



## The Effectivness of Competitive Team Based Learning on the Learning Motivation of Mts Al-Mustaqim 1 in Kuburaya

### *Efektivitas Pembelajaran Berbasis Tim Kompetitif terhadap Motivasi Belajar Siswa SMP Negeri Al-Mustaqim 1 di Kubu Raya*

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#### Abstract

*Pembelajaran Berbasis Tim Kompetitif (CTBL) merupakan suatu pendekatan yang berfokus pada beberapa elemen penting untuk keberhasilan kerja tim seperti pengaturan kelas, cara guru berperilaku di kelas sehingga memastikan adanya interaksi timbal balik dengan siswa. Pada penelitian ini, penulis menggunakan metode pre-experimental dengan menggunakan metode one-group "pre-test and post-test design". Untuk mengetahui apakah terdapat pengaruh yang signifikan CTBL terhadap motivasi, penulis menggunakan teknik komparatif untuk menganalisis dan membandingkan nilai siswa sebelum dan sesudah diajar menggunakan CTBL. Berdasarkan data dari penelitian dalam diskusi, disimpulkan bahwa penerapan Competitive Team Based Learning mempengaruhi motivasi belajar siswa. Hal ini terlihat dari nilai rata-rata siswa sebelum menggunakan Competitive Team Based Learning yaitu 53,06% dan setelah menggunakan Competitive Team Based Learning nilai rata-rata yang diperoleh siswa lebih tinggi sebesar 86,22% dan hasil interpretasi melalui rata-rata posttest berada di jangkauan 81-100 yaitu sangat termotivasi, maka dari hasil tersebut dapat disimpulkan bahwa penggunaan metode pembelajaran CTBL sangat dapat memberikan motivasi belajar kepada siswa khususnya pada pembelajaran Bahasa Inggris. Dasar pengambilan keputusan berdasarkan nilai thitung dengan ttabel. Berdasarkan tentang uji t (paired sample t test) diatas, menunjukkan adanya perbedaan yang signifikan antara hasil sebelum dan sesudah diberi Competitive Team Based Learning. Untuk melihat nilai ttabel maka didasarkan pada derajat kebebasan (dk), yang besarnya adalah  $N-1$ , yaitu  $18-1 = 17$ . Nilai  $dk = 17$  pada taraf signifikan 5% diperoleh ttabel = 1.7396. Berdasarkan hasil analisis uji t (paired sample t-test), maka dapat diperoleh hasil bahwa thitung lebih besar dari ttabel yaitu  $2.1100 > 1.7396$  dan Sig. (2 tailed) =  $0,000 < 0,05$  maka  $H_0$  ditolak dan  $H_a$  diterima. Jadi dapat disimpulkan ada pengaruh Competitive Team Based Learning terhadap motivasi belajar siswa.*

**Keywords:** *Pembelajaran berbasis tim yang kompetitif, Motivasi Belajar, Bahasa Inggris*

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#### Abstract

Competitive Team-Based Learning (CTBL) is an approach that focuses on several important elements for successful teamwork such as classroom settings, how teachers behave in the classroom so as to ensure mutual interaction with students. In this study, the author uses a pre-experimental method using the one-group method "pre-test and post-test design". To find out if there is a significant influence of CTBL on motivation, the authors use a comparative technique to analyze and compare students' scores before and after being taught using CTBL. Based on data from the research in the discussion, it was concluded that the application of Competitive Team Based Learning affects students' learning motivation. This can be seen from the average score of students before using Competitive Team Based Learning, which is 53,06% and after using



Competitive Team Based Learning, the average score obtained by students is higher at 86.22% and the results of interpretation through the average posttest of student are in the range 81 – 100, it's mean very motivated, therefore it can be concluded that the use of the CTBL method really makes students motivated especially in learning English. The basis for decision-making is based on the value of the calculation with the table. Based on the paired sample t test above, it shows that there is a significant difference between the results before and after being given Competitive Team Based Learning. To see the value of the table, it is based on the degree of freedom (dk), which is  $N-1$ , which is  $18-1 = 17$ . The value of  $dk = 17$  at a significant level of 5% was obtained  $t_{table} = 1.7396$ . Based on the results of the t-test analysis (paired sample t-test), it can be obtained that the  $t_{count}$  is greater than the  $t_{table}$ , namely  $2.1100 > 1.7396$  and  $Sig. (2 tailed) = 0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is an influence of Competitive Team Based Learning on student learning motivation.

