



Vocational School Students' Perception of The Potential of Team Game Tournament as A Conventional Learning Strategy

Nadhira Karima, Agus Gozali

[The author informations are in the declarations section. This article is published by ETFLIN in Education and Learning, Volume 2, Issue 2, 2026, Page 49-55. DOI: 10.58920/edu0201581]

Received: 01 February 2026

Revised: 27 March 2026

Accepted: 10 June 2026

Published: 05 July 2026

Editor: Muhamad Aris Sunandar



This article is licensed under a Creative Commons Attribution 4.0 International License. © The author(s) (2026).

Keywords: Team Game Tournament, vocational education, English language learning, cooperative learning, student perception.

Abstract: The increasing demand for interactive English instruction in vocational schools is often constrained by limited resources and unequal access to digital tools. This study investigated vocational high school students' perceptions of the Team Game Tournament (TGT) as a conventional non-digital strategy in English instruction. A descriptive quantitative design was used to examine students' responses after TGT classroom activities. Participants were 32 tenth-grade students in the Fashion Design program at a vocational high school in East Java, Indonesia. Total sampling was applied because all students received the same treatment. Data were collected through a closed-ended questionnaire with 15 items using a four-point Likert scale. The instrument measured perceptions of interest, motivation, vocabulary learning, collaboration, effectiveness, and learning difficulty. Data were analyzed using frequencies, percentages, and mean scores. Findings showed that students generally perceived TGT positively. High mean scores appeared in learning stimulation, teamwork, classroom interest, and overall usefulness. Students reported that TGT encouraged participation, improved collaboration, and made learning more enjoyable. Negative perceptions regarding complexity, time management, competitive pressure, and mismatch with learning preferences were relatively low. A consistency analysis comparing paired positive and negative items indicated coherent response patterns, supporting data credibility. However, results reflect perceptions only and should not be interpreted as direct evidence of effectiveness in real classrooms. These findings suggest that TGT can serve as a low-cost and engaging alternative for vocational English classrooms, particularly in schools with limited digital infrastructure. Future studies should examine long-term effects of TGT on language achievement and motivation across broader contexts.

Introduction

The effectiveness of English language instruction in vocational high schools is increasingly challenged by the need to balance communicative competence with contextual relevance and limited instructional resources. English plays a crucial role in vocational education, as it equips students with language skills required for workplace communication and career advancement (1, 2). In the era of global labor mobility, vocational graduates are expected to demonstrate not only technical competence but also sufficient English proficiency for professional interaction (3). However, English classrooms in vocational settings often struggle to create engaging learning environments that foster active participation, collaboration, and meaningful language use. Interactive

learning is widely acknowledged as essential for developing linguistic competence and communication skills, as enjoyable and engaging instruction encourages students to participate actively in the learning process (2, 4). Despite this, many vocational classrooms still rely on conventional, teacher-centered practices that limit students' opportunities for interaction and authentic language practice (5).

The urgency of addressing this issue is intensified by persistent structural constraints in many vocational schools, particularly those located in suburban or rural areas. While gamification and technology-assisted learning have been shown to enhance motivation and engagement, their implementation remains uneven due to limited access to digital devices, unstable internet connectivity, and insufficient technological infrastructure (6, 7). These

limitations prevent teachers from effectively integrating widely used digital platforms such as online quizzes or learning management systems. As a result, educators face a critical challenge: how to sustain student engagement and motivation in English learning without relying on digital tools. Cooperative learning has been identified as a viable alternative, as it promotes peer interaction, shared responsibility, and social engagement (7, 8). Previous studies confirm that cooperative learning strategies contribute positively to students' academic engagement and collaborative skills, which are essential for vocational students preparing for real-world workplace demands (1, 7). However, the practical implementation of cooperative learning models in low-resource vocational English classrooms remains underexplored, particularly from the students' perspective the practical implementation of cooperative learning in low-resource vocational contexts remains underexplored (9).

