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## Improving Islamic Education Learning Outcomes Through the Cooperative Model of Teams Games Tournament Type at SMP Negeri 1 Sei Bamban

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the Cooperative Model Type Teams Games Tournament. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Cooperative Model Type Teams Games Tournament can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.19%, the first cycle 51.87% and in the second cycle increased to 81.32%. Thus, the use of video can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Islamic education, learning outcomes, teams games tournament.

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### INTRODUCTION

Law Number 20 of 2003 concerning the National Education System, states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent. and to be democratic and responsible citizens. To achieve this goal, one of the fields of study that must be studied by students in school is Islamic Religious Studies, which is intended to shape students to become human beings who believe in and fear God Almighty and have noble character. Religious education in general is an effort to make human beings capable of realizing the purpose of their creation. Human beings were created so that they know

the essence of their God, validate, purify, worship their God and are willing to enslave themselves by carrying out all the commandments and staying away from all his prohibitions. Religious education or learning in schools in general and elementary schools in particular is part of a conscious effort to prepare students to understand, skillfully implement, and practice religion through education and learning activities.

Based on this definition of religious education, the purpose of religious education is that children understand, skill, and implement religious teachings in daily life so that they become people who believe and devote themselves to Allah SWT, have noble character in personal life, family, society, nation, and state. Islamic Religious Education in Schools consists of four subjects, namely: Al-Qur'an-Hadith, Akidah-Morals, Fiqh and Islamic Cultural History. PAI learning in schools is one of the parts of Islamic Religious Education subjects that are directed to prepare students to know, understand, appreciate, and practice Islamic law which then becomes the basis of their outlook on life through guidance, teaching, practice of use, experience, and habituation in daily life. PAI learning is essentially a communication process, namely the process of delivering PAI learning messages from the source of the message or the sender or teacher through certain channels or media to the recipient of the message (students). The message that will be communicated in regulating the provisions and procedures for carrying out human relations with Allah is regulated in the PAI of worship and the relationship between humans and others is regulated in the PAI muamalah.

Substantially, PAI subjects have contributed to motivating students to practice and apply Islamic law in daily life as a manifestation of harmony, harmony, and balance in the relationship between humans and Allah SWT, with humans themselves, fellow humans, other creatures or their environment. PAI subjects in schools aim to equip students to know and understand the ways of implementing Islamic law, both related to aspects of worship and muamalah to be used as a guideline for life in personal and social life. So that students can implement and practice the provisions of Islamic law correctly and well, as a manifestation of obedience in carrying out the teachings of Islam both in the relationship between humans and Allah SWT., with humans themselves, fellow humans, and other creatures as well as the relationship with their environment. In PAI subjects, the majority of teachers still use many methods that are not varied and less interesting, such as lectures and assignments to do LKS. There are still many teachers who teach, but the methods used do not attract students' attention, as a result, students quickly feel bored in learning so that students cannot understand the material optimally. In fact, one of the factors for learning success in addition to learning outcomes is that teachers must be more creative in using methods in learning. Likewise with the school that I researched, namely at the State Junior High School 1 Sei Bamban. From the results of observations made in the PAI subject, the Ramadan Fasting material is that many students have difficulty understanding the PAI subject. This is due to several factors, including teachers still using monotonous learning models and less innovative methods such as lectures, assignments, and question and answer methods. But At the time when question and answer activities cannot be carried out evenly, the number of students is too large.

So that teaching and learning activities using this method with a large number of students make students less active and quickly feel bored because of less fun learning. As a result, some students are crowded alone and playing with their friends when the teacher delivers the material. Strengthened by the results of interviews conducted by researchers with PAI subject teachers in grade VIII of SMP Negeri 1 Sei Bamba on August 20, 2024, students' understanding of the PAI subject of Ramadan Fasting material is that many students are still far from the predetermined KKM, which is 75. This can be seen from the daily test scores of grade VIII students, out of 15 students only 5 students (33%) got a score above the KKM while students who got a score below the KKM as many as 10 students (67%). In PAI learning, teachers still use a monotonous learning model and the methods used are less innovative, namely lectures, assignments, and questions and answers. So that teaching and learning activities using this method make students less

active and quickly feel bored because of less fun learning. As a result, many students still find it difficult to understand the material well and the level of student understanding decreases. Based on the above problems, it is very necessary to improve learning and it has become the teacher's duty to replace the old learning model with an effective and innovative learning model that is able to develop students' creative and innovative thinking so that learning is maximized and not boring.

