

Implementation of the Teams Games Tournament (TGT) Model to Improve Islamic Education Learning Outcomes for SMAN 8 Bekasi Students

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Abstract: This study intends to improve the learning outcomes of Islamic Religious Education with the Teams Games Tournament (TGT) cooperative learning method. The data and subjects of this study were taken from 33 students of class XI IPS 3 at SMA Negeri 8 Bekasi using observation, test, and documentation techniques. The application of the learning method is carried out in 3 cycles. The results of this study prove that the PAI learning outcomes of class XI IPS 3 students of SMAN 8 Bekasi by applying the TGT learning model get an increase. This can be observed in the results of the initial test that was applied before the pre-CAR cycle 1 action, the successful achievement of the KKM score of 75 was obtained for 13 students (40%) with an average score of 67.4. During the first cycle of action, as many as 18 students (54%) with an average score of 73.78 were able to achieve the KKM score. However, the success indicator of the score of 85 has not been achieved by the students, so the researchers continued with cycle 2. In cycle 2, the student learning outcomes increased to 27 students (81%) with an average score of 79.27. In the last 3 cycles, students achieved a minimum standard score when they increased to 33 people or 100% with an average score of 86.69. Through the results of this study, it can be stated that the TGT learning model can improve PAI learning outcomes for students of class XI IPS 4 SMAN 8 Bekasi

Keywords: Learning Model, Islamic Religious Education, Learning Outcome

INTRODUCTION

The maximum quality of education cannot be separated through the contribution of the role of a teacher in the learning process. The demands held by the teacher to create a conducive learning situation, such as paying attention to learning conditions, being effective, active, providing creative and innovative learning. Creating such a learning atmosphere is not an easy

task because of the factors that influence a learning process. The competencies that must be mastered by teachers must be qualified in all fields, as listed in professional competencies (Endah, 2017). On the other hand, applying professional competence, teachers are encouraged to be able to master the subjects to be taught, as well as master the aspects of pedagogic competence, namely designing lesson plans, implementing lesson plans, conducting evaluations and analysis in subsequent activities (Santosa, 2018)

Based on research (Sabdah, 2019) writes that one of the factors that decreases student achievement is the application of learning methods from teachers who are considered monotonous, such as only applying the lecture method or other terms, namely conventional learning models, the indications are that it makes students look bored, lacking enthusiasm, bored and sleepy while listening to lessons. It can be seen that when students are in class, only a few students are able to pay attention to the teacher's delivery, some just play alone and daydream. And students are only silent when the teacher gives them the opportunity to ask for a discussion of the material that has been explained, when students do not understand and accept the teacher's explanation properly. A teacher's strategy for implementing learning methods needs to be considered, where the teacher is the center of intermediary between the subject matter and their students, moreover there are all dimensions of change in the world of education.

According to Hasmiati, students who are active during the learning process will affect the extent to which students are able to understand the subject matter (Hazmiati, 2018). However, the fact was still found when following and observing the learning process in class, according to him the students only listened blankly and listened to the teacher's explanation and wrote the explanation on a piece of paper or just copied the teacher's writing that had been presented on the blackboard. Interestingly learning is not just giving a pleasant impression without touching the aspects of the learning objectives. Meanwhile, during the learning process there is something to be achieved, namely the existence of new insights and applied skills. So, the interesting aspects of learning should make students able to achieve learning goals quickly, responsively, optimally, in a way that is not difficult, and fun so that learning will display an interesting impression (Sobandi, 2019).

In the school environment, one of the subjects considered difficult for students is Islamic Religious Education (PAI). As a result, students are less interested in the discussion aspects of their lessons. This view is based on the results of observations made at SMAN 8 Bekasi. Students generally tend to lack enthusiasm and interest and have not been able to fully participate in the learning process in class, often leave class, and talk about conversations

outside of class. The author considers that the application of the method of using questions and answers, discussions, and assignments according to instructions in class makes students tend to get bored and as much as possible pushes them to be able to grasp the subject matter..

Starting from this problem, it can be written that one of the causes of low student learning outcomes while studying PAI is the existence of a teacher-centered teaching and learning process which is considered to have an effect on student learning outcomes. Therefore, it is necessary for the role of the teacher as a distributor to provide PAI material in an attractive way so that students are more enthusiastic about studying PAI so as to achieve high learning outcomes. One of the steps to improve the learning achievement of SMA Negeri 8 Bekasi students is through the cooperative learning method. The selection of such a method as a power in forming excellence according to references in scientific research that has been researched is that cooperative learning can increase interaction, activity, effectiveness, and learning achievement in PAI learning. So that the implementation of the cooperative method of the Times Games Tournament (TGT) type is an option in this study.

