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Enhancing Historical Understanding Through the Team Games Tournament "Clash of Champions": A Deep Learning Approach

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Abstract: The history subject plays a vital role in teaching valuable lessons from the past that can be applied to the present world, regardless of geographical or cultural barriers. Traditional teaching methods, based on facts and uninspiring textbooks, contribute to student disinterest and superficial understanding of history. The implementation of deep learning approach can be realized through the Team Games Tournament learning model, which uses team games to enhance student engagement, understanding, and skills, as well as support meaningful and enjoyable deep learning. This study aims to examine the effectiveness of the *Team Games Tournament* "*Clash of Champions*" in improving students' history comprehension through a deep learning approach. The research uses a quantitative method with a Quasi-Experimental Nonequivalent Group Design. The subjects comprise one control class and one experimental class, with a total of 65 students. The results indicate that implementing the *Team Games Tournament "Gameshow Clash of Champions"* significantly improves students' understanding of history. Through a deep learning approach, this innovation provides a meaningful, enjoyable, and conscious learning experience that aligns with 21st-century learning needs.

Keywords: clash of champions; deep learning; historical understanding; team games tournament

Abstrak: Mata Pelajaran Sejarah memegang peran vital dalam mengajarkan pelajaran yang berguna dari masa lalu yang dapat diterapkan pada dunia saat ini terlepas dari hambatan geografis atau budaya. Metode pengajaran tradisional, berbasis fakta dan buku teks yang tidak menginspirasi berkontribusi pada ketidaktertarikan siswa dan pemahaman dangkal tentang sejarah. Implementasi pembelajaran mendalam dapat diaktualisasikan dalam model pembelajaran teams games tournament yang menggunakan permainan tim untuk meningkatkan keterlibatan, pemahaman, dan keterampilan siswa, serta mendukung pembelajaran mendalam dengan cara yang lebih bermakna dan menyenangkan. Penelitian ini bertujuan untuk menguji efektivitas *Team Games Tournament* "*Gameshow Clash of Champions*" untuk meningkatkan pemahaman sejarah siswa melalui pendekatan pembelajaran mendalam. Penelitian ini menggunakan metode penelitian kuantitatif dengan Quasi-Experimental Nonequivalent Group Design. Subjek penelitian ini terdiri dari satu kelas kontrol dan satu kelas eksperimen dengan jumlah 65 siswa. Hasil penelitian ini menunjukkan implementasi *Team Games Tournament "Gameshow Clash of Champions"* dapat meningkatkan pemahaman sejarah siswa secara signifikan. Melalui pendekatan pembelajaran mendalam, inovasi ini menghadirkan pengalaman belajar yang bermakna, menyenangkan, dan berkesadaran, sehingga selaras dengan kebutuhan pembelajaran abad ke-21.

Kata Kunci: clash of champions; pemahaman sejarah; pembelajaran mendalam; team games tournament.

Introduction

The History subject plays a vital role in teaching valuable lessons from the past that can be applied to the present world, regardless of geographical or cultural barriers (Ammar, 2023). It is essential that the topic is taught effectively so that students develop a strong understanding of its significance (Hakim & Khakim, 2024). Most students are not interested in studying history in school because they perceive it as a collection of facts and data that is uninspiring. Traditional teaching methods, based on facts and uninspiring textbooks, contribute to students' disinterest and a shallow understanding of history. The lack of innovative approaches, limited use of technology, and inadequate contextualization make history seem irrelevant and difficult to understand.

To engange students' enthusiasm for history, drastic changes are needed to the way the subject is currently taught and presented in the classroom (Rosidah & Sugianti, 2025). For this reason, deep learning emphasizes holistic, meaningful understanding, focusing on the connections between concepts and practical applications rather than merely memorizing facts (Prastyo & Dos Santos, 2025). The *deep learning* approach encompasses three main pillars: *mindful*, *meaningful*, and *joyful* learning (Muchson et al., 2025; Salong & Ansiska, 2025). "*Joyful*” in this context means creating a learning environment that is enjoyable, interactive, and challenging, and that motivates students to engage emotionally and intellectually. Regarding the '*mindful*' aspect, deep learning emphasizes engagement and holistic understanding that encompass thinking, feeling, sensing, and physical activity, in contrast to traditional learning, which focuses solely on memorization (Nafi’ah & Faruq, 2025; Mubarok et al., 2024). As a result, learning can feel more *meaningful*, as students perceive the benefits and relevance of the material they study in their real lives by reconstructing new knowledge built on the knowledge they already possess.