**Keywords:** Competitive Team Based Learning, Learning Motivation, English

## INTRODUCTION

According to Hosseini (2012) the inability of many language teachers to implement group work effectively is very important especially for language learning in classroom situations and the cause of learning failure is the ineffectiveness of a method such as Interactive Learning, CL (Cooperative Learning), even TBL (Team Based Learning) in various classroom areas around the world with CTBL. In addition, he also conducted a secret study on Socio-political Cognitive Language Learning and Multiple Input-Output Hypothesis by comparing the effectiveness of CTBL. He also said that as mentioned, just wanting students to sit side by side and work together in small groups or traditional small group discussions and complete assignments is not enough. A number of problems will arise. The implementation of structured group work requires knowledge, techniques, and strategies.

And what sets CTBL apart from current innovations is its focus on several elements that are essential for successful teamwork. The type of classroom arrangement, how peer groups are formed, the type of learning culture, how teachers behave in the classroom and support the learning process, the type of materials, tasks, and activities, etc. Teachers must also ensure reciprocal interaction and real immersion of all students, not just those who excel in the learning process. Focusing on these factors with the primary role of the teacher has increased the effectiveness of language classes conducted through CTBL. Competitive Team-Based Learning (CTBL) is an approach that focuses on several elements that are essential for successful teamwork such as classroom arrangement, how teachers behave in the classroom so as to ensure reciprocal interaction with students.

Hosseini (2012) also said that Competitive Team-Based Learning aims to empower students with tactics and methods to acquire knowledge more effectively, solve problems, and in the process develop communicative competence and build knowledge, in an environment that supports their total involvement (i.e. cognitive, emotional, and intellectual involvement). It aims to foster learner interdependence as a path to cognitive growth and social change and development. The main reason for the success of CTBL refers to its dynamic nature in meaningful situations where the meaningfulness of the material is the focus. CTBL provides many opportunities for input-output handling where students have access to various sources of input and output in meaningful situations. They receive feedback and iterative feedback from various sources through my presentations, individual work, pair work, team work, and class discussions, followed by initial peer assessment and team evaluation.



According to Abdul Rahman (2022) Education and educational science have a relationship in terms of practice and theory. So, in the process of human life, both collaborate with each other. Education makes this generation a role model for teaching the previous generation. Until now, education has no limits to explain the concept of education completely because of its complex nature because its target is humans. Its complex nature is often referred to as educational science. Educational science is a continuation of educational science. Educational science is more related to educational theory which prioritizes scientific thinking.

The development of the mindset of education experts, education managers, and education observers that give birth to new theories. The advancement of technological devices also colors the changes in the meaning and understanding of education. At the same time, the learning and education process always exists and continues to take place. Therefore, it could be that a person's perspective on the meaning or understanding of education is adopted by a particular country. However, as long as there are no new theories and findings about education, existing theories and findings are still relevant to be used as a reference.

In addition, individual interactions through social activities in such situations raise their cognitive conflicts. And intellectual conflicts motivate them to monitor their learning approaches, with the help of their partners, which not only helps them find their problem areas, but also allows them to relate new information to their contextual background more effectively. In other words, an unprecedented meaningful learning environment allows new information the opportunity to update students' existing knowledge and helps them find a suitable mental home to accommodate it, thus facilitating learning.

However, some teachers have lost their identity and are no longer idols/roles. Not only that, some educators also have difficulty in using learning methods because they still use the old way (lecture method). In the teaching and learning process, both teachers and students certainly hope to achieve the best results. Teachers expect students to succeed in learning, and students also expect teachers to be able to teach well so that students get good learning outcomes. In reality, these hopes are not always realized, because there are still many students who have not obtained satisfactory learning outcomes.