Draw conclusions from various research results such as from research in a journal entitled "Reviewing for Exam" Do Crossword Puzzle Help in the Success of Student Learning?" explained that the application of games such as crossword puzzles was very effective as a means of increasing student learning. Highlighting from other journals entitled "Use of Cooperative Learning Model With Team Games Tournament (TGT) to Increase Students' Learning Achievement in Islamic Education at SMAN 6 Wangi-Wangi of Wakatobi The Teams Games Tournament (TGT) learning model" is considered effective in encouraging students participate and be active in lessons, and apply broadly to all subjects, especially at the secondary school level where teachers are able to direct students to actively contribute, work together, and share knowledge with other students.

SMA Negeri 8 Bekasi is one of the schools that applies PAI learning with the learning method more often applying the lecture method, so that it makes students so passive in discussing and interacting during the learning process. The author also observes that the learning system which only focuses on memorization without understanding the material actually has an impact on reducing the level of students' understanding when studying PAI material. The choice of the TGT method as a form of providing space for freedom for students to work together, improving thinking and discussion skills, helps stimulate the level of confidence for students. Especially when face-to-face learning was held again after a pause in the Covid-19 outbreak:

Based on research from Chairhany, the focus of the TGT method lies in the activeness of students which is expressed by competing between groups of students through knowledge presented orally and in writing from questions given by educators so that each group struggles to achieve superior grades (Chairhany, 2020). The application of the TGT learning method was chosen by the author to deliver PAI subject matter which is packaged in an innovative and creative manner by placing students as the main axis of learning based on the provisions written in the 2013 Curriculum, which later in the future will be transferred to use the reference of the independent curriculum.

Through the expression of joy felt by students in using games that are packed with the TGT type cooperative learning model, it is predicted to be able to give a pleasant learning impression so that it affects the accuracy in giving answers, the speed to deepen the material, stimulates the level of concentration, and maximizes understanding of a series of PAI subject matter so as to achieve maximum improvement in learning outcomes (Sabdah, 2019). Therefore, the researcher wants to prove that the application of the Temas Games Tournament method can improve the learning outcomes of class XI students in PAI subjects at SMA Negeri 8 Bekasi.

METHOD

In this study applying the type of Classroom Action Research (CAR), namely research carried out as a step to improve the learning process with the aim of increasing good learning outcomes. This research was implemented in class XI IPS 4 SMAN 8 Bekasi with a total of 33 students in three cycles starting from September 2022 to October 2022. The research model takes the Kemmis and McTaggart spiral which includes planning, implementation or observation, and evaluation. This research includes analytical, systematic, and reflective research carried out by educators as a step to achieve goodness or gain perfection during the implementation of learning practices in student classes (Mohamad, 2016). This research uses independent variables with the TGT (Team Games Tournament) learning model, while the dependent variable is the learning outcomes of students in Islamic Religious Education (PAI) subjects.

The development of the Teams Games Tournament (TGT) learning model was initiated by DeVries and Edward (1972) at Johns Hopkins University. This method is a type of method by providing a forum for students to compete with each other and compete in collecting points to increase the score of each team. This research collects data through observation, documentation, and tests. The sample as well as the population in this study were students in

class XI IPS 3 at SMAN 8 Bekasi for the 2022/2023 academic year with a total of 33 students consisting of 16 boys and 17 girls. Class XI IPS 4 was chosen as the subject of the study because the learning outcomes of the Islamic Religious Education subject in class XI IPS 4 SMA Negeri 8 Bekasi received a score in the low category below the average daily test score which had not touched the Minimum Completeness Criteria (KKM), namely a value of 75

RESULT AND DISCUSSION

RESULT

1. Implementation of Pre PTK

The initial situation was when the application of learning using the Teams Games Tournament model was not held on Islamic Religious Education material in class XI Semester 1 with Basic Competency explaining the meaning of faith in Allah's Apostles. As for the first step before implementing the Times Games Tournmanet (TGT) learning model, the researcher first held an initial test session on 33 students of class XI IPS 4. It aimed to find out students' knowledge of the subject matter of Islamic Religious Education. The test results explained that the average student score was 68.84, consisting of thirteen students (40%) with a standard score, while thirteen students (60%) got a low score. So that it can be written that student achievement before applying the TGT method is still low because they have not received a minimum standard score of 75.