Deep learning can significantly enhance historical understanding by enabling the analysis, interpretation, and reconstruction of past events from diverse data sources. This approach enables a deeper understanding beyond mere memorization of facts, including the identification of patterns, cause-and-effect relationships, and broader contexts (Prastyo & Dos Santos, 2025; Muchson et al., 2025). Deep learning can be implemented through a *team games tournament* learning model, which uses team-based games to increase student engagement, understanding, and skills, and to support meaningful and enjoyable deep learning (Rosidah & Sugianti, 2025).

These advantages present a significant opportunity for the *Team Games Tournament* to improve students' understanding of history. The *Team Games Tournament* creates an interactive, challenging, and enjoyable learning environment that can effectively facilitate the development of students' historical understanding in line with Piaget and Vygotsky's constructivist learning theories, which emphasize an active process where learners develop knowledge through direct engagement and social interaction (Rizki, et al., 2025).

On the other hand, *the Clash of Champions* Gameshow has opened a new chapter in motivating Indonesian teenagers to learn. Its popularity is reflected in high viewership: it reached over two million views and attracted millions during its broadcast. This show gained widespread attention because it features intelligent and accomplished students (Ali & Riady, 2025). Some participants even experienced a drastic surge in popularity and *endorsement offers*. The program is considered a high-quality show that promotes education and demonstrates that intelligence can be a source of 'prestige' for the younger generation, in contrast to controversial

content that often goes viral (Istiati & Muflichah, 2025; Sari & Reftantia, 2024). *This game show* presents various innovative *game* types that can be implemented in History learning within the framework of the *team games tournament learning model*.

Previous studies have shown that the Team Games Tournament (TGT) has a positive impact on learning outcomes (Nurlaila, et al., 2025; Nabila, & Hendriani, 2025; Masytoh, et al., 2025) and students' motivation to learn (Salsabila, 2025; Rian, 2025). However, these studies mainly focus on the implementation of conventional TGT, and rarely incorporate popular competitive *game show*s like *Clash of Champions*. Additionally, previous research has not linked the TGT model with a deep learning approach in history education. The novelty of this study lies in the strategic implementation *of the Clash of Champions* game show within the TGT framework to support deep learning. Considering this potential, the study aims to examine the effectiveness of the *Team Games Tournament* "*Game Show Clash of Champions*" in enhancing students' understanding of history through a deep learning approach. Through effective implementation, the high enthusiasm of *teenagers for the Clash of Champions* game show is expected to foster a history-learning experience that is *mindful*, *meaningful,* and *joyful*.

Research Method

This research uses a quantitative research method with a *Quasi-Experimental Nonequivalent Pretest-Posttest Control Group Design.* The study involves two observation groups, namely the control group and the experimental group, to analyze the effectiveness of implementing the *Gameshow* '*Clash of Champions*' in improving students' understanding of History. The sample was selected using *Cluster Random Sampling* Technique, resulting in 2 classes from grade X with a total of 65 students, consisting of two classes. The indicators of historical understanding ability in this study were developed from the National Center for History in the Schools (University of California, Los Angeles) (Garvey, 2015; Kochhar, 1984). The aspects of historical understanding used to build the elements and indicators of historical understanding are: 1) identifying the main question or key question from the historical narrative, 2) reading the historical narrative imaginatively, 3) identifying the meaning or value of the historical narrative, 4) describing history in one's own words, and 5) identifying causal relationships or cause-and-effect relationships.

Data analysis was conducted quantitatively using descriptive statistics to provide an overview of the data characteristics, including calculations of mean, median, mode, and standard deviation. Additionally, inferential statistics, including the Wilcoxon test, were conducted to assess the effectiveness of implementing the game-*show-based deep learning approach,* "*Clash of Champions,*" in improving high school students' understanding of history.

