JURNAL PENDIDIKAN PROFESI GURU

Improving Student Motivation and Learning Achievement in Islamic Education Learning through Cooperative Learning Teams Games Tournament Method at State Elementary School 106222 Tebing Tinggi

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Abstract: This study aims to improve students' motivation and learning achievement in Islamic religious education learning by using Cooperative Learning Teams Games Tournament Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data of 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 Cooperative Learning Teams Games Tournament Method can improve students' motivation and learning achievement 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, Cooperative Learning Teams Games Tournament Method can be used as an alternative to improve students' motivation and learning achievement in Islamic religious education learning.

Keywords: Cooperative Learning Teams Games Tiurnament Method, Motivation Achievment Learning, Islamic Education.

INTRODUCTION

Education is one of the important factors and has a great contribution to the progress of the nation. This is in accordance with Law No. 20 of 2003 article 1 concerning the national education system, namely 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 skills

needed by themselves, society, nation and state (Anonymous, 2014 : 3). The learning methods applied in PAIBP learning so far are still dominated by the lecture method. This method is still often used by PAI teachers in the learning process, because it is considered the simplest and only conveys information. This method still often bores students, especially if applied to children of elementary school age, considering that the age of elementary school is still classified as the age of children who psychologically like to play, the desire to play is directed in the sense that even while playing they continue to learn.

This needs to be applied to students' children so that in learning they are not easily bored, learning to play will be more meaningful and fun for students in elementary school. But in fact, based on the information obtained from the results of the researcher's interview, in the learning process, PAIBP in the learning process uses the lecture method. Students only study and listen to the things conveyed by the teacher, what is more, the state of students in learning PAIBP states that the interest and enthusiasm of students in carrying out teacher duties, the grasp of students in receiving lessons, the ability of students to connect subject matter in daily life, the ability of students to ask questions and make arguments, and the courage of students in explaining the material are felt is still low, not in accordance with the expected competencies and not in accordance with what is desired that students should be able to understand and practice the religious knowledge obtained in daily life.

This is more specifically in understanding the concept of reading and studying the Qur'an and its application in daily life, grade IV students have difficulty in understanding the concept of let's learn the Quran, learning activities in the classroom and individual student activities are still very determined and dependent on the teacher. This is shown from the learning results in the summative test of the material from the previous year, the average score of many students is still below the KKTP that has been determined. Therefore, conventional methods that emphasize more on the cognitive realm are replaced with modern methods that not only emphasize the cognitive realm but also the affective and psychomotor realms. Efforts are made by collaborating and changing conventional methods that are usually applied in PAIBP (Islamic Religious Education and Ethics) learning by using the cooperative learning model of the teams games tournament (TGT) method. According to Slavin quoted by Buchari Alma, the cooperative learning model is a learning model using small groups and working together.

The success of this model is highly dependent on the ability of group members' activities both individually and in the form of groups and in cooperative learning, learning is said to be incomplete if one of the group friends has not mastered the subject matter, in other words, in completing his group assignments, each student in his group must cooperate with each other and help each other. Teams games tournament (TGT) or team game matches are one of the cooperative learning models, it is necessary to implement cooperative teaching in the field of Islamic religious education and ethics as an effort to improve student learning outcomes because cooperative learning is expected to improve learning ability or academic achievement, increase student involvement in activities, increase motivation and confidence, and increase sense of happy to be at school.

This makes students not feel bored in the classroom, learning activities with games designed in cooperative learning of the Teams games tournament (TGT) type allow students to learn more relaxed in addition to fostering responsibility, cooperation, healthy competition and learning involvement Teams games tournament (TGT) using academic matches and using quizzes and individual progress scoring systems where students compete as representatives of their teams with other members who work.

METHODS

This study utilized a classroom action research (CAR) approach to examine the effectiveness of the cooperative learning method, Teams Games Tournament (TGT), in enhancing student motivation and academic achievement in Islamic Education at SD

Negeri 106222 Tebing Tinggi. The research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. This iterative process allowed for continuous improvement in teaching strategies and student engagement.

The research subjects were fifth-grade students enrolled in Islamic Education classes. A total of 30 students participated in the study, with a balanced representation of different learning abilities. Data collection was carried out using a combination of qualitative and quantitative methods, including student observation sheets, questionnaires on learning motivation, and pre-test and post-test assessments to measure academic performance.