The results of the pre CAR results show that many students do not pass according to the minimum completeness criteria of 20 students or 60%. Before applying the TGT learning model, 18 students or 40% passed. Therefore, for further learning the teacher plans to apply the TGT learning model. The fact that students have low learning outcomes is predicted to have self-motivation that has not increased. Teachers often apply conventional methods such as question and answer, discussion, and giving questions to students. As a result, students become bored and have little enthusiasm for the subject matter. Munawaroh revealed that learning motivation is an intermediary for conveying subject matter which is poured through internal and external encouragement as a realm for carrying out behavior changes, where all of them can be detailed, for example: (1) have aspirations and hopes for the future, (2) have needs and enthusiasm in learning, (3) having the will and desire to succeed, (4) having appreciation in learning, (5) having interesting things during learning, (6) having a conducive space for learning so that students are able to study well (Munawaroh, 2016)

Therefore, it is important to implement an active learning model, for example, the Teams Games Tournament (TGT) learning model. This model is considered effective for increasing student activity and is able to improve student learning outcomes during the learning process. Hamdani revealed that student activities using the Teams Games Tournament (TGT) learning model enabled students to be able to learn while playing in a relaxed and enthusiastic manner so as to instill an attitude of cooperation, responsibility, participation in learning, and healthy competition (Hamdani, 2011). In carrying out classroom action research, the authors apply up to three cycles in three meetings using the TGT learning model which is then evaluated using tests to determine the level of development and understanding of students when they have finished implementing the learning model..

2. Implementation of Cycle 1

Class action research cycle 1 is applied in one meeting with stages including: First, namely planning action, namely (1) Writing a Learning Implementation Plan (RPP) for one meeting which will be used as a guide for researchers while implementing the Teams Games Tournament (TGT) learning model.); (2) Compile Student Worksheets (LKS); (3) Determine student groups for cycle 1; (4) Write down the items on question cards for tournaments and games; (5) Prepare observation sheets regarding learning activities; (6) Documenting the process of learning activities with camera media; (7) Direct each group to make 10 questions. Second, the implementation of the action begins with the following steps:

The test results in cycle I showed a learning completeness percentage of 54% with an average score of 73.78. Meanwhile, the highest score was 79 and the lowest was 64. The number of students in the passing category were eighteen students, while fifteen students were unable to answer the questions. The test results in this first cycle indicated that the Teams Games Tournament (TGT) group game learning model could improve student learning outcomes. This achievement is in accordance with the results of a comparison between pre CAR and test results applied in cycle 1 showing an increase of up to 54%.

3. Implementation of Cycle 2

The stages listed in the second cycle of action include; First, implementation planning, which leads to planning what activities will be carried out in the second cycle while still observing the analysis and reflection of the results of the first cycle, such as (1) Developing a Learning Implementation Plan (RPP) regarding the material to be studied. The reference from this lesson plan is applied during learning activities in class; (2) Prepare and form question cards to be answered by students; (3) Considering time efficiently so that each team is able to

use the time provided properly and wisely; (4) The researcher reads out the questions that have been prepared so that the students can discuss the questions more quickly and immediately submit their answers to the jury; (5) The teacher re-explains the subject matter in more detail, and directs students when dividing groups so that they are more evenly distributed; (6) Students in the second cycle gather with new group members, with the aim that activities can run well, the existence of heterogeneous grouping makes some students feel uncomfortable in groups, so the teacher first reminds them of the importance of working together and keeping each other discuss in groups in order to achieve team victory and achieve common goals.

Second, the implementation of activities, namely implementing learning activities with the following procedures:

a. Pre activity; (1) The teacher greets students with greetings before starting the lesson; (2) The teacher records student attendance; (3) The teacher provides stimulus by asking students questions about the meaning of obedient behavior in everyday life; (4) The teacher reads the learning objectives; (5) The teacher spreads enthusiasm for students to be more enthusiastic while participating in learning.

b. The core activities include: (1) Students are directed at each step of the learning process, they are encouraged to join groups that have been determined in accordance with the consideration of the implementation results in the first cycle; (2) The teacher explains in detail the material regarding the application of obedient behavior in the community environment and holds questions and answers with students; (3) The teacher repeats the steps in implementing cycle 2 with the Teams Games Tournament (TGT) type learning model; (4) The teacher reads several questions for each group; (5) The teacher directs students to help each other in groups while completing assignments and discusses looking for answers also encourages students so that all group members are actively involved when expressing opinions or ideas.

c. Closing activities, as the most enjoyable and profitable stage for students, include the following activities: (1) The teacher reads back the rules for conducting matches and games; (2) The teacher calculates the score obtained from the questions that were successfully answered by the students with the specified duration of the tournament; (3) The teacher gives a prize as an appreciation to the group that gets the highest score in cycle 2; (4) The teacher gives an evaluation test as a step to find out the results of increasing achievement and the level of understanding of students from cycle 2. The percentage of cycle 2 test results with an acquisition of 81%, namely an average score of 79.27. A total of 27 students achieved a minimum standard value, while 6 students did not reach the standard due to a lack of students' ability to understand the lesson.

