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Implementation of the TGT Learning Model to Improve PAI Learning Outcomes of Elementary School Students

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Abstract

Islamic Religious Education (PAI) is a compulsory subject at various levels of education, including elementary school. However, the challenges in PAI learning, particularly related to the low learning outcomes of students, remain a major concern. This study is a Classroom Action Research (CAR) that includes the stages of planning, action implementation, observation, and reflection. The subjects of this study were the 4th-grade students of SD Negeri 276 Lemo. Data collection was carried out using observation and learning outcomes tests. The collected data were analyzed descriptively. The results of this study show that the application of the Teams Games Tournament (TGT) learning model effectively improved student learning outcomes. The average learning outcomes increased from 86 in Cycle I to 91 in Cycle II, and the learning completeness increased from 90% to 100%. The implementation of the TGT model not only improved academic results but also enhanced active participation and student engagement. Overall, this model had a positive impact on achieving more effective and enjoyable learning for students. This study provides significant contributions to the development of effective learning strategies, particularly in improving student learning outcomes. The implementation of the Teams Games Tournament (TGT) model proved to enhance academic results and student involvement in learning. This research also provides insights for educators on the importance of using collaborative and competitive-based learning models to create an active and enjoyable learning environment, thereby increasing motivation and overall academic achievement among students.

INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morals, making it a mandatory subject in the national curriculum (Dewi & Arifin, 2016). However, the implementation of PAI learning still faces several challenges (Sundusin, 2022). Learning outcomes, whether measured directly or indirectly, and in the form of numerical data or real-life application, have

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a significant impact on education (Hasani et al., 2023). At SD Negeri 276 Lemo, it was found that students' interest in learning PAI, especially in grade IV, remains very low. Initial observations revealed that most students were not very interested in the subject, which could affect their achievement of optimal learning outcomes and their understanding of Islamic values (Wijayanti & Darmawan, 2024). Therefore, improving student learning outcomes in PAI at this school is urgently needed, and the application of an effective learning model is a crucial step. One relevant approach to address this issue is the implementation of the Teams Games Tournament (TGT) model, which emphasizes competition between student groups. This model encourages the active participation of each student, motivating them to perform their best for the success of their group in the game (Yuliawati, 2021).

In recent years, many studies have examined the use of the Teams Games Tournament (TGT) model in learning, focusing on improving learning outcomes (Khaulah, 2022; Hardimansyah, 2021; Yulianti et al., 2023; Hasani et al., 2023; Kawakib, 2023; Jamliah, 2021; Rofiq et al., 2019; Sundusin, 2022), learning motivation (Rosihin, 2021; Yuliawati, 2021; Musdalifah, 2023), learning activity (Zuhri, 2021; Alawiyah et al., 2023), and critical thinking skills (Oktavia, Kamal, & Syafrizal, 2024). These studies provide a strong foundation for considering the application of TGT in various aspects of learning. However, there is still a gap in research that examines the application of the TGT model in the context of Islamic Religious Education (PAI) learning at the elementary school level. Most studies focus on general learning outcomes or motivation, and few have specifically explored how the TGT model can improve students' learning outcomes in PAI subjects at elementary schools. This study aims to fill that gap and contribute more deeply to understanding the effectiveness of the TGT model in improving students' learning outcomes in PAI at SD Negeri 276 Lemo.

The aim of this study is to examine the effectiveness of implementing the Teams Games Tournament (TGT) learning model in improving student learning outcomes in Islamic Religious Education (PAI) at SD Negeri 276 Lemo. This study seeks to expand the understanding of the potential of the TGT model, with a focus on student interaction and involvement through competition and teamwork. The expected benefits of this study include an increase in student motivation, a deeper understanding of PAI material, and more optimal learning outcomes. The application of the TGT model is expected to create a more engaging and interactive learning experience, which in turn can encourage students to actively participate in the learning process. Thus, this study is expected to make a positive contribution to improving the quality of PAI education at the elementary school level and provide new insights for educators in selecting the right learning model to enhance student learning outcomes.

Based on the objectives and benefits of the study, the hypothesis proposed in this research is that the implementation of the Teams Games Tournament (TGT) learning model can improve student learning outcomes in Islamic Religious Education (PAI) at SD Negeri 276 Lemo. Specifically, this study hypothesizes that the implementation of the TGT model can increase student motivation in participating in PAI lessons, as this model emphasizes interaction between students through engaging competition. Furthermore, it is expected that the TGT model can also enhance student activity in learning, as the team-based approach motivates them to collaborate and actively participate. Another hypothesis is that the TGT model can deepen students' understanding of PAI material, as they become more engaged in the enjoyable and competitive learning process. Overall, this study expects that the TGT model will have a positive impact on student motivation, activity, and learning outcomes in PAI lessons.

