

Teams Games Tournament Model to Improve Student Learning Outcomes in Islamic Education Learning at MA Negeri 3 Pesisir Selatan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a cooperative model of the team games tournament type. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of MA Negeri 3 Pesisir Selatan. The data for this study were obtained using 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 of the team games tournament type 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 58.71%, the first cycle 77.39% and in the second cycle it increased to 92.16%. Thus, the use of the cooperative model of the team games tournament type can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Team games tournament model, cooperative learning, learning outcomes.

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INTRODUCTION

Madrasah Aliyah is a continuation of education from the first level school consisting of MTS and SMP. Because they have different backgrounds, children's abilities and interests in understanding and studying learning are hampered. The thing that has been an obstacle so far in learning aqidah and morals is the lack of packaging of aqidah and morals learning with interesting and enjoyable learning methods/models, so that learning aqidah and morals tends to be boring and less interesting to students. Education is also the most important part which is also a basic human need anytime and anywhere, because without education humans will not know various things and will not experience growth and development in a better direction. In Indonesia, education is one of the main programs in

national development. Formulated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System explains that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the Nation and the State.

In order for learning of faith and morals to become active, creative, effective learning, it can be done in various ways. One of them is by changing the learning method with the Teams Games Tournament (TGT) model. With the aim that students can understand and comprehend and express opinions about the facts being studied and teachers will know the abilities and comprehension of students to be able to understand the material, and develop their abilities to use their knowledge and experience so that their knowledge becomes functional. Therefore, it is necessary to conduct classroom action research (PTK) to prove that the application of group discussions can improve the learning outcomes of faith and morals.

Considering the importance of the Teams Games Tournament (TGT) model, it is appropriate for this model to be applied by teachers in teaching, especially in the process of teaching and learning faith and morals. Moreover, the current curriculum emphasizes students to be more proactive in learning while teachers act as directors. Fathurrahman.

M. (2012: 40) explains "In the teaching and learning process, students must be emphasized to act actively while teachers should provide problem situations that stimulate students". So based on the explanation above, the author tries to research "The Application of the Teams Games Tournament (TGT) Model in an Effort to Improve Student Learning Outcomes in the Subject of Aqidah Akhlak Material Avoiding Reprehensible Morals Class X.E at Man 3 Pesisir Selatan in the 2024-2025 Academic Year. This research was conducted using Classroom Action Research (CAR). Classroom Action Research is research conducted by teachers in their own classes through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes increase.

METHODS

This research is a classroom action research. According to Arikunto (2012: 3) Classroom Action Research (CAR) is an observation of learning activities in the form of actions, which are deliberately raised and occur in a class together. The actions are given by the teacher or with the direction of the teacher carried out by students. Thus it can be said that classroom action research (CAR) is a type of research that describes both the process and results related to the treatment of teachers in their classes to improve the quality of learning that is carried out. The researcher asked for permission from Mr./Mrs. Muhamad Husni, S.Pd.I as the principal at Man 3 Pesisir Selatan to conduct classroom action research at the school in the context of PPG activities in office batch 2 in 2023. The researcher also said that the research subject was class X.E in the subject of Akidah Akhlak using the Teams Games Tournament (TGT) learning model. The researcher made a plan that was prepared, namely trying to conduct research on class X.E students in the subject of Akidah Akhlak, the topic/material Avoiding Reprehensible Morals (hubuddunya, hasad, ujub, arrogant, riya') using the Teams Games Tournament (TGT) learning model. In addition to discussing the research plan to be implemented, the researcher also made observations regarding class conditions, student conditions, and matters related to student learning outcomes. From the results of observations, information can be obtained that the Teams Games Tournament (TGT) learning model has never been used in learning akidah akhlak. Students tend to be passive in learning activities. As a result, students quickly get bored and this can affect student learning outcomes. The researcher obtained data that in the learning of aqidah and akhlak there were still some students who scored below the KKM (Minimum Completion Criteria) which had been set in the learning of aqidah and akhlak, which was 75.