Students' perception is an important aspect in evaluating instructional strategies because perception reflects how learners interpret, experience, and respond to classroom activities. Positive perceptions toward learning activities may influence students' motivation, participation, and engagement during the learning process. Previous studies also indicate that students' perceptions of classroom environments are closely associated with active participation and learning involvement in language learning contexts (10). From the perspective of cooperative learning theory, meaningful interaction, teamwork, and peer collaboration are considered essential elements that support active learning and social development among students (11, 12). In this context, Team Game Tournament (TGT) is viewed not only as a game-based instructional activity but also as a cooperative learning strategy that encourages interaction, shared responsibility, and collaborative participation among learners. Empirical studies have demonstrated the effectiveness of TGT in improving learning outcomes such as reading comprehension, vocabulary mastery, and classroom interaction (13, 14). However, previous studies have predominantly emphasized achievement-related outcomes, while relatively limited attention has been given to students' subjective perceptions and classroom experiences, particularly in vocational English classrooms with limited technological resources. Therefore, this study focuses specifically on examining vocational students' perceptions toward TGT as a conventional non-digital cooperative learning strategy.

Methodology

Study Design

This study employed a descriptive quantitative research design to examine vocational high school students' perceptions of the Team Game Tournament (TGT) as a

conventional learning strategy in English language instruction. A descriptive quantitative approach was selected because the study aimed to describe students' perceptions systematically using numerical data rather than to examine causal relationships (15). This design allowed the researcher to capture learners' responses objectively and to present the findings in the form of measurable trends and distributions.

Population and Sample

The population of this study consisted of tenth-grade vocational high school students enrolled in the Fashion Design program at a vocational school in East Java, Indonesia. The sample comprised 32 students, representing the entire population of the selected class. A total sampling technique was applied because the population size was relatively small and all students had experienced the same instructional treatment. This approach ensured complete data coverage and minimized sampling bias. Participants were generally between 15 and 17 years old, which is the typical age range for tenth-grade vocational students.

Instructional Materials and Learning Strategy

The instructional strategy implemented in this study was the Team Game Tournament (TGT), a cooperative learning model that combines teamwork and academic games (11). The learning material focused on a narrative text, Cinderella, which was selected in accordance with the English curriculum and adapted to students' learning level. The instructional objectives included improving reading comprehension, vocabulary understanding, classroom participation, and students' engagement in English learning.

All learning activities were conducted using non-digital, paper-based materials, including printed texts, question cards, and manually prepared game boards made of carton paper. Each game board contained eight numbered sections, with each number representing one comprehension question. Students were divided into four heterogeneous teams, with each team consisting of seven to eight members to promote peer interaction, cooperation, and balanced participation.

Research Procedures

The research procedures followed a structured sequence adapted from Creswell's (2012) (15), research framework and are illustrated in **Figure 1**. The implementation began with a teacher-led explanation of the narrative text, including vocabulary clarification and guided comprehension questions. After the explanation session, the Team Game Tournament activity was conducted.

Students were instructed to line up in front of their respective team boards and take turns selecting numbered questions. Each student was given an opportunity to

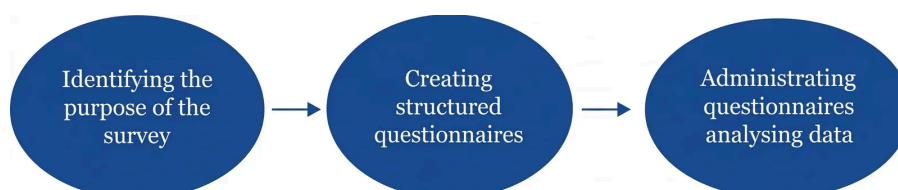


Figure 1. Flow chart of the research procedure.

answer orally. If a student was unable to answer, the opportunity was passed to another team member. Peer discussion was encouraged to facilitate collaborative problem-solving and active learning. The tournament continued until all questions on the boards had been answered. The complete instructional session lasted approximately 90 min.

Immediately after the instructional session, data collection was conducted to capture students' direct learning experiences. Paper-based questionnaires were distributed to all participants in the classroom. Clear oral instructions were provided, and students completed the questionnaire individually before submitting it directly to the researcher.

