

## ***SOCIUS CLASH OF CHAMPIONS: INNOVATION OF SOCIOLOGY LEARNING MEDIA FOR CLASS XI SPECIAL TALENT MAN 1 MALANG***

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### ***Abstract***

*Technological developments play an important role in the learning process of the modern era. Sociology learning in schools plays a significant role in shaping students' character, as it is a fundamental aspect of producing social change. Class XI special talent MAN 1 Malang has kinesthetic student characteristics. Researchers innovated the Team Games Tournament (TGT) learning based on sociology material on social problems by developing the Clash of Champions concept. The research used qualitative methods, including descriptive methods, and data collection techniques such as interviews, observation, and documentation. By conducting interviews with 4 students of class XI F, special talent for sports, and 1 sociology subject teacher as the sociology subject teacher in the study group of class XI MAN 1 Malang in 2024/2025. Socius Clash of Champions innovation provides space for students with kinesthetic learning styles, as this concept combines 2 learning media: Puzzlemaker and Wordwall. The idea of Socius Clash of Champions is in line with the view of constructivist theory, where students build skills and knowledge independently, and educators act as facilitators with interesting learning designs to form Student Centered Learning (SCL).*

**Keywords:** *Special Talent Sports Class; Socius Clash of Champions; Sociology*

### **Abstract**

Perkembangan teknologi memainkan peran krusial dalam proses pembelajaran di era modern. Pengajaran sosiologi di sekolah memiliki peran penting dalam membentuk karakter siswa karena merupakan aspek fundamental yang memicu perubahan sosial. Siswa kelas XI dengan bakat khusus di MAN 1 Malang memiliki karakteristik kinestetik. Para peneliti menginovasi pembelajaran berbasis Turnamen Permainan Tim (TGT) berdasarkan materi sosiologi tentang masalah sosial dengan mengembangkan konsep Clash of Champions. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data yang digunakan oleh peneliti untuk memperoleh data melalui wawancara, observasi, dan dokumentasi. Dengan melakukan wawancara terhadap 4 siswa kelas XI F yang memiliki bakat olahraga khusus dan 1 guru mata pelajaran sosiologi sebagai guru pembimbing mata pelajaran sosiologi di kelompok studi kelas XI MAN 1 Malang pada tahun ajaran 2024/2025. Inovasi Socius Clash of Champions memberikan ruang bagi siswa dengan gaya belajar kinestetik, di mana konsep ini menggabungkan dua media pembelajaran, yaitu Puzzlemaker dan Wordwall. Socius Clash of Champions sejalan dengan pandangan teori konstruktivisme, di mana siswa membangun keterampilan dan pengetahuan mereka secara mandiri, sementara pendidik bertindak sebagai fasilitator dengan desain pembelajaran yang menarik hingga pembelajaran terbentuk. Pembelajaran Berpusat pada Siswa (SCL).

**Kata kunci:** Kelas Olahraga Bakat Khusus; Socius Clash of Champions; Sosiologi

## Introduction

Education is the fundamental foundation for improving the quality of the nation's generation, creating a competitive society, especially in the 21st century, a time of rapid development. Technological advancements play a crucial role in the modern learning process, providing a wide selection of interactive materials, games, simulations, and specially designed assessment tools to enable students to be more active in learning. The world of education requires innovation to continue to develop and adapt to developments in other fields (Ambarwati et al., 2021). In Indonesia, the application of conventional and digital media supports the teaching and learning process. The use of media encourages educators and students to be more responsible in receiving and delivering learning materials. The application of both conventional and digital learning media must go hand in hand. Despite rapid technological developments, conventional learning media, which are inherent in the interaction between teachers and students, must remain present in every classroom learning process (Yuniarti et al., 2023).

To plan effective learning that meets the needs of each student in the classroom, a teacher needs to understand the characteristics, interests, and learning styles of students through a personalized learning approach because each student is unique and has a different learning style (Lisnawati et al., 2023). Sociology learning in schools plays a significant role in shaping students' character through the application of character education and relevant teaching materials that cover multicultural societies, deviant behavior, values, and norms (Kobatubun, 2023). The importance of studying sociology is reinforced by the opinion (Wulandah et al., 2023) that sociology studies many relationships between individuals and groups in a society, such as conflicts, social phenomena, and others. This is because the interactions carried out are fundamental aspects that produce social change.