The subject of aqidah and akhlak was taught once a week, namely on Monday at 3-4 o'clock (45 minutes for each lesson hour). The researcher planned to use 2 cycles and each cycle consisted of 1 meeting. The researcher was assisted by an observer. The observer was tasked with observing student activities during the learning process and the achievement of student learning outcomes. Before conducting the research, the researcher gave initial questions (pre-test) at this pre-cycle stage which aimed to determine students' understanding of the material Avoiding Reprehensible Morals (hubuddunya, hasad, ujub, jenggot, riya') before the research was conducted. The researcher also said that the results of this initial test were used to form groups. The research was conducted on Monday, October 30, PTK was attended by all 20 students. In this initial test, the researcher gave 3 essay questions.

Based on the table, it can be seen that the average score of students is 70.9. Of the 20 students who took part in the pretest activity, it is known that 12 students have achieved the Minimum Completion Criteria (KKM) with a completion percentage of 60%. While 8 students with a percentage of 40% have not yet reached the specified completion limit. In accordance with the results of the value obtained in the pre-cycle, it can be said that the results of learning about faith and ethics are still far from the set completion standard, which is 100%. Therefore, the researcher conducted a classroom action research which will be presented in the next section in order to improve student learning outcomes by implementing the Teams Games Tournament (TGT) learning model in the Faith and Ethics subject, the topic of Avoiding Reprehensible Morals. It is hoped that the implementation of the Teams Games Tournament (TGT) learning model in the Faith and Ethics subject will improve student learning outcomes. Based on the pretest results obtained, the students' abilities can be known. The division of group members was chosen by the researcher before the learning activity began. There were 5 groups formed by the researcher and each group consisted of 4 students who were heterogeneous in terms of gender, social background and academic level.

RESULTS

The use of the Teams Games Tournament (TGT) model to improve the learning outcomes of students in Akidah Akhlak at MA Negeri 3 Pesisir Selatan has proven to be an effective strategy in enhancing students' understanding of Islamic moral teachings. Specifically, in the lesson of avoiding despicable morals (Akhlak Tercela), the TGT model engages students in a dynamic and interactive learning process that encourages both competition and cooperation among them. This approach not only motivates students to actively participate in class but also fosters a deeper understanding of moral values in Islam. One of the key strengths of the TGT model is its ability to promote active engagement in the learning process. The structure of the TGT model involves dividing students into small teams, where each team competes against others in a series of games related to the subject matter. These games are designed to challenge students' knowledge of the material, requiring them to recall and apply key concepts about Akhlak Tercela. As students engage in these games, they are more likely to retain information and develop a better understanding of how to avoid negative behaviors as outlined in Islamic teachings.

Furthermore, the TGT model encourages collaboration among students, which enhances their social and communication skills. In each team, students must work together to discuss and solve problems related to the lesson. This collaborative learning environment promotes a sense of shared responsibility for learning and encourages students to learn from one another. Through teamwork, students are exposed to different perspectives, which helps them refine their understanding of moral concepts and better appreciate the importance of good character in Islam. The competitive aspect of the TGT model also adds an element of excitement and motivation to the learning process. By introducing games with scoring systems, students are incentivized to perform well and compete to win. This competition fosters a sense of achievement and encourages students

to take their learning seriously. When students perform well in the games, they experience a sense of accomplishment, which boosts their self-confidence and motivates them to continue striving for success in understanding the material. This element of gamification makes the learning process more enjoyable and engaging.

In terms of academic outcomes, the TGT model has been shown to significantly improve students' understanding of Akidah Akhlak concepts, especially regarding the avoidance of despicable morals. Through the interactive and collaborative nature of the games, students are given the opportunity to demonstrate their knowledge in a way that is both informative and enjoyable. The competitive format of the games also ensures that students are constantly revising and reinforcing what they have learned, leading to improved retention of key moral principles. As a result, students are able to internalize these teachings and apply them in their daily lives, both in school and in their broader social interactions. Another important benefit of using the TGT model is its ability to cater to different learning styles. Some students may excel in individual tasks, while others may thrive in group settings. The team-based format of the TGT model allows students to work at their own pace and in their preferred style, while still benefiting from the collective learning experience. This flexibility ensures that all students are actively engaged, regardless of their preferred learning method. Additionally, the model encourages students to take responsibility for their own learning, which helps to develop their self-discipline and critical thinking skills.