Results and Discussion

Implementation of the *Team Games Tournament* through the *Gameshow "Clash of Champions"*

The Team Games Tournament (TGT) is a type of cooperative learning that combines teamwork methods with tournament games. This model allows students to compete in tournaments to test their understanding, thus increasing student cooperation and involvement. In this model, Manalu & Margareta (2023) revealed that, in the first stages, students are divided into heterogeneous teams consisting of 4-6 people. Next, the teacher provides instructions for the tasks to be performed by the group members. In the second stage, the teacher gives a presentation to convey the goals to be achieved, appeals to students to pay attention when delivering the material because it will contribute to improving the performance of the competition, and continues with the delivery of the material as usual. In the third stage, the

teacher gives relevant questions to evaluate students' understanding. The fourth stage is competition: students compete in "tournaments" against other team members at the same level of achievement to earn a score for their team. In the last stage which is the award, the teacher announces the results of the score collection, determines the winner and gives awards to the winning team.

The effectiveness of the *Team Games Tournament* (TGT) has been tested in several prior studies. Research (Usman et al., 2024) reports that the *Team Games Tournament* (TGT) significantly improves students' learning activities, particularly in *oral activities,* where students are able to ask questions, share ideas and aspirations, and rephrase material previously delivered by the teacher. The studies by Yuliawati (2021), Sutriati et al. (2023), Nabila & Hendriani (2025), and Nurlaila et al. (2025) comprehensively highlight the effectiveness of the *Team Games Tournament* (TGT) in increasing students' motivation to learn history. *The TGT can* enhance students' motivation by making learning more interactive, social, and enjoyable through a *gamified*, cooperative approach. Its structure encourages teamwork, social skill development, and a sense of achievement, while the use of games and technology provides a dynamic and fun learning environment that fosters both intrinsic and extrinsic motivation.

Historical understanding is very important because it helps individuals and society learn from the past, make informed decisions, build identity, and foster empathy and critical thinking. (Hakim & Khakim, 2024) highlight that understanding history cultivates a sense of identity and belonging, both individually and collectively. Historical understanding connects people with cultural heritage, builds national and community identity, and encourages tolerance and empathy by exposing diverse perspectives and experiences, which is especially important in multicultural and global societies. Understanding history is the process of interpreting and comprehending the past by analyzing historical evidence, considering various perspectives, and recognizing cause-and-effect relationships. It involves skills such as historical empathy to understand past perspectives in their own terms, shifting scales to move between broad and specific events, and historical thinking to critically evaluate primary sources. The goal is to create meaningful records of the past that provide context for current experiences (Hakim & Khakim, 2024). Historical understanding includes five main indicators: 1) identifying the main questions or key questions of a historical narrative, 2) reading historical narratives imaginatively, 3) identifying the meaning or value of the historical narrative, 4) re-describing history in one's own words, and 5) identifying causal relationships or cause-and-effect connections (Garvey and Krug, 2015).

The University of California, Los Angeles emphasizes that to develop this ability, children must be engaged in questioning and active learning, not just passively absorbing facts, names, and dates. Genuine historical understanding requires students to engage in historical reasoning; listen to and read historical stories, narratives, and literature with meaning; think about cause-and-effect relationships; interview 'elders' in their community; analyze documents, photographs, historical newspapers, and past records available at local museums and historical sites; and build their own timelines and historical narratives. Therefore, in an effort to improve students' understanding of history in high school, an in-depth learning implementation based on *Team Games Tournament* (TGT) *Gameshow* "*Clash of Champions*" is carried out, involving five steps: (1) *Teams*, which is the formation of study teams, (2) presentation of material in class, (3) *games* to test understanding, (4) inter-team competition (*tournament*), and (5) awards (*team recognition*). This model aims to create an interactive, collaborative, competitive, and enjoyable learning environment to increase motivation and deepen students' mastery of the material. *Some of the* "*Clash of Champions*" season 1 Gameshows implemented in this model are the games "*Memory Madness*" and "*Canvas Conquest*".

Memory Madness is an interactive card or board game that displays fragments of events, figures, or historical artifacts. Participants are not only asked to remember the positions of the cards but also to establish logical relationships and the historical significance of each piece of information. *Memory Madness* sharpens historical thinking skills through three cognitive stages: reconstructing, reasoning, and reflecting (Nursamsiyah et al., 2025). Students reconstruct the sequence and connections of historical events from image fragments, reason about the meaning and cause-and-effect relationships behind them, and then reflect on the values and historical awareness gained. Thus, the activity of remembering transforms into a process of understanding the deeper meaning of history.

