

# The Effectiveness of the Team Games Tournament (TGT) Model to Increase Student Activeness in Learning Islamic Cultural History at MI Maduretno

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**Abstract:** The aim of this research is to increase student engagement through the TGT method in SKI (Islamic Cultural History) learning at MI KHR ILYAS MADURETNO. This research is Classroom Action Research (CAR) conducted in two cycles, each consisting of two meetings. The subjects of this research were 32 students of Grade IV at MI KHR ILYAS MADURETNO. Data collection techniques include observation, interviews, and documentation. The data analysis technique uses the Miles and Huberman model. The research results indicate that the TGT model is proven effective in increasing student engagement in SKI learning, as evidenced by the percentage increase in Cycle I and further improvement in Cycle II.

**Keywords:** Effectiveness, SKI Learning, TGT

## Introduction

The effectiveness of student learning today depends on their learning activity. Student activity can be influenced by the learning model applied by the teacher in teaching. The selection of learning models must be in accordance with the student's learning conditions. Because the use of the right learning model will greatly affect student learning outcomes. The learning model according to Nurrohmatun Amaliyah (2020) is a contextual framework used as a guideline in the learning process which is systematically arranged in organizing learning experiences to achieve learning goals.

The learning process that occurs in MI Maduretno, especially in class 4, is still less effective. Because from the observation of one of the teachers, the students are less enthusiastic in learning. The teacher concluded that the cause of the lack of enthusiasm of the students was due to

the delivery of inappropriate learning models, such as lecture methods that make students less interested. Following up on this, the teacher tried to apply a learning model that could build cooperation and student activeness in learning. The research conducted is Classroom Action Research with using the TGT (Teams Games Tournament) Cooperative Learning model. The Teams Games Tournament (TGT) learning model according to Slavin's opinion in Nur Endah (2020) is a learning model whose learning process is... done with method match game between team or inter-member group. Slavin in Nur Endah (2020) argues that learning model cooperative this type of TGT have objective that is For Motivate students to help each other support and help One each other in control abilities taught by the teacher in the end For to obtain scores on each member team.

In using the Teams Games Tournament model, the teacher applies it to learning the History of Islamic Culture. The learning model used is with

method utilise games and tournament activities as tool measuring system progress each student's score. The game activities in this teaching model are useful for making students play an active role. Here are some steps in implementing the TGT learning model according to One Teladaningsih (2019), namely 1) Class presentation, 2) forming heterogeneous groups, 3) conducting a game, 4) conducting a match or tournament, 5) giving an award.

In the previous study was conducted by Nunung Nur Janah entitled Implementation of Active Knowledge Sharing Strategy as an Effort to Increase the Activeness of Learning Social Sciences of Class VA Students of Elementary School 3 Klaten. In this study, several steps of active knowledge sharing strategy were used, starting with the teacher distributing the question sheets, then students were asked to answer them within the specified time. Then, students were asked to spread out to other students so that they could exchange ideas and ensure the correctness of their answers during the specified time limit. After finishing, students were asked to return to their respective places and submit their answers by raising their index fingers. The results of the study proved effective as seen from the increase in the percentage of students in each cycle, namely the average percentage of student activeness observation results before the action was taken was 49.33%, in cycle I the average percentage increased to 52.66%, in cycle II the average percentage increased to 65%.

From the research, there are similarities with the research conducted, namely researching student activity. The difference is namely in the application model section his learning Where previously using the Active Knowledge Sharing Strategy model, while in this research This using the Teams Games Tournament model . In addition, in the study previous researching in Science Lessons Social Knowledge, while in research This apply to Islamic Cultural History Lessons.

With thus, he did study This is at MI Maduretno with using the Time Games Tournament (TGT) learning model in SKI learning aims in order to increase activity student in the learning process effective and enjoyable teaching. In addition in

competition tournament, in this TGT learning model it can also be increase Work The same in activity discussion For finish task group and create attitude not quite enough answer every group For do your best for his group

## Materials and Methods

The method used in this study is Classroom Action Research (CAR). According to Muchlisin Riadi (2019), Classroom Action Research (CAR) is a specific action that occurs in the classroom as a form of research carried out to improve the teaching and learning process in order to improve learning outcomes better than before. This research was conducted at MI KHR ILYAS MADURETNO, Maduretno village, Buluspesanten District, Kebumen Regency. The subjects of this study were 32 fourth grade MI students. Data collection techniques used observation, interviews, and documentation. By using the TGT method, the Teams Games Tournament (TGT) learning model is one of the cooperative learning models. The Teams Games Tournament (TGT) learning model according to Slavin in Nur Endah (2020) is a learning model by conducting game matches between teams or between group members. According to Miles and Huberman in Sugiyono (2020), activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated, here are some of the data: 1) data collection, 2) data reduction, 3) data presentation, and 4) concluding data.

