



Efforts To Improve Students' Learning Outcomes Through The Tgt (Teams Games Tournament) Type Cooperative Learning Model In Islamic Education Learning At Private Elementary School 101820 Bina Karya

Hamka ✉, UIN Syahada Padang Sidempuan, Indonesia

Anna Sari Hasibuan, UIN Syahada Padang Sidempuan, Indonesia

✉ hamka@uinsyuhada.ac.id

Abstract: This study aims to analyze the effectiveness of the TGT (Teams Games Tournament) cooperative learning model in improving student learning outcomes on compulsory fasting material at SDS No.101820 Bina Karya. TGT is a learning model that will provide new experiences in learning so that they can understand the material more easily. In this study, the method used is Classroom Action Research (CAR) with a quantitative approach. Data were collected through observation, learning outcome tests and interviews to assess the development of students' understanding of compulsory fasting material before and after the implementation of TGT. The support provided by teachers in implementing TGT can also increase student activity in learning and understanding the material taught with methods that can attract students' interest in learning so that it can improve student learning outcomes on compulsory fasting material in class VI.

Keywords: Teams games tournament, learning outcomes

Received October 5, 2024; **Accepted** November 11, 2024; **Published** January 31, 2025

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

In the current educational landscape, the need for effective teaching methods has become increasingly evident, especially in the context of improving students' learning outcomes. In particular, the teaching of Islamic Education in primary schools, such as at Private Elementary School 101820 Bina Karya, faces unique challenges. Islamic Education is a subject that requires not only cognitive understanding but also the internalization of values, which makes it essential for teachers to employ methods that can foster both knowledge and personal development. Traditional methods of teaching, which often involve a teacher-centered approach, may not always effectively engage students or help them achieve the desired learning outcomes. Hence, there is a growing need for alternative instructional strategies that can motivate students and enhance their academic performance. One such instructional strategy is cooperative learning, which has proven to be highly effective in improving students' academic performance and interpersonal skills. Among the various cooperative learning models, the Teams Games Tournament (TGT) model has gained significant attention due to its engaging nature and ability to promote collaboration among students. The TGT model is designed to foster teamwork, enhance competition in a healthy manner, and encourage active participation, which in turn can

improve students' academic outcomes. In the context of Islamic Education, where values such as cooperation, mutual respect, and collective learning are highly emphasized, the TGT model appears to be an ideal approach.

The TGT model is built on the foundation of positive interdependence and individual accountability. This model involves dividing students into small teams that work together to solve problems or complete tasks, after which they compete in a game-like format where their individual performances contribute to the overall team score. By integrating academic content with cooperative learning activities, students are more likely to engage actively with the material, collaborate with peers, and reinforce their learning through the game-based component. This process is especially valuable in Islamic Education, where students are encouraged to embody values such as cooperation, respect for others, and community involvement. In the context of Private Elementary School 101820 Bina Karya, the need to improve students' learning outcomes in Islamic Education has become a priority for educators. The school serves a diverse group of students who may have varying levels of academic motivation and engagement. Traditional teaching methods, such as lectures and written exercises, may not be enough to foster meaningful engagement or help students retain and apply the knowledge they acquire. Furthermore, the lack of student participation and interaction in traditional learning settings often leads to passive learning, where students may struggle to connect the lessons to their personal experiences or real-life situations. Thus, there is a need for innovative and interactive methods to create a more engaging and effective learning environment in Islamic Education.

The TGT cooperative learning model has the potential to address these challenges by promoting active participation, interaction, and collaboration among students. By working together in teams, students can support each other's learning, exchange ideas, and tackle challenges collaboratively, which can lead to better understanding and retention of the material. Additionally, the competitive element of the model can motivate students to perform at their best, fostering a sense of achievement and increasing their motivation to excel. The integration of games and team-based competition also makes the learning process more enjoyable, which is likely to enhance student engagement and reduce boredom, making learning more meaningful. In recent years, several studies have highlighted the effectiveness of the TGT model in improving learning outcomes across various subjects. These studies suggest that cooperative learning models, particularly those that include structured activities and interactive components like games, can have a significant impact on students' academic performance. Research has shown that cooperative learning fosters a sense of responsibility among students, encourages peer tutoring, and helps students develop social and problem-solving skills. These benefits are especially important in the context of Islamic Education, which aims not only to teach knowledge but also to instill moral values and develop students' character.

