Teams Games Tournament Solution to Increase Students' Interest in Learning Islamic Religion

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Abstract

The purpose of this research is to determine the effectiveness of the implementation of Teams Games Tournament learning model on students learning activities. Students' activeness in learning can be seen from their sincerity in following the lesson. To solve the students' activities problems, the researcher is interested in trying a learning model, that is Teams Games Tournament (TGT) model to improve students' learning activities. This research was experimental research with a randomized control group posttest only design. The population was 8th grade students at MTsN 12 Tanah Datar West Sumatera. The sample was selected using the purposive sampling technique. The experimental class was 8th C grade and the control class was 8th E grade. The instrument used was questionnaires. To analyze the data, the researcher used the t-test and data analysis by the SPSS program. Base on data analysis, the results of t_{count} is bigger than t_{table}. t_{count} of 2,391 and t_{table} of 1,718. It means the Teams Games Tournament (TGT) learning model was effective on students' learning activities.

INTRODUCTION

According to Law no. 20 of 2003 concerning SISDIKNAS Chapter I states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the necessary skills. for himself, society, nation and state. To achieve learning objectives as stated in Law no. 20 of 2003 concerning SISDIKNAS Chapter I, education must be implemented effectively and efficiently, so that all learning objectives can be achieved well (Pristiwanti et al., 2022; Wasis, 2022).

Learning is a change that occurs in an organism, human or animal, caused by experience that can influence the behavior of the organism. Learning means changes in behavior that are relatively permanent and result from past experience or from purposeful or planned learning.

Experience gained by a person in interactions with the environment, both unplanned and planned, results in changes that are relatively permanent. Learning has actually started since the existence of Prophet Adam (AS). (Thahir, & Hidriyanti, 2017; Khairunnisa, & Fuadi, 2022; Pasaleron et al., 2023).

"And He taught Adam the names (of things) in their entirety, then presented them to the Angels and said: "Tell Me the names of those things if you are truly truthful people" QS. Al-Baqarah verse 31

In the world of education there are many learning problems, as the researcher discovered when conducting observations and interviews with a teacher in the field of Fiqh studies on Monday 05 April 2021 named Mr. Arben, S.HI at MTsN 12 Tanah Datar, West Sumatra. Based on the results of the researcher's interview with the study teacher, he conveyed several learning problems for class VIII students, namely; Students like to daydream during the learning process, don't focus, often ask permission to leave. only 4 students were enthusiastic about asking the teacher during the learning process, students did not have the courage to answer questions asked by the teacher during the learning process and there were several students who did not pay attention to the lesson when the teacher explained the material.

Apart from interviews, researchers also conducted observations in class VIII MTsN 12 Tanah Datar, in each class there were 13 to 14 students. When conducting observations in class VIII, researchers found 9 to 10 students who were passive when learning took place, there were only 3 to 4 students who were willing to ask the teacher during the learning process, when the teacher asked questions there were only 3 to 4 students who dared to answer the questions. proposed by the teacher and the researcher saw that the learning process was still *teacher center* or teachers are more active during the learning process than students. Researchers offer solutions to solve this problem, researchers are very interested in adopting learning models *Teams Games Tournament*.

Learning model *Teams Games Tournament* (TGT) is a cooperative learning model that places students into small groups consisting of 5 to 6 students. Learning model *Teams Games Tournament* can make students more active in learning, this can be seen from the steps in the learning model *Teams Games Tournament* This ranges from students' activities when listening to explanations of material from the teacher, students' activities in filling in LKS (Student Worksheets), discussing the results of the LKS with their group friends to their activities in answering numbered questions that have been prepared by the teacher (Damayanti, & Apriyanto, 2017; Herawati, 2022)

Learning model *Teams Games Tournament* (TGT)

Joyce and Weil argue that a learning model is a plan or pattern that can be used to form a curriculum or long-term learning pattern, design learning materials, and guide learning in the classroom or elsewhere. The learning model can be used as a pattern of choice, meaning that teachers can choose a learning model that is appropriate and efficient to achieve their learning goals (Hafizhah et al., 2022; Zamathoriq, & Subur, 2022).

From the references above, the researcher concludes that a learning model is a pattern or learning design that teachers use when teaching, the learning design can be adjusted to the material and learning objectives that the teacher will teach. The learning model can also be said to be *tariqah* (way) a teacher understands lesson material to students. Through innovative learning models, teachers will find it easier to achieve learning goals and the learning

atmosphere will be more fun and active.