In carrying out the steps of the PTK method with the TGT model according to One Teladaningsih (2019), there are five stages in cooperative learning, namely:

### a. Class Presentation

From this step, the thing that must be in the research is the presentation of the class to be studied. For the class is the fourth grade students of MI KHR ILYAS Maduretno.

### b. Heterogeneous Groups (Teams)

After determining the group, the next step is group division. In the class studied there were

32 students, then the teacher divided them into 8 groups with each group consisting of 4 people.

c. Games

Games discussion quizzes and puzzle games

d. Tournament/Competition (Tournament )

In this tournament, students will be given a quiz with questions that will be answered by each group. In answering there are also requirements, namely by raising their fingers and calling each group's code. For example, if group A wants to answer, they must raise their fingers and call their code, for example tok-tok-tok. Likewise with other groups who want to answer, namely by raising their fingers and calling their code. For example, group B tek-tek-tek, group C tik-tik-tik, and so on.

e. Teams Recognize

This step is related to awards or prizes for those who answer the most quizzes by being given points.

## Results and Discussion

### A. Description Initial Conditions

In the research This implemented with involving student at MI KHR ILYAS Maduretno year 2023/2024 lessons with amount student 32. The data collection process was carried out that is with through through a series activities carried out in two cycles research . The data collected Then analyzed in a way descriptive use technique observation, with objective For identify and understand emerging trends during the learning process. In Observation student in learning ongoing, part big student not enough participate in learning, and less enthusiastic in notice teacher's explanation.

#### Data 1. Pre-cycle student activity table

No	Observed Aspects	Amount	Presentation
1	Notice Teacher's explanation	5	15%
2	Submit question	2	6%
3	Answer question	2	6%
4	Shows a happy and enthusiastic nature	12	37%
5	Working during group discussions	11	34%
6	Respect your friends' opinions	5	15%
7	Collaborate and solve problems	12	37%
8	Take notes subject matter	10	31%
Average activity participant educate			22%

From the table data displayed above , it shows that the number of students participating in learning activities is still low. where the number of presentations shown is 22%. This shows that many students are still not actively involved in learning activities. From this condition, researchers need to take action to increase student activity in the learning process.

To further improve students' interest in learning, this study tries to make improvements by applying an interesting method to the material of Islamic Cultural History, namely by using the TGT model. In the pre-cycle observation, learning uses a discussion method by dividing groups to all students, students only read, listen, take notes, and some of them ask questions.

B. Implementation Teams Games Tournament (TGT) Learning Model on Islamic Cultural History Material at MI KHR ILYAS Maduretno.

#### In Cycle 1:

##### 1. Planning

For stage planning cycle First This done after researcher get task from lecturer guardian eye Learning Strategy Course For

do research in Madrasah. Furthermore, it was carried out observation by the researcher at one of the selected madrasahs. Application permission to the Madrasah and teachers were carried out first time after enter to the madrasah that will implementation research at MI KHR ILYAS MADURETNO. After get permission researcher do observation class.

A number of problem found in the observation process experienced by participants at MI KHR ILYAS MADURETNO at the time learning. The problems found that is lack of students' enthusiasm in follow learning, things the due to Because use method lecture Where students who become object just moment learning. From the discovery problem that's it researcher make planning For overcome it. The first action taken researcher that is to examine results achievement Study students and looking for solution with find the right model on the material the persistence of the prophet Muhammad SAW. And the companions in preaching. At this stage, researchers prepare learning tools consisting of:

- a. Reviewing the learning material on the the persistence of the prophet muhammad SAW. And the companions in preaching for preaching in student books and several story texts that will be taught.
  - b. Prepare a lesson plan with material on the fortitude of the Prophet Muhammad SAW. And friends in preaching using the Team Games Tournament (TGT) learning model.
  - c. Preparing learning resources and media.
  - d. Prepare evaluation tools in the form of written tests and student worksheets.
  - e. Prepare an observation sheet to observe student activity.
  - f. Prepare field notes.
2. Action

Implementation Actions are implemented with Applying the Model appropriate

Teams Games Tournament (TGT) learning with the predetermined teaching module. There are two meetings with a time allocation of 2x30 minutes for each meeting. The researcher's action process by observing the teacher while teaching, this aims for the researcher to know the activeness and development in understanding the learning material. In implementing learning using the Learning Model Teams Games Tournament (TGT) researchers assess that the use of this method can reduce the problem of lack of student participation in learning which causes low understanding of Islamic Cultural History learning materials. In implementing learning activities, teachers teach by adjusting to the planned learning plan.

