



## The Implementation of Learning Models Team Game Tournament (TGT) In Increasing Student Activeness in the History of Islamic Culture Subject

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### ABSTRACT

This research aims to implement a learning model Team Game Tournament (TGT) in increasing student activity in the History of Islamic Culture subject in class X MA Ma'arif 14 Bumi Nabung. The TGT model was chosen because it was considered capable of creating a more interactive and enjoyable learning atmosphere, so that it could encourage students' active participation in the teaching and learning process. Problems that often arise in teaching and learning activities (KBM), especially in learning the History of Islamic Culture (SKI) in class This research uses a qualitative approach with descriptive methods. Data was collected through observation, interviews and documentation, with research samples from class X MA Ma'arif 14 and Islamic Cultural History subject teachers. This research used triangulation of sources and techniques to ensure the authenticity of the data. The research results show that the implementation of the TGT model has succeeded in increasing student activity in learning, as seen from increased student participation in discussions, group work and academic competitions. Apart from that, students also show higher enthusiasm and motivation in studying the History of Islamic Culture material. Thus, it can be concluded that the TGT learning model is effective in increasing student activity and can be used as an innovative alternative learning model at MA Ma'arif 14 Bumi Nabung

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## INTRODUCTION

Education is a process in order to influence students to be able to position themselves as best as possible in their environment, for this will have an impact on changes in themselves which will enable them to function and influence the life of society (Evita Sari Dalimunthe and Muhammad Syahbudi 2023). Schools are formal educational institutions that systematically plan various environments, namely education to provide a forum for students to carry out various learning activities so that students get the best possible potential (Oemar Hamalik 2006)

In the learning process in school education, it is necessary to have a teacher or educator, which is a very noble job because the task is to educate and teach a student. (Adawiyah 2021). Whether learning is achieved or not depends on an educator in managing and learning methods and models in the classroom (Aini and Alfani Hadi 2023). In this regard, Winoto said that in overcoming challenges and obstacles in

education, the role of an educator is in developing teaching methods and learning models that can attract and build activity among participants. students, (Alawiyah, Sukron, and Firdaus 2023) the use of classroom management in delivering material that is less active and centered on students without being structured will be an obstacle for students which will lead to low levels of student activity. So preparation is needed in forming and establishing learning models in the classroom (Usman et al. 2024)

At the MA Ma'arif 14 Bumi Nabung school in class Based on initial observations, there are problems such as a lack of active participation from students, students who feel bored with learning methods that tend to be monotonous such as lectures and so on and students who lack understanding of the History of Islamic Culture material in the learning process. This will have an impact on the learning process and outcomes.

A learning model is a form of learning that is depicted from the beginning of learning to the end for an educator. (Fahlevi 2022) Therefore, educators need to understand the learning model so that they can carry out learning effectively in improving learning. In its implementation, the learning model must be carried out in accordance with the needs of students because each learning model has different goals, principles and main pressures (Sulistio 2011). One learning model that can develop active thinking patterns and situations for students is the cooperative learning model with type *Team Games Tournamen* (TGT). (Santosa 2019) According to Slavin, the type of cooperative learning model *Team Games Tournament* (TGT) aims to achieve things to inspire students by helping each other in learning the skills taught by educators to students, which at the end of the lesson will produce a score for each member of the team or group. This can encourage students to strive for a deep understanding of the material which can influence critical and active thinking patterns. (Alawiyah, Sukron, and Firdaus 2023)

The Islamic cultural history subject in the Madrasah curriculum is one part of the Islamic religious education subject which aims at preparing students to know, know and understand and appreciate the history of Islamic culture which then becomes the basis for their outlook on life. (Hasmar 2020) By analyzing situations in the past and preparing better life goals for the future. Then, Muslims might be able to emulate the Islamic education system that has existed since the time of the Prophet Muhammad SAW, Khulafaur Rasyidin, great ulama, and pioneers in the struggle for the revival of Islamic education as a reference. (Usman et al. 2024)

This has also been researched directly by Mohammad Umar with the research title "Implementation of Learning Models *Team Game Tournament* to Improve Learning Outcomes" (Umar 2021). With the research results there is a difference, namely that the research only focuses on learning outcomes while this research focuses on increasing student activity.