Research Instrument

The research instrument used in this study was a closed-ended questionnaire designed to measure students' perceptions of the Team Game Tournament strategy. The questionnaire consisted of 15 items adapted from Kusuma's (2018) framework of conventional learning (16). Responses were measured using a four-point Likert scale: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). A four-point scale was selected to reduce neutral responses and encourage clearer participant attitudes (17).

The questionnaire measured two main dimensions: (1) Positive perceptions, including students' interest, motivation, vocabulary improvement, collaborative learning, and effectiveness of the strategy; and (2) Negative perceptions, including perceived difficulty, lack of suitability with learning preferences, and limited effectiveness.

To ensure clarity and comprehension, the questionnaire was translated into Indonesian. Content validity was established through expert judgment from

English education lecturers, ensuring alignment between the instrument and the research objectives (18). The internal consistency of the questionnaire was evaluated using Cronbach's alpha, which indicated acceptable reliability (19).

Data Analysis

Data were analyzed using descriptive statistical techniques, including the calculation of frequencies, percentages, and mean scores (20). The results were tabulated and interpreted to determine the overall tendency of students' perceptions toward the TGT strategy. Mean scores were interpreted using four categories: very low, low, high, and very high perception levels (21).

Additionally, consistency analysis was conducted by pairing positively and negatively worded items addressing similar constructs. Differences in mean scores between paired items were examined to evaluate the consistency of students' responses. This procedure strengthened the credibility of the findings and supported the interpretation that responses reflected genuine perceptions. Statistical analysis was conducted using Microsoft Excel and SPSS version 25.

Ethical Considerations

Ethical considerations were strictly observed throughout the study. Students participated voluntarily and were informed about the purpose of the research prior to data collection. To minimize social desirability bias, students were informed that their responses would not affect academic evaluation and that there were no right or wrong answers. The questionnaire was completed anonymously to encourage honest responses and reduce pressure during data collection. Anonymity and confidentiality were maintained by excluding personal identifiers from the questionnaire. Permission to conduct

Table 1. Descriptive analysis of mean scores and percentage distribution of students' perceptions toward the Teams Games Tournament (TGT) method.

No	Sub- Dimension	Statements	N	Mean	Category of Perception	
					Positive	Negative
1.	Interest	The topics covered in TGT sessions are interesting and engaging	32	3.41	90.62%	9.38%
2.	Vocabulary Enrichment	TGT helps to learn and remember new vocabulary more easily	32	2.84	90.62%	9.38%
3.	Ease of implementation	TGT method is easy to be understood and apply in class	32	3.16	96.88%	3.12%
4.	Stimulus to learn more	TGT encourages to participate more actively in learning	32	3.56	96.88%	3.12%
5.	Effectiveness	TGT makes learning more effective compared to regular classroom activities	32	3.06	100%	0%
6.	Encouragement in practicing language skills	TGT motivates to practice your English speaking and listening skills	32	2.97	87.50%	12.50%
7.	Collaboration & teamwork	TGT encourages teamwork and collaboration with classmates	32	3.53	96.88%	3.12%
8.	Confidence	I feel more confident expressing my ideas after participating in TGT	32	2.88	84.38%	15.62%

the study was obtained from the school, and all procedures adhered to ethical standards for educational research.

Results

This section presents the findings regarding vocational high school students' perceptions of the Team Game Tournament (TGT) as a conventional English learning strategy. Data were obtained from questionnaire responses and analyzed using descriptive statistics, including mean scores and percentages. Following the Framework of Conventional Learning (16), students' perceptions were classified into positive and negative categories. In addition, a consistency analysis was conducted to evaluate the internal alignment of responses across paired positive and negative statements.

Positive Perceptions of TGT

Students' positive perceptions were examined across eight indicators: interest, vocabulary enrichment, ease of implementation, stimulus to learn more, effectiveness, encouragement in practicing language skills, collaboration and teamwork, and confidence in expressing ideas. The detailed results are presented in **Table 1**.

Overall, students demonstrated favorable perceptions toward the implementation of TGT in English learning activities. High scores in participation and collaboration indicate that the combination of teamwork and competitive interaction successfully encouraged students to become more actively involved during classroom activities. The findings also suggest that TGT created a more interactive learning atmosphere in which students were encouraged to communicate, cooperate, and engage with peers throughout the learning process.