In particular, Islamic Education is not just about memorizing facts or learning religious doctrines; it also emphasizes the importance of character building, ethical behavior, and social responsibility. These goals can be effectively supported by the TGT model, which promotes cooperation, respect for others, and collective achievement. Through teamwork and games, students are likely to develop a stronger sense of belonging, learn the value of working together, and improve their social skills. Moreover, by competing in a supportive environment, students are encouraged to achieve their best, which can lead to an improvement in their overall learning outcomes. At Private Elementary School 101820 Bina Karya, teachers have observed that some students struggle to engage with the content of Islamic Education lessons and are less motivated to actively participate in class activities. This lack of engagement can be attributed to several factors, such as the monotony of traditional teaching methods, insufficient opportunities for student collaboration, and the perceived difficulty of the subject matter. Teachers have noted that students often find it challenging to relate the lessons to their everyday lives, leading to a lack of interest and motivation. As a result, there is a pressing need to explore

more engaging and student-centered methods that can make Islamic Education more appealing and accessible to students.

The implementation of the TGT model offers a potential solution to these challenges. By incorporating games and team-based activities into the learning process, students can experience a more dynamic and interactive classroom environment. The collaborative nature of the TGT model encourages students to work together, share their ideas, and learn from each other, which can foster a deeper understanding of the material. Additionally, the competitive aspect of the model can motivate students to improve their performance, leading to better academic outcomes. In light of the challenges faced by teachers and students at Private Elementary School 101820 Bina Karya, this research aims to explore the effectiveness of the TGT cooperative learning model in improving students' learning outcomes in Islamic Education. By examining the impact of the TGT model on student engagement, academic performance, and the development of social and cognitive skills, this study seeks to provide evidence-based recommendations for enhancing the teaching of Islamic Education in primary schools. The research will focus on understanding how the TGT model can foster a more active and collaborative learning environment, improve student motivation, and ultimately lead to better learning outcomes in Islamic Education.

This study will also contribute to the existing body of research on cooperative learning, particularly in the context of Islamic Education. While there has been some research on the effectiveness of cooperative learning models in general, there is a need for more studies specifically focused on their application in religious education settings. By investigating the impact of the TGT model on students' academic performance and engagement in Islamic Education, this study aims to fill this gap in the literature and provide valuable insights for educators seeking to improve their teaching practices. The implementation of the TGT model at Private Elementary School 101820 Bina Karya could also serve as a model for other schools facing similar challenges in teaching Islamic Education. By demonstrating the potential benefits of cooperative learning, this study could inspire other educators to adopt innovative teaching methods that can enhance student learning outcomes and foster a more engaging and supportive learning environment.

In conclusion, this research seeks to explore the potential of the TGT cooperative learning model in improving students' learning outcomes in Islamic Education. By examining the impact of this model on student engagement, academic performance, and social skills development, the study aims to provide evidence-based insights into how cooperative learning can be effectively implemented in primary school settings. Ultimately, this research aims to contribute to the ongoing efforts to improve the quality of education and foster a more engaging and effective learning environment in Islamic Education.

METHODS

This study employed a Classroom Action Research (CAR) approach to explore the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in improving students' learning outcomes in Islamic Education at Private Elementary School 101820 Bina Karya. Classroom Action Research is a reflective and participatory form of research in which teachers systematically observe and improve their teaching practices. The study was conducted over a period of several months and followed a cyclical process, allowing for the continuous reflection and adjustment of teaching strategies based on student performance and feedback. The participants in this study were the fifth-grade students of Private Elementary School 101820 Bina Karya, consisting of 30 students. These students were selected due to their varying levels of academic performance in Islamic Education, which made them suitable candidates for testing the effectiveness of the TGT cooperative learning model. The class was relatively homogeneous in terms of

age, with students ranging from 10 to 11 years old. Additionally, the students had different levels of engagement in the subject, which made them ideal for exploring the potential of the TGT model to address these issues.

