA test is used to explain differences between each treatment group (Mufidah, 2022). A description of the results of the ANOVA test on students' interest in learning IE is shown in Table 6.

Table 6. Description of the Hypothesis Test Results on Students' Interest in Learning IE in Grade VIII at SMP Negeri 23 Bandar Lampung.

ANOVA

Hasil

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	407.413	2	203.707	14.634	<,001
Within Groups	1225.004	88	13.921		
Total	1632.418	90			

Based on Table 6, the results of the ANOVA test using SPSS show a significance value of 0.001, which means that the value sig. (2-talled) is 0,001 < 0,05. From the table, it shows that F_{hitung}= 14,634 dan F_{tabel}= 3,10, maka $F_{hitung} > F_{tabel}$, H_0 hypothesis is rejected, indicating a significant difference in learning interest in Islamic Education (IE) between students taught using the Game-Based Learning (GBL) and Team Games Tournament (TGT) models compared to those taught using the conventional model. This confirms the effectiveness of the GBL and TGT models in enhancing students' interest in learning IE in Grade VIII at SMP Negeri 23 Bandar Lampung. The study found that both the GBL and TGT learning models positively influence students' interest in learning IE at SMP Negeri 23 Bandar Lampung. However, the two models differ in their level of effectiveness. Students who engaged with the GBL model tended to show higher motivation, as they perceived the learning environment as more enjoyable and relatable to their experiences. Meanwhile, the TGT model effectively increased learning interest by fostering healthy competition and teamwork among students.

Furthermore, the research results indicate that the GBL model is more effective in capturing the attention of less active students, as they can learn while playing and become more individually engaged. On the other hand, the TGT model is more suitable for fostering teamwork and increasing group involvement, making the learning interest of students who enjoy working in teams significantly higher (Mohanty, 2021). Both of these models provide innovative alternatives for teachers to enhance students' learning interest, especially in IE subjects, which are often considered less engaging. With these findings, it is hoped that teachers will become more creative in selecting teaching models that meet the needs of their students. GBL can be used to encourage independent learning, while TGT is suitable for fostering positive competition and teamwork (Mila, 2023). The combination of both can also serve as an effective solution to create enjoyable and meaningful learning.

Based on the research results presented, the normality test for both the experimental and control classes shows a normal distribution, as seen from the significance results, namely from the experimental class implementing the GBL learning model, which is 0,01 < 0,05 and the experimental class implementing the TGT learning model, which is 0,04 < 0,05. In the homogeneity test, it is stated to be homogeneous because the result is > 0,05 that is 0,558. Based on the ANOVA test, the p-value is 0,001 atau < 0,05. Thus, the decision from the test is to reject H₀, which means that the experimental class applying the GBL learning model has an average post-test score of 39.36667, the experimental class applying the TGT learning model has an average post-test score of 37.06452, and the control class applying the conventional learning model has an average post-test score of 34.16667.

The effectiveness of the GBL and TGT learning models allows students to actively interact with each other to collaborate in groups, enabling them to learn the subject matter while also developing their social skills. In this process, the teacher acts only as a facilitator of the students' learning experiences (Amri et al., 2022). However, in the implementation of the GBL and TGT learning models, there are challenges, including the school's

inadequate technological conditions, such as limited access to stable internet and a lack of projectors that teachers can use. Additionally, teachers face challenges in managing time effectively to ensure that the stages of implementing the GBL and TGT learning models proceed systematicall.

Based on the research conducted by Zi-Yu Liu (2020), differences were identified when compared to the findings of this study. The previous research demonstrated that the use of the Game-Based Learning (GBL) model significantly enhanced students' learning motivation. In contrast, this study revealed that the GBL model significantly increased students' learning interest, as evidenced by their active participation during the learning process. Another distinction lies in the study subjects, the previous research focused on elementary school students, whereas this study involved junior high school students. Additionally, the sampling techniques differed, with the earlier study employing stratified random sampling, while this research used simple random sampling. Similarly, the research conducted by Hadi Suryanto (2024), also shows differences compared to the current study. The earlier findings indicated that the Team Games Tournament (TGT) model was effective and significant in improving students' learning outcomes. However, this study highlights that the TGT model significantly enhances students' interest in learning. This conclusion is supported by students' positive responses and enthusiasm toward the TGT model. Moreover, a key difference lies in the dependent variable: the previous study focused on learning outcomes, whereas this study examines student interest in learning as the dependent variable.

This study aims to assess the effectiveness of the Game-Based Learning (GBL) and Team Games Tournament (TGT) models in enhancing students' interest in learning Islamic Education (IE). Based on the data analysis, the implementation of these models has a significant positive effect on increasing students' interest in IE. The findings also reveal that students in classes taught using the GBL and TGT models demonstrated higher levels of enthusiasm and a stronger desire to learn IE compared to those in classes taught using conventional methods. This aligns with previous studies by (Breien & Wasson, 2021; Winatha and Setiawan, 2020; Bang et al., 2023; Ardakani, 2024; Umami et al., 2023; Millah et al., 2024) which similarly highlight the effectiveness of these models in fostering student engagement and interest in learning.

CONCLUSION

Based on the research findings, the post-test results show that the increase in learning interest in the Experimental class (game-based learning and team games tournament) is higher than in the Control class (Conventional). The reliability test of the statement items produced a reliability coefficient of 0.696, which is greater than R_{tabel} = 0.05. Thus, it can be concluded that all the valid statement items are considered reliable. Furthermore, the results of the homogeneity test on the learning interest data show that the variances are the same, with a value of sig. 0,558 > 0,05. It can be concluded that the variance of the post-test learning interest data for both the experimental and control classes is the same or homogeneous. Furthermore, in conducting the

hypothesis test, the sig. value obtained is 0.001. This indicates that the sig. value is 0.001< 0,005 therefore, H_0 is rejected.

Based on the research findings, it can be concluded that the Game-Based Learning (GBL) and Team Games Tournament (TGT) models have a positive impact on students' learning interest, even though not all statistical analyses show significant differences. This study suggests that educators consider implementing these two models in Islamic Education (IE) learning, as they can enhance students' interest in learning. Further research is recommended to explore other factors that may influence the effectiveness of these models, such as students' learning characteristics, individual traits, or the use of technology. Educators are also encouraged to combine these models with other approaches to achieve more optimal results.

The findings of this study provide new insights into how learning models affect students' learning interest. The results indicate that both GBL and TGT are effective in increasing learning interest. The GBL model proved to be more effective because it offers a more engaging, flexible, and relevant learning experience that aligns with students' needs. The fun, adaptive, and interactive elements of GBL significantly boost interest learning. Meanwhile, the TGT model enhances student participation, motivation, and understanding through its collaborative, competitive, and enjoyable approach. TGT not only supports cognitive learning but also helps students develop important social and emotional skills necessary for their lives. Although its effectiveness is slightly lower than GBL, TGT still yields positive outcomes.

This study emphasizes the importance of selecting interactive and flexible models that suit students' needs. Both models have their respective strengths, and combining or adapting them according to students' requirements can further enhance learning interest. The method used in this research is quantitative, employing a Quasi-Experimental design. The population in this study consists of VII -grade students, and the sample includes students from the same grade. The instrument used is a questionnaire consisting of nine statement items, which were tested through several stages, including validity and reliability tests. Data analysis was conducted through prerequisite tests, including normality and homogeneity tests. Finally, a hypothesis test was carried out using One-Way ANOVA to determine significant differences between the experimental and control groups.

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