The explanation regarding the action (Acting) is as follows:

- 1) Initial activities
  - a) The teacher greets and prays. And continues by checking student attendance.
  - b) The teacher conveys the core material and competencies to be achieved.
  - c) The teacher carries out apperception, namely carrying out ice breaking to condition the students.
- 2) Core activities
  - a) The teacher divided the students into 4 groups, each consisting of 8 out of 32 students, and asked the students to sit with their respective groups.
  - b) The teacher asks students to read the text material from the student handbook and discuss the material.
  - c) The teacher invites students to take part in a tournament related to the material being discussed.
  - d) The teacher prepares learning tools such as textbooks, whiteboards, markers.
  - e) The teacher begins to explain the procedures that must be followed

regarding the games that students will play.

The procedure is as follows:

- a. Students are divided into 4 groups and each group consists of 8 children.
- b. Students sit in their respective groups in the order of group A, B, C, D from right.
- c. Each group has a different bell to answer. Group A rings kawkaw, group B rings kiwkiw, group C rings kuwkuw, and group D rings kewkew.
- d. The teacher writes a list of scores per group on the board.
- e. The teacher explains the rules of the game.
- f. The teacher asks students questions related to the material, and the one who answers the fastest immediately sounds a sound code, then stands up and raises his hand and immediately answers the question.
- g. The teacher writes points for each group on the board if there is a group that successfully answers the question.
- h. The teacher guides the game until the questions are finished and writes down the students' scores.
- i. The teacher gives prizes to participants who win the games.
- j. The teacher gives appreciation to students, both to the winning participants and other participants.

### 3) Closing activities

- a. The teacher gives evaluation questions related to today's learning.
- b. Ask students to complete evaluation questions.
- c. The teacher and students conclude today's learning.

- d. The teacher asked one of the students to lead the prayer.
- e. Students pray together.
- f. The teacher says hello.

### 3. Observation (observation)

At the stage this is the observation process done For knowing the learning process . Observation conducted by researchers For to know success activity learning with using the Teams Games Tournament (TGT) learning model . Based on results observation, can conclusion related aspect evaluation that is student can understand material the persistence of the prophet Muhammad SAW. And the companions in preaching.

### 4. Reflection

After done action learning with using the Teams Games Tournament (TGT) Model, carried out reflection with method do evaluation namely with assign student For do task written related material on the History of Islamic Culture. The aspects evaluation that is student can understand material the persistence of the prophet Muhammad SAW. And the companions in preaching.

### In Cycle 2:

#### 1. Planning

After conducting PTK in cycle 1, researchers start continue PTK in cycle 2 using the Teams Games Tournament (TGT) learning model, which is a model Already applied previously. But in the cycle these two researcher observe related How development participant educate after this model applied and things anything that is needed emphasized on the cycle second this. Researcher observe and participate follow related how teachers design various device learning as well as syllabus, lesson plans, tools learning, as well as documentation learning.

#### 2. Action

Implementation Actions are implemented with apply Teams Games Tournament (TGT) learning model method according to with teaching modules that have been determined. Activity like normal that is

every learning there were two meetings with allocation 2x30 minutes each time meeting . Researcher Action Process with observing the teacher when currently teaching, which aims to researcher know activity and development in understand material in learning. In implementation learning with using the Teams Games Tournament (TGT) learning model, researchers evaluate that use method the capable reduce the problem of lack of student participation in learning that causes low understanding will material history of Islamic Culture. In implementation activity Study teaching, teacher teaching with adjust to the plan learning.

The explanation regarding the actions (Acting) in cycle 2 is as follows:

1) Initial activity

- d) The teacher greets and prays. And continues by checking student attendance.
- e) The teacher conveys the core material and competencies to be achieved.
- f) The teacher carries out apperception, namely carrying out ice breaking to condition the students.