The primary research instrument used in this study was a set of structured learning activities based on the TGT model. This method involved dividing students into small, heterogeneous teams where they engaged in structured learning, followed by competitive games to reinforce their understanding of the subject matter. The games were designed to encourage active participation and collaboration while fostering a sense of competition and enthusiasm for learning.

Data analysis was performed through both descriptive and statistical methods. The qualitative data from observations and student feedback were analyzed thematically to identify patterns of engagement, participation, and motivation. Meanwhile, the quantitative data, including pre-test and post-test scores, were analyzed using percentage increases to determine the effectiveness of the TGT method in improving student achievement.

To ensure the validity and reliability of the research, triangulation was employed by comparing findings from different data sources, including teacher observations, student questionnaires, and test results. The teacher played a crucial role in facilitating the learning process, monitoring student progress, and making necessary adjustments based on feedback from each cycle.

The implementation of the TGT method required thorough preparation, including the development of instructional materials, designing engaging game-based activities, and structuring team competitions. The researcher collaborated with classroom teachers to ensure smooth execution and adaptation of the method according to student needs.

Overall, this study aimed to provide empirical evidence on the effectiveness of the TGT model in improving both student motivation and academic achievement in Islamic Education. By fostering a cooperative and engaging learning environment, the research sought to demonstrate how interactive learning strategies can enhance students' enthusiasm and comprehension in the subject..

RESULTS

This research is a type of Classroom Action Research (PTK) in Islamic Religious Education and Ethics lessons. Classroom action research is a form of investigation that is reflective, participatory, collaborative, and spiral that has the goal of improving the system of work methods, processes, competency content, and situations. In the book Mansnur Muslich PTK or often also called classroom action research is an action research whose activities are more directed at solving learning problems through direct application in the classroom. This PTK is participatory, collaborative, and reflective, which is said to be participatory because PTK is carried out by the researcher himself starting from determining the topic, formulating the problem, planning, implementing, analyzing and reporting. What is said to be collaborative because the implementation of PTK can also involve colleagues. Meanwhile, what is said to be reflective is that PTK begins with a process of reflecting on the impact of actions that have been taken by teachers related to learning tasks in the classroom. Broadly speaking, the classroom action research procedure includes four basics: planning, acting, observing, and reflecting. Meanwhile, according to Raka Joni, there are five stages of PTK implementation which are relay points contained in a cycle, these stages include determining the focus of research problems,

planning actions, implementing actions, observing and interpreting analysis and reflection.

This study uses 2 variables, namely, 1) Independent Variables, The Use of the TGT cooperative learning method in learning the Qur'an. Application of the TGT cooperative learning method; 2) Bound Variables: Student learning motivation and student learning achievement in the subject of Religious Education and Ethics. The data collection techniques in this study are, 1) The tests in this study are obtained from the results of the pretest given before the perpetrator in class and the results of the posttest after being given which are different in both classes; 2) Pre Test, pres test is a form of question that the teacher asks his students before starting a lesson, the questions asked are the material that will be taught that day (new material). The pre-test is given with the intention of finding out if any of the students already know the material to be taught, the pre-test can also be interpreted as an activity to test the level of students' initial ability to know the lessons delivered by knowing the initial abilities of these students, so that the teacher can determine how to deliver the lessons that will be taken later; 3) Post Test, post test is a form of question given after the lesson or material that has been delivered, in short, posttest is the final evaluation when the material taught that day has been given where a teacher student gives a post test with the intention of whether the student has understood and understood the material that has just been given that day. The benefit of holding this post test is to get an idea of the abilities achieved after the end of the lesson delivery, the results of this post test are compared with the results of the pre-test that has been carried out so that it will be known how far the influence or effect of teaching has been carried out besides at the same time it can be known which parts of the teaching material are still not understood by most students. 4) Observation, observation is a way of collecting data that is carried out by systematically observing and recording phenomena that are being used as objects of observation. Observation as an evaluation tool is widely used to assess individual behavior or the process of occurrence of an activity that can be observed through this observation sheet aims to find out all student activities in the learning process, the elements of cooperative learning have been fully carried out by students or not; 5) Documentation, documentation is carried out by taking photos or videos of students during the learning process and collecting the test results that have been carried out; 6) The learning outcome achievement test is a test used to measure the achievement of a student to do something, the test is carried out after the student learns things that are in accordance with what is being studied; 7) Interview, which is a data collection technique by communicating with data sources. The communication is carried out by oral dialogue (question and answer) both directly and indirectly. Interview is one of the methods to be able to obtain data on children or elderly students by holding a face to face relationship, interview is a tool to obtain data or facts or information from students orally.