METHOD

The unit of analysis in this study is the process of Islamic Religious Education (PAI) learning at SD Negeri 276 Lemo, with a focus on the interaction between the teacher, students, and the lesson material in the context of using the Teams Games Tournament (TGT) model to improve student learning outcomes. The research design used is Classroom Action Research (CAR), which is

considered an effective approach to bridge the gap between educational theory and practice (Hasyim et al., 2024). CAR is conducted by educators in their own classrooms involving their students, through a series of planned actions that are implemented, evaluated, and reflected upon. This aligns with the views of experts who state that CAR provides an opportunity for educators to gain systematic feedback to improve the effectiveness of learning (Jalal & Ansori, 2024). This approach also allows for direct observation of the learning process in the classroom and iterative improvements. The Teams Games Tournament (TGT) model was chosen as the main approach to enhance student learning outcomes because it has been proven to improve interaction and student engagement in learning (Arlina et al., 2023). The operationalization of this design follows the stages of the CAR cycle, namely planning, action implementation, observation, and reflection, as recommended by Susilowati (2018), who emphasizes the importance of reflection in the learning process to achieve continuous improvement.

The data sources in this study will include direct observation of the classroom learning process, teacher observation notes, and student learning test results. Data will be collected through the active participation of both the teacher and students in each stage of the Classroom Action Research (CAR) cycle, which includes problem identification, action planning, implementation of the Teams Games Tournament (TGT) model, and evaluation of the results. According to Granström et al. (2023), CAR provides an opportunity for educators to make continuous improvements through a structured cycle. Direct observations will be conducted to observe student interactions during the learning process using the TGT model, while teacher observation notes will be used to document the dynamics and student responses to the learning process, as emphasized by Reinke et al. (2016), who stress the importance of observing student interactions in the learning process. Student learning test results will be used to measure their understanding and learning outcomes after the implementation of the TGT model, with the aim of evaluating the effectiveness of this model in enhancing motivation, activity, and understanding of PAI material, as stated by Haqquddin et al. (2024). This data collection technique allows for a comprehensive evaluation of the impact of the TGT model in the learning context.

Data analysis in this study is conducted by referring to the results of observations and evaluations of the ongoing learning process in the classroom, from both the teacher's and students' perspectives. Popenoe et al. (2021) argue that careful observation and evaluation are crucial in providing a clear picture of the dynamics of learning. The collected data are then processed into meaningful sentences to provide a deeper understanding of the learning process. The analysis method used is descriptive comparative, which aims to compare the quantitative data obtained from the implementation of Cycle I and Cycle II, as explained by Cantrell (2011). This analysis process includes identifying changes or differences in student learning outcomes between the two cycles, with a focus on the improvement in learning outcomes achieved, in line with Bingham's (2023) view on the importance of systematically monitoring student learning progress. The analysis will also involve interpreting the findings, where the observed changes will be analyzed to determine to what extent the implementation of the Teams Games Tournament (TGT) learning model contributed to enhancing motivation, activity, and students' understanding of the material, as proposed by Kohlbacher (2006). The results of this analysis will be used to evaluate the effectiveness of the TGT model in improving student learning outcomes in Islamic Religious Education (PAI) at SD Negeri 276 Lemo.

RESULTS AND DISCUSSION

Results

Cycle I Implementation

The implementation of Cycle I consists of the stages of planning, action implementation, observation, and reflection. In the planning stage, the researcher prepares teaching materials such as lesson plans, formative test 1 questions, and supporting teaching tools. Additionally, an observation sheet is prepared for managing the Teams Games Tournament (TGT) method and the activities of both

the teacher and students. The teaching and learning activities are carried out in grade IV with 13 students for 3 class hours (3 x 35 minutes) from 07:30 - 09:15 WITA, with the researcher acting as the facilitator. Observations are made during the learning process to monitor its progress.