The positive responses toward classroom interest and ease of implementation indicate that TGT was not only enjoyable but also relatively accessible for students to follow. This finding suggests that cooperative game-based activities can create engaging learning experiences without requiring complicated instructional procedures. The simplicity of the TGT format may have helped students

focus more on interaction and participation during the learning process.

Students generally perceived TGT as an effective learning strategy that supported classroom interaction and language practice. Positive perceptions regarding vocabulary learning and speaking-listening activities indicate that the collaborative structure of TGT provided opportunities for students to learn through peer discussion, repetition, and active participation. Although the perceptions in these language-related aspects were slightly lower compared to participation and teamwork, the findings still suggest that TGT contributed positively to students' English learning experiences.

Although students generally responded positively toward TGT, confidence in expressing ideas appeared to develop more gradually compared to participation and teamwork. This finding may indicate that while cooperative activities can encourage students to become more active, developing confidence in communication requires longer-term practice and repeated exposure to interactive learning situations.

Negative Perceptions of TGT

Students' negative perceptions were assessed across three dimensions: incompatibility with learning preferences, complexity of the game format, and ineffectiveness in language retention. All items were reverse-coded; therefore, higher mean scores indicate weaker negative perceptions. The detailed results are shown in **Table 2**.

Overall, students demonstrated relatively low levels of negative perception toward TGT. The findings indicate that most participants were able to accept the cooperative and competitive learning activities positively, suggesting that the implementation of TGT was generally well received in the classroom environment.

The findings suggest that the competitive aspect of TGT was perceived more as a source of motivation than as psychological pressure. Rather than creating stressful classroom situations, the tournament activities appeared to encourage participation and engagement among students. In addition, most students did not perceive the

Table 2. Descriptive analysis of mean scores and percentage distribution of students' perceptions toward the challenges of the Teams Games Tournament (TGT) method.

No.	Sub-Dimension	Statement	N	Mean	Positive	Negative
1	Incompatibility with learning preferences	The topics in TGT sessions do not match my learning preferences	32	3.00	90.62%	9.38%
2	Incompatibility with learning preferences	The competitive nature of TGT makes me feel pressured rather than motivated	32	3.38	90.62%	9.38%
3	Incompatibility with learning preferences	I prefer usual learning methods over TGT for understanding lesson materials	32	3.12	93.75%	6.25%
4	Complexity in understanding the game format	The game format of TGT is confusing and difficult to follow	32	3.16	96.88%	3.12%
5	Complexity in understanding the game format	TGT takes too much time, making it hard for me to focus on learning materials	32	3.22	96.88%	3.12%
6	Complexity in understanding the game format	I experience misunderstanding among group members while using TGT	32	3.09	90.62%	9.38%
7	Ineffectiveness in language retention	TGT does not help me retain English vocabulary effectively	32	3.06	96.88%	3.12%

learning procedures as confusing or excessively time-consuming, indicating that the structure of TGT was sufficiently clear and manageable during classroom implementation.

Despite the generally positive responses, several students still demonstrated preference for more conventional learning approaches. This finding indicates that cooperative game-based learning may not equally accommodate all learner preferences and classroom characteristics. Individual differences in learning style, participation comfort, and communication confidence may influence how students respond to collaborative instructional activities. Nevertheless, these concerns remained relatively limited compared to the overall positive perceptions toward TGT.

Consistency Analysis

A consistency analysis was conducted by comparing six pairs of positive and negative items measuring related constructs. The results are presented in **Table 3**.

The relatively small differences across most paired items indicate that students responded to the questionnaire in a reasonably consistent manner. The alignment between positive and negative statements suggests that participants demonstrated coherent perceptions regarding the implementation of TGT. However, the slightly larger difference in the teamwork-related pair may indicate that although students appreciated collaborative learning, minor communication difficulties or misunderstandings still occasionally occurred during group interaction.

Overall, the consistency analysis strengthens the credibility of the findings by demonstrating that students responded to the questionnaire thoughtfully and consistently. This result supports the interpretation that the reported perceptions genuinely reflected students' classroom experiences during the implementation of TGT.