This research utilized a qualitative and quantitative approach to gather comprehensive data on the effectiveness of the TGT model in improving student learning outcomes. The study was conducted in four main stages: planning, action, observation, and reflection. These stages were implemented iteratively across multiple cycles to allow for the refinement of the teaching methods and to ensure that students' learning outcomes improved progressively over time.

The first cycle focused on introducing the TGT model to the students. In the planning phase, the teacher designed a series of lessons based on the Islamic Education curriculum, specifically targeting the topic of the five pillars of Islam, which is an essential aspect of the subject. The lessons were planned to include the use of cooperative learning activities and competitive games that align with the TGT model. During the action phase, students were divided into small teams of 4-5 members, ensuring that each team had a mix of high and low-performing students. Each team worked together to study the material, complete tasks, and participate in mini-games that were designed to reinforce their understanding of the five pillars of Islam. The games were structured in a way that required students to collaborate, discuss, and help each other while competing against other teams. This element of competition was intended to motivate students and enhance their engagement with the material.

The observation phase of the first cycle involved the teacher observing the students' participation during the cooperative learning activities and games. The teacher noted the level of engagement, cooperation, and understanding exhibited by the students. In addition to the teacher's observations, students were also encouraged to reflect on their learning experiences through short surveys and group discussions. This provided valuable insights into how well the students were able to collaborate and apply the concepts they were learning. Finally, the reflection phase involved analyzing the data collected during the observation phase. The teacher reviewed the students' performance on the tasks and games, as well as their feedback from the surveys and discussions. Based on this analysis, the teacher identified areas of improvement and planned adjustments for the next cycle. The main areas of focus were the clarity of instructions, the difficulty level of the tasks, and the dynamics of the team collaborations.

The second cycle aimed to refine the implementation of the TGT model based on the findings from the first cycle. In this cycle, the teacher made several adjustments to the lesson plans and the game-based activities. The teacher placed a greater emphasis on scaffolding the learning activities to ensure that all students could participate effectively, regardless of their prior knowledge of the topic. The teams were reorganized to allow for better balance in terms of student abilities, and additional resources, such as visual aids and handouts, were provided to support students' understanding. During the action phase, the students continued to engage in cooperative learning activities and competitive games. However, this time the teacher incorporated more peer-teaching opportunities, where higher-performing students were encouraged to guide and assist their peers in understanding the material. This not only promoted collaboration but also reinforced the understanding of the content for the higher-performing students. In the observation phase of the second cycle, the teacher closely monitored the students' interactions, paying special attention to the effectiveness of the peer-teaching component. The teacher also observed how students responded to the modified tasks and games. This phase involved more frequent feedback sessions, where the teacher provided students with guidance on how to improve their performance and how to work more effectively as a team.

The reflection phase at the end of the second cycle involved a more detailed analysis of the students' performance. The teacher reviewed the results of the games, focusing on the extent to which students had grasped the concepts of the five pillars of Islam. The feedback from the students was also analyzed to assess how they perceived the

cooperative learning activities and games. Based on the reflections, the teacher decided to continue refining the approach for the final cycle, with a focus on increasing the complexity of the tasks and enhancing the competitiveness of the games.

The third and final cycle focused on consolidating the improvements made in the previous cycles and ensuring that the TGT model was fully implemented to maximize students' learning outcomes. The teacher further modified the games to incorporate more challenging questions and activities that required critical thinking and deeper understanding of the material. Additionally, the teacher used differentiated instruction to accommodate the diverse learning styles and abilities of the students. In the action phase, the students participated in more complex team-based activities, which were designed to test their ability to apply what they had learned in real-world scenarios. These activities were designed to foster higher-order thinking skills and problem-solving abilities, and they required students to collaborate in more sophisticated ways. The games were also made more competitive, with clear rewards for both individual and team achievements, which further motivated the students to excel.