The test results in cycle 2 obtained data that there was an increase from the implementation of cycle 1, thus indicating that learning with the Teams Games Tournament (TGT) model could improve student learning outcomes. The results obtained in the second cycle were more improved than in cycle 1 where cycle 2 showed an increase percentage of 27%. The continuation of these results will be applied as a comparison in cycle 3 because some students have not reached the standard score to be achieved, which is 85.

Referring to the results of the analysis and reflection of cycle 2, the researcher redesigned it for implementation in cycle 3, as an action to provide solutions to the weaknesses found in the previous cycle, so that students are maximally able to achieve increased learning outcomes. As for the observations of the results of cycle 2 which triggered an increase in the learning process, among others, the teacher was able to manage the class and maximally when participating in the learning process with the TGT method, the students' expressions were so enthusiastic during the learning process and encouraged them to appear more active and able to express opinions.

4. Implementation of Cycle 3

Implementation of the third cycle of action, among others; First, implementation planning with reference to the analysis and reflection of the results of the second cycle as a reference for planning activities, such as (1) Developing a Learning Implementation Plan (RPP) regarding the material being studied; (2) Arranging and preparing question cards to be answered by all students; (3) Determine the time for the implementation of activities in compiling questions so that students are able to use the time provided effectively; (4) Researchers use Puzzle media as a forum for writing down questions taken from question cards; (5) Students discuss among themselves in their groups and compete to answer questions correctly and quickly; (6) The teacher reviews the material and accompanies students when dividing groups; (7) Students make new groups, so that the members in their groups are different from the group members in the second cycle.

Second, the implementation of activities, namely implementing learning activities with the following steps:

a. Pre Activity; (1) The teacher greets students with greetings to open the lesson; (2) The teacher records student attendance; (3) The teacher provides a stimulus by asking students questions about the meaning of competitive behavior in the surrounding environment; (4) The teacher reads the learning objectives; (5) The teacher spreads enthusiasm for students to be more enthusiastic while participating in learning.

b. The core activities include: (1) Students are directed at each step of the learning process, they are encouraged to join groups that have been determined in accordance with the consideration of the implementation results in the first cycle; (2) The teacher explains in detail the material about the meaning of competitive behavior in the surrounding environment and is continued in a question and answer session with students; (3) The teacher repeats the steps in implementing cycle 2 with the Teams Games Tournament (TGT) type learning model; (4) The teacher reads several questions for each group; (5) The teacher directs students to help each other in groups while completing assignments and discusses looking for answers also encourages students so that all group members are actively involved when expressing opinions or ideas.

c. Closing activities, as the most enjoyable and profitable stage for students, include the following activities: (1) The teacher reads back the rules for conducting competitions and games; (2) The teacher calculates the score obtained from the questions that were successfully answered by the students with the specified duration of the tournament; (3) The teacher gives a prize as a form of appreciation to the group that gets the highest score in cycle 3; (4) The teacher gives an evaluation test as a step to find out the results of increasing achievement and the level of understanding of students from cycle 2. The percentage of test results from cycle 3 with an acquisition of 100% is an average score of 86.69. A total of 33 students achieved a minimum standard score. The drawbacks in cycle 3 are that students are still not used to looking for reference material from various learning sources, they are only motivated in the student module book. However, the results obtained in cycle 3 can be assessed that the application of the TGT learning model is so effective as an effort to improve student learning outcomes. From several tests that have been carried out in several research cycles, the percentage results in cycle 3 are 100%, the increase in cycle 3 is 19%, and all aspects have been carried out very well