Based on the results of initial observations, problems that often arise in teaching and learning activities (KBM), especially in learning the History of Islamic Culture (SKI) in class This will have an impact on the learning process and outcomes. Therefore, this research is important to carry out in order to increase student activity in learning the History of Islamic Culture. This statement attracted the curiosity of researchers in conducting research with the title "Implementation of Learning Models *Team Game Tournament* "In Increasing Student Activeness in the Subject of History of Islamic Culture in Class

## METHOD

This research uses a field research approach. The author applies a qualitative approach to explore and understand the meanings held by individuals and groups who are the objects of research (Puspita and Andriani 2021). Research that uses descriptive methods aims to detail data based on actual conditions in the field. This type of research functions to present an objective picture of phenomena that occur in the field and to provide a scientific and systematic interpretation of these phenomena. Thus, it can be concluded that qualitative research is research that involves direct observation or going into the field, then describing the field findings in detail in a research report. (Sambuaga, Palar, and Polii 2023)

By making direct observations at the research site, the author can collect the necessary data according to the research focus that has been determined. Researchers aim to observe the implementation of the learning model *Team Game Tournament* in an effort to increase the activity of class X students at MA Ma'arif 14 Bumi Nabung. So the descriptive analysis method was chosen to observe ongoing social phenomena. (Siti Maryam 2023)

After conducting field observations, the researcher then collected more in-depth information through interviews and strengthened it with documentation. This research was carried out at MA Ma'arif 14 Bumi Nabung from October 2024 to February 2025. The research subjects consisted of teachers of the History of Islamic Culture subject and class X students at MA Ma'arif 14 Bumi Nabung. The selection of class X MA Ma'arif 14 Bumi Nabung students as research samples was carried out to simplify the research process and overcome various obstacles that might occur.

In this study, researchers used various data collection methods, including observation, interviews, and documentation. Secondary data was obtained from books and journals relevant to the research topic. Meanwhile, primary data was collected from parties who were considered to have knowledge regarding the research object. (Subekti, Rugaiyah, and Madhakomala 2023), so the primary data sources for this research were SKI teachers and class (Muslim, Azizah, and Supriatna 2021)

## RESULTS AND DISCUSSION

### Student Activeness in the SKI Subject MA Ma'arif 14 Bumi Nabung

A balanced relationship is needed for the activities and creativity expected in a learning process. The communication or interaction in question is communication that occurs between students and teachers and students and students themselves (Lubis 2024), it is hoped that multidirectional communication will occur during the learning process. Students are given the opportunity to actively communicate and express their opinions to their friends (Hasanah and Himami 2021)

Students can learn actively when teachers use methods that are appropriate to the goals, resources and circumstances of the class (Ariliani et al. 2024). The teacher's position is as a facilitator in ongoing learning. (Soro, Suherman, and Masrukoyah 2024) inappropriate implementation of learning models is one of the reasons why students fail to learn. Classes are less enthusiastic and students are less active due to the determination of methods that are less appropriate to the nature of the material and learning objectives (Noptario et al. 2024)

In the initial steps of the research, the researcher made observations of students at MA Ma'arif 14. Based on the observations, the researcher knew that student activity at MA Ma'arif 14 was good, especially for students who had a high enthusiasm for learning. However, if you look deeper you will certainly find and get different results

because of the differences in the students' own backgrounds, this will influence student learning outcomes. Moreover, all teachers in learning activities definitely have different ways and methods. MA Ma'arif aims to produce a generation of competent students. Therefore, MA Ma'arif's efforts to develop students who are enthusiastic about learning are that every teacher has methods and methods that can foster a spirit of activeness in learning to get maximum results, one of which is by using a learning model. *Team Game Tournament*.