Discussion

The findings suggest that TGT can function as an effective interactive learning strategy even without reliance on digital technology. This result is particularly relevant in vocational classroom contexts where technological access and infrastructure remain limited. Previous studies have

shown that technology integration in language learning often faces challenges related to infrastructure readiness, teacher competence, and unequal access, particularly in vocational education context (2, 4). Therefore, the positive perceptions identified in this study imply that meaningful classroom engagement may be achieved through collaborative instructional design rather than technological sophistication alone. Interpreted through the Framework of Conventional Learning, these findings further suggest that conventional learning strategies can remain effective when implemented in a student-centered, collaborative, and socially interactive manner (13, 14).

The positive perceptions regarding participation, collaboration, and learning engagement indicate that the cooperative structure of TGT successfully transformed classroom activities into a more interactive learning process. Rather than functioning as passive learners, students were encouraged to participate actively through teamwork, discussion, and tournament-based interaction. This finding is consistent with previous studies emphasizing that cooperative learning environments can increase learner motivation, classroom participation, and social interaction (7, 8). The collaborative nature of TGT may also have strengthened peer support and shared responsibility during learning activities, allowing students to exchange ideas and assist one another throughout the instructional process. This interpretation aligns with Fauziyah and Anugraheni (2020), who associated TGT with stronger peer interaction and collaborative responsibility (9). Furthermore, the positive perception of TGT effectiveness supports earlier findings by Gani (2019), who reported improvements in classroom interaction and reading comprehension through cooperative tournament activities (10). Similar findings were also reported by Puspita and Halim (2019), who found that TGT contributed positively to learner motivation and self-esteem in English learning contexts (11, 12). Although vocabulary-related perceptions were relatively lower compared to participation and collaboration, students still recognized the contribution of TGT to vocabulary learning through peer discussion, repetition, and contextualized interaction during classroom activities (19).

Despite the predominantly positive findings, several concerns remain important to consider. The presence of

Table 3. Comparison and mean differences between matched positive and negative perception items of the TGT method.

No	Positive Item	Negative Item	Mean Difference
1.	The topics covered in TGT sessions are interesting and engaging	The competitive nature of TGT makes me feel pressured rather than motivated	0.47
2.	TGT helps to learn and remember new vocabulary more easily	TGT does not help me to retain English vocabulary effectively	0.28
3.	TGT method is easy to be understood and apply in class	The game format of TGT confusing and difficult to follow	0.44
4.	TGT encourages to participate more actively in learning	TGT takes too much time, making it hard for me to focus on learning materials	0.47
5.	TGT makes learning more effective compared to regular classroom activities	I prefer traditional learning methods over TGT for understanding lesson materials	0.25
6.	TGT encourages teamwork and collaboration with classmates	I experience misunderstanding among group members while using TGT	0.75

students who still preferred conventional learning approaches suggests that cooperative game-based instruction may not fully accommodate all learner preferences and classroom characteristics. Individual differences in learning style, communication confidence, and participation comfort may influence how students respond to collaborative learning environments. This finding supports Pacala and Obiedo (2023), who emphasized the importance of flexible instructional approaches to accommodate diverse learner needs and post-pandemic learning adjustments (21). In addition, several students still reported minor concerns regarding pacing, group interaction, and long-term vocabulary retention. Although these concerns were relatively limited, they indicate that the implementation of TGT requires clear classroom management, structured instructions, and supportive learning guidance to ensure that competitive activities remain constructive and pedagogically effective. This interpretation is consistent with previous studies emphasizing that learning innovation should remain balanced with clear instructional structure and learner support (18).

The consistency analysis further strengthens the credibility of the findings by indicating that students responded to the questionnaire in a relatively coherent and thoughtful manner. The slight discrepancy identified in the teamwork-related items also reflects the realistic nature of cooperative learning, where positive collaboration may still coexist with occasional interpersonal misunderstanding during group interaction. Rather than weakening the findings, this result provides a more nuanced understanding of students' experiences throughout the implementation of TGT. From a pedagogical perspective, the findings imply that TGT may serve as a practical and low-cost instructional alternative for vocational English classrooms, particularly in educational settings with limited technological infrastructure. Nevertheless, several limitations should still be acknowledged, including the relatively small sample size, the focus on a single vocational school context, and the reliance on self-reported perception data. Therefore, future studies are recommended to involve broader participant groups, compare conventional TGT with digital gamification approaches, and examine the long-term effects of TGT on language achievement, motivation, and vocabulary retention.