More importantly, students also have the opportunity to produce output in situations that encourage oral and written communication. These stages, for example in reading class, give students time to read passages individually and then try to reconstruct the meaning they have constructed individually through meaningful and mutual negotiation with their partners. They have the opportunity to unlearn/learn from my presentation and relearn or deepen their learning through activities such as clarifying, evaluating cause and effect, predicting, comparing, paraphrasing, synthesizing, summarizing, elaborating, generalizing, and applying concepts during problem solving with their interlocutors.

In the teaching and learning process, both teachers and students certainly expect to achieve the best results. Teachers expect their students to succeed in learning, and students also expect teachers to be able to teach well so that students get good learning outcomes. In reality, these expectations are not always realized, because there are still many students who do not get satisfactory learning outcomes. There are students who get high scores, some get low scores, and there are even students who have to persist in achieving learning goals. In learning activities,



students are not only required to be active but also creative, because creativity can create new, non-monotonous and interesting situations so that students will be more involved in learning activities. However, student activity in learning English is still not visible. This is because learning activities are still monotonous so that students are less enthusiastic in following lessons.

In short, as Slavin (1992) asserts, in such situations “inadequate reasoning will be revealed, imbalances will occur, and higher-quality understanding will emerge.” Likewise, the role of the essential features of CTBL and the techniques and activities recommended for this approach should not be overlooked. The reasons behind the success of CTBL in my research study can be understood from the theories that in one way or another support the underlying mechanisms of the learning environment provided by this approach.

The same research was conducted by Fatemeh Salari and Seyed Mohammad Hassan Hosseini in 2019 at the Golrizan Language Institute in Mashhad, Iran. This study is an experiment on the impact of the Competitive Based Team Learning (CTBL) vs Reciprocal Teaching of Reading (RTR) approach that had previously been developed by Plinscar at the University of Michigan and Brown (1985), at the University of Illinois at Urbana-Champaign, at the reading comprehension of Iranian EFL intermediate students. Researchers used pretest and posttest to be able to see the effectiveness of the two approaches. From the study, it was found that the T-Test sample of statistical significance at the level of  $P \leq 0.05$  proved the superiority of CTBL over RTR on the reading comprehension achievement of participants.

Research by Akbarzadeh in a 2016 experimental on the effect of CTBL and Divisional Student Team Achievement (STAD), which has been developed by Slavin and colleagues (1977) at Johns Hopkins University USA on reading comprehension of Iranian EFL middle students. After conducting the EILTS Reading test to a total population of 75, 60 students were selected based on their grades in the pretest. Then they were randomly assigned to control and experimental groups of 30 per group. Each class is divided into 7 teams of 4 people. The control group was instructed through the STAD technique, which is a well-known technique of cooperative learning, while the experimental group was instructed through the CTBL approach. A reading comprehension test (posttest) was used at the end of the study to assess the likelihood of progress on students' reading comprehension skills. The results of the

Independent T test showed statistical significance at the level of  $P \leq 0.05$  which can be attributed to the effect of CTBL on the achievement of student reading comprehension. In another study, Salimi Bani in 2017 studied the influence of CTBL and Cooperative Integrated Reading and Composition (CIRC) on the reading comprehension of Iranian middle-level EFL learners. He found reading comprehension results in two groups, assuming the same variance of the two groups, were rejected with a p value (0.012) on the t-student test less than 0.05. Thus, it proves the superiority of CTBL over CIRC in improving Iran's middle-level EFL reading comprehension.

Finally, researchers found that CTBL contributes to language proficiency in Iranian EFL College Seniors more effectively than the Structured Academic Controversy method by Johnson at the University of Minnesota in USA. Also in 2014, in another study, he compared the effectiveness of his method with that of Group Investigation, developed by Sharan (1992) at Tel Aviv University, Israel, with reference to the language proficiency of Iranian EFL intermediate-level students. This researcher found that his method was more effective in promoting the language proficiency of



Iranian EFL intermediate-level students. The results of correlation analysis of 0.65% with a strong relationship level and hypothesis testing obtained by the value of  $t_{count}$  of 3.1976, while  $t_{table}$  at the level of significant 0.05% at 1.721, it turns out that  $t_{count}$  (3.1976)  $t$  (1.721) so that we reject  $H_0$ , hence the researcher found that his method was more effective in promoting the language proficiency of Iranian EFL intermediate-level students.