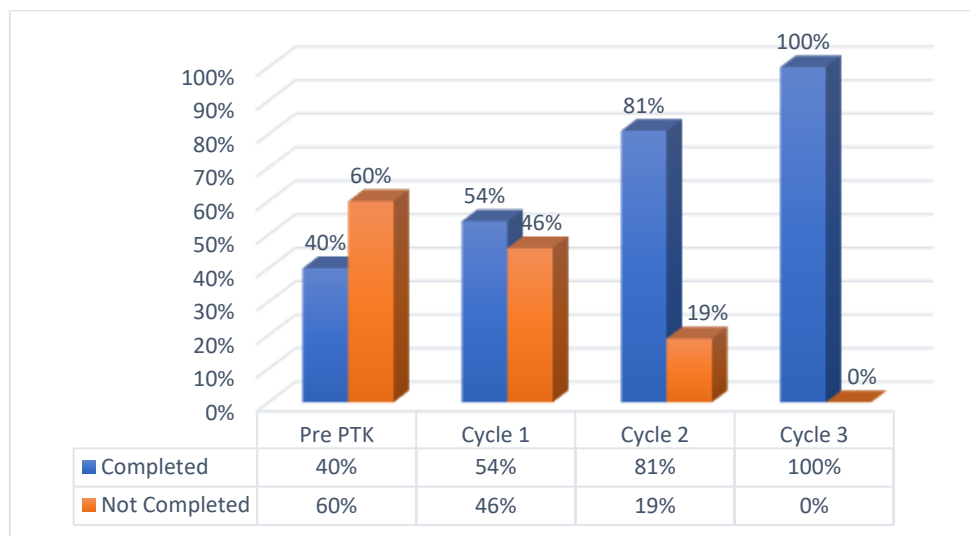
DISCUSSION

The comparison of increased student activity during learning has changed so that learning activities become more enjoyable. This also makes student learning outcomes in providing answers to each question achieve learning completeness of 100%. Comparison of students in increased activity from Pre PTK, cycle 1 to cycle 2 to cycle 3 can be seen in the table below:

Table 1. Comparison of Pre PTK Student Learning Outcomes, Cycle 1, Cycle 2, Cycle 3

Implementation of Activities	Completed	Percentage	Not Completed	Percentage	Average Score
Pre PTK	13	40%	20	60%	68,84
Cycle 1	18	54%	15	46%	73,78
Cycle 2	27	81%	6	19%	79,27
Cycle 3	33	100%	0	0%	86,69

The existence of such a table proves that the Teams Games Tournament (TGT) learning model is considered to be able to improve student learning outcomes and increase student motivation and activity during the learning process so that student success is able to obtain at least standard criteria for learning outcomes in Islamic Religious Education subjects. Improving student learning outcomes from cycle 1 to cycle 2 and then cycle 3 because with the implementation of effective learning students will be helped to be able to fully understand the subject matter while applying the TGT learning model. The increase in student learning achievement can be observed from the increase in the percentage of students who are able to achieve a minimum standard value when going to and having applied the TGT model.



Based on the diagram above it can be said that student learning outcomes increased in cycle 1 by 14% to obtain 54%, in cycle 2 increased again by 27% and obtained 81% and in cycle 3 increased to obtain 100% all students showed learning outcomes with achievement category is very good because all aspects are well executed. This classroom action research found that an educator has an important role in increasing student understanding by applying an effective and appropriate learning model. One of them is by applying the TGT model. Given that the TGT learning model has several advantages such as creating classrooms with academic

tournaments where each group member contributes to express opinions and answers (Chairhany, 2020).

Several studies from various countries have shown the impact of implementing the TGT learning model applied in schools. As research (Rijal, 2021) suggests that in Taiwan, student learning motivation can be significantly achieved through TGT learning even though they are unable to achieve motor skills. In Bangladesh, students by forming a TGT model experimental team were able to achieve significant learning achievements than group students based on lectures.

CONCLUSION

The results of classroom action research conducted through three cycles proved that the use of the TGT method could improve student learning outcomes for Class XI IPS 4 at SMAN 8 Bekasi. This was also shown through the initial test in cycle I, namely a number of 15 students (65%) with an average score of 73.78 were able to achieve a minimum standard score. Furthermore, in cycle 2, a total of 27 students (81%) were able to catch up to achieve a minimum standard score, with an average of 79.27. However, the students had not achieved a success indicator of 85, so the researchers continued with cycle 3. In this last cycle, students were able to achieve a minimum standard score that increased to 33 people or 100% with an average score of 86.69. So based on the experience of researchers, the TGT method is very effective and emphasizes that the application of the TGT learning method can improve student learning outcomes, not only applied to general subjects but also successful in Islamic Religious Education. So that it can be used as a recommendation for educators to apply the TGT method when carrying out the learning process in class

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