On the other hand, *Canvas Conquest* is a *visual learning*-based game designed to stimulate memory while deepening students' understanding of history. Three large canvases display illustrations of social, political, and cultural life in the Hindu-Buddha kingdom. Students observe and remember visual details such as temple architecture, religious symbols, and social interactions, then interpret their meanings through observation, interpretation, and reflection processes. Thus, *Canvas Conques*t transforms memorization activities into meaningful historical learning experiences, encouraging students to understand the connections between visual artifacts, spiritual values, and social structures within Hindu-Buddha civilization, rather than merely recalling chronological facts. Additionally, the complete implementation steps for the *team games tournament "Gameshow Clash of Champions"* are as follows:

1. Team formation

Students are organized into heterogeneous learning teams. Each team functions as a collaborative learning unit where members support each other, clarify misunderstandings, engage in discussions, and collectively strengthen their conceptual understanding before entering the competitive phase.

2. Presentation

The teacher delivers core history content through interactive mini lectures, guiding questions, multimedia, or lectures. This stage ensures that all students gain an initial understanding of key concepts, events, timelines, and historical interpretations, forming the necessary cognitive foundation for subsequent game-based learning activities.

3. Games

The *game* stage involves *the Memory Madness* game activity where students are tasked not only with remembering the position of cards or fragments of information but also with reconstructing the sequence of history, identifying cause-and-effect relationships, connecting historical events to broader themes, and articulating the historical meaning embedded in each card. This stage emphasizes higher-order thinking, activating re*construction*, *reasoning*, and *reflecting* skills in line with deep learning principles.

4. Tournament or Competition

At the *tournament stage,* the team advances to *Canvas Conquest*, where they compete by analyzing visual-historical materials such as: Architecture, Inscriptions, Religious Iconography, Cultural Artifacts, Maps, or Social-Political Scenes. Students must observe visual details carefully, interpret their significance, connect them to historical contexts, and reflect on the cultural meanings they represent. This activity enhances analytical reasoning, visual

literacy, interpretive skills, and reflective historical thinking. The tournament format fosters motivation, positive interdependence, and responsible individual participation.

5. Awarding of Recognition

At the end of the game event cycle, the team receives recognition in the form of certificates, badges, accumulated points, or verbal awards. Recognizing the team reinforces cooperative values, celebrates effort and mastery, and fosters a supportive learning environment that values achievement and collaboration.

The implementation of deep learning through the *Team Games Tournament* (TGT) model integrated with the *Gamshow "Clash of Champions"* demonstrates a well-structured and pedagogical approach to enhancing historical understanding. The sequence begins with the Team Formation Phase (*Teams), which stre*ngthens the social and collaborative learning dimensions. By organizing students into heterogeneous teams, this model promotes peer guidance, fair participation, and mutual support (Norfadila et al., 2024). This structure aligns with Vygotskian social constructivist principles, where learning is mediated through interaction, meaning negotiation, and joint problem-solving (Wahjusaputri et al., 2024). A diverse team composition ensures balanced academic engagement, reinforcing students' motivation to contribute and improving the overall quality of discourse within each group (Yuliawati, 2021).

In the second stage, which is the Presentation, the teacher ensures that all students receive a fair foundation of knowledge before engaging in more complex cognitive tasks (Fenanlampir, 2021). This initial stage is very important because it provides a shared conceptual foundation, preventing differences in prior knowledge from affecting subsequent competitive activities (Nursamsiyah et al., 2025). The teacher's role as a facilitator guiding students through core narratives, contextual information, and important historical concepts establishes the necessary cognitive readiness for in-depth learning.

The Game Phase, represented through *Game Memory Madness*, marks the transition from basic knowledge to active cognitive processing. Unlike traditional memory games that rely solely on recall, this modified version requires students to engage in higher-order thinking, such as reconstructing timelines, drawing causal conclusions, connecting events across contexts, and interpreting historical significance (Ali & Riady, 2025). This design encourages students to move beyond surface-level memory into reconstruction, reasoning, and reflection processes, which are central to deep learning. The structure of the game itself provides meaningful cognitive challenges while maintaining elements of enjoyment, thereby increasing engagement without sacrificing academic rigor (Istiati & Muflichah, 2025).