According to Slavin, the cooperative learning model is a learning model that is goal-oriented, each individual contributing to the achievement of other individuals' goals in order to achieve a common goal. In other words, cooperative learning is a form of learning that uses an approach through small groups of students to work together and maximize learning conditions in achieving learning goals (Nardi, 2016).

Teams Games Tournament (TGT) is a cooperative learning model developed by Slavin to help students review and master learning material. Slavin found that TGT was successful in increasing basic skills and achievement. In this model, students play games with members of other teams to earn additional points to their team's score (Setiawan, & Sugijanto, 2017; Az-Zahra et al., 2023)

It has been explained previously that the learning model *Team Games Tournament* (TGT) is a cooperative learning model that places students into several small groups, one group consisting of 4-5 people. In this group, educators will place students who have high academic abilities together with students who have low academic abilities. One of the advantages of the learning model *Teams Games Tournament* can be a support for students to remember the lesson material, because they compete in answering questions that the teacher has given based on their numbers and make students more active in the learning process (Sugiata, 2018; Armidi, 2022).

Steps in implementing the learning model *Teams Games Tournament* that is; *First:* Class Presentation At the beginning of learning, the teacher delivers the material in a class presentation. The teacher conveys the learning objectives, main material, and a brief explanation of the LKS (Student Worksheet) which is distributed to the group. *Second:* Study in Groups the teacher divides the class into groups based on the criteria of students' ability (achievement), gender, ethnicity and race. Groups usually consist of 5 to 6 students. The function of the group is to complete the tasks given by the teacher and to deepen the material and prepare group members to work well and optimally at the time *game* or games. *Third:* Games *Game* or games consist of numbered questions that are relevant to the material, and are designed to test the knowledge students gain from class presentations and group learning. *Fourth:* Match or Competition Tournaments or competitions are learning structures, where games or games take place. Usually tournaments are held at the end of the week or at each unit after the teacher has made a class presentation and the group has worked on student worksheets (LKPD). *Fifth:* Group Awards. After the tournament or competition ends, the teacher then announces the winning group. Each team or group will receive an award or prize if the average score meets the predetermined criteria. This can please students for the achievements they have made (Wardani, 2019; Astuti et al., 2022)

Learning Activeness

According to Sardiman, activeness is activity that is both physical and mental, namely doing and thinking as a series that cannot be separated. Activeness comes from the basic word active which according to the Big Indonesian Dictionary means actively working and trying, and being able to act and react. Meanwhile, the meaning of the word activeness is busyness or activities. Student activeness in learning is the activities carried out by students during learning by activating aspects both physical and spiritual. Researchers concluded that a person can be said to be active if his brain can

process stimuli from the activities of his five senses, then he can react to what his five senses receive (Gustiansyah et al., 2020; Agustin et al., 2021).

Student activity can be interpreted as student participation in the ongoing learning process, where students interact with other students and teachers. Student activeness in the learning process is a student's effort to gain learning experience, where student active learning can be achieved through group learning activities or individual learning. Active learning is any form of learning that allows students to play an active role in the learning process itself, both in the form of interaction between students and students and teachers in the learning process (Karnia et al., 2023).

Nana Sudjana said that student learning activity can be formulated in several indicators, namely: a) Participate in the implementation of the study task. b) Engage in problem solving. c) Ask other students or teachers when they do not understand the problem they are facing. d) Try to find various information to solve the problem. e) It is Carry out group discussions according to the teacher's instructions. f) Assess his abilities and the results he obtains. g) Using and applying what is obtained in solving the task or problem he faces (Hikmah, 2020).

Fiqh Lessons

Fiqh according to etymology (*lughah*) means understand, that is, understanding everything, like I understand that understanding one half of two and so on. In terms of terminology, fiqh is defined as knowledge of Sharia law regarding human actions obtained from detailed arguments. Fiqh is a human effort through ijtihad after in-depth analysis. Fiqh as a result *istinbath* (an attempt to extract the law from the text) even though his opinion at that time was correct, there is a possibility that it could be wrong and no longer appropriate. Amir Syarifuddin details the scope of fiqh as follows: 1) That fiqh is sharia law. 2) That what fiqh is talking about is nature*amaliyah and furu'iyyah.* 3) That knowledge of Sharia law is detailed (*tafshili)* 4) That fiqh is explored and discovered through reasoning and the use of arguments from a mujtahid and faqih (Rauf, 2023).