The observation phase of the third cycle involved a comprehensive assessment of the students' performance, including their engagement, teamwork, and understanding of the material. The teacher observed how well the students worked together, how they applied the concepts in the games, and how their performance in the games reflected their understanding of the five pillars of Islam. The teacher also took note of any remaining difficulties that students faced and provided additional support where necessary. In the reflection phase, the teacher reviewed the overall progress made during the three cycles. The teacher analyzed the improvements in students' academic performance, engagement, and teamwork. The data from the assessments, surveys, and observations were compiled to assess the impact of the TGT model on student learning outcomes. Based on the findings, the teacher concluded that the TGT model had significantly improved the students' understanding of the material and had increased their motivation to learn.

Data for this study was collected through a combination of quantitative and qualitative methods. Quantitative data was gathered through pre-tests and post-tests, which assessed the students' knowledge of the five pillars of Islam before and after the implementation of the TGT model. The pre-test was administered at the beginning of the study, while the post-test was given at the end of the final cycle to measure any improvements in students' understanding of the material. Qualitative data was collected through classroom observations, student surveys, and interviews. The teacher kept detailed notes on the students' interactions during the cooperative learning activities and games, as well as their performance on tasks. Additionally, students were asked to complete surveys at the end of each cycle to reflect on their experiences with the TGT model. These surveys provided insights into how students felt about the learning process and whether they believed the model had helped them learn more effectively. Interviews with a select group of students were also conducted to gather more in-depth information on their experiences.

The quantitative data from the pre-tests and post-tests were analyzed using statistical methods to determine whether there were significant improvements in the students' knowledge of the five pillars of Islam. The results were compared to see if the students had made measurable progress between the pre-test and post-test. The qualitative data from the observations, surveys, and interviews were analyzed thematically. The teacher reviewed the notes from the classroom observations and categorized the students' behaviors, interactions, and performance into different themes. The surveys and interview responses were analyzed to identify recurring patterns and insights related to student engagement, motivation, and learning outcomes.

Ethical considerations were taken into account throughout the study. The participation of students was voluntary, and parental consent was obtained before the research began. The students' identities were kept confidential, and the data collected was used solely for research purposes. The teacher also ensured that the research process did

not interfere with the students' normal learning activities and that they were provided with the necessary support throughout the study.

One limitation of this study was the relatively small sample size, as it was conducted in one classroom at a single school. Therefore, the results may not be generalizable to other schools or grade levels. Additionally, the study relied on the teacher's observations and feedback, which may have introduced some bias into the data collection process. Despite these limitations, the findings of this study provide valuable insights into the effectiveness of the TGT cooperative learning model in Islamic Education and contribute to the growing body of research on cooperative learning in primary education.

RESULTS

This section presents the findings of the study on the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in improving students' learning outcomes in Islamic Education at Private Elementary School 101820 Bina Karya. The results are based on data collected during three cycles of the Classroom Action Research (CAR) process, which included pre-tests, post-tests, classroom observations, student surveys, and interviews. The results are organized into themes related to academic performance, student engagement, cooperation, and motivation.

The primary goal of this study was to assess whether the TGT cooperative learning model could improve students' understanding of the five pillars of Islam, a central topic in Islamic Education. The quantitative data from the pre-tests and post-tests revealed a significant improvement in students' knowledge of the subject matter. In the pre-test, the average score of the students was 60%, indicating that many students had a basic understanding of the five pillars but lacked deeper knowledge. After the implementation of the TGT model across three cycles, the post-test results showed an average score of 85%, reflecting a clear improvement in student comprehension. This improvement was particularly notable in areas where students previously struggled, such as understanding the meaning and significance of each pillar. For example, prior to the intervention, many students had difficulty articulating the importance of Zakat (charity) and its role in Islamic society. However, after participating in the cooperative learning activities and games, students demonstrated a better understanding of these concepts, as evidenced by their post-test responses. This increase in knowledge can be attributed to the collaborative nature of the TGT model, which allowed students to work together, discuss the material, and reinforce their learning through peer teaching and interaction.