The Tournament Phase is conducted using *Canvas Conquest* gameplay to deepen cognitive engagement by integrating visual literacy into historical interpretation. Students must analyze architectural features, iconography, cultural symbols, and social interactions represented in various visual sources (Nursamsiyah et al., 2025). This task requires careful observation, contextual interpretation, and reflective analysis—important skills for historical thinking. Through the competition, students are encouraged not only to apply their knowledge but also to justify their interpretations, debate their analytical choices, and collaboratively refine their reasoning within their teams (Norfadila et al., 2024). The tournament structure adds an element of productive pressure that enhances focus, promotes responsibility, and fosters intrinsic motivation.

Finally, the *Recognition* stage provides an important affective dimension to the learning process. Recognizing the efforts and achievements of the team reinforces positive interdependence, boosts students' self-confidence, and fosters a supportive classroom climate

(Wijaya et al., 2025). Recognition also validates the cognitive and collaborative efforts made throughout the learning cycle, ensuring that students understand the value of academic mastery and teamwork. This closing step effectively integrates the cognitive, social, and emotional components of learning, making the experience holistic and memorable.

Overall, the implementation of the five steps reflects a highly coherent pedagogical design that combines basic instruction, collaborative learning, cognitive challenges, visual interpretation, and motivation reinforcement. The integration of game-based mechanisms with rigorous historical inquiry creates a learning experience that is not only enjoyable but also intellectually substantial and transformative. This model successfully operationalizes deep learning by engaging students cognitively, socially, and emotionally, ultimately fostering a richer and more meaningful understanding of historical content.

Effectiveness of Implementing the *Team Games Tournament* through the *Gameshow "Clash of Champions"*

To determine the effect of this implementation on the sample, a study was conducted using a *Quasi-Experimental Nonequivalent Pretest-Posttest Control Group Design*. In this design, 65 students were grouped as the control group, receiving a pretest, an in-depth learning implementation based on *Team Games Tournament* (TGT) *Gameshow* "*Clash of Champions*,' and a posttest. Meanwhile, another 65 students in the control group only received a *pretest* and *posttest*.

Table 1. Descriptive Statistics of Pre-test and Post-test Respondent Results

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Pretest_Eksperimen	65	20	48	35.63	7.143
Posttest_Eksperimen	65	70	100	87.77	7.907
Pretest_Kontrol	65	25	49	38.40	9.407
Posttest_Kontrol	65	23	52	38.49	10.616
Valid N (listwise)	65				

Sumber: Research Data, 2025

The table above shows the average results of the pre-test conducted, indicating that the respondents' understanding of history falls into the low category with a score of 35.63, with the minimum score obtained being 20 and the maximum being 48. Meanwhile, the average post-test score is 87.77, with a minimum score of 70 and a maximum of 100. This data is inversely related to the control group, which only achieved a pre-test score of 38.40 and remained stagnant at 38.49 in the post-test. The detailed comparison of pre-test and post-test results is as follows.

The results are in line with previous research that reveals the implementation of the *Team Games Tournament* (TGT) has a positive effect on students' learning outcomes, with studies showing significant improvements in academic performance, learning activities, and collaboration skills (Nursamsiyah et al., 2025). Students demonstrated higher engagement, better speaking abilities, and improved academic achievement in history after the *Team Games Tournament* was implemented (Nabila & Hendriani, 2025). Bandaso et al. (2023) emphasize that the *Team Games Tournament* (TGT) enhances learning outcomes by increasing student engagement through a fun and challenging environment, promoting collaboration and teamwork, and encouraging active learning where students teach each other. Suardin et al. (2023) highlight that this cooperative model requires students to work together in teams to

master the material before competing in the tournament, which deepens understanding, develops critical thinking, and motivates active participation.

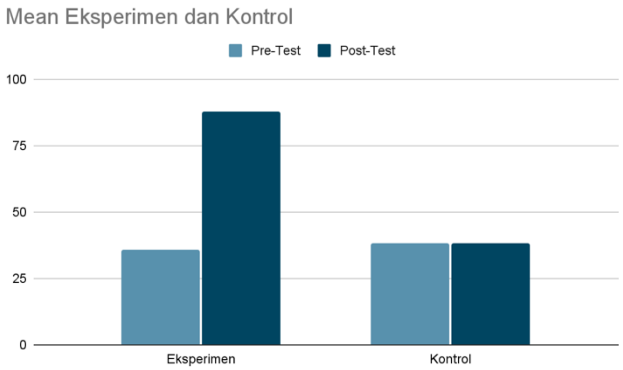

Figure 1. Difference between Pretest and Posttest for experimental and control groups
Source: Research Data, 2025