MAN 1 Malang has students with different social and cultural character backgrounds, in addition, there are also class categorizations, such as regular classes, acceleration, and special talents, so that they have the potential to influence the way they understand and respond to sociology material. MAN 1 Malang provides a special class for students who have sports talents, namely the special talent class. The characteristics of KKO (Special Sports Class) students are different from regular student classes, especially in terms of learning outcomes, where students with high sports talents tend to be motivated when participating in competitions, but are less interested in formal lessons in class. (Putri et al., 2022). Class XI students with special talents at MAN 1 Malang have great motivation in competitions in the field of sport they are pursuing and also do not forget their main obligation to study, where they continue to participate in learning activities in class. In this case, the role of teachers in managing the learning class atmosphere is important as a capital to maintain the learning motivation of students in the special talent class, such as innovations in learning media based on *Teams Games Tournament*.

The cooperative learning model based on *Team Game Tournament* (TGT) encourages students to work together. In this learning method, games are used to train teamwork among group members in achieving a common goal. Cooperative learning *Team Game Tournament* (TGT) has five key elements, namely presentation of material, group learning, games, tournaments, and awards for groups (Nabilah et al., 2024).

Research conducted by Handayani & Nurlizawati (2022) with the title "*Implementation of the TGT (Teams Games Tournament) Type Cooperative Learning Model to Increase Student Learning Motivation in Sociology Learning for Class XI IPS 1 SMAN 1 Lubuk Basung*" resulted in a study that the application of the learning model *Team Games Tournament* (TGT), has proven successful in increasing the learning motivation of class XI IPS 1 students at SMA N 1 Lubuk Basung in the subject of sociology. This can be seen from the increase

Student motivation to participate in sociology lessons. Students' active participation in expressing opinions or asking and answering questions related to the material being studied encourages students to be active in the learning process and forms the basis for the additional activeness points awarded by the teacher.

Research conducted by Amanda & Nurlizawati (2024) with the research "*Implementation of the Team Games Tournament Learning Model Assisted by Question Cards to Increase the Learning Activity of Class XI Sociology 4 Students of SMA Negeri 7 Padang*" shows the results that at the beginning of the implementation of the learning model *Team Games Tournament* with a question card model (*question card*). Students did not fully understand the concept of the learning model. However, observations in Cycle II, conducted over two meetings, showed an increase in student engagement, as evidenced by their enthusiasm for completing group assignments and their collaborative work in discussions and answering questions in the Student Worksheet (LKPD) and the assigned question cards.

The Learning model *Team Games Tournament* has many game innovations in implementing the learning process, one of which is currently trending, namely *Clash Of Champions*. Research conducted by Amri & Ardiyanti (2025) with the title "*The Impact of Ruangguru's Clash of Champions Event on Increasing Student Interest in Mathematics Learning*" resulted in the finding that the event "*Clash of Champions*". A competition hosted by Ruangguru contributed 32.4% to increasing student learning interest, while other factors contributed 67.6%. The findings of this study support previous theory and research showing that educational broadcasts with competition themes can increase student engagement and interest in learning.

Hegemony shows education in the form of *Clash Of Champions* Ruangguru's content for Gen-Z can build learning motivation amidst the abundance of non-educational broadcasts. This is supported by research conducted by Lestari & Darmawan (2024), which found that *Clash of Champions* on YouTube or the Ruangguru application, there are tips and messages from participants or players in the game show *Clash of Champions*. The messages given include not getting bored easily while studying, staying enthusiastic in learning, staying focused in pursuing the knowledge being studied, being more diligent in studying anywhere other than just during school or campus hours, tips on maintaining emotional stability when facing difficult learning, and a message to not give up easily and be enthusiastic in following the learning.

Research conducted by Jannah et al., (2024) strengthens the results of previous research, the research was conducted with a focus on mathematics subjects which resulted in the finding that the application of the method *Team Games Tournament* (TGT) based *Clash of Champions*. The research conducted at X-9 SMA Negeri 1 Indramayu in the 2024/2025 academic year demonstrated effectiveness in improving student learning outcomes and motivation in the first and second cycles. Although the first cycle had several weaknesses, the researcher successfully improved the implementation of the second cycle optimally, resulting in improved learning outcomes and improved student motivation.