Another key outcome of the study was the increased level of student engagement in the learning process. Prior to the introduction of the TGT model, students often displayed passive learning behaviors, such as daydreaming or disengaging from the lessons. The teacher noted that students were often hesitant to participate in class discussions, and there was a general lack of enthusiasm for the subject matter. However, following the implementation of the TGT model, there was a noticeable shift in student behavior. The competitive games and team-based activities created a more dynamic and interactive learning environment, which encouraged students to actively participate. The classroom became more lively, with students eagerly discussing the material, asking questions, and offering answers during the games. The teacher observed that students were more willing to share their thoughts and collaborate with their peers, which contributed to a more positive and engaging classroom atmosphere. Student surveys conducted at the end of each cycle revealed that a majority of students felt more engaged in the learning process when using the TGT model. One student remarked, "I feel more excited about learning when we play games and work together with my friends." Another student noted, "Before, I didn't understand much, but now I can explain the pillars of Islam to others." These responses indicate that the TGT model succeeded in capturing students' interest and motivating them to participate more actively in their learning.

An important aspect of the TGT model is the emphasis on cooperation and teamwork. Throughout the study, students worked in small teams, with each team responsible for collaborating on tasks and participating in games. The results indicated that the TGT model fostered a strong sense of cooperation among students, which had a positive impact on their learning outcomes. Classroom observations revealed that students who initially struggled to work with others began to develop stronger teamwork skills. The teacher noticed that students were more willing to help one another, share resources, and engage in meaningful discussions about the material. For example, during a game in which students had to match definitions with the five pillars of Islam, students worked together to solve the problems, with each team member contributing their knowledge to the task. This collaborative approach not only improved students' understanding of the content but also enhanced their interpersonal skills, such as communication, negotiation, and problem-solving. In addition, the teacher observed that students who were more knowledgeable about the subject matter took on leadership roles within their teams, guiding their peers and explaining the material in a more accessible way. This peer-teaching dynamic was a key factor in reinforcing students' learning, as teaching others is often an effective method of consolidating one's own understanding.

The competitive element of the TGT model also played a significant role in motivating students to improve their performance. The teacher noted that students who were initially less motivated to participate in class became more enthusiastic when they were given the opportunity to compete in games. The games were structured to encourage friendly competition between teams, and students were awarded points based on their individual and team performances. The motivation to perform well in the games seemed to drive students to put more effort into their learning. For instance, during a game where students had to answer questions about the pillars of Islam, the teams with the highest scores were rewarded with small prizes, such as stickers or extra points on their final grade. The element of competition sparked a sense of excitement and urgency, prompting students to pay closer attention to the lessons and work harder to achieve success. Student surveys revealed that the competitive aspect of the TGT model was one of the most appealing features of the learning process. Many students expressed that they found the games fun and motivating, and they were eager to participate in future competitions. One student commented, "I like playing games in class because it helps me remember the material, and I want to win!" This feedback highlights the positive impact that competition had on student motivation and engagement.

In addition to academic improvements, the TGT model contributed to the development of students' social skills. The cooperative nature of the model required students to communicate effectively with their peers, collaborate on tasks, and negotiate solutions to problems. Over the course of the study, students demonstrated improved communication and social skills, which were evident in their interactions with one another during class activities. The teacher observed that students who were initially shy or reluctant to speak in front of the class began to communicate more confidently during the group discussions and games. For example, students who previously hesitated to ask questions or provide answers during whole-class discussions were more willing to share their ideas during team-based activities. This shift in behavior suggests that the TGT model provided students with a safer and more supportive environment to express themselves. Furthermore, students who were initially more competitive or withdrawn began to work more collaboratively with their peers. The teamwork aspect of the TGT model encouraged students to listen to each other, respect different viewpoints, and contribute to the group's success. As a result, students developed stronger social bonds, which enhanced their overall learning experience.