One of the alternative learning activities in which students are involved to be active, and teachers are only learning facilitators, is manifested in learning activities called the cooperative learning model. Cooperative learning is a learning strategy that involves the participation of students in a small group to interact with each other.<sup>6</sup> In a cooperative classroom, students learn together in small groups consisting of 4-6 students who are equal but heterogeneous, able, gender, ethnic/racial, and help each other. The purpose of the formation of this group is to provide opportunities for all students to be actively involved in the thinking process and learning activities. During working in a group, the task of members in the group is to achieve the completeness of the material presented by the teacher and help each other with their group to achieve learning completeness. In the cooperative learning model, there are various methods that can be applied in the classroom, one of which is the Teams Games Tournament (TGT) method.

The TGT model of cooperative learning is one of the types or models of cooperative learning that is easy to apply, involves the activities of all students without having to have a difference in status, involves students as peer tutors and contains elements of play and reinforcement.<sup>8</sup> In the TGT type cooperative learning process goes through four stages, namely class presentation, group learning, play and matches. The characteristic of this model is by pairing / grouping so that it can make it easier for students to understand the material delivered by the teacher. The reason for choosing this TGT type cooperative learning model is very interesting if applied to students, especially at the elementary/middle school level. This type provides opportunities for students to be active, creative, motivated and fun for students in learning in the classroom. In addition, the application of the Teams Games Tournament (TGT) type cooperative learning model is in accordance with several characteristics of children of junior high school age, namely they like to play, like to move, and like to work in groups.<sup>1210</sup> In this learning model, the material will be packaged with the game process and focus on student activeness so that learning does not become monotonous, students are more active and enthusiastic in learning and train students to be more confident.

Thus, it is hoped that the implementation of the Teams Games Tournament (TGT) type cooperative learning model will further add to the variety of learning models that are more interesting, fun, involve students, increase cooperation and help accelerate student understanding in learning. Based on this description, this study is entitled "Improving Understanding of PAI Subjects for Ramadan Fasting Materials Through a Cooperative Learning Model of Teams Games Tournament (TGT) Type for Grade VIII Semester 2 Students".

## **METHODS**

A research method is a systematic and organized way or procedure to investigate a particular problem with the intention of obtaining information to be used as a solution or answer to the problem being researched.<sup>33</sup> In this study, the researcher uses a classroom active research model. Classroom action research (PTK) is a scientific activity oriented to solving learning problems through deliberate actions with the aim of improving and improving learning processes and outcomes. Estimologically, there are 3 terms related to classroom action research (PTK) believe, 1) Research is a series of activities that are carried out using scientific methods ranging from the existence of a problem, searching for data or information to drawing conclusions about a problem. In research, the problem becomes the center of the study; 2) Action is an activity that is deliberately carried out to

achieve a goal. Actions are aimed at considerations (theoretical analysis and empirical practice, while the goal is to solve a problem practically 3) A class is a group of students who simultaneously carry out learning activities with the guidance of the same teacher. In this case, the classroom is not only limited to a room where the teaching and learning process takes place, but a vehicle for learning activities both inside and outside the classroom. Kurt Lewin's model is the main reference or basis for the existence of various other action research models, especially PTK. It is said that this is because he was the first to introduce Action Research or action research.

The research model has 4 main components that must be carried out in action research, namely planning, action, observation and reflection. Overall, the four main components in the PTK form a cycle of PTK which is depicted in the form of a spiral. To solve a problem, more than one cycle may be required. These cycles are interrelated and sustainable. The second cycle is carried out if there are things that are not successful in the first cycle. The third cycle is carried out because the second cycle has not solved the problem, so the next cycles. Research This was held at SMP Negeri 1 Sei Bamban, which is located at Jalan Pendidikan Dusun VI Kampung Pon, Sei Bamban District, Serdang Bedagai Regency, North Sumatra Province. The subject of the study is grade VIII students for the 2024/2025 school year, with a total of 15 students consisting of 8 women and 7 boys. The research took place from December 1 to December 10, 2024, coinciding with the beginning of the odd semester.