Several studies have been conducted using the *Team Games Tournament* (TGT) method with a team-based model. *Clash of Champions* in learning, but the research that has been done has applied more models *Clash of Champions* in science subjects such as mathematics, physics, and chemistry. This has encouraged researchers to develop learning models *Clash of Champions*, with the concept of social sciences in class implementation studies XI Special Talent MAN 1 Malang. Application of learning media: *Clash of Champions*, based on observations, interviews, and documentation during Teaching Assistance at MAN 1 Malang, where class XI special talents of MAN 1 Malang have kinesthetic student characteristics so that the researcher innovated *Team Games Tournament* (TGT) based learning based on sociology material on social problems by developing the concept

*Clash of Champions* by Ruangguru to become *Socius Clash of Champions*. This study aims to develop and describe the implementation of the TGT-based Socius Clash of Champions learning model to increase the involvement of class XI students with special talents at MAN 1 Malang.

### Research methods

The study employed qualitative research methods with descriptive methods. Understanding of knowledge is formed through the gathering of meaning from various experiences. In constructivism, there are two important views on learning: first, learning is not merely receiving information, but rather understanding the meaning contained therein; and second, learning is not merely transferring knowledge, but rather building the process of understanding it. Effective meaning-making in learning can be done through interaction, both online and offline (Waruwu, 2024). The location of this research was at MAN 1 Malang, focusing on class XI F students with special sports talents in the 2024/2025 academic year.

The data collection techniques used by researchers to obtain data were through interviews, observation, and documentation instruments. By conducting interviews with 4 students of class XI F with special sports talents and 1 sociology subject teacher as sociology subject teacher in the class XI study group of MAN 1 Malang in the 2024/2025 academic year. The selection of informants was based on the discussion topic regarding sociology learning in class XI F with special talents, with observation and interview data regarding sociology learning applied during the learning process until the implementation of the application. *Socius Clash Of Champions*. The data analysis technique used in this study was interactive analysis. Miles and Huberman explain that qualitative data analysis is an interactive and ongoing process until data saturation is reached. It involves the steps of data reduction, data presentation, and conclusion drawing/verification (Hasan et al., 2023).

### Research Results and Discussion

#### The Characteristics of Students with Special Talents in Learning

MAN 1 Malang has a learning grouping system into three groups: regular classes, accelerated classes, and special talent classes. Learning in the special talent class specifically focuses on sports in one study group in grade XI F, where students have achieved many achievements according to their respective talents and interests. Talent is a natural ability possessed by a person from birth and is related to the structure of their brain. This ability allows individuals to acquire knowledge or skills more easily. Talent can be general, for example, broad intellectual talent, or specific, such as talent in certain academic/non-academic fields, commonly known as talent. Talent and intelligence are two different things, but influence each other (Misbahudholam AR, 2021).

The characteristics of students of XI F MAN 1 Malang in 2024/2025 have a tendency to be kinesthetic students who have a learning style that cannot be centered on the teacher (*Teacher Centered Learning*). This was expressed by (F) "*I don't really like learning that only involves writing and listening to the teacher's explanation.*" Besides that, it was also expressed by (K) female student with table tennis talent. "*I prefer learning in class, sir, rather than just writing and watching videos for a long time and analyzing them, which is really boring. If we're outside, we can move around and not get sleepy.*"

Sociology teacher at MAN 1 Malang, Mr. Fahlul, explained how sociology learning is applied in learning in class XI F with regular classes. "*Indeed, class XI F is very special, sir, because not only do they have special talents, but their learning style characteristics are also special and a little different from mine.*"



*"I apply learning models with other classes, such as in class XI, I have to show a short video first or a song for those who want to move around dancing or laughing with their behavior; whereas in other classes (regular) I rarely and even never intensively apply this learning approach with students."* In addition, learning in class XI F has a special time to develop the special talents they have, and sociology learning from a total of 7 JP in 1 week must be cut for the allocation of time to develop special talents, so that in 1 week of sociology learning, there are only 4 lesson hours in class XI F.