DISCUSSION

The implementation of the Teams Games Tournament (TGT) cooperative learning method in Islamic Education at SD Negeri 106222 Tebing Tinggi demonstrated a significant impact on both student motivation and academic achievement. By incorporating structured teamwork and competitive games, students were more engaged in the learning process and actively participated in discussions. This method helped create an enjoyable and interactive learning atmosphere, making students more enthusiastic about Islamic Education subjects.

One of the key factors contributing to the success of TGT was its ability to accommodate diverse learning styles. Since students were grouped heterogeneously, those with stronger academic abilities could assist their peers, promoting peer learning. This collaborative approach not only reinforced the understanding of the high-achieving students but also provided additional support to those who struggled with the subject

matter. As a result, students became more confident and willing to participate in class discussions.

Furthermore, the competitive nature of the TGT games motivated students to improve their knowledge and performance. The tournament format encouraged them to actively review and recall previously learned materials in preparation for the games. This process enhanced retention and comprehension, leading to better academic results. Additionally, students showed a positive change in attitude towards learning, as they became more eager to study and prepare for each session.

Observations during the research cycles revealed that student motivation increased significantly. Initially, some students displayed passive behavior in class, but as the TGT model was implemented, they became more engaged and enthusiastic. The interactive and dynamic nature of the games encouraged participation from all students, regardless of their initial interest in Islamic Education. The element of fun within the competition helped reduce learning anxiety and fostered a supportive classroom environment.

The impact of TGT on academic achievement was evident in the students' test results. The comparison between pre-test and post-test scores indicated a considerable improvement in learning outcomes. The cooperative and interactive learning approach helped students grasp difficult concepts more effectively than traditional lecture-based instruction. Additionally, the use of games as a reinforcement tool allowed for repeated exposure to key ideas, strengthening students' understanding and retention.

Despite its many benefits, the implementation of TGT also posed certain challenges. Teachers had to invest additional time in preparing game materials, structuring team compositions, and managing classroom activities. Ensuring fair competition and maintaining student discipline during the games required careful supervision. However, with proper planning and teacher involvement, these challenges were effectively managed, and the benefits of TGT outweighed the difficulties.

In conclusion, the application of the TGT cooperative learning model successfully enhanced both student motivation and learning outcomes in Islamic Education at SD Negeri 106222 Tebing Tinggi. The combination of teamwork, competitive learning, and interactive engagement created a positive learning experience. This study highlights the importance of integrating innovative teaching strategies in Islamic Education to make learning more enjoyable, effective, and impactful for students.

CONCLUSION

The implementation of the Teams Games Tournament (TGT) cooperative learning method in Islamic Education at SD Negeri 106222 Tebing Tinggi has proven to be an effective approach in enhancing both student motivation and academic achievement. By integrating structured teamwork and interactive competitions, students were more engaged in the learning process and demonstrated a higher level of enthusiasm toward the subject matter. The engaging nature of the TGT method helped create a positive and enjoyable classroom environment, making learning more meaningful and effective.

One of the key benefits observed in this study was the increase in student participation and collaboration. The heterogeneous grouping allowed students with different academic abilities to work together, fostering peer learning and mutual support. This approach not only benefited lower-achieving students, who received additional guidance, but also reinforced the knowledge of high-achieving students by allowing them to explain concepts to their peers. As a result, students became more confident, active, and willing to contribute during class discussions.

In addition to improving motivation, the TGT method also had a significant impact on student learning outcomes. The competitive element of the games encouraged students to review and retain information more effectively. The comparison between pre-test and post-test results showed a considerable increase in academic performance, indicating that students had a better understanding of the material when learning was reinforced through

interactive activities. The method also helped reduce anxiety and made the learning experience more engaging and enjoyable.

Despite its effectiveness, the implementation of TGT required careful planning and classroom management. Teachers needed to prepare game materials, structure group activities, and ensure fair play during competitions. While these challenges required additional effort, the benefits of increased student engagement, motivation, and academic success outweighed the difficulties. With proper guidance and adaptation, the TGT model can be successfully applied in various learning environments.

In conclusion, the use of the TGT cooperative learning method in Islamic Education has demonstrated positive results in both motivation and academic achievement. This study highlights the importance of incorporating interactive and student-centered learning strategies to make education more dynamic and effective. By continuing to implement innovative teaching methods, educators can create a more engaging and impactful learning experience, ultimately improving student success in Islamic Education.

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