Fiqh subjects are one part of Islamic Religious Education (PAI) subjects which are directed at preparing students to know, understand, appreciate and practice Islamic law which then becomes the basis for their outlook on life through guidance, teaching, training and use of experience. According to the National Education Standards Agency, the subject of Fiqh is one of the subjects of Islamic Religious Education (PAI) which is directed at preparing students to know, understand, appreciate, especially in everyday life, which then becomes the basis of life guidelines (*way of life*) through guidance, teaching, training, use of experience and habituation (Ningsih, 2021)

METHODS
Types of research

This type of research is quantitative experimental research (Setyanto, 2006; Isnawan, 2020). The samples taken by researchers at MTsN 12 Tanah Datar were *Purposive Sampling* namely determining the sample with certain considerations. The consideration is to determine which classes will be selected as the experimental class and the control class. The researcher chose classes VIII C and VIII E as the experimental class and control class with a respective number for each class. This research was carried out in

predetermined classes. The research design used is *Randomized Control Group Posttest Only Design*.

Population and Sample

The population in this study are students in class VIII MTsN 12 Tanah Datar, West Sumatra for the 2020/2021 academic year. The sample in this study is 2 classes, class VIII C will be given learning model treatment *Teams Games Tournament* (TGT) and Class VIII E classes are not treated.

Data Collection Techniques

The instrument used in this research is a questionnaire. Questionnaire or questionnaire (*questionnaire*) is a technique or method of collecting data indirectly. The instrument or data collection tool is also called a questionnaire which contains a number of questions or statements that must be answered or responded to by the respondent. The questionnaire contains main questions or statements that respondents can answer or respond to freely. Questionnaires will be given to the control class and experimental class to obtain responses (Batubara, 2016; Sari et al., 2023) This trial instrument was tested on respondents outside the sample, but still within the research population, namely class VIII D with 13 students.

RESULT AND DISCUSSION

Description of Application of Learning Model *Teams Games Tournament* (TGT) in the Experimental Class

The experimental class is a class that is taught Fiqh by applying a learning model *Teams Games Tournaments* (TGT). The following are details regarding the stages in achieving student learning outcomes for experimental classes. Before conducting research, researchers first prepare everything needed to carry out research, namely: (Hardimansyah, 2021; Andesti, & Jamna, 2021)

Prepare material to be taught

The learning material that will be taught is "halal and haram food in Islam" using a learning model *Teams Games Tournament"* In the experimental class, the teacher will prepare material sourced from the Fiqh textbook which will be distributed to class VIII students during learning. The teacher ensures that students receive the same distribution of material. In the control class the teacher also prepared material sourced from the Fiqh textbook to be distributed and in the control class did not use a learning model *Teams Games Tournament*. But, using the Question and answer model.

Prepare a Learning Implementation Plan (RPP)

The RPP is a reference for researchers in implementing Fiqh learning steps in experimental classes and control classes which have been discussed with supervisors and Fiqh subject teachers at MTsN 12 Tanah Datar.

Implementation of learning with a learning model *Teams Games Tournament* runs well and smoothly, and is effective in student activity. This is proven by direct observation and responses from students who have studied using this learning model for approximately 3 weeks. The results stated that these students felt more active in the learning activities carried out, more enthusiastic, enthusiastic and better understood the material being studied at each meeting, this was proven by their enthusiasm in answering numbered questions with group members and competing with other groups (Aslamiah et al., 2020; Alawiyah et al.,2023).

DATA ANALYSIS
Normality test

The normality test aims to determine whether the distribution of data used in research is normal or not. This prerequisite test is carried out using the SPSS program. To determine the normality of data distribution, in this case a test is used *Kolmogorov Smirnov* (K-S test) by setting significant data at 5%. The calculation results can be seen in the table.

Table1 1. Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		13
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.76792938
Most Extreme Differences	Absolute	.146
	Positive	.146
	Negative	-.141
Kolmogorov-Smirnov Z		.527
Asymp. Sig. (2-tailed)		.944

a. Test distribution is Normal.
b. Calculated from data.

From the results of table 1, it shows the data normality test which has been previously tested using SPSS testing based on the test *Kolmogorov Smirnov*. The basis for decision making in the K-S normality test is: 1) If the significance value (sig.) is greater than 0.05 then the research data is normally distributed. 2) Conversely, if the significance value (sig.) is smaller than 0.05 then the research data is not normally distributed.