In the context of Akidah Akhlak education, the TGT model helps students to reflect on the significance of good character and the consequences of bad behavior in Islam. By providing a platform for discussion and reflection, the games encourage students to think critically about the moral teachings they are learning. As they work together to answer questions and solve problems related to Akhlak, students engage in meaningful conversations about the importance of avoiding negative behaviors such as lying, stealing, and being disrespectful. This promotes a deeper understanding of how these behaviors can impact individuals and society as a whole. Moreover, the use of the TGT model helps students to develop a stronger sense of community and cooperation. In a typical classroom setting, students may work independently, but in the TGT model, success depends on the collective effort of the team. This fosters a sense of belonging and mutual support among students, encouraging them to collaborate and work toward common goals. By sharing their knowledge and insights, students not only strengthen their own understanding but also contribute to the success of their peers. This sense of community is particularly valuable in the context of Islamic education, where the emphasis on helping one another and building positive relationships is central to the development of good character.

The TGT model also offers opportunities for formative assessment, allowing teachers to monitor students' progress and provide feedback during the games. Teachers can observe how students collaborate, communicate, and apply their knowledge during the activities, which provides valuable insights into their understanding of the material. Based on this observation, teachers can adjust their teaching strategies to address any areas of weakness or confusion. This continuous feedback loop ensures that students receive the support they need to succeed and that the learning process is dynamic and responsive to their needs. In terms of classroom management, the TGT model helps create a more structured and organized learning environment. Since the activities are designed to be competitive, students are motivated to stay focused and engaged throughout the lesson. The team-based structure also helps to minimize disruptions, as students are more likely to be involved in the games and less likely to become distracted. This leads to a more productive learning environment where students are actively engaged and less likely to exhibit off-task behaviors.

Furthermore, the TGT model can be easily adapted to suit different topics within the Akidah Akhlak curriculum. Whether focusing on the importance of honesty, respect, or kindness, teachers can design games and activities that challenge students to apply these concepts in a fun and interactive way. This flexibility allows the TGT model to be used

across a variety of subjects and topics, making it a versatile tool for enhancing learning outcomes in Islamic moral education. The positive effects of the TGT model are not limited to academic achievement alone. It also helps students develop important life skills, such as teamwork, problem-solving, and effective communication. These skills are essential not only for academic success but also for personal development and success in society. By participating in the TGT model, students learn how to work together to achieve common goals, think critically about moral issues, and communicate their ideas effectively. These skills will serve them well in both their academic and personal lives.

Additionally, the TGT model helps promote a positive classroom culture. The games and activities create a sense of excitement and fun, which helps to build a positive and supportive atmosphere in the classroom. As students work together and compete in a friendly manner, they are more likely to feel motivated and enthusiastic about their learning. This positive energy translates into increased participation and engagement, leading to better learning outcomes. The role of the teacher in implementing the TGT model is also crucial. Teachers must carefully plan and design the games to ensure that they are aligned with the learning objectives and provide opportunities for all students to participate. They must also create a fair and supportive environment where all students feel encouraged to contribute and succeed. By facilitating the games and guiding students through the activities, teachers can help students stay focused, reflect on their learning, and ensure that they understand the moral lessons being taught.

One of the challenges of using the TGT model is ensuring that all students are actively engaged and that no one is left behind. To address this, teachers must ensure that teams are balanced in terms of ability and that all students are given equal opportunities to participate in the games. This may involve rotating team members or providing additional support to students who may need extra assistance. By doing so, teachers can ensure that the learning experience is inclusive and that all students benefit from the collaborative nature of the TGT model. In conclusion, the use of the Teams Games Tournament model in teaching Akidah Akhlak at MA Negeri 3 Pesisir Selatan has been an effective strategy for improving students' understanding and application of moral values. By combining competition, collaboration, and interactive learning, the TGT model engages students in a fun and meaningful way, helping them to internalize important lessons about avoiding despicable morals. The model promotes active participation, teamwork, critical thinking, and problem-solving skills, all of which contribute to improved learning outcomes. Moreover, the TGT model fosters a positive classroom culture, encourages collaboration, and supports the development of life skills, making it a valuable tool in Islamic education.