Based on the researcher's previous experience during the PPL period at Mts Al-Mustaqim. The researcher noticed that the class that the researcher taught was indeed less motivated in learning, especially in English subjects during group learning because they did not understand, were embarrassed to ask and some were passive in learning, therefore the researcher hopes that with the existence of CTBL, it can increase students' learning motivation. According to Kusuma's theory, using the same method every day will make students experience learning boredom. With the background above, the researcher is interested in conducting research with the title The Effectiveness of Competitive Team Based Learning on learning Motivation of Al-Mustaqim 1 in Kuburaya to find out whether the CTBL approach has a significant effect on student learning motivation.

## **METHOD**

### **Research Design**

Research methods are scientific ways to obtain data with a specific purpose and use. According to Sugiyono (2015) "experimental research methods can be interpreted as research methods used to find the influence of certain treatments on others under controlled conditions". Sugiyono (2015) also said that "there are several forms of experimental research design that can be used in a study, as follows: PreExperimental Design, True Experimental Design, Factorial Design, and Quasi. Experimental Design". Based on the explanation above, the researchers chose to use Pre-Experimental. Sugiyono (2014) said that Pre-experimental design is a design that includes only one group or class given pre- and post-test. This pretest and posttest design group design is carried out on one group without any control or comparison group. Furthermore Sugiyono (2015) also said to be Pre-Experimental Design because this design is not yet an earnest experiment because there are still external variables that contribute to the formation of dependent variables. So the results of experiments that are dependent variables are not solely influenced by independent variables. This can happen, due to the absence of control variables, and the sample is not randomly selected. In this study, the authors used a pre-experimental method using the one-group "pre-test and post-test design" method, where the authors conducted experiments in one group only. To find out if there is a significant effect of CTBL on motivation, the authors use comparative techniques to analyze and compare students' scores before and after being taught using CTBL to students MTS Al-Mustaqim

Tabel Research Design Pre-Experimental

Group	Pre-test	Treatment	Post-test
One Group	O <sub>1</sub>	X	O <sub>2</sub>

Description:

O1: Pre-test before treatment

X: Treatment with the application of CTBL

O2: Post-test after treatment





## **Research Variable**

In this study, researchers grouped these variables into two parts, namely independent variables (X) and dependent variables (Y). Independent variable (X) as CTBL while dependent variable (Y) as motivation for learning. The provision of the CTBL Technique is a form of teacher appreciation to him who shows positive changes both in terms of achievements, behavior and skills.

## **Population and Sample**

Population according to Sugiyono (2015) "Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions". So from the opinion it is concluded that, the population is the entire object / subject and includes all the elements in it that will be studied. The population of this study was students of class VIII MTS Al-Mustaqim Arang Limbung. The sample is part of the total population that has the same characteristics as the population. Meanwhile, according to Sugiyono (2010) "the sample is part of the number of characteristics that the population has". Sampling in this study was using Purposive Sampling. Purposive Sampling is a sampling technique that is done intentionally. The author chose class VIII A which totaled 27 students, namely 11 men and 16 women with the youngest age range of 11 years and the oldest 13 years

## **Research Procedure**

Research procedures are used to provide direction and flow of the research to be used. The research procedures in this study are as follows: In the research process, careful planning and implementation stages were developed to assess the effectiveness of the Competitive Team Based Learning (CTBL) method in enhancing English language learning motivation among grade VIII students at MTs Al-Mustaqim Arang Limbung. The planning phase involved several key steps: examining the current English learning practices, creating learning scenarios aligned with the CTBL method, preparing research instruments, and designing observation formats. These preparations were crucial in ensuring a structured and comprehensive approach to the study. The implementation stage was designed to unfold in two rounds, beginning with a pre-action phase. During this initial stage, researchers provided a thorough explanation of the study to participants and administered a pre-test questionnaire to gauge students' baseline learning motivation. Following this, the action phase commenced, where the CTBL method was applied in the classroom setting. Students were organized into groups of 4 to 5 members, and specific rules were established to guide the CTBL learning process. These rules included a question-and-answer format during lessons, with group representatives or designated students responding to researcher queries. To maintain engagement and competitiveness, questions unanswered by one group were redirected to others, and the group with the most correct responses was incentivized with a prize. The implementation concluded with a post-test to measure changes in learning motivation following the CTBL intervention. This structured approach allowed for a comprehensive evaluation of the CTBL method's impact on student motivation and engagement in English language learning.