This research was carried out at SMP Negeri 1 Sei Bamban, with the subject of the research being grade VIII students for the 2024/2025 school year which amounted to 15 students, consisting of 8 women and 7 boys. The research period lasts from December 1 to December 10, 2024. The problem found was the lack of understanding of students in Islamic Religious Education (PAI) subjects, especially Ramadan Fasting material. This is due to the use of monotonous learning models and less innovative methods, such as lectures, assignments, and questions and answers, which make students less active and quickly feel bored. As a result, some students become crowded alone and play with their friends while the teacher delivers the lesson, making it difficult for them to understand the material well. To overcome this problem, it is necessary to apply more innovative and interactive learning methods. One approach that can be used is the Student Teams Achievement Division (STAD) type cooperative learning model, which has been proven effective in improving the learning outcomes of PAI Ramadan fasting materials. This research aims to improve the understanding of class students VIII SMP Negeri 1 Sei Bamban on Ramadan Fasting materials through the application of a Teams Games Tournament (TGT) type cooperative learning model. The variables investigated include: input variables, namely grade VIII students; process variables, namely the application of the TGT type cooperative learning model; and output variables, namely increasing understanding of Ramadan Fasting material.

The action plan consists of a pre-cycle and two cycles. In the pre-cycle stage, initial observations are carried out to identify problems in learning, including classroom observations, interviews with PAI teachers, and determination of research subjects. Cycle I involves planning, action, observation, and reflection. In the planning stage, the researcher prepared a Learning Implementation Plan (RPP) in accordance with the Ramadan Fasting material using the TGT model, prepared data collection instruments such as observation sheets of teacher and student activities, as well as teaching materials and supporting media. The action stage involves the implementation of the TGT model according to the RPP that has been prepared. During observation, the activities of students and teachers are observed to ensure conformity with the learning plan. Reflection is carried out to evaluate learning outcomes and determine whether there is a need for a follow-up cycle.

Cycle II is an improvement over cycle I, with similar steps but adjusted based on previous findings and evaluations. Data is collected through observation, documentation, and tests. Data analysis was carried out qualitatively and quantitatively to assess the

effectiveness of the application of the TGT model in improving students' understanding of Ramadan Fasting materials.

## **RESULTS**

Cycle 1 is the first session of research action that has 4 components in doing it, namely: Planning, Action, Observing, and Reflection. Based on the results of observations on student activities in participating in classroom learning, it is known that students are still not focused on learning. The results of the observation of student activities in cycle I can be seen in the observation sheet table starting from the initial activity, core activity to the closing activity. In the observation table of student activities, there are 22 aspects of student activities that must be observed by observers. The details of the scores obtained from the observation of student activities are as many as 4 aspects that get a score of 4, 12 aspects that get a score of 3 and 6 aspects that get a score of 2. However, there are several shortcomings during the learning process, including during group discussions there are some students who do not participate in the discussion and disturb other friends so that only a few members do the assignment, during the tournament games there are several students who are crowded so that the classroom atmosphere is less conducive, when the teacher gives reinforcement there are some students who do not listen. Based on the results of observations and interviews from PAI subject teachers and one of the grade VIII students of SMP Negeri 1 Sei Bamban. The researcher reflects with the teacher about the learning process that has been carried out. The researcher reflects with the teacher about the learning process that has been carried out.

The result of this reflection is that the Teams Games Tournament type cooperative learning model is easy to apply and students can easily understand the subject matter. Students are more visibly active and participate in learning. Based on the above explanation, it shows that the results of the implementation in the first cycle have not been maximized. In this case, the researcher continues the second cycle to get maximum results. This cycle II was held on .12. December 2024 in grade VIII of Junior High School 1 Sei Bamban Non-classroom research consists of four stages, namely planning, implementation, observation, and reflection. Based on the results of observation of teacher activities in cycle II, there was an increase seen in the observation sheets starting from the initial activities, core activities to the closing. The steps in the learning process of the first cycle that were felt to be less than optimal have been corrected and implemented optimally. The number of scores obtained from the observation of teacher activities in cycle II was 82 and the maximum number of scores was 92 so that the final score obtained was 89.13%.

The results of observation of teacher activities during learning activities using the Teams Games Tournament type cooperative learning model on Ramadan Fasting material are included in the level of mastery with good criteria and have reached the specified performance indicator, which is  $\geq 75$ . Based on the results of observation of student activities in cycle II, there was an increase seen in the observation sheet starting from the initial activity, core activity to the closing. The steps in the learning process of the first cycle that were felt to be less than optimal have been corrected and implemented optimally. The number of scores obtained from the observation of student activities in the second cycle was 78 and the maximum number of scores was 88 so that the final score obtained was 88.63%. The results of student activity observation during learning activities using the Teams Games Tournament type cooperative learning model on Ramadan Fasting material are included in the level of mastery with good criteria and have reached the specified performance indicator, which is  $\geq 75$ .

