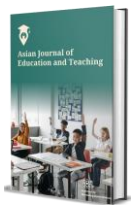
Asian Journal of Education and Teaching

Vol. 1 No. 1 JANUARY 2025



Improving Student Learning Outcomes in Islamic Education Learning through the Implementation of the Team Games Tournament Model at SMA Negeri 8 Banda Aceh

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ABSTRACT

This study aims to improve student learning outcomes in the material of QS Luqman/31:13-14 through the application of the Team Games Tournament (TGT) cooperative learning model. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were students of class XII IPS 3 SMA Negeri 8 Banda Aceh in the 2022/2023 academic year, with a total of 30 students. The data for this study were obtained using test and observation techniques. Tests are used to measure student learning outcomes, while observations are used to analyze teacher and student learning activities during the implementation of the TGT learning model. The data analysis techniques used in this study are quantitative and qualitative descriptive analysis, which includes calculating the average student score and the percentage of achievement of the Minimum Completion Criteria (KKM), as well as observing student involvement in learning. The results of the study indicate that the application of the Team Games Tournament (TGT) model can significantly improve student learning outcomes. This is indicated by the increase in the average student score from 62.34 in the initial condition to 72.45 in cycle I, and increased again to 81.12 in cycle II. In addition, the percentage of students who achieved the KKM (70) also increased from 35% in the initial condition to 68% in cycle I, and increased to 87% in cycle II. In addition to improving learning outcomes, this learning model also increases student participation in the learning process, increases learning motivation, and encourages better cooperation and social interaction in the classroom. Thus, the use of the Team Games Tournament (TGT) learning model can be used as an alternative effective learning method in improving student learning outcomes and creating a more interactive and enjoyable learning atmosphere.

OPEN ACCESS

ARTICLE HISTORY
Received: 17 Nov 2024
Revised: 27 Des 2024
Accepted: 5 Jan 2025
Published: 31 Jan 2025

KEYWORDS
Team games tournament model, learning outcomes, Islamic education.

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Introduction

One indicator of quality education is the achievement of student learning outcomes. Student learning outcomes can be further improved if learning takes place effectively and efficiently, supported by the availability of supporting facilities and infrastructure as well as teacher skills in classroom management and adequate mastery of materials. The benchmark for learning success in general is learning achievement. Learning achievement in Islamic Religious Education subjects in class XII IPS 3 SMA Negeri 8 Banda Aceh for several basic competencies generally shows low values. This is because the competency standards and basic competencies of Islamic Religious Education classes are indeed full of material, in addition to their broad scope and requiring memorization. When viewed from the results of daily tests, most are still below the minimum completion criteria (KKM), which is 83.34%, only 16.67% of students have met the minimum completion standards. With a class average of 48.3.

The low achievement of Islamic Religious Education learning in class XII IPS 3 SMA Negeri 8 Banda Aceh is also possible because teachers have not used learning methods or media and designed learning scenarios that are adjusted to the characteristics of the material and the conditions of students so that students are active and creative. However, on the contrary, teachers tend to use conventional learning models that are one-way, tend to be dry and boring. Learning activities are still dominated by teachers. Students as objects are not subjects, even teachers tend to limit student participation and creativity during the learning process. Based on this reality, to stimulate and increase the active role of students both individually and in groups towards the Islamic Religious Education learning process, this problem must be handled by finding the right learning model that is in accordance with the material being taught. Teachers as educators and facilitators must be able to carry out learning that is fun, exciting so that maximum results will be obtained. The reality so far is that teaching and learning activities are still dominated by teachers, namely one-way activities where information is poured from teachers to students and is only carried out and takes place at school, so that the results achieved by students are only able to memorize facts, concepts, principles, laws, theories only at the memory level

Efforts must be made to initiate the demands of competitive graduates in the era of economic and globalization-based development by aligning learning activities with the nuances of the 2013 Curriculum (K-13) which is indicated by the active involvement of students in building ideas/knowledge by each individual both inside and outside the school environment with teaching methods that can make students creative in the learning process. One of them is the Cooperative Learning model Team Games Tournament. With the Cooperative Learning model Team Games Tournament, it is hoped that students can explore and find the main material together in groups or individually. The implementation of the Cooperative Learning model Team Games Tournament is a problem-solving action that is determined in an effort to improve the

learning outcomes of Islamic Religious Education, especially the basic competency of Match Up Games, for class XII IPS 3 students of SMA Negeri 8 Banda Aceh in the 2020/2021 Academic Year. So that it is expected to help teachers develop ideas about effective and innovative learning activity strategies and refer to the achievement of individual competencies of each student.