## **Technique in Collecting Data**

The data collection techniques used by the researcher in this study are the initial test (pretest) and the final test (posttest), the steps (procedures) of data collection that will be carried out are as follows:



1. The initial test (pretest) is carried out before treatment, the pretest is carried out to find out the English language ability that students have before the implementation of CTBL.
2. Treatment in this case the researcher observed student behavior during the CTBL learning method. Then students will be given the rules of the game in the CTBL learning method as follows:
  - a. Students will be assessed for activeness, cooperation and communication.
  - b. These values will be compared.
  - c. The group with the highest score will get a reward from the researcher.
3. Final test (posttest) after treatment, the next action is posttest to find out the effect of using CTBL.
4. Processing data to provide questions in the form of questionnaires to students so that we can find out the students' learning motivation and the researcher will conduct interviews with two students as representatives. Thus, researchers can also interpret the increase in student learning motivation with the ctbl method.

### **Research Instrument**

In this research, a comprehensive approach to data collection was employed, utilizing various instruments to ensure a thorough and systematic gathering of information. As Sugiyono (2013) emphasizes, measurement is a fundamental principle in research, necessitating the use of appropriate tools. The study incorporated both data collection and treatment instruments to facilitate a robust analysis. The primary data collection tools included questionnaires, observations, and interviews. Questionnaires were administered to assess students' motivation in learning English, particularly in the context of the Competitive Team Based Learning (CTBL) method. These questionnaires were adapted from previously validated instruments, ensuring their reliability and validity. Observational techniques were also employed, with researchers keenly monitoring students' enthusiasm, active participation, body language, and verbal interactions during CTBL sessions. This method allowed for a nuanced understanding of behavioral changes that might indicate increased engagement and motivation. To further enrich the data and provide qualitative depth, interviews were conducted with two representative students. These interviews served as secondary or reinforcing data, allowing researchers to interpret students' responses and presentation styles during the conversation. This multi-faceted approach to data collection enabled the researchers to capture both quantitative and qualitative aspects of students' learning motivation, providing a comprehensive view of the CTBL method's impact on English language learning in the classroom setting.

### **Data Analysis Technique**

Data analysis is the activity of grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data on each variable under study, making calculations to answer problem formulations, and making calculations to test hypotheses that have been proposed. Sugiyono (2012) said in a study, a hypothesis has been created that needs to be proven to be true. To analyze the data, the authors used comparison techniques. He analyzed and compared the scores of the experimental class. This technique is useful for proving



statistics, whether there are significant differences in students. In analyzing data from pre-test and post-test, the author uses a statistical formula, namely the dependent t-test formula.

$$t = \frac{\bar{d} \cdot \sqrt{n}}{sd}$$

Description:

$\bar{d}$  : average deviation (difference between sample before and sample after)

Sd : standard deviation from  $\bar{d}$  (difference between sample before and sample after)

n : the multiplicity of samples

## RESULT AND DISCUSSION

### Result

The study examined the impact of Competitive Team Based Learning (CTBL) on the learning motivation of Class IX A students at MTs Al-Mustaqim Arang Limbung. Initially, the average pretest score for learning motivation was 53.05. After implementing CTBL, the posttest results showed a significant increase, with an average score of 86.22, falling within the "Very Motivated" range of 81-100 on the interpretation scale. Interviews conducted with two students, one male and one female, provided qualitative insights into the effectiveness of CTBL. The male student reported feeling happier and more enthusiastic about learning English, despite previous disinterest. The female student expressed satisfaction with the method, noting improved understanding through peer discussions and support. The researcher observed positive changes in students' expressions, gestures, and facial expressions, indicating increased motivation for learning English post-CTBL implementation. To quantitatively assess the impact of CTBL, a Paired Sample T-test was performed. The results revealed a statistically significant difference between pretest and posttest scores. The calculated t-value (2.1100) exceeded the table t-value (1.7396), and the Sig. (2-tailed) value was 0.000, which is less than 0.05. These findings led to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ), confirming that Competitive Team Based Learning indeed influenced students' learning motivation positively. This comprehensive analysis, combining quantitative data and qualitative observations, strongly supports the effectiveness of CTBL in enhancing student motivation in English language learning.