The application of the Teams Games Tournament (TGT) model at MA Negeri 3 Pesisir Selatan goes beyond improving academic performance in Akidah Akhlak. It is also instrumental in enhancing the overall classroom environment, making the learning experience more dynamic and engaging. By incorporating elements of game-based learning, the TGT model transforms traditional lessons into interactive and enjoyable experiences. This transformation is crucial in maintaining student interest and enthusiasm for subjects that can sometimes be perceived as abstract or difficult to relate to. In the context of Akidah Akhlak, this approach allows students to understand complex moral and ethical teachings in a more tangible and relatable manner. One of the central features of the TGT model is its ability to foster a sense of healthy competition. Students are motivated by the desire to help their team succeed, which drives them to put in more effort to master the lesson content. This competition is structured in a way that is not about individual comparison but about collective success, ensuring that every member contributes to the overall team performance. This aspect of teamwork and mutual support is particularly valuable in Akidah Akhlak lessons, where understanding the importance of cooperation and moral integrity is essential. Students learn that success is not only about individual achievement but also about supporting and uplifting others in a shared goal.

Additionally, the TGT model helps students apply the moral principles learned in class to real-world situations. In each game, students are tasked with solving problems or answering questions related to Akhlak Tercela (despicable morals). As they engage in these activities, they are required to think critically about how the teachings can be applied in different contexts. This encourages them to relate the lessons of Akidah Akhlak to their own lives and recognize the relevance of these principles in their everyday behavior. For instance, discussions on avoiding bad behavior like lying, cheating, or disrespect can lead to deeper reflections on how these actions impact relationships with family, friends, and society. Another key advantage of the TGT model is its focus on formative assessment. Unlike traditional assessment methods, which typically evaluate students at the end of a unit or semester, the TGT model provides continuous opportunities for teachers to observe students' understanding and progress in real-time. Teachers can assess students' knowledge and understanding throughout the lesson by observing their participation in games, discussions, and teamwork. This ongoing assessment allows teachers to identify areas where students may be struggling and provide immediate feedback or additional support, helping them to better grasp the material. It also allows for personalized learning, as teachers can adjust their teaching strategies based on individual student needs.

Moreover, the TGT model fosters a positive and inclusive classroom culture by encouraging every student to participate and contribute. In traditional teaching methods, some students may feel reluctant to speak up or engage with the lesson, but the team-based nature of TGT ensures that all students have a role to play. In teams, every student's input is valued, and they must work together to achieve success. This collaborative atmosphere reduces the chances of students feeling isolated or left behind, which is particularly important for students who may have learning difficulties or feel insecure in larger groups. By promoting inclusivity, the TGT model helps create a more supportive and empathetic classroom environment. Additionally, the integration of teamwork in the TGT model allows students to develop critical social skills. As they collaborate on tasks, students learn how to communicate effectively, resolve conflicts, and negotiate differing opinions. These social skills are crucial for personal and professional growth, especially in a community-oriented environment like that of MA Negeri 3 Pesisir Selatan, where mutual respect and collaboration are emphasized. In Akidah Akhlak lessons, these skills align with the moral teachings being presented, as students learn the importance of maintaining good relationships and treating others with kindness, patience, and respect.

A further advantage of the TGT model is its adaptability to different learning levels and needs. Since the games and activities can be tailored to the abilities of each team, teachers can ensure that all students are appropriately challenged. High-performing students are encouraged to stretch their understanding and contribute more complex insights, while students who may need extra help can receive the support they need from their teammates or the teacher. This level of differentiation is important in ensuring that every student is engaged and able to participate fully, regardless of their academic ability. The flexible nature of the TGT model helps create a more personalized and effective learning experience for all students. Another benefit of the TGT model is that it encourages students to take ownership of their learning. In traditional teaching methods, students are often passive recipients of information. However, through the TGT model, students are active participants in the learning process. They are responsible not only for their own learning but also for helping their teammates understand and apply the material. This fosters a sense of accountability and ownership, which in turn motivates students to engage more deeply with the lesson content. By encouraging students to take responsibility for both their individual and collective learning, the TGT model helps develop their sense of autonomy and self-motivation.