The results of interviews with students and teachers are consistent with research by Kusumardi (2023), who found that people with a kinesthetic learning style find it easier to remember facts and information through actions and body movements. Kinesthetic learning is learning by doing or practicing something. This learning method is well-suited to various fields of study, such as sports, art, and science. Characteristics of students with a kinesthetic learning style include a preference for practical learning, conducting hands-on experiments, and memorizing material while moving or observing (Kusumardi, 2023).

According to Ardhana in Asri Budiningsih, student characteristics are a crucial variable in learning design. These characteristics are defined as students' background experiences, including general abilities, expectations for learning, and their physical and emotional aspects, which impact how effectively they learn (Andriani & Muntohar, 2022). In this regard, the teacher's role in managing classroom learning by utilizing existing learning media and innovating with various learning models tailored to student characteristics is crucial.

### **Learning Models and Media**

Based on various expert perspectives, a learning model can be understood as a pattern of reciprocal relationships between students and teachers, encompassing various elements such as approaches, strategies, methods, and learning techniques. Furthermore, a learning model is a conceptual framework that describes systematic steps for organizing learning experiences to achieve learning objectives. This model serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities (Prihatmojo & Rohmani, 2020).

The interaction between teachers and students is at the heart of the learning process. It is in this communication process that learning media play a crucial role. In this context, learning media can be defined as a tool or intermediary used by teachers to convey learning materials to students, making them easier to understand (Yuniarti et al., 2023).

Learning in class XI F special talents MAN 1 Malang 2024/2025 is still focused on the learning model with a learning basis. *Problem-Based Learning* (PBL), the massive use of teachers in the model *Problem Based Learning*. In almost all subjects, students feel bored during the learning process. As expressed by (R) *"Almost all lessons nowadays involve reviewing videos or watching pictures and then analyzing and discussing them with the group, but I feel bored with that kind of learning, sir, because it's fun to watch the video, but I'm too lazy to write it down, sir."* A similar expression was also expressed during an interview with (Kh) *"The main thing is, I'll just do it, sir, for example, if it's submitted, if there are still things that haven't been answered, I'll just leave it to you because sometimes I'm tired, and if I watch another video, it makes me sleepy and sometimes I even fall asleep, hehehe."*

Some obstacles cause teachers to be less able to apply varied learning models. *"We (teachers) sometimes encounter several obstacles when we have prepared other learning models. Such as Team Games Tournament (TGT), Project-based Learning (PJBL), or even other game-based models, but time constraints, school activities, and sometimes cut into activities"*

"KBM so that the model is less implemented, which forces us (teachers) to chase the target of achieving the material, and sometimes the game concept in learning is just like that.". These constraints encourage researchers to provide innovation through model-based learning. *Team Games Tournament* (TGT) using conventional and online media on website game-based learning providers.

A learning model is a systematic effort to organize the learning process to gain learning experiences and achieve learning objectives. One interesting type of learning model is the *Team Games Tournament* (TGT) developed by David DeVries and Keith Edwards in 1995 (Astuti et al., 2022). According to Hermawan, the TGT model is carried out by forming small groups of four to six people with diverse academic abilities, gender, race, or ethnic backgrounds (Hermawan & Rahayu, 2020). The Learning Model Teams *Games Tournament* (TGT) was chosen because it encourages student involvement in the learning process by creating a competitive and collaborative atmosphere. The concept of the learning model *Team Games Tournament* (TGT), based on the observation results in class XI F special talents MAN 1 Malang, was implemented with the concept *Socius Clash of Champions*.