Conclusion

The findings of this study indicate that the Team Game Tournament (TGT) was positively perceived by vocational high school students as a conventional English learning strategy. TGT effectively promoted students' interest, classroom participation, collaboration, and overall learning motivation, while negative perceptions regarding difficulty, time management, and competition remained relatively low. These results suggest that structured cooperative learning strategies can remain effective without reliance on digital technology, particularly in vocational schools with limited technological resources. The consistency of students' responses further supports the credibility of the findings. Therefore, TGT may serve as a practical, low-cost, and engaging instructional alternative for English teachers seeking to enhance interaction and learner motivation. However, future studies involving larger samples and

multiple school contexts are recommended to examine its long-term effects on language achievement and broader learner outcomes.

Declaration

Author Information

Nadhira Karima

Department of English Education, Faculty of Cultural Sciences, Brawijaya University, Malang, Indonesia.

Contribution: Data Curation, Formal analysis, Visualization, Writing - Original Draft, Writing - Review & Editing.

Agus Gozali

*Corresponding author

Department of English Education, Faculty of Cultural Sciences, Brawijaya University, Malang, Indonesia.

Contribution: Conceptualization, Funding acquisition, Methodology, Project administration, Resources, Supervision, Validation, Writing - Review & Editing.

Conflict of Interest

The authors declare no conflicting interest.

Data Availability

All data generated or analyzed during this study are included in this published article.

Ethics Statement

Ethical approval was not required for this study.

Funding Information

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

References

1. Fadlia F, Zulida E, Asra S, Rahmiati R, Bania AS. English subject on english for specific purposes (esp) in vocational schools. *Langlit*. 2020;4(2):358-367. doi: <https://doi.org/10.30743/ll.v4i2.3064>
2. Sriyanti S, Muryani C, Prihadi S. Application of project based learning model based on artificial intelligence (ai) to improve critical spatial thinking of students in sukoharjo regency. *geoeco*. 2026;12(1):358. doi: <https://doi.org/10.20961/ge.v12i1.100489>
3. Al-Malki EAA, Gulnaz F, Zahid Javid C, Chaudhry MZ. An Empirical Investigation of the EFL Learners Attitudes Toward the Effectiveness of Cooperative Learning. *Sage Open*. 2022;12(4). doi: <https://doi.org/10.1177/21582440221141699>
4. Akeem Salami O, Abdullahi M. Effect of the adoption of artificial intelligence on technical lecturers' productivity in federal colleges of education, northwest, nigeria. *Educ. Learn. Dev. Nations*. 2025;3(2):01-07. doi: <https://doi.org/10.26480/eldn.02.2025.122.128>
5. Wang YJ, Liu DW. Investigating Vocational High School Instructors'Views on Mobile Learning in the "Tourism