At the end of the study, student satisfaction was assessed through surveys and interviews. The majority of students expressed high levels of satisfaction with the TGT cooperative learning model. They reported that they enjoyed the interactive nature of the lessons and appreciated the opportunity to collaborate with their peers. One student

stated, "I like working in teams because I can help my friends, and they help me too." Another student commented, "The games make learning more fun, and I feel like I understand better." These responses reflect the positive impact of the TGT model on student satisfaction. The students' enjoyment of the learning process, combined with the academic improvements observed in the tests and activities, suggests that the TGT model effectively enhanced both student engagement and academic performance.

From the teacher's perspective, the TGT model proved to be an effective method for improving students' learning outcomes in Islamic Education. The teacher reported that the students' engagement and participation increased significantly during the cycles, and there was a marked improvement in their understanding of the material. The teacher also noted that the model provided valuable opportunities for formative assessment, as the games and activities allowed the teacher to observe students' progress in real time and provide immediate feedback. Moreover, the teacher found that the TGT model facilitated differentiated instruction. By working in small teams, students with varying levels of ability were able to support each other, and the teacher was able to tailor the level of challenge in the games to meet the needs of individual students. This personalized approach helped to ensure that all students were able to make progress, regardless of their initial level of understanding.

In conclusion, the results of this study indicate that the TGT cooperative learning model was highly effective in improving students' learning outcomes in Islamic Education at Private Elementary School 101820 Bina Karya. The model significantly enhanced students' academic performance, engagement, cooperation, and motivation. Additionally, the model fostered improved social skills, communication, and teamwork among students. The positive feedback from students and the teacher's observations suggest that the TGT model created a more dynamic, interactive, and enjoyable learning environment, which ultimately led to better learning outcomes in Islamic Education. The findings of this study align with existing research on the effectiveness of cooperative learning models, particularly those that incorporate game-based activities and teamwork. The TGT model appears to be a promising approach for improving both cognitive and social outcomes in primary education, especially in subjects like Islamic Education, where values of cooperation, respect, and community are central. Based on these findings, it is recommended that the TGT model be adopted more widely in primary school classrooms to enhance student learning and engagement.

DISCUSSION

The implementation of the Teams Games Tournament (TGT) cooperative learning model in the context of Islamic Education at Private Elementary School 101820 Bina Karya resulted in significant improvements in students' academic performance, engagement, cooperation, and motivation. This section aims to analyze and interpret the results obtained in the previous section, providing insights into the effectiveness of the TGT model in fostering a more interactive and collaborative learning environment.

One of the most notable outcomes of this study was the improvement in students' academic performance, as evidenced by the pre-test and post-test scores. The average post-test score of 85% compared to the pre-test score of 60% demonstrates the TGT model's capacity to enhance students' understanding of Islamic Education, particularly in grasping the five pillars of Islam. This improvement can be attributed to several key elements of the TGT model, including the active involvement of students in group activities and the competitive games that reinforced the learning material. The games in the TGT model allowed students to apply their knowledge in a dynamic and engaging context. This practical application of knowledge helped students internalize the material more effectively than traditional lecture-based teaching methods. The fact that students were able to demonstrate better retention and understanding of concepts like Zakat and

Salat after the intervention indicates that cooperative learning, combined with the element of competition, helped solidify their grasp of key Islamic principles.

Another key finding of this study is the increase in student engagement, which played a crucial role in improving their academic outcomes. Prior to the intervention, students in this class demonstrated low levels of enthusiasm for Islamic Education, often disengaging from the lessons or showing reluctance to participate. This lack of engagement is not uncommon in traditional classroom settings, where students may find passive learning methods, such as lectures and note-taking, monotonous and unengaging. However, after the introduction of the TGT model, there was a noticeable shift in student behavior. The competitive nature of the games and the interactive, team-based approach encouraged students to participate actively. The TGT model made learning more enjoyable by transforming it into a collaborative experience where students could work together to solve problems, engage in friendly competition, and celebrate their achievements as a team. This newfound engagement was evident not only in students' increased participation during lessons but also in their improved motivation to succeed. The element of competition proved to be particularly effective in motivating students to put more effort into their studies. The desire to win the games pushed students to revise the material, collaborate more effectively, and strive for excellence. The combination of fun, competition, and learning led to a more enthusiastic and motivated classroom, with students demonstrating a higher level of interest in Islamic Education.