Methods

This study aims to improve student learning outcomes on the topic of QS Luqman 31:13-14 through the implementation of the Cooperative Learning Model Team Games Tournament TGT among students of Class XII IPS 3 at SMA Negeri 8 Banda Aceh. The research adopts a Classroom Action Research CAR approach, which involves planning, implementing actions, observing, and reflecting to enhance students' understanding and academic performance. The study follows the Kemmis and McTaggart model, which consists of two cycles, each containing the four phases of planning, action, observation, and reflection. The research is conducted in a classroom setting with the active involvement of both the teacher and students. The focus is on increasing student engagement, motivation, and academic performance through interactive and competitive learning strategies. The research subjects are students of Class XII IPS 3 at SMA Negeri 8 Banda Aceh, with a total of 30 students participating. The object of the research is the improvement of student learning outcomes after the application of the TGT model. This model encourages active participation by integrating group discussions, quizzes, and friendly competition to enhance learning effectiveness.

Data collection is carried out using both quantitative and qualitative approaches. Quantitative data is obtained from pre-tests and post-tests, which measure students' academic performance before and after the implementation of the TGT model. Qualitative data is gathered through observations, student feedback, and teacher reflections to assess engagement, motivation, and interaction during the learning process. In the planning stage, the researcher prepares lesson plans, teaching materials, and assessment instruments tailored to the TGT learning model. Students are divided into heterogeneous groups based on their academic abilities to encourage collaborative learning. The researcher also designs games and tournaments that align with the lesson objectives to ensure an engaging and competitive learning environment. The action stage involves the implementation of the Cooperative Learning Model Team Games Tournament TGT in the classroom. The teacher delivers the lesson, facilitates discussions within groups, and organizes the tournament sessions where students compete in answering questions related to QS Luqman 31:13-14. The learning process is structured to promote teamwork, critical thinking, and problem-solving skills.

During the observation stage, the researcher records students' participation, engagement levels, and their responses to the learning activities. Classroom interactions are analyzed to identify how students collaborate within their teams, how they compete

in the tournament, and how effectively they grasp the material being taught. Observations help in identifying strengths and challenges in the implementation of the TGT model. In the reflection stage, the researcher and teacher analyze the collected data to determine the effectiveness of the TGT model in improving student learning outcomes. Necessary adjustments are made to refine the teaching strategy before proceeding to the next cycle. If significant improvements are observed in student performance and engagement, the model is considered successful. Otherwise, modifications are implemented in the next cycle to address identified weaknesses. The data analysis process involves comparing pre-test and post-test results to measure the increase in students' academic performance. Additionally, student engagement and participation levels are analyzed using descriptive statistics and qualitative assessments from observations and feedback forms. The goal is to determine whether the implementation of the TGT model has positively impacted student learning.

In conclusion, this research seeks to provide empirical evidence on the effectiveness of Team Games Tournament TGT in enhancing students' learning outcomes on QS Luqman 31:13-14. By integrating cooperative learning strategies and gamified elements, the study aims to foster a more engaging, interactive, and effective learning environment. The results of this study are expected to contribute to improving instructional strategies in Islamic education and other related subjects.

This study aims to improve student learning outcomes on the topic of QS Luqman 31:13-14 through the implementation of the Cooperative Learning Model Team Games Tournament TGT among students of Class XII IPS 3 at SMA Negeri 8 Banda Aceh. The research adopts a Classroom Action Research CAR approach, which involves planning, implementing actions, observing, and reflecting to enhance students' understanding and academic performance. The study follows the Kemmis and McTaggart model, which consists of two cycles, each containing the four phases of planning, action, observation, and reflection. The research is conducted in a classroom setting with the active involvement of both the teacher and students. The focus is on increasing student engagement, motivation, and academic performance through interactive and competitive learning strategies. The research subjects are students of Class XII IPS 3 at SMA Negeri 8 Banda Aceh, with a total of 30 students participating. The object of the research is the improvement of student learning outcomes after the application of the TGT model. This model encourages active participation by integrating group discussions, quizzes, and friendly competition to enhance learning effectiveness. Data collection is carried out using both quantitative and qualitative approaches. Quantitative data is obtained from pre-tests and post-tests, which measure students' academic performance before and after the implementation of the TGT model. Qualitative data is gathered through observations, student feedback, and teacher reflections to assess engagement, motivation, and interaction during the learning process.