Next, the observation stage is carried out to observe and understand the teaching and learning process that occurs during Cycle I. The observation of the implementation of the TGT method by the researcher is conducted by a colleague who serves as the homeroom teacher for grade IV. The data from the observation of the implementation of the lesson, which includes the introductory or initial activities, core activities, and closing activities, can be seen in the following table:

Table 1. Observation of the Implementation of Cycle I Learning

Observed Aspects	Total Score	Maximum Score	Percentage of Implementation (%)
Preliminary Activities	32	32	100
Core Activities	28	28	100
Closing Activities	12	12	100
	Average		**100**

Based on the data from the observation by a colleague in Table 1, it can be concluded that the researcher, as the PAI teacher, has carried out the learning process well in accordance with the lesson plan. Further observations were made on the students' activities during the learning process. This observation was conducted to evaluate the level of enthusiasm of the students in the learning process by applying the TGT method to enhance their understanding of the material, teamwork skills, and critical thinking abilities. During the observation process, we observed the students' enthusiasm in working together as a team, their ability to seek mutual understanding, and the development of their participation and active involvement in group discussions.

At the end of the action, the researcher conducted a test to evaluate the students' progress in achieving the learning objectives. The researcher collected and analyzed the test results, which included understanding of concepts, mastery of skills, and students' critical thinking abilities. This data is important for measuring the effectiveness of the learning strategy implemented. The test results reflect the collaborative effort between the researcher and the students in achieving improvements and developments in the quality of classroom learning. The data obtained provides insight into the impact of the changes in the teaching methods and approaches applied. Based on the results of the learning test, the following scores were obtained as shown in the table below:

Table 2. Student Learning Outcomes Cycle I

Aspect	Information
Lowest Score	60
Highest Score	90
Average Score	86
Level of Completion	Completed: 12 Students (90%) Completed Action: 1 Student (10%)

Based on Table 2, it was found that the average learning outcome of the students was 86, with the lowest score being 60 and the highest score being 90. In terms of completeness, 12 students (90%) were categorized as complete, and 1 student (10%) was still categorized as incomplete. Based on the analysis of the answers from the test given, it was noted that the students had difficulty answering question number 5, as seen in the data table for Cycle I assessment results. All students answered question 5 incorrectly, three students answered question 4 incorrectly, one student answered question 9 incorrectly, and one student answered question 10 incorrectly. Therefore, it can be concluded that only one student still did not understand the material that had been delivered. This indicates that several students were able to answer when asked by the teacher about the material that had been taught.

However, further improvements in learning need to be made in Cycle II. Some aspects that need improvement include preparing the classroom physically, including adjusting students' seating arrangements. During the implementation of Cycle I, the first and second meetings showed that students' learning outcomes in the knowledge aspect were quite satisfactory. The learning outcomes in Cycle I were good enough, as students were able to understand the material presented. Therefore, the students' learning outcomes were quite good, and their enthusiasm to answer the teacher's questions was very active throughout the learning process.

Cycle II Implementation

The implementation of Cycle II was carried out through several stages, including planning, action implementation, observation, and reflection. Cycle II began with the planning stage, where the researcher prepared teaching materials consisting of a lesson plan, formative test 2 questions, and supporting teaching tools. Additionally, observation sheets for managing the lecture and discussion methods and for monitoring the activities of the teacher and students were also prepared. The teaching and learning activities for Cycle II were conducted in grade IV with 13 students over 3 class hours (3 x 35 minutes, 1 meeting) from 07:30 to 09:15 WITA. In this case, the researcher acted as the facilitator. The teaching and learning process followed the lesson plan that had been prepared. Observations were conducted simultaneously with the teaching and learning process.

Next, the observation stage was carried out to observe and understand the teaching and learning process that took place during Cycle II. The observation of the implementation of the TGT method by the researcher was conducted by a colleague who served as the homeroom teacher for grade IV. Based on the data from the observation by the colleague, it can be concluded that the researcher, as the PAI teacher, has carried out the learning process well in accordance with the lesson plan. The data from the observation of the lesson implementation, including the preparation, initial activities, core activities, and closing activities, can be seen in the following table:

Table 3. Observation Results of Cycle II Learning Implementation

Observed Aspects	Total Score	Maximum Score	Percentage of Implementation (%)
Preliminary Activities	32	32	100
Core Activities	28	28	100
Closing Activities	12	12	100
Average			**100**

Based on the observation data from the colleague in Table 3, it can be concluded that the researcher, as the PAI teacher, has carried out the learning process well in accordance with the lesson plan. Further observations were made on the students' activities during the learning process. This observation was conducted to evaluate the level of enthusiasm of the students in the learning process by applying the TGT method to enhance their understanding of the material, teamwork skills, and critical thinking abilities. During the observation process, we observed the students' enthusiasm in working together as a team, their ability to seek mutual understanding, and the development of their participation and active involvement in group discussions.