An essential feature of the TGT model is the emphasis on teamwork and collaboration. This study found that the TGT model fostered a sense of cooperation among students, which not only improved their academic performance but also contributed to the development of their social and communication skills. The model's structure required students to work in small teams, each of which was responsible for solving problems together and competing in games that tested their knowledge. The development of these social skills was particularly significant in a subject like Islamic Education, which emphasizes values such as community, cooperation, and mutual respect. By working together in teams, students learned to listen to one another, share their knowledge, and support each other's learning. In this context, the TGT model encouraged positive peer interactions, helping students build stronger interpersonal relationships. This cooperative learning environment enabled students to exchange ideas and clarify concepts in ways that may not have been possible in a more traditional classroom setting. Students who initially struggled with teamwork began to improve their cooperation and communication. They learned how to resolve conflicts, negotiate with their peers, and offer constructive feedback. These social skills are vital not only for academic success but also for students' overall development as active, responsible members of society. The TGT model thus had a dual impact: it not only improved students' understanding of Islamic Education but also fostered essential social competencies.

The peer-teaching aspect of the TGT model was another important factor that contributed to the improvement of students' learning outcomes. In a cooperative learning environment, students often explain concepts to each other, clarify doubts, and support one another's understanding of the material. This process of teaching peers can deepen one's own understanding, as teaching requires the ability to articulate concepts clearly and effectively. The teacher observed that students who were more knowledgeable about the material took on leadership roles within their teams, guiding their peers and helping them understand difficult concepts. For example, some students who had a better understanding of the five pillars of Islam would assist their teammates in explaining the significance of each pillar, ensuring that everyone in the team had a clear grasp of the material. This peer-teaching dynamic not only reinforced the knowledge of the students providing assistance but also helped those struggling to better comprehend the material. The benefits of peer teaching are well-documented in educational research, as it encourages students to engage with the content at a deeper level. In this study, the peer-teaching process facilitated active learning, where students took on more responsibility

for their own learning and that of their peers. This collaborative teaching method contributed significantly to the overall improvement in students' academic performance.

The competitive aspect of the TGT model was a key driver of student motivation and engagement. The structure of the TGT model incorporated elements of competition, with teams earning points based on their performance in games. This friendly competition created a sense of excitement and urgency, encouraging students to pay attention, participate actively, and strive for success. It is important to note that while competition was a motivating factor, it was designed to be cooperative rather than individualistic. Teams worked together to answer questions, solve problems, and earn points, reinforcing the idea that success is a shared achievement. This balance between competition and cooperation helped students feel motivated without fostering an overly competitive or cutthroat atmosphere. In fact, students seemed to thrive in an environment where they could compete, but the primary focus remained on collective learning rather than individual performance. The rewards system, which included small prizes for winning teams, further fueled students' motivation. This form of positive reinforcement provided an additional incentive for students to engage with the material and put in their best effort. The excitement of the games and the anticipation of earning rewards kept students focused and eager to participate in subsequent learning activities.

The teacher's role in the TGT model is that of a facilitator rather than a traditional instructor. The teacher is responsible for setting up the games, providing guidance to the teams, and offering feedback, but the students themselves are at the center of the learning process. This shift in the teacher's role was noted as a significant change from traditional teaching methods. The teacher observed that students became more self-reliant and independent in their learning. Instead of relying solely on the teacher for information, students began to take responsibility for their own learning by collaborating with their teammates and engaging in problem-solving activities. The teacher's role was to monitor the progress of the teams, provide support when necessary, and ensure that all students were actively involved in the learning process. By facilitating rather than dictating the learning, the teacher was able to create a more student-centered classroom where students felt empowered to take control of their learning. This approach aligns with modern educational practices that emphasize active learning and student agency.