The diagram illustrates the striking difference between the changes in the experimental and control groups. These changes are explained by (Shi et al., 2021; Ring et al., 2022) as resulting from the integration of cooperative teamwork, structured academic games, and competitive tournaments, which together create *positive interdependence* and individual accountability. *Positive interdependence* in cooperative learning is the principle that students' goals are interconnected, so each member's effort is necessary for the group's success (Gheorghe et al., 2023). This 'sink or swim together' mentality motivates students to collaborate, share ideas, and support each other because they believe their success depends on the group's success, not just their own. Strategies to foster this include assigning different roles or resources to each group member, setting shared goals, or offering collective rewards (Shimizu et al., 2022).

Theoretically, TGT operates through two main mechanisms: the cognitive pathway and the motivational pathway. Cognitively, students engage in peer explanations and collaborative problem-solving within their teams, enhancing knowledge elaboration, strengthening long-term retention, and promoting a deeper conceptual understanding. It is emphasized that TGT improves cognitive skills by requiring collaborative problem-solving, strategic thinking, and focused concentration in a fun and competitive environment. According to Gheorghe et al. (2023), the structure of TGT involves heterogeneous teams working together to understand the material before competing, which enhances memory, attention, and processing speed. By working on problems as a group and competing in tournaments, individuals must use skills such as logical thinking and quick decision-making.

From a motivational perspective, TGT introduces a healthy form of academic competition that increases student engagement, focus, and effort (Riyanti et al., 2024). The tournament structure results in what is identified by educational psychologists as achievement-driven motivation, where students strive not only for individual success but also to contribute to their team's collective performance (Yuliawati, 2021). Compared to traditional instructional methods such as lectures or unstructured discussions, TGT consistently demonstrates stronger results because it synergizes gamification (to enhance intrinsic motivation), peer guidance (to reinforce understanding), and structured competition (to maintain attention and effort) (Wijaya et al., 2025).

After conducting descriptive statistical tests, the next step was to perform normality and homogeneity tests. Based on the normality test results, it was found that the significance values for the Kolmogorov-Smirnov Pre-test and Post-test were both 0.200, which is greater than 0.05, indicating that the four data sets do not follow a normal distribution. Meanwhile, the homogeneity test results showed a significance value based on the mean of 0.235, which is greater than 0.05, indicating that the four data sets are homogeneous. Subsequently, the Wilcoxon test was performed, which is used to compare the differences between two paired sample means when the data do not follow a normal distribution. The results of the Wilcoxon test are as follows:

Table 2. Wilcoxon Test Result

Wilcoxon Signed Ranks Test				
Ranks				
		N	**Mean Rank**	**Sum of Ranks**
Posttest Eksperimen – Pretest Eksperimen	Negative Ranks	0[a]	.00	.00
	Positive Ranks	65[b]	33.00	2145.00
	Ties	0[c]		
	Total	65		
Posttest Kontrol – Pretest Kontrol	Negative Ranks	28[d]	37.75	1057.00
	Positive Ranks	37[e]	29.41	1088.00
	Ties	0[f]		
	Total	65		

Sumber: Research Data, 2025
a. Posttest Eksperimen < Pretest Eksperimen
b. Posttest Eksperimen > Pretest Eksperimen
c. Posttest Eksperimen = Pretest Eksperimen
d. Posttest Kontrol < Pretest Kontrol
e. Posttest Kontrol > Pretest Kontrol
f. Posttest Kontrol = Pretest Kontrol

Table 3. Statistical Test

Test Statistics[a]		
	Posttest Eksperimen – Pretest Eksperimen	Posttest Kontrol – Pretest Kontrol
Z	-7.013[b]	-.103[b]
Asymp. Sig. (2-tailed)	<.001	.918

Sumber: Research Data, 2025
a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Based on the table above, it can be seen in the "*negative ranks*' table that the number is 0, meaning that in the experimental group, no respondents experienced a decline in history understanding (Post-test < Pre-test) after the treatment. This is different from the control group, which shows a *negative rank* of 28, indicating that 28 students actually experienced a decline in history understanding. Meanwhile, in the "*positive ranks*' table, the experimental class has 65 respondents, or all respondents, who experienced an increase (Post-test > Pre-test) after the treatment. On the other hand, the control group shows 37 *positive ranks*, meaning that 37 respondents experienced an increase in their *pretest* and *posttest scores*.