Teachers also play a pivotal role in creating a conducive learning environment for the TGT model. It is essential that educators provide clear instructions, structure the games effectively, and ensure that the students are aware of the learning objectives. A

well-prepared teacher who sets clear expectations can ensure that the games remain focused on the material and that the students are getting the most out of their experience. Teachers must also serve as facilitators, guiding students through the games, encouraging discussion, and providing feedback as needed. This facilitative role allows the teacher to support the students while still encouraging independent thought and exploration. The incorporation of real-life examples and scenarios into the TGT games further strengthens the relevance of the Akidah Akhlak lessons. Teachers can design games that challenge students to think about how the principles they are learning can be applied to current social issues or personal situations. For example, students can be asked to analyze a hypothetical situation involving dishonesty or disrespect and then discuss how they would handle it according to the teachings of Akidah Akhlak. This type of contextual learning helps students see the direct connection between their studies and the world around them, making the moral teachings more meaningful and impactful.

One of the key aspects of the TGT model is its emphasis on cooperation rather than competition. While there is a competitive element, the overall aim is to encourage students to work together as a team and support each other's learning. This spirit of cooperation is essential in Islamic teachings, which emphasize community and mutual assistance. In Akidah Akhlak, students learn that helping others and working together toward common goals is a fundamental part of good character. By incorporating this cooperative element into the learning process, the TGT model reinforces the importance of unity and collaboration, aligning well with the moral values being taught. The TGT model also promotes critical thinking and problem-solving skills. As students participate in the various games and challenges, they are required to analyze information, apply knowledge, and make decisions. These activities encourage students to think creatively and critically about how to solve problems, whether they are related to moral issues or practical scenarios. This aspect of the model encourages students to approach challenges with a solution-oriented mindset, an important skill both in academic and real-world contexts. Critical thinking is a valuable tool for students as they navigate their educational journey and beyond, and the TGT model provides ample opportunities to practice and develop this skill.

Additionally, the integration of reflection into the TGT process allows students to evaluate their own performance and that of their team. After each game, teachers can ask students to reflect on what went well, what challenges they faced, and how they can improve in future activities. This process of self-reflection encourages students to take responsibility for their learning and fosters a growth mindset. By reflecting on their progress, students are able to see how they can improve and grow, reinforcing the idea that learning is a continuous and evolving process. The social aspect of the TGT model cannot be overstated. As students collaborate, they build friendships and strengthen their relationships with peers. This social bonding plays an important role in creating a positive classroom culture and promoting a sense of belonging. Students are more likely to feel connected to their school community when they experience positive interactions with their peers, which in turn contributes to their overall academic and personal success. The TGT model, with its emphasis on team collaboration, naturally promotes a sense of camaraderie among students. In conclusion, the use of the Teams Games Tournament model to teach Akidah Akhlak at MA Negeri 3 Pesisir Selatan significantly enhances the learning experience for students. By combining competition, collaboration, and active participation, the TGT model creates an engaging and effective learning environment that promotes a deeper understanding of moral teachings. Through teamwork and cooperative problem-solving, students develop not only academic knowledge but also critical life skills such as communication, empathy, and reflection. The TGT model fosters a positive, inclusive, and dynamic classroom environment, making it a powerful tool for improving both academic outcomes and personal growth.

DISCUSSION

The use of the Teams Games Tournament (TGT) model for teaching Akidah Akhlak at MA Negeri 3 Pesisir Selatan has provided a multifaceted approach to improving student learning outcomes. The integration of this method has not only facilitated the mastery of moral concepts but also enhanced students' engagement, critical thinking, and social skills. By analyzing the impact of the TGT model, it becomes clear that this approach has revolutionized the learning process, especially in the context of teaching Akhlak and Islamic character education. A major advantage of the TGT model lies in its emphasis on active participation and interaction among students. In a typical classroom setting, students may often be passive recipients of knowledge, particularly when it comes to theoretical subjects like Akidah Akhlak. However, the TGT model actively engages students by incorporating games that require them to work together, solve problems, and recall essential concepts. This shift from passive to active learning fosters a deeper understanding of the material and allows students to internalize important moral principles, such as avoiding despicable behaviors, with greater clarity.