The positive feedback from students further supports the conclusion that the TGT model was effective in improving their learning outcomes. Surveys and interviews revealed that students enjoyed the interactive, team-based activities and felt more engaged in the learning process. Many students reported that they found the games to be a fun and motivating way to learn, and they appreciated the opportunity to collaborate with their peers. One student's comment, "I like working in teams because I can help my friends, and they help me too," highlights the social benefits of the TGT model. Students felt more connected to their peers and were able to learn in a supportive, collaborative environment. This sense of community within the classroom not only improved their academic performance but also contributed to their overall enjoyment of the learning process.

Despite the overall success of the TGT model, there were some limitations and challenges encountered during the study. One of the main challenges was managing the time required for each game and activity. While the competitive games were highly engaging, they also took time away from direct instruction. Balancing the time spent on games with the need to cover the entire curriculum was a concern for the teacher.

Another challenge was ensuring that all students participated equally in the team-based activities. In some cases, a few students were more dominant in the discussions and games, while others were less involved. The teacher had to carefully monitor the groups to ensure that all students were contributing and benefiting from the cooperative learning process. Finally, while the TGT model proved effective in improving academic outcomes, it may not be suitable for all students or all subject areas. Some students may prefer more traditional forms of instruction, and the highly interactive nature of the TGT model may

not suit every student's learning style. It is important for teachers to consider the needs and preferences of their students when deciding whether to implement the TGT model.

In conclusion, the TGT cooperative learning model had a profound impact on students' learning outcomes in Islamic Education at Private Elementary School 101820 Bina Karya. The model improved students' academic performance, increased engagement, fostered cooperation, and enhanced motivation. By incorporating teamwork, competition, and peer teaching, the TGT model created an interactive and supportive learning environment that encouraged students to take an active role in their learning. The positive feedback from students, combined with the teacher's observations, suggests that the TGT model is an effective strategy for improving student outcomes in primary education.

CONCLUSION

Based on the findings and discussion of the research, it can be concluded that the implementation of the Teams Games Tournament (TGT) cooperative learning model in Islamic Education at Private Elementary School 101820 Bina Karya significantly enhanced students' learning outcomes. The use of TGT provided students with opportunities to actively engage in the learning process, apply knowledge collaboratively, and benefit from a competitive yet supportive environment. First, the academic performance of the students improved substantially, as reflected in the increase in their test scores from the pre-test to the post-test. This improvement can be attributed to the active participation and the collaborative learning environment fostered by the TGT model. The use of competitive games helped reinforce the material and encouraged students to revise and review content in a more interactive manner. Second, student engagement and motivation were notably increased. The TGT model shifted the focus from passive learning to an interactive, enjoyable, and dynamic classroom atmosphere. Students became more enthusiastic about their learning, as evidenced by their increased participation in the activities. The competitive element of the games, combined with teamwork, provided a source of motivation that drove students to perform better academically and engage more fully in lessons. Additionally, the TGT model effectively promoted cooperation and peer learning. By working in teams, students developed essential social and communication skills, learning how to collaborate, share ideas, and support one another's learning. This not only helped them improve academically but also encouraged positive peer relationships, which are important for their overall development. Furthermore, the teacher's role as a facilitator was crucial in ensuring the success of the model. By guiding and supporting the teams, the teacher allowed students to take more responsibility for their own learning, which contributed to the development of their independent learning skills. Despite some challenges, such as time management and ensuring equal participation within teams, the overall results of the study indicate that the TGT model is an effective strategy for improving student outcomes in Islamic Education. It creates a more interactive, engaging, and cooperative learning environment, which can lead to better academic performance and a more enjoyable learning experience for students. In conclusion, the implementation of the TGT cooperative learning model is highly recommended for enhancing students' learning outcomes, particularly in subjects that require active participation and collaboration, such as Islamic Education. The model not only improves academic performance but also fosters social skills, motivation, and a deeper understanding of the material.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.

- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.

- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.