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The data analysis process involves comparing pre-test and post-test results to measure the increase in students' academic performance. Additionally, student engagement and participation levels are analyzed using descriptive statistics and qualitative assessments from observations and feedback forms. The goal is to determine whether the implementation of the TGT model has positively impacted student learning. The validity of the data is ensured through triangulation, where information from different sources such as test scores, teacher observations, and student feedback is compared to provide an accurate assessment of learning improvements. This approach helps minimize bias and increases the reliability of the research findings. To further validate the results, discussions with fellow educators and school administrators are conducted. Their insights help in evaluating whether the observed changes in student learning are solely due to the TGT model or influenced by other factors such as classroom dynamics, prior knowledge, or student motivation levels. The study also considers potential challenges in implementing the TGT model, such as students' adaptation to cooperative learning, differences in academic abilities within groups, and time constraints in managing tournaments. These challenges are documented and analyzed to improve future implementations of the model.

Ethical considerations are taken into account, ensuring that students participate voluntarily and are not disadvantaged by the competitive nature of the TGT model. The

researcher ensures that learning remains inclusive, encouraging all students to actively engage in discussions and tournament activities. In conclusion, this research seeks to provide empirical evidence on the effectiveness of Team Games Tournament TGT in enhancing students' learning outcomes on QS Luqman 31:13-14. By integrating cooperative learning strategies and gamified elements, the study aims to foster a more engaging, interactive, and effective learning environment. The results of this study are expected to contribute to improving instructional strategies in Islamic education and other related subjects.

Result

The results of this study indicate that the application of the Team Games Tournament TGT cooperative learning model effectively improves student learning outcomes on the topic of QS Luqman 31:13-14. This improvement is evident from the increase in students' average test scores and their level of engagement during the learning process. Initially, students' average pre-test score was 62.34, which indicated a relatively low level of mastery of the material. After implementing the TGT model in cycle I, the average score increased to 72.45, showing a significant improvement. In cycle II, the average score further increased to 81.12, demonstrating that students were able to grasp the material more effectively with the cooperative and gamified learning approach. Apart from test scores, the percentage of students meeting the minimum competency standard KKM also showed a positive trend. Before the implementation of the TGT model, only 35 percent of students achieved the KKM score of 70. After the first cycle, this percentage increased to 68 percent, indicating a significant shift in student performance. In cycle II, the percentage of students achieving the KKM reached 87 percent, suggesting that the cooperative learning approach helped students understand and retain the subject matter more effectively.

In addition to academic performance, qualitative observations revealed increased student participation and enthusiasm during learning activities. At the beginning of the study, many students were passive and hesitant to engage in discussions. However, after the implementation of the TGT model, students became more actively involved in group discussions and competitive games. The tournament system encouraged students to review and understand the material more thoroughly, as they were motivated to perform well in the group competition. Teacher observations also indicated that students were more focused and enjoyed the learning process, which contributed to their improved comprehension of the topic. Student feedback collected through questionnaires supported these findings. Most students expressed that the TGT model made learning more enjoyable and engaging compared to traditional lecture-based methods. They also mentioned that working in teams helped them understand complex concepts more easily, as they could exchange ideas and clarify doubts with their peers. Moreover, students reported feeling a sense of achievement when

contributing to their team's success in the tournament. This increased motivation led to better learning outcomes and a more positive classroom environment. Overall, the findings suggest that the implementation of the Team Games Tournament TGT model significantly enhances students' academic performance, engagement, and motivation. The combination of cooperative learning and competitive elements effectively encourages students to take an active role in the learning process. Based on these results, it can be concluded that the TGT model is an effective instructional strategy for teaching QS Luqman 31:13-14 to students of Class XII IPS 3 at SMA Negeri 8 Banda Aceh. The study recommends that teachers incorporate cooperative and interactive learning methods to foster a more dynamic and effective learning environment.

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Moreover, teacher reflections on the implementation of the TGT model indicated that this method made lesson planning and delivery more structured and engaging. The division of students into teams allowed for better classroom management, as students were more focused and motivated to participate. Teachers also noted that the TGT model reduced student boredom and disengagement, which are common challenges in conventional teaching methods. The structured yet dynamic approach of TGT made the learning process more student-centered, shifting the role of the teacher from an information provider to a facilitator of active learning. Despite the overall success of the TGT model, some challenges were identified during the research. One of the main difficulties was ensuring that all students participated equally in the learning process. Some students tended to be more dominant in discussions, while others were hesitant to contribute. To address this issue, the teacher implemented a rotation system, ensuring that each student had an opportunity to present answers and lead discussions. Additionally, managing time effectively during the tournament phase was another challenge, as some groups required more time to complete the activities. Future implementations of the TGT model should consider adjusting the time allocation to balance student engagement and instructional efficiency.