t-Test: Paired Two Sample for Means		
	<i>pretest</i>	<i>posttest</i>
Mean	53.06	86.22
Variance	22.17	36.54
Observations	18	18
Pearson Correlation	-0.170	
Hypothesized Mean Difference	0	
df	17	
t Stat	17.016	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.740	





P(T≤t) two-tail	0.000	
t Critical two-tail	2.1100	

The statistical hypothesis as follows:

Ho: There is no effect of Competitive Team Based Learning on the learning motivation of students of class IX A Mts Al-Mustaqim Arang Limbung.

Ha: The influence of Competitive Team Based Learning on the learning motivation of students in grade IX A Mts Al-Mustaqim Arang Limbung.

The basis for decision-making is based on the value of the calculation with the table. Based on the table about the paired sample t test above, it shows that there is a significant difference between the results before and after being given Competitive Team Based Learning. To see the value of the table, it is based on the degree of freedom (dk), which is N-1, which is 18-1 = 17. The value of dk = 17 at a significant level of 5% was obtained ttable = 1.7396. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that the tcount is greater than the ttable, namely  $2.1100 > 1.7396$  and Sig. (2 tailed) =  $0.000 < 0.05$ , then Ho is rejected and Ha is accepted. So it can be concluded that there is an influence of Competitive Team Based Learning on student learning motivation

## Discussion

Competitive Team Based Learning is a contextual holistic approach in teaching and learning, which specifically emphasizes the importance of effective teamwork in the midst of a CTBL environment, students have many significant opportunities not only to listen to their group, but also to be able to think hard with their own thoughts on the group. Competitive opponents encourage students' academic progress but also contribute more effectively to their future success academically and socially. The basis for decision-making is based on the value of the calculation with the table. Based on the paired sample t test above, it shows that there is a significant difference between the results before and after being given Competitive Team Based Learning. To see the value of the table, it is based on the degree of freedom (dk), which is N-1, which is 18-1 = 17. The value of dk = 17 at a significant level of 5% was obtained ttable = 1.7396. Based on the results of the t-test analysis (paired sample ttest), it can be obtained that the tcount is greater than the ttable, namely  $2.1100 > 1.7396$  and Sig. (2 tailed) =  $0.000 < 0.05$ , then Ho is rejected and Ha is accepted. So it can be concluded that there is an influence of Competitive Team Based Learning on student learning motivation.

## CONCLUSION

Based on data from the research in the discussion, it was concluded that the application of Competitive Team Based Learning affects students' learning motivation. This can be seen from the average score of students before using Competitive Team Based Learning, which was 53.06% and after using Competitive Team Based Learning, the average score obtained by students was higher at 86.22%. The basis for decision-making is based on the value of the calculation with the table. Based on the paired sample t test above, it shows that there is a significant difference between the results before and after being given Competitive Team Based Learning. To see the value of the table, it is based on the degree of freedom (dk), which is N-1, which is 18-1 = 17. The value of dk = 17 at a significant level of 5% was obtained ttable = 1.7396. Based on the results of the t-test



analysis (paired sample ttest), it can be obtained that the tcount is greater than the ttable, namely  $2.1100 > 1.7396$  and  $\text{Sig. (2 tailed)} = 0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is an influence of Competitive Team Based Learning on student learning motivation.

From the results of the research, several suggestions were put forward in an effort to improve the quality of education, including:

1. To educators, especially teachers of Mts Al-Mustaqim Arang Limbung, it is recommended to implement Competitive Team Based Learning so that students can be trained to cooperate in the learning process, and can increase the competitive spirit of students so that they are motivated to be enthusiastic in learning.
2. Researchers are expected to be able to develop this Competitive Team Based Learning by applying it to the material to find out if other materials are suitable for this learning strategy, in order to achieve the expected goals.
3. To prospective researchers, to be able to develop and strengthen this strategy and strengthen the results of this research by reviewing it first in order to be able to conduct more successful research

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