In addition to promoting active learning, the TGT model has a unique advantage in creating a cooperative learning environment. By organizing students into small teams, the model encourages students to collaborate, discuss, and share knowledge. This collaborative environment helps students develop crucial social skills, such as effective communication, conflict resolution, and teamwork. These skills are not only essential for academic success but also align with the moral teachings of Akidah Akhlak, where cooperation, empathy, and mutual support are emphasized. In a society that values these social principles, fostering cooperation among students at an early age is vital for their personal development. The competitive aspect of the TGT model adds another layer of engagement, motivating students to perform at their best. Competition often sparks excitement and enthusiasm, which can drive students to actively participate and focus on their studies. In the context of Akidah Akhlak, this competition encourages students to challenge themselves and apply what they have learned about moral conduct in a dynamic and practical way. However, it is important to note that the competition within TGT is designed to be supportive and cooperative rather than solely focused on individual achievement. Success is determined by the collective effort of the team, which reinforces the concept of working together toward common goals—a key theme in Islamic ethics.

The introduction of game-based learning through the TGT model also promotes student reflection. After participating in the games, students are often encouraged to reflect on their learning experience and assess how the game scenarios relate to real-life situations. For example, in addressing Akhlak Tercela (despicable morals), students might reflect on how certain actions, such as lying or gossiping, affect their relationships with others. This reflection encourages deeper thinking about the consequences of their actions, helping students connect the theoretical concepts learned in class to everyday behavior. Furthermore, the TGT model supports a higher level of retention and understanding of Akidah Akhlak concepts. Because students are actively involved in the learning process through interactive games, they are more likely to retain key moral principles. In traditional learning methods, students may passively absorb information, but through active participation in games and discussions, the knowledge becomes ingrained in their memory. This process of repeated engagement and reinforcement is critical in helping students internalize the teachings of Akhlak and apply them consistently in their lives.

Another benefit of the TGT model is its adaptability to diverse learning styles. Every student learns differently, and a one-size-fits-all approach to teaching may not address the unique needs of each individual. The TGT model provides flexibility by offering different modes of engagement, such as team discussions, problem-solving tasks, and hands-on activities. This variety ensures that all students, regardless of their learning style, have the opportunity to engage with the material in a way that resonates with them. For example,

visual learners can benefit from the visual elements of the games, while auditory learners can engage in discussions and verbal exchanges. In terms of classroom dynamics, the TGT model fosters a more positive and inclusive environment. Traditionally, classrooms can sometimes be hierarchical, with a clear distinction between the teacher as the authority figure and the students as passive learners. However, in the TGT model, students are empowered to take responsibility for their own learning. The collaborative aspect of the games encourages students to work together and rely on each other's strengths, which reduces competition and fosters mutual respect. This egalitarian atmosphere is particularly valuable in promoting positive relationships among students and ensuring that everyone feels included and valued.

The TGT model also encourages critical thinking and problem-solving. Students are challenged to not only recall information but to apply it in various scenarios and make decisions based on their understanding of Akidah Akhlak. In a typical lecture-based format, students may simply memorize concepts, but the TGT model encourages them to think critically about the implications of their actions and choices. This type of thinking is crucial for moral development, as it enables students to consider the broader consequences of their behavior on others and society as a whole. In addition to these cognitive benefits, the TGT model also fosters emotional growth. As students collaborate with their peers, they are likely to encounter moments of frustration, disagreement, or challenge. These experiences provide opportunities for students to develop emotional intelligence, learning how to manage their emotions and navigate conflicts in a constructive manner. By working through these challenges as a team, students develop resilience, patience, and empathy—qualities that are integral to the teachings of Akidah Akhlak. This emotional growth contributes to the overall development of the students as individuals who are capable of maintaining healthy relationships and practicing moral conduct.