### Implementation of Socius Clash of Champions

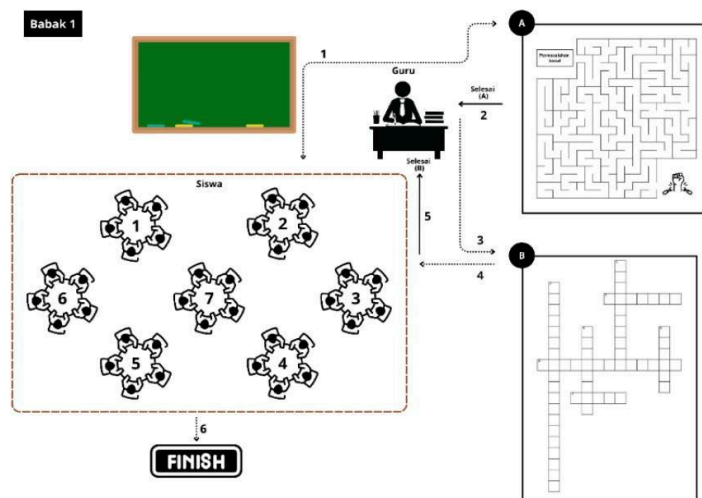
*Socius Clash of Champions* is a development of learning based on learning models *Team Games Tournament* (TGT), with the help of online websites such as Puzzlemaker and Word Wall to make the classroom learning atmosphere more interesting and relevant. *Socius Clash of Champions* encourages students to get interested in sociological concepts to attract student participation in participating in learning.

Through model learning *Team Games Tournament* (TGT). Through the interaction within the game, students can practice critical thinking in analyzing problems and determining logical solutions. The competitive learning environment can also foster students' confidence in providing opinions and collaborating on various ideas to solve challenges. Learning design *Socius Clash of Champions* will improve students' critical thinking skills, which will ultimately help them succeed in overcoming various problems at school and in everyday life.

Draft *Socius Clash of Champions*, in its implementation it consists of 2-stages games, where the teacher forms 7 groups with the game rules that in all rounds, they are not allowed to use any electronic media to find answers so that fundamentally, a sense of self-confidence and teamwork will be formed which indirectly reduces students' dependence on electronic media in developing critical thinking.. In round 1, students will focus more on building concepts for sociology learning materials, in this case, class XI material, namely, various social problems.

Chapter 1 provides the basic essence of learning social problems, namely, students can understand how social problems are formed, so that later, when living in society, they will understand the forms and ways to overcome these problems. This concept is fundamentally stated in *games labyrinth of social problems*, flow (1), where students are given time maximum of 2 minutes to work on the code LKPD (A). This is a labyrinth of social problems with the cooperation of each member of the group that has been formed so that they can find a way out of the labyrinth of social problems, (2) groups that have finished immediately collect the labyrinth LKPD to the teacher, (3) Next, the teacher gives the LKPD code (B) *crossword puzzle* (TTS). (4) Students work in group discussions with a time duration maximum of 5 minutes, (5) The 2 fastest groups in completing and collecting will become players in the next round. (6) The teacher gives 5 minutes to discuss and review the notes on the material that has been studied together, which allows the group to strengthen each other.

Team cohesion because in the 2nd round, not only did 2 groups play, but 5 other groups also played a role in *Socius Clash of Champions*. Also, the Concept flowchart from the *Socius Clash of Champions* round , can be seen in the following image.

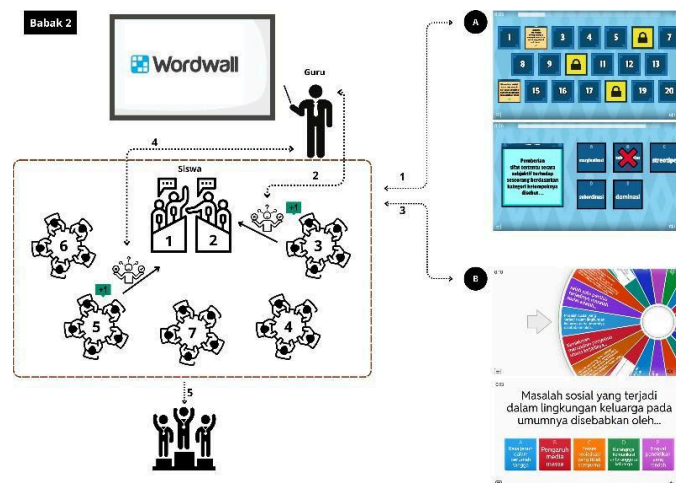


**Figure 1. Learning Concept Flowchart Socius Clash of Champions Chapter 1**

(Source: author's personal)

Chapter 2 in *Socius Clash of Champions* is the final stage between the 2 winning groups in the 1st round, using the platform Wordwall as a learning media-based games tournament with multiple-choice questions. Round 2 emphasizes team cohesion and self-confidence. The 5 teams that failed in round 1 are not just spectators in round 2, but become a group that is critical of the answer choices from the 2 groups of players. This will later be an added value for individuals and groups who can criticize, respond to, and be able to explain the material of the questions.