### **Implementation of Learning Models *Team Game Tournament* in MA Ma'arif 14 Earth Saving.**

Learning model *Team Game Tournament* (TGT) or Team Game Match developed by David De Vries and Keath Edward 1995. Learning model *Team Game Tournament* (TGT) is a cooperative learning model that is easy to use (Luh Jelita Julistiadi, IG Agung Jaya Suryawan 2021), in this learning involves all students in the same activities regardless of their status, allows students to act as peer tutors, and combines game components (Aji and Tuasikal 2020). Presentation of material, teams, games, tournaments, and group awards are elements that form the process *Team Game Tournament* Walking (Huda Miftahul 2018)

Before conducting research, the researcher gave a permission letter to the school principal. After obtaining permission to conduct research from the school principal, the researchers conducted interviews with SKI teachers regarding the implementation of the Learning Model *Team Game Tournament* in increasing student activity optimally. During the interview with the SKI teacher, the teacher revealed that before starting to teach the SKI subject for class Thus, a teacher must first have a plan, namely in organizing a teaching method. Of course, if the teacher has prepared all the strategic methods and tactics for teaching, he will be able to teach well and be able to interact with students in order to maximize the learning process according to plan. On the other hand, students will feel satisfied with the sincerity of a teacher who has carried out teaching activities in the classroom, so that they will actively participate in learning activities. Hence the Learning Model *Team Game Tournament* Become a solution to overcome this problem. The TGT model is one of the cooperative learning approaches (*cooperative learning*) that combines teamwork, games and academic competition. This model is designed to create a fun and interactive learning environment, where students work in teams to achieve a common goal.

After the interview, the researcher made direct observations regarding the implementation of the learning model *Teams Games Tournament* (TGT), in implementing this model students need steps that must be followed during the teaching and learning process. The following are the steps of the TGT learning model implemented by Guru History of Islamic Culture class X MA Ma'arif 14:

#### 1. Group Formation

The teacher makes groups, each consisting of four groups. In group formation. It needs to be emphasized that each group must be diverse (Susanna 2018). This is because in each group there will be students who are active and those who are less enthusiastic. It is hoped that students who are less enthusiastic will trigger interaction later to become enthusiastic in the learning process. The teacher also explains the methods and rules for implementing the TGT learning model.

#### 2. Providing materials

Learning material for the initial stage is provided through class presentations, with direct teaching or discussion of learning materials that have been directed by the teacher regarding the material to be taught (Pambudi 2022). The teacher begins the

lesson by explaining the topic "Islamic Development During the Medina Period". Next, the teacher explains the learning achievements, namely that students are able to analyze the culture of the people of Medina before Islam, the substance and strategy of the Prophet's preaching during the Medina period, the hijrah event carried out by the Prophet and his companions, as well as the success factors of the Makkah Fathu as an inspiration for implementing the noble behavior of the Prophet Muhammad in present and future life.



Figures 1 & 2 . The teacher provides material related to SKI material

### 3. Study Group

After the teacher has finished explaining the material about the Development of Islam during the Medina Period. Students will be given time to study in groups again and given questions and answers between students and teachers to ensure students really master the material they have studied.



Figure 3: Students re-understand the material that has been explained

### 4. Tournament Implementation.

After the teacher has finished explaining the material and the students have understood the material they have studied. Students then carry out games to answer questions correctly according to the material (Buhari 2023), here the teacher will give 4 questions where each question contains 5 questions. The first question will be given to the first group and the second question will be given to group 2 and so on. Students representing each group will compete to answer questions read by the teacher and then students will look for the answers on the answer bullet paper that the teacher has prepared beforehand. Next, 1 question is given 60 seconds. If there is a question that is not answered then the question becomes a contested question for the other groups, namely groups 2, 3 and 4. For each group that answers the question the fastest and correctly, each question marked as

question 1-5 will be given 100 points. This system will trigger student activity in learning activities.



Figures 4 & 5 students doing a tournament

#### 5. Reward/Award

After the tournament games and scoring the points obtained from each group (Hakikah 2024), and giving awards to the team with the highest score, the teacher usually gives rewards or appreciation to the winning group by providing light snacks or occasionally treating the students to the school canteen.