The findings of this study highlight the effectiveness of the TGT model in enhancing not only academic achievement but also student motivation, social interaction, and critical thinking skills. By integrating cooperative learning with competitive elements, the model creates an engaging and dynamic classroom environment that supports both cognitive and affective aspects of learning. Given its success, this study recommends that other educators consider incorporating TGT or similar cooperative learning models into their teaching strategies, particularly for subjects that require deeper understanding and application of concepts. Overall, the implementation of the Team Games Tournament TGT model significantly enhances students' academic performance, engagement, and motivation. The combination of cooperative learning and competitive elements effectively encourages students to take an active role in the learning process. Based on these results, it can be concluded that the TGT model is an effective instructional strategy for teaching QS Luqman 31:13-14 to students of Class XII IPS 3 at SMA Negeri 8 Banda Aceh. The study recommends that teachers incorporate cooperative and interactive learning methods to foster a more dynamic and effective learning environment.

Discussion

The findings of this study indicate that the application of the Team Games Tournament (TGT) cooperative learning model significantly improves student learning outcomes in the study of QS Luqman 31:13-14. The increase in students' average test scores from 62.34 in the pre-test to 72.45 in cycle I, and further to 81.12 in cycle II, demonstrates that the TGT model effectively enhances students' understanding of the subject matter. The percentage of students meeting the minimum competency standard (KKM) also rose considerably, from 35 percent before the intervention to 68 percent in cycle I and 87 percent in cycle II. This data suggests that the structured and interactive nature of TGT successfully engages students and fosters better academic achievement. The qualitative observations support the quantitative findings, showing a notable increase in student participation and enthusiasm. Initially, many students were passive and reluctant to engage in discussions, but after implementing the TGT model, their involvement increased significantly. The competitive yet collaborative format of the tournament encouraged students to actively review and discuss the material with their peers. The structured grouping system ensured that all students, regardless of their academic abilities, contributed to their teams, fostering a sense of responsibility and cooperation. Additionally, teacher observations revealed that students showed greater focus and interest in the lessons, which contributed to their improved comprehension and retention of the material.

Student feedback gathered through questionnaires further highlights the positive impact of the TGT model. Most students reported that the learning process became more enjoyable and engaging compared to traditional lecture-based methods. They expressed that working in teams helped them better understand difficult concepts, as they could discuss and clarify doubts with their peers. Moreover, the tournament aspect motivated them to actively participate and strive for better performance. This increased motivation was reflected in their improved test scores and overall classroom engagement. Another key finding of this research is the development of students' social and communication skills. The cooperative nature of the TGT model required students to engage in discussions, articulate their thoughts, and work collaboratively with their peers. These interactions enhanced their ability to express ideas clearly and respect differing viewpoints.

Furthermore, the competitive element of the tournament encouraged students to think critically and apply their knowledge effectively, improving both their cognitive and problem-solving skills. This suggests that the benefits of the TGT model extend beyond academic performance, positively influencing students' interpersonal and analytical abilities. Despite the overall success of the TGT model, some challenges were encountered during implementation. One of the primary difficulties was ensuring equal participation among all students. Some students tended to dominate discussions, while others were more reserved. To address this, the teacher introduced a rotation system,

requiring each student to contribute to discussions and answer questions. Another challenge was managing time effectively during the tournament phase, as some groups needed more time to complete the activities. Future applications of the TGT model should consider adjusting time allocation and implementing structured participation rules to maximize engagement and learning outcomes.

Conclusion

Based on the findings of this study, it can be concluded that the application of the Team Games Tournament (TGT) cooperative learning model effectively enhances student learning outcomes on the topic of QS Luqman 31:13-14. The significant increase in students' test scores and the percentage of students achieving the minimum competency standard (KKM) demonstrates the effectiveness of this method in improving academic performance. Moreover, the TGT model fosters higher student engagement, motivation, and participation, creating a more interactive and enjoyable learning environment. In addition to academic improvement, the TGT model also contributes to the development of students' social and communication skills. By encouraging teamwork, discussion, and friendly competition, the model helps students develop essential interpersonal and critical thinking abilities. These skills are crucial for their overall educational and personal development. The findings suggest that cooperative learning methods such as TGT can be valuable tools in creating a student-centered learning environment that promotes active participation and deeper understanding of the material.

While the implementation of the TGT model was largely successful, some challenges were identified, particularly in ensuring equal participation among students and managing time during tournament activities. However, these challenges can be addressed through proper planning, structured group participation, and time adjustments. Future research could explore further refinements to the TGT model and its application in different subject areas to assess its broader impact on student learning. Overall, the study demonstrates that the TGT cooperative learning model is an effective instructional strategy for improving both academic achievement and student engagement. It is recommended that educators consider implementing this method in their classrooms, particularly for subjects that require active participation and a deep understanding of concepts.

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