Based on the SPSS output table, it is known that the value *Kolmogorov Smirnov* of 0.527> 0.05. So it is in accordance with the basis for decision making in the normality test*Kolmogorov Smirnov* above, it can be concluded that the data is normally distributed.

Homogeneity Test

The basis for decision making in the homogeneity test is as follows: a) If the significance value or sig <0.05, then it is said that the variance of two or more population data groups is not the same (not homogeneous). b) If the value is significant or sig. >0.05, then it is said that the variance of two or more population groups is the same (homogeneous).

Following are the calculation results *Test of Homogenity of Variences* can be seen in the table below:

Table 2. Test of Homogeneity of Variances

Learning Activeness

Levene Statistic	df1	df2	Say.
.005	1	25	.946

Based on the output table *"Test of Homogenity of Variances"* above, it is known that the significance value (sig.) of the Fiqh learning activity variable for experimental class and control class students is 0.946. Because the sig.0.946>0.05 value, then as is the basis for decision making in the homogeneity test above, it can be concluded that the data variance in Fiqh learning activity in the experimental class and control class is the same or homogeneous.

Hypothesis testing

The research hypothesis test aims to find out whether the hypothesis is accepted or rejected. To test the hypothesis, the homogeneity of variance test is used, then the hypothesis test is carried out using the t test on both sample classes. To test the hypothesis, the equality of two means test is used. The hypothesis used is:

$$H_O \text{ accepted if } t_{count} < t_{table}$$
$$H_O \text{ rejected if } t_{count} > t_{table}$$

Test criteria namely H_O accepted if $t_{count} < t_{table}$ where t_{table} obtained from a list of t distributions with degrees of freedom (dk) = (and probability ( ) with

From the table above, the value obtained from the questionnaire results shows that $t_{count} > t_{table} = 2,391 > 1,718$ until H_0 rejected and H_1 it is accepted that the application of the learning model *Teams Games Tournament* effective for students' active learning in the Fiqh subject class VIII MTsN 12 Tanah Datar.

The condition is H_0 rejected if $t_{count} > t_{table}$. So, $t_{count} 2,391 > t_{table} 1.718$, so it can be concluded that the application of the learning model *Teams Games Tournament* in the subject of Fiqh has an effect on the active learning of class VIII MTsN 12 Tanah Datar students.

CONCLUSION

From the results of research on "Effectiveness of Implementing Learning Models *Teams Games Tournament* "Regarding Student Activeness in Fiqh Subjects in Class VIII MTsN 12 Tanah Datar", the following conclusions can be drawn: *First* Application of learning models *Teams Games Tournament* The Fiqh subject in class VIII C runs smoothly with clear activities carried out by students during the learning process starting from class presentations delivered by the teacher and brief explanations about Student Worksheets (LKS), then the process of determining groups at each meeting, filling in the LKS which the teacher has distributed, then conduct a competition between groups by answering the numbered questions that have been chosen and giving awards to the winning group according to predetermined criteria, as well as the researcher's observations during the learning process. All students are active and enthusiastic in participating in learning activities, carry out the instructed tasks well and on time, are able to fill in the worksheet and answer the numbered questions well. Student responses during four Fiqh lessons using the learning model *Teams Games Tournament*, they feel more enthusiastic about learning, don't feel bored, are more challenged because there are always competitions between groups by answering numbered questions and understand the subject matter better because they fill in the worksheet before the competition starts. In the learning process students are divided into two groups, namely the experimental class and the control class. The experimental class was treated by applying a learning model *Teams Games Tournament*. Meanwhile, the control class uses something other than the learning model *Teams Games Tournament*. *Second* Students' active learning in the Fiqh class VIII MTsN 12 Tanah Datar subject

can be seen from the questionnaire flyers in the experimental class and control class. When looking at the results of the questionnaire to determine students' active learning in the subject of Fiqh, it is proven by the average obtained from the questionnaire leaflets for both classes, namely the experimental class, the average score was 83%, which is included in the good category, while the average score for the control class was 75% is included in the sufficient or moderate category. *Third* Effectiveness of learning models *Teams Games Tournament* on student learning activeness seen from the results of the questionnaire, it can be seen from provisions H_0 rejected if $t_{count} > t_{table}$ and $t_{count}2,391 > t_{table}1.718$, so it can be concluded that the application of the learning model *Teams Games Tournament* effective for students' active learning in the Fiqh subject in class VIII MTsN12 Tanah Datar.

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