## DISCUSSION

The research that has been carried out is a classroom action research in which there are two cycles, namely cycle I and cycle II. The research was conducted to improve the understanding of Ramadan Fasting material by using a Teams Games Tournament (TGT) type cooperative learning model in grade VIII students of SMP Negeri 1 Sei Bamban. Based on the results of learning activities by applying a cooperative learning model of the Teams Games Tournament type which is carried out in two cycles, it can be done well after going through improvements in each cycle. The use of this learning model can help improve students' understanding of Ramadan Fasting material because it makes learning more fun. The diagram shows that there is an increase from cycle I to cycle II. Teacher activities in the first cycle were included in the sufficient category with a final score of 76.08% and student activities were also classified as sufficient with a final score of 72.72%. The difficulty in this cycle is due to the fact that students are still not used to using the Teams Games Tournament type cooperative learning model, so that during group discussions and games tournaments there are some students who are crowded and less conducive. Based on the results of reflection in cycle I, the researcher agreed with the subject teachers to conduct cycle II by paying attention to the things that caused the research results in cycle I in grade VIII of Junior High School 1 Sei Bamban. In cycle II, the activities of teachers and students were relatively good.

It is proven by the increase in the final nilia in teacher activities from 76.08% in the first cycle to 89.13% in the second cycle. Student activities also experienced an increase in the final score from 72.08 to 88.63% in the second cycle. The increase in student comprehension test results can also be interpreted as the application of the Teams Games Tournament type cooperative learning model can help students understand the Ramadan Fasting material with the learning model applied. Based on the test of student comprehension results from pre-cycle, cycle I to cycle II obtained data on improving students' understanding of Ramadan Fasting material by using a Teams Games Tournament type cooperative learning model in PAI subjects. In the pre-cycle, the average grade of the class received a poor category with an average score of 60.02 and a percentage of learning completion rate of 37.77% which was categorized as very poor, with the number of students who completed the KKM as many as 17 out of 45 students. In the first cycle, students' understanding was included in the sufficient category with an average grade score of 70, 02 and a percentage of learning completion of 66, 66% and received a poor category and could still be improved, the number of students who completed the KKM was 30 out of 45 students.

In the first cycle, students felt that they were not used to the application of the Teams Games Tournament type cooperative learning model in PAI learning, there were still many students who lacked focus on learning activities so that the completeness of the student comprehension test had not reached the KKM. In the implementation of cycle II, the researcher refers to the reflexes that exist in cycle I and improves managing the class well so that they can make good use of time. In the second cycle, the average class increased to the good category by obtaining a score of 82.24% with a learning completion percentage of 88.88% with the good category. Based on the pre-cycle diagram, cycle I and cycle II, we can know that this study has reached the expected indicators, so this research is said to have been successful and there is no need for repeat in the next cycle. The success of learning to improve the understanding of Ramadan Fasting material for PAI subjects by using a cooperative learning model of the Teams Games Tournament type for grade III students of 14 Bungku State Elementary School can be seen from the performance indicators that have been determined.

## CONCLUSION



Based on the results of data analysis carried out for 2 cycles using the Teams Games Tournament type cooperative learning model in the PAI subject of Ramadan Fasting material grade VIII SMP Negeri 1 Sei Bamban that it can be concluded that, 1) The application of the Teams Games Tournament type cooperative learning model in the PAI subject of Ramadan Fasting material in grade VIII of SMP Negeri 1 Sei Bamban can be applied well. This is evidenced by the results obtained from the observation of teacher activities in the first cycle of 76.08% increased to 89.13% in the second cycle and the results of observation of student activities also increased from the first cycle of 72.72% to 88.63% in the second cycle. Based on the increase that occurred from cycle I to cycle II, the implementation of the Teams Games Tournament type cooperative learning model is successful and can be improved well; 2) There is an increase in student understanding in the PAI subject of Ramadan Fasting material in grade VIII of SMP Negeri 1 Sei Bamban through the Teams Games Tournament type cooperative learning model can be shown based on the results of the average score of the student comprehension test, namely the first cycle obtained an average score of 70.02 and increased to 82.24 in 107, 108, cycle II. The number of students who completed the first cycle was 30 students increased to 40 students in the second cycle, the percentage of completeness of student learning outcomes also increased, the percentage of completeness of student learning outcomes increased from the first cycle of 66.66% increased to 88.88% in the second cycle.

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