The implementation flow in round 2 begins with (1) the teacher directing the students to form seats according to their respective groups and form a U-shape with 2 groups of players in the middle, each team being a finalist group. Play games code (A) *open the box*, (2) The teacher provides an opportunity for a discussion session for the other 5 groups to provide responses, criticism, or even a brief explanation of the question material, after code stage (A) *open the box*. After that, the teacher gave 2 minutes to give each team time to strengthen team cohesion, (3) then the 2 finalist groups played the code stage (B) *spin the wheel* where the teacher gives 15 questions in the form of spin and 2 finalist groups to answer quickly with each team ringing the agreed answer code bell, if the team that hid the bell answers incorrectly thrown on the opposing team and if the opposing team is still wrong then it will be thrown to the other 5 teams to given opportunity, (4) same as code stage (A) *open the box*. The other 5 groups were allowed to respond, criticize, or even briefly explain the material in the questions are displayed, (5) after the code stage (A) *open the box* and (B) *spin the wheel*. After completion, the teacher gave appreciation to the winning groups 1, 2, 3, and the most active group. Concept flow diagram *Socius Clash of Champions* round 1 can be seen in the following image.



**Figure 2. Learning Concept Flow***Socius Clash of Champions Chapter 2*  
(Source: author's personal)

Draft *Socius Clash of Champions* history with the needs of problems in the reality of the characteristics of students XI F special talents MAN 1 Malang 2024/2025, where students develop their own abilities supported by facilitators such as teachers and the learning environment. Constructivist learning theory views that students independently build their competencies, skills, or knowledge, and educators as facilitators in the learning process through various learning designs and actions that support the changes needed by students. (Sudirman P et al., 2024).

The constructivist learning theory approach is a method used by educators to implement learning to accelerate the learning process, achieving maximum results, improving students' basic abilities, and encouraging active student involvement in developing their independent learning abilities (A. Harefa, 2022). Understanding of knowledge is formed through gathering meaning from various experiences during the learning process. In constructivist theory, there are two important views on learning: first, learning is not only receiving information but rather understanding the meaning contained therein; second, learning is not merely the transfer of knowledge but how to build the process of building understanding. Effective, meaningful understanding in learning can be achieved through interactions between students and teachers, both online and offline (M. Harefa et al., 2023).

Through the implementation of the Concept *Socius Clash of Champions* provides learning real-life *social action*, which is formed during the learning process in the classroom, such as self-confidence and helping each other in solving a problem. In addition, learning in the classroom through constructivism in the sociology learning process for class XI special talents MAN 1 Malang 2024/2025 with *Socius Clash of Champions* form *Student Centered Learning* (SCL) through learning models *Teams Games Tournament* (TGT), so that it becomes an innovation which was previously more on *Teacher Centered Learning* (TCL) or *Student Centered Learning* (SCL) with model *Problem Based Learning* (PBL).

## Conclusions and Recommendations

Students with special talents such as sports have a kinesthetic learning style which is a gap for educators in innovating learning in other subjects, such as sociology learning which provides a lot of material and theory in the learning process by almost always using models. *Problem-based Learning* (PBL) in delivering material. *InnovationSocius Clash of Champions* provides space for students with a kinesthetic learning style, where this concept combines 2 media



learning, namely Puzzlemaker and Wordwall, with a 2-round concept, where round 1 uses Puzzlemaker with crossword *puzzles* conventionally, while in round 2, with Wordwall media via the feature of opening *the box* and *spinning the wheel*. Draft *Socius Clash of Champions* in line with the view of constructivism theory, where students build their skills and knowledge independently, in this case, the role of educators is as facilitators through learning design so that student-centered learning is formed, or *Student Centered Learning* (SCL).

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