Next, an asymp analysis was carried out. Sig pretest and posttest values of the experimental group, where Asymp Sig Experimental Class shows a number of <0.000 which means less than 0.05. While the control group got a score of 0.918 which means more than 0.05 so there is no significant difference. As a basis for decision making, if the value of asymp.Sig < 0.05 then H0 is rejected and Ha is accepted. Therefore, it can be concluded that "There is a significant difference between Student History Understanding before and after the implementation of deep learning based on the Gameshow "Clash of Champions" compared to the control group.

The results of this study are in line with (Erawati & Rodiyana, 2024), which reveal that the *Team Games Tournament* (TGT) model is effective in enhancing deep learning because it can increase students' motivation, learning outcomes, and social skills. (Wibowo, 2024) adds that a competitive and enjoyable atmosphere encourages students to be more enthusiastic and active in understanding the material. Therefore, the *Team Games Tournament* (TGT) makes students more enthusiastic and actively engaged due to its interactive and fun environment.

The Team Games Tournament (TGT) creates a fun learning experience, motivates students, and reduces the fear of failure (Nurhikmawati et al., 2024). *TGT stimulates crit*ical thinking, problem-solving, and decision-making because students need to understand the reasons behind each of their actions in the game (Nisa et al., 2024). In terms of mindful*ness,* TGT uses game elements to enhance students' emotional, intellectual, and psychomotor engagement, while mindful learning can help students focus on deeper understanding rather than just *memorization. Through* TGT, students become more active, emotionally and intellectually engaged, and can understand history material more deeply compared to traditional methods, thereby increasing students' awareness (Aulia & Alberida, 2025). With a fun approach, students can more easily grasp sometimes complex history material.

The Model *Team Games Tournament* (TGT) demonstrates a significant advantage in enhancing students' understanding of history, primarily because it combines structured instruction with interactive competition and collaborative meaning-making. One of its greatest strengths is its ability to transform passive learners into active constructors of historical knowledge. Through cooperative teams, students engage in dialogue, negotiate interpretations, and clarify misunderstandings, which significantly deepens conceptual understanding (Norfadila et al., 2024). TGT also promotes fair participation, where students of various ability levels contribute to the team's success, increasing motivation and reducing the dominance of only high-achieving students in class discussions (Muttaqien et al., 2021; Rusyani et al., 2021).

Additionally, the integration of game-based elements such as *Memory Madness* and *Canvas Conquest* enhances cognitive engagement by presenting history as a series of dynamic puzzles rather than static facts to memorize (Fenanlampir, 2021). This encourages students to recognize patterns, analyze causes and effects, and evaluate the significance of historical developments. The competitive dimension of TGT fosters focus and perseverance, motivating students to review material more thoroughly and apply higher-order thinking skills under time constraints. Therefore, the rich feedback environment of TGT helps students immediately identify gaps in understanding and address them through peer support.

Implementation of the *Team Games Tournament* through the *Gameshow “Clash of Champions”*

The implementation of the *Team Games Tournament* model "*Clash of Champions*' embodies the principles of deep learning that are *joyful*, *mindful*, and *meaningful* in a cohesive and integrated manner. D*eep learning* involves understanding the meaning and relationships between concepts, driven by an internal desire to know more, while *surface learning* focuses

on memorizing information for immediate recall, driven by external goals such as passing exams (Frăsineanu, 2013). This aligns with (Dolmans et al., 2016), which highlights that unlike *surface learning,* which concentrates on memorizing facts and details for specific purposes like upcoming exams—usually done by sticking to the right material, studying in isolation, and repeating information without in-depth analysis—deep learning emphasizes understanding the 'why' and 'how' behind information, seeking meaning, and creating new ideas (Beattie IV et al., 1997).

In Indonesia, deep learning is defined as a holistic educational approach that integrates *joyful*, *mindful*, and *meaningful* learning to create a deeper, more engaging, and effective learning experience (Salong & Ansiska, 2025). This approach goes beyond memorization to foster critical thinking, emotional engagement, and connections to real-world applications by focusing on the entire learning process, not just the outcome (Salong & Ansiska, 2025). *Joyful* means that deep learning creates an environment where students feel excited and engaged, using curiosity and supportive interactions (Nafi'ah & Faruq, 2025). It is about finding enjoyment in the learning process itself, rather than just focusing on fun activities, and involves a sense of happy achievement and enthusiasm (Mubarok et al., 2024; Nafi'ah & Faruq, 2025).

