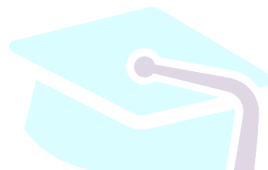


## Improving Student Learning Outcomes through the Teams Games Tournament Model on Mandatory Fasting Materials at SD Negeri Mbarung

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using Teams Games Tournament. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that Teams Games Tournament can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 67.39% and in the second cycle it increased to 88.96%. Thus, the use of student worksheets can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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### INTRODUCTION

PAI is one of the fields of study taught in elementary school that has a large role in realizing the goals of national education. This is in accordance with UU RI No. 20 of 2003 chapter II article 3 about SISDIKNAS which reads "National Education aims to develop the potential of students to become people of faith, piety and noble character, knowledgeable, capable, creative, independent and responsible." Nowadays, it cannot be denied that Islamic Education is still shrouded in various problems. Among the problems and indicators of stagnation that have been haunting Islamic education is the application of learning methods. The learning methods applied in PAI learning so far are still dominated by the lecture method. The method is still often used by PAI teachers in the learning process, because the method is considered the simplest and only conveys information. The method still often makes students bored, especially if it is applied to children of Primary School age. Considering that the age of Primary School still belongs to the age of children who psychologically like to play, then the desire to play should be directed in the sense that even while playing they still learn. This needs to be applied to students so that they

don't get bored in learning. Learning while playing will be more meaningful and enjoyable for students of Primary School age.

But, in fact, based on the information obtained from the researcher's interview with the Mbarung Negeri SD PAI teacher, that in the PAI learning process, the method used is more the lecture method. Students only swallow and listen to the things presented by the teacher. Download ptk pai sd class 6 Moreover, the condition of students in learning PAI, states that the interest/enthusiasm of students in carrying out the teacher's duties, the ability of students in receiving lessons, the ability of students in connecting the subject matter with the real world, the ability of students in learning together, the ability of students in asking questions, the ability in presenting arguments, the courage of students in explaining the material, it is felt that it is still low not in line with the expected competence and not in line with what is required by PAI itself, that is, students are able to understand and practice religious knowledge acquired in everyday life.

This is more specific in understanding the material concept of compulsory fasting and its application in daily life for students in class IV of the even semester at SD Negeri Mbarung. Students experience many difficulties in understanding the material concept of compulsory fasting and its provisions. Learning activities in class and individual student activities are still very determined and dependent on the teacher. This is also shown from the learning results on the summative test of the material from the previous year, the average value of many students is still below the KKM that has been determined, which is 68. Therefore, it is necessary that conventional methods that emphasize more on the cognitive domain are replaced by modern methods that not only emphasize the cognitive domain but also the affective and psi comotor domains.

In line with the above, PAI learning in elementary school must necessarily touch the three domains, of course by using learning methods and strategies that can touch all three. One of the efforts made by researchers and collaborators is to change the conventional method that is usually