2) Core activities

- f) The teacher divided the students into 4 groups, each consisting of 8 out of 32 students, and asked the students to sit with their respective groups.
- g) The teacher asks students to read the text material from the student handbook and discuss the material.
- h) The teacher invites students to take part in a tournament related to the material being discussed.
- i) The teacher prepares learning tools such as learning books, whiteboards, markers,

especially student worksheets in the form of word guessing puzzles.

- j) The teacher begins to explain the procedures that must be followed regarding the games that students will play.

The procedure is as follows:

- k. Students are divided into 4 groups and each group consists of 8 children.
- l. Students sit in their respective groups in the order group 1, 2, 3, 4.
- m. Each group is given a sheet of puzzle paper containing questions that will later be answered by the participants through the puzzle.
- n. The teacher gives students 15 minutes to work on the puzzle in groups.
- o. Students start working on the puzzle.
- p. After completing the work, the worksheets are collected by the teacher.
- q. The teacher writes the scores obtained on the worksheet for each group.

3) Closing activities

- g. The teacher gives appreciation to the participants.
- h. The teacher and students conclude today's learning.
- i. The teacher does ice breaking to close the activity.
- j. The teacher provides motivation to participants regarding this learning.
- k. The teacher closed the meeting by saying goodbye.

1. Observation ( observation )

At the stage This observation done For knowing the learning process . Observation conducted by researchers For to know success activity learning in the Teams Games Tournament (TGT) learning model.

Based on results observation can take conclusion related aspect evaluation that is student can understand material about the personality of the prophet Muhammad SAW.

## 2. Reflection

After implemented action in the form of learning with the Teams Games Tournament (TGT) learning model, carried out reflection with do evaluation namely with do task written about material movement prayer. As for the aspects evaluation that is student can understand material about the personality of the prophet Muhammad SAW.

Based on research that has been done, the following is results obtained researcher after do research at MI KHR ILYAS MADURETNO through the Teams Games Tournament (TGT) learning model in Increase activity students on the subject of prayer movements, researchers use questionnaire namely as following:

### Data 1. Student activity table cycle 1

No	Aspects observed	Amount	Presentati on
1	Pay attention to the teacher's explanation	15	46%
2	Ask a question	10	31%
3	Answering questions	12	37%
4	Shows a happy and enthusiastic nature	18	56%
5	Working during group discussions	16	50%
6	Respect your friends' opinions	8	25%
7	ollaborate and solve problems	17	53%
8	Take notes on study materials	14	43%
Average number of students (%)			43%

From the table results above, it can be seen that the comparison between the results before and after using the Teams Games Tournament (TGT) learning model in learning the material of Islamic Cultural History in the pre-cycle 22% and in the first cycle 43%, based on this data, it can be concluded that students are quite good at learning the material of Islamic Cultural History. By using the Teams Games Tournament (TGT) learning model, an effective and proven method in increasing student participation to increase student activeness in learning the material of Islamic Cultural History. With direction from the teacher, it is expected that students can actively participate in learning activities, and can practice the material obtained.

### Data 2. Student activity table cycle 2

No	Aspects observed	Amou nt	Presentati on
1	Pay attention to the teacher's explanation	20	62%
2	Ask a question	15	46%
3	Answering questions	18	56%
4	Shows a happy and enthusiastic nature	25	78%
5	Working during group discussions	24	75%
6	Respect your friends' opinions	18	56%
7	ollaborate and solve problems	26	81%
8	Take notes on study materials	19	59%
Average number of students (%)			64%

From the data results above, it can be concluded that the comparison between the results before and after using the Teams Games Tournament (TGT) learning model in the learning process of Islamic Cultural History material in cycle 1 is 43% and in cycle 2 is 64%. Based on this, it can be concluded that by using the PTK method, the Teams Games Tournament (TGT) learning model has proven

effective in increasing student participation to be active in learning Islamic Cultural History material.

### Conclusions

This study uses Classroom Action Research (CAR), which is a specific action that occurs in the classroom using the Teams Games Tournament (TGT) model. This study uses two cycles to examine the effectiveness of the TGT model to increase student activity in the learning process of Islamic Cultural History material. In cycle 1, the researcher used the TGT cooperative learning model using a quiz game. While in the second cycle, the same model was still used, but different from the game action, namely using a puzzle. Before carrying out the two cycles, the percentage of student activity in the classroom showed a value of 22%. From the results of the first cycle, the percentage of students was 43% and the second cycle was 64%. Thus, it can be said that the TGT model to increase student activity in the learning process is quite effective.

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