Mindful refers to a principle that emphasizes students and teachers being present and aware during the learning process. This involves paying attention to a person's actions and feelings, leading to better focus and self-awareness (Nafi'ah & Faruq, 2025). Meanwhile, *meaningful* focuses on ensuring that what is learned is relevant to students' lives. Students understand concepts by connecting new information with prior knowledge and can apply it to real-life situations. Activities such as project-based learning and case studies are common here (Salong & Ansiska, 2025).

Learning experiences become enjoyable when students engage with dynamic game mechanisms like *Memory Madness* and *Canvas Conquest*, which transform historical content into engaging challenges, fostering excitement, curiosity, and intrinsic motivation. The excitement arises not only from the games but also from a sense of achievement, teamwork, and a competitive yet friendly atmosphere that keeps students emotionally invested. This aligns with the research by Adiyono et al. (2023) and Wijaya et al. (2025b), which highlight that the average student in the classroom feels happy and optimal in participating in learning. Studies by Azizah et al. (2025) and Patil et al. (2023) reinforce that *Team Games Tournament* embodies j*oyful learning* because they fulfill basic human needs for social connection, achievement, and healthy competition, thereby creating a fun and beneficial environment for the participants.

At the same time, this model fosters *mindful le*arning, as each stage requires focused attention, presence, and deliberate cognitive engagement. In *Memory Madness*, students must concentrate to recognize patterns, recall information, and reason through the relationships between historical events. In *Canvas Conquest*, students practice mindful observation, interpret visual details with precision, and reflect on their significance. This cultivates metacognitive awareness where students think about 'how they think,' aligning with reflective historical inquiry. This is in line with Matitaputty et al. (2023) and Suardin et al. (2023), who highlight that *joyful learning* impacts the creation of *mindful learning.* The use of games, competitions, and group rewards makes learning enjoyable, interactive, and engaging, significantly increasing students' motivation and interest in the subject matter. This condition enables all students to participate actively, including those who typically face communication barriers or lack confidence in conventional classrooms (Nafi'ah & Faruq, 2025; Rusyani et al., 2021). Therefore, *team games tournaments* stimulate self-awareness, emotional regulation, and attention control to help students focus on the learning process and build connections with their personal experiences.

Ultimately, the implementation of the *team games tournament "Clash of Champions"* promotes *meaningful* learning because students build deep relationships between concepts, connect new knowledge with prior understanding, and interpret historical content through problem-solving and active collaboration. By reconstructing sequences, analyzing artifacts, and reflecting on cultural meanings, students experience history as a living narrative rather than static facts. This statement aligns with Bandaso et al. (2023) and Lestari & Widayati (2022), who emphasize that the *team games tournament* model realizes *meaningful learning* by increasing student engagement and motivation through gamification, while simultaneously fostering the development of academic and social skills through collaborative and competitive activities. This approach makes learning more dynamic and enjoyable, especially for challenging subjects, because it encourages active participation, teamwork, problem-solving, and healthy competitive spirit, leading to improved understanding and performance. Fang et al. (2022) and Muttaqien et al. (2021) affirm that the process of discussing, competing, and reinforcing knowledge as a team helps students build their own understanding of the material. Additionally, Wolfinbarger et al. (2021) add that the tournament introduces a sense of healthy competition, motivating students to learn and perform better without the pressure of direct one-on-one competition. Thus, the implementation of *Clash of Champions* not only makes learning fun and engaging but also purposeful, reflective, and highly relevant to students' understanding of the past.

Conclusion

The game show "*Clash of Champions*" implemented in History education has made a significant difference in students' understanding of History. Additionally, this innovation provides a meaningful, enjoyable, and conscious learning experience. Through competition mechanisms, visual observation, and structured reflection, students not only remember facts but also develop a deeper historical understanding. This innovation offers a meaningful, fun, and awareness-raising learning experience, aligning with 21st-century learning needs and the characteristics of Generation Z, which require cognitive stimulation, challenges, and active learning experiences. Therefore, *Clash of Champions* can be an effective innovative teaching strategy to develop students' history literacy and higher-order thinking skills.

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