At the end of the action, the researcher conducted an assessment to evaluate the students' progress in achieving the learning objectives that had been set. The test results were analyzed from various aspects, such as concept understanding, skills, and critical thinking abilities of the students. This data is important for measuring the effectiveness of the learning strategy applied. The test results reflect the collaborative effort between the researcher and the students in improving and developing the quality of learning. The data obtained provides insight into the impact of the changes in the teaching methods and

approaches applied. Based on the results of the learning test examination, the following scores were obtained, as shown in the table below:

Table 4. Student Learning Outcomes Cycle II

Aspect	Information
Lowest Score	70
Highest Score	100
Average Score	91
Level of Completion	Completed: 13 Students (100%) Completed Action: 0 Students (0%)

Based on Table 4, it was found that the average learning outcome of the students was 91, with the lowest score being 70 and the highest score being 100. In terms of completeness, it was found that the learning completeness rate was 100%, meaning all students were categorized as complete. Based on the analysis of the answers from the test given, it was observed that students found it easier to answer questions on almost all items, as seen in the Cycle II assessment data table. Seven students answered all questions correctly. The remaining students answered incorrectly on several different items, namely, six students answered question 5 incorrectly, two students answered question 10 incorrectly, and one student answered questions 3, 4, and 9 incorrectly. Therefore, it can be concluded that there was an improvement in the learning process from the previous cycle. This improvement occurred because, in each cycle, the teacher reflected on the learning process, and the results became input for improvements in the next cycle when applying the Teams Games Tournament (TGT) learning model.

DISCUSSION

Improving Learning Outcomes through the Teams Games Tournament Learning Model

The Teams Games Tournament (TGT) learning model has been proven effective in improving student learning outcomes, particularly in the context of learning that is based on group interaction and active participation, as stated by Márquez et al. (2023). The application of this model provides an enjoyable learning experience, where students are not just passive participants but are actively engaged in the learning process through competition and collaboration between groups, as supported by Almulla (2020). Based on the research conducted, the use of the TGT model in Islamic Religious Education (PAI) at SD Negeri 276 Lemo shows very positive results. The average student score reached 91, with a learning completeness rate of 100%, indicating that all students successfully achieved the learning objectives set, as mentioned by Blegur et al. (2021). The learning process, which involves cooperation within groups, also encourages students to help each other and deepen their understanding of the material being studied, as explained by Darling-Hammond et al. (2019). Therefore, the TGT model can be considered an effective approach to improving student learning outcomes.

The findings of this study align with several previous studies, such as those conducted by Khaulah (2022), Yulianti et al. (2023), Hasani et al. (2023), and Kawakib (2023), which show that the use of the Teams Games Tournament (TGT) model can improve student learning outcomes. Enjoyable learning through the formation of learning groups can increase student engagement and promote independence in seeking new information, as explained by Aikens and Kulacki (2023). Collaboration within groups also encourages students who have achieved mastery to help classmates who still need assistance, as suggested by Zuhri (2021). Furthermore, the TGT model creates a more dynamic and engaging atmosphere, motivating students to become more actively involved in the learning process, as described by Sivakumar et al. (2023). This process allows students to participate in group activities that support a deeper understanding of the material, as revealed by Chin and Osborne (2008). With this approach, students not only improve their learning outcomes but also acquire essential social and cognitive skills in the learning process.

Based on the findings of this study, it can be concluded that the Teams Games Tournament (TGT) learning model is effective in improving student learning outcomes, especially in the context of learning that involves group interaction and active participation. The results show that the TGT model successfully encouraged students to actively engage in the learning process through competition and collaboration between groups. The implementation of this model resulted in a significant improvement in student learning outcomes, with a completeness rate reaching 100% at SD Negeri 276 Lemo. These findings are also consistent with previous research that emphasizes that group-based learning can increase student engagement and independence in learning. The collaboration between students who have achieved mastery and those who still need assistance highlights the importance of cooperation in learning. Thus, TGT not only improves academic outcomes but also enhances students' social and cognitive skills, making it a highly beneficial approach in the context of education.