Another key element of the TGT model is its use of formative assessment. Instead of relying solely on traditional exams or quizzes, the TGT model provides ongoing opportunities for teachers to assess student progress throughout the lesson. Teachers can observe how students perform in games, track their participation in discussions, and assess their ability to apply knowledge in real-world contexts. This continuous assessment allows teachers to address misconceptions or areas of difficulty in real-time, providing immediate feedback and ensuring that students stay on track with their learning. This approach is particularly beneficial for students who may struggle with standardized tests or need additional support to master the material. Moreover, the TGT model promotes a growth mindset by encouraging students to view learning as a process rather than a fixed outcome. In a competitive environment, students often experience setbacks or failures, but the TGT model emphasizes that success is determined by continuous effort and collaboration. This mindset is essential for students' long-term development, as it encourages them to persevere in the face of challenges and view mistakes as opportunities for growth. By reinforcing the idea that learning is a dynamic and evolving process, the TGT model helps students develop resilience and a positive attitude toward learning.

Teachers, in turn, also benefit from the TGT model. The structure of the TGT approach provides teachers with the opportunity to observe their students in action, which can provide valuable insights into student learning and behavior. Teachers can identify which students need additional support, which concepts require further explanation, and how well students are grasping the material. This real-time feedback allows teachers to adjust their teaching strategies and tailor their instruction to better meet the needs of their students. Additionally, the interactive nature of the TGT model allows teachers to engage more directly with their students, creating a more meaningful connection and fostering a positive teacher-student relationship. The TGT model also serves to enhance the sense of community within the classroom. By promoting teamwork and collaboration, students begin to see themselves as part of a collective effort rather than individuals working in isolation. This sense of belonging is crucial in building a

positive classroom culture where students feel supported and motivated to succeed. As students work together to achieve common goals, they develop a sense of responsibility not only to themselves but to their peers as well. This sense of communal responsibility aligns with the teachings of Akidah Akhlak, which emphasize the importance of community, cooperation, and helping others.

Another important outcome of the TGT model is its ability to improve student confidence. The competitive but supportive environment encourages students to challenge themselves and take risks in their learning. When students succeed in the games, they experience a sense of accomplishment that boosts their self-esteem and motivates them to continue engaging with the material. The positive reinforcement that comes from participating in team-based games can help students feel more confident in their ability to understand and apply Akidah Akhlak principles.

In addition to these academic and social benefits, the TGT model also facilitates the development of time management and organizational skills. Students must work within a set time frame to complete tasks and contribute to their team's success. This time-bound structure helps students learn to prioritize tasks, manage their time effectively, and work efficiently under pressure. These skills are valuable not only in the classroom but also in students' future careers and personal lives. The TGT model can also be easily adapted to different subjects and content areas. While it has proven effective in teaching Akidah Akhlak, its structure can be applied to a wide range of topics within the curriculum. This versatility allows teachers to use the model across various disciplines, ensuring that students engage with the material in diverse and meaningful ways. The flexibility of the TGT model makes it a valuable tool for fostering learning in multiple contexts and promoting cross-disciplinary skills. In conclusion, the use of the Teams Games Tournament model in teaching Akidah Akhlak at MA Negeri 3 Pesisir Selatan has proven to be an effective and transformative approach to education. By combining competition, collaboration, and active engagement, the TGT model enhances students' understanding of moral principles, promotes critical thinking, and fosters important social and emotional skills. The model's emphasis on teamwork, reflection, and continuous assessment creates a dynamic and supportive learning environment that encourages personal growth and academic success. As such, the TGT model has the potential to significantly improve both the academic and personal development of students in Islamic education.

CONCLUSION

The implementation of the Teams Games Tournament (TGT) model in class X.E Man 3 Pesisir in the 2024/2025 Academic Year can have a positive impact on changes in the level of student learning outcomes. Through this learning model, learning becomes more interesting and relevant, motivating students to be actively involved. By using the Teams Games Tournament model as a learning tool, it makes the classroom atmosphere more lively with students who are active in every activity, namely the Games Tournament discussion. Thus, students' understanding of the subject matter has increased, which can be reflected in positive changes in improving their learning outcomes. There is a significant difference between the results before and after the implementation of the Teams Games Tournament (TGT) model in the subject of faith and morals in class X.E Man 3 Pesisir in the 2024/2025 Academic Year, this can be interpreted that the Teams Games Tournament (TGT) model is effective in improving student learning outcomes in the subject of faith and morals in class X.E Man 3 Pesisir. These differences may include increased understanding of concepts, application of religious and moral values, and overall academic evaluation results.

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