- English Conversation" Course. *Technium Education and Humanities*. 2024;6:134-155. doi: <https://doi.org/10.47577/teh.v6i.10484>
6. Lubis NH, Fithriani R. Investigating Vocational High school Teachers' Challenges in Integrating Computer Assisted Instruction (CAI) into EFL Classes. *j. paedagog. penelit. pengemb. pendidik*. 2023;10(3):809. doi: <https://doi.org/10.33394/jp.v10i3.7731>
7. Riyanda AR, Parma Dewi I, Jalinus N, Ahyuardi, Sagala MK, Rinaldi D, et al. Digital Skills and Technology Integration Challenges in Vocational High School Teacher Learning. *Data and Metadata*. 2025;4:553. doi: <https://doi.org/10.56294/dm2025553>
8. Guo Z, Wang Xinbo. Research on the Types and Influencing Factors of English Learning Motivation among English Major Undergraduates: A Case Study of Third-Year Students at a University in East China. *IJLS*. 2024;4(3):01-06. doi: <https://doi.org/10.32996/ijls.2024.4.3.1>
9. Effendi TS, Wijirahayu S. The Vocational High School Students' Perceptions of Collaborative Learning in Reading. *Jetlal*. 2024;8(2):162. doi: <https://doi.org/10.30587/jetlal.v8i2.8001>
10. Vo H, Ho H. Online learning environment and student engagement: the mediating role of expectancy and task value beliefs. *Aust. Educ. Res*. 2024;51(5):2183-2207. doi: <https://doi.org/10.1007/s13384-024-00689-1>
11. Slavin RE. Cooperative learning in elementary schools. Routledge; 2018. doi: <https://doi.org/10.4324/9781315619781-2>
12. Fauziyah NEH, Anugraheni I. Pengaruh Model Pembelajaran TGT (Teams Games Tournament) Ditinjau dari Kemampuan Berpikir Kritis Pada Pembelajaran Tematik di Sekolah Dasar. *basicedu*. 2020;4(4):850-860. doi: <https://doi.org/10.31004/basicedu.v4i4.459>
13. Gani HRA. The use of team game tournament to improve students' elt classroom interaction and reading comprehension in relation to self-efficacy. *J. Engl. Lang. Teach. Fak. Pendidik. Bhs. Seni Program Studi Pendidik. Bhs. Ingg. IKIP Mataram*. 2019;6(2):84. doi: <https://doi.org/10.33394/jo-elt.v6i2.2359>
14. Fauzi MF, Buhun MF, Purwadi A. The Influence of Teams Games Tournament (TGT) toward Students' Interest in Arabic Language Learning. *Jlz*. 2019;2(2):135-148. doi: <https://doi.org/10.22219/jiz.v2i2.9986>
15. Creswell JW. Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4th ed.). Pearson; 2012.
16. Kusuma GP, Wigati EK, Utomo Y, Putera Suryapranata LK. Analysis of Gamification Models in Education Using MDA Framework. *Procedia Computer Science*. 2018;135:385-392. doi: <https://doi.org/10.1016/j.procs.2018.08.187>
17. Taherdoost H. Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Ajms*. 2022;11(1):8-16. doi: <https://doi.org/10.51983/ajms-2022.11.1.3087>
18. Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta; 2019.
19. Taber KS. The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Res Sci Educ*. 2017;48(6):1273-1296. doi: <https://doi.org/10.1007/s11165-016-9602-2>
20. Mills, G. E., & Gay, L. R. Education research: Competencies for analysis and applications. London, England: Pearson Education. *Jalt*. 2018;1(2). doi: <https://doi.org/10.37074/jalt.2018.1.2.14>
21. Yusuf F. Information Technology Readiness and Acceptance Model for Social Media Adoption in Blended Learning: A Case Study in Higher Education Institutions in West Java, Indonesia. *J. Appl. Data Sci*. 2024;5(2):382-402. doi: <https://doi.org/10.47738/jads.v5i2.195>

Additional Information

How to Cite

APA 7th Edition: Karima, N. & Gozali, A. (2026). Vocational School Students' Perception of The Potential of Team Game Tournament as A Conventional Learning Strategy. *Education and Learning*, 2(2), 49-55. <https://doi.org/10.58920/edu0201581>

Vancouver: Karima N, Gozali A. Vocational School Students' Perception of The Potential of Team Game Tournament as A Conventional Learning Strategy. *Education and Learning*. 2026;2(2):49-55. <https://doi.org/10.58920/edu0201581>

Harvard: Karima, N. & Gozali, A. (2026) 'Vocational School Students' Perception of The Potential of Team Game Tournament as A Conventional Learning Strategy', *Education and Learning*, 2(2), pp. 49-55. doi: 10.58920/edu0201581

Publisher Note

All claims expressed in this article are solely those of the authors and do not necessarily reflect the views of the publisher, the editors, or the reviewers. Any product that may be evaluated in this article, or claim made by its manufacturer, is not guaranteed or endorsed by the publisher. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Open Access

This article is licensed under a Creative Commons Attribution 4.0 International License. You may share and adapt the material with proper credit to the original author(s) and source, include a link to the license, and indicate if changes were made.