Positive Impact of TGT on Student Activeness and Understanding in Islamic Religious Education Learning

The Teams Games Tournament (TGT) learning model has been proven to encourage active student participation in learning, as stated by Ananda et al. (2024). In this model, students are invited to engage directly in the learning process through various enjoyable and competitive activities. The student engagement fostered through the formation of learning groups motivates them to be more proactive in understanding the material being taught, as explained by Mhlongo et al. (2023). Collaboration among students within groups provides an opportunity for them to exchange information, reinforce their understanding, and increase overall involvement, as noted by Ghani et al. (2021). This is crucial in enhancing students' interest and motivation in learning, as they feel more engaged and have an important role in the success of their group, as suggested by Kozlowski and Ilgen (2006). In other words, the TGT model creates an environment that supports more intensive student activity, which in turn contributes to the overall improvement of learning quality.

One of the significant positive impacts of implementing the TGT model is the improvement in the retention of information presented by the teacher, as explained by Pulimeno et al. (2020). When students are actively involved in team games, they do not merely listen to information passively, but also engage in discussions, problem-solving, and in-depth collaboration, as noted by Ting et al. (2019). These activities help strengthen their understanding of the material, enabling students to retain information longer and apply it in different situations. According to Jamliah (2021), this improved information retention also contributes to an increase in the quality of student learning, which is reflected in test or evaluation results. In this way, the TGT model not only facilitates a deeper understanding of the material but also enriches the overall learning experience, making it easier for students to absorb and retain the information taught, as explained by Zamiri and Esmaeili (2024).

The TGT model offers great potential in improving student learning outcomes, particularly in Islamic Religious Education (PAI). With an approach based on collaboration and competition, students are more motivated to understand the material in depth, as they feel engaged in a more active and enjoyable process, as explained by Hellín et al. (2023). In the context of PAI, this model allows students to learn Islamic values in a more applicable way, not only through theory but also through collaborative practices that strengthen their understanding, as highlighted by Smiderle et al. (2020). Additionally, teamwork provides students with the opportunity to help each other, which is essential in the context of religious education, which often involves discussions and reflections on values, as explained by Sukackė et al. (2022). With the implementation of the TGT model, student learning outcomes in PAI can significantly improve, enriching their understanding of the material and creating a more positive and dynamic learning environment.

CONCLUSION

Based on the research results and discussion, the implementation of the Teams Games Tournament (TGT) learning model has proven effective in improving student learning outcomes. This improvement is clearly evident through the two learning cycles, where the average student learning outcome increased from 86 in Cycle I to 91 in Cycle II. Additionally, learning completeness also showed a significant improvement, with the completeness rate rising from 90% in Cycle I to 100% in Cycle II. This indicates that all students successfully achieved the set learning objectives. The application of the TGT model not only improved students' academic learning outcomes but also increased their active participation and engagement in the learning process. Overall, this model has a positive impact on achieving more effective and enjoyable learning for students.

The theoretical implications of this study demonstrate significant relevance in the development of effective learning strategies, particularly in education. The results of this study emphasize that the implementation of the Teams Games Tournament (TGT) learning model can make a significant contribution to improving student learning outcomes. These findings support the theory that highlights the importance of social interaction and student-centered learning approaches in achieving better academic performance. Practically, this research recommends the application of the TGT model in Islamic Religious Education (PAI) at other elementary schools, with the expectation that it will increase interest, improve learning outcomes, and create a more participatory learning environment. The improvement in learning completeness from Cycle I to Cycle II shows that adjustments and continuity in the implementation of learning methods can lead to sustainable improvements. Therefore, it is recommended that schools adopt the TGT model to enhance the effectiveness of learning and improve student learning outcomes.

Although this study provides valuable insights into the effectiveness of the Teams Games Tournament (TGT) learning model in improving PAI student learning outcomes at SD Negeri 276 Lemo, there are several limitations that should be considered. First, this study was conducted at only one elementary school, so the generalization of the findings should be made with caution. Second, contextual factors that may affect the effectiveness of the TGT model implementation, such as school support and curriculum policies, were not discussed in depth in this study. Therefore, future research could involve a broader sample from various elementary schools and consider these contextual factors.

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AUTHOR CONTRIBUTION STATEMENT

I was responsible for designing and developing the research methodology as well as data analysis. ARMA collected and analyzed field data and conducted direct observations during the research cycles. AA contributed to formulating the theoretical framework and drafting the discussion section. F assisted in compiling relevant literature and providing support in writing the research report. Z was responsible for revising the manuscript and ensuring its alignment with the applicable formatting guidelines.

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