Teacher line underline that giving this reward is solely aimed at getting students to be actively enthusiastic about learning because SKI lessons remember that SKI lessons are lessons about the history of important events in the Islamic community in the past, (Hasmar 2020) lessons whose content is about stories. If you don't apply appropriate methods in the classroom, it will make students feel bored and not understand the SKI lessons.

After the researcher participated in SKI learning in class X MA Ma'arif, the researcher conducted interviews with students regarding learning activities in class, especially regarding the implementation of learning models. *Team Game Tournament*. Class X students at MA Ma'arif 14 Bumi Nabung gave various responses to the implementation of the TGT learning model. Most students stated that they felt more motivated and enthusiastic in participating in learning the History of Islamic Culture. They admitted that the TGT model made the learning process more enjoyable because of the elements of games and competition. Students also expressed that they felt more confident when discussing in groups and when participating in tournaments. In addition, students feel that the reward given to the group with the highest score is additional motivation to try harder.

Then the SKI teacher added that the results after using the TGT learning model were several better results for students, including:

##### 1. Increasing student activity

The success of implementing the TGT model can be seen from the increase in student activity. (Hidayati, Salabi, and Palgunaldi 2024) This activity is not only limited to participation in discussions, but also involves student involvement in various learning activities designed in the model.

##### 2. Increased Participation in Discussions

One indicator of the success of the TGT model is increased student participation in discussions. This shows that students become more involved in the learning process, dare to express opinions, and actively exchange ideas with classmates. (Supriatna, Asy'ari, and Zamroni 2024)

3. Academic competency

The TGT model is also designed to motivate students (Nurhikmawati, Alfian, and Ratnawati 2024). This competition not only increases enthusiasm for learning, but also encourages students to try harder to understand the subject matter. This has an impact on increasing academic competition.

Based on the results of interviews with teachers and students as well as observations, there is an important meaning related to the implementation of the learning model *Team Game Tournament* that is:

1. Teachers must act as effective facilitators by planning good teaching methods and strategies. Thorough preparation allows teachers to teach well, interact with students (Yusuf 2025), and maximize the learning process. This will make students feel satisfied and encouraged to participate actively in learning activities. (Husna 2024)
2. Overall, the implementation of the TGT model succeeded in creating a more dynamic and interactive learning environment (Erawati and Rodiyana 2024). Students are not only passive recipients of information, but are also actively involved in the learning process, which in the end can improve their understanding and learning outcomes. (Nainggolan et al. 2024)
3. The findings of this research provide a significant contribution in improving the quality of learning, especially in the subject of Islamic Cultural History (SKI). Implementation of the TGT model has proven effective in increasing student activity, participation in discussions, and academic competence. Apart from that, this model also provides benefits in creating a more enjoyable and interactive learning atmosphere (Sari et al. 2024) thereby reducing students' boredom towards conventional learning methods such as lectures. These findings can be used as a reference for teachers and other educational institutions to adopt innovative learning models, especially in subjects that require a more interactive and interesting approach. (Ariliani et al. 2024) Thus, this research is not only useful for students and teachers at MA Ma'arif 14 Bumi Nabung, but can also be applied in other schools to increase learning effectiveness..

## CONCLUSION

Based on research conducted by researchers entitled "Implementation of Learning Models *Team Game Tournament* in increasing student activity in the History of Islamic Culture subject in class X MA Ma'arif 14 Bumi Nabung" it can be concluded that the teacher in using the learning model *Team Game Tournament* able to improve students in several ways, namely increasing student activity, increasing participation in discussions, academic competence. Students become enthusiastic about learning SKI subjects because of the games with this learning model. Teachers are also important because teachers must be facilitators who can manage the class well to create a comfortable atmosphere for students. The steps in the TGT model implemented by SKI teachers are 1) group formation, 2) group giving, 3) group learning, 4) Tournaments. 5) Rewards. Before using the TGT learning model, the teacher felt that students were less active in learning because students felt bored with the lecture method, especially since the SKI material was material that mostly discussed history. By using models *Team Game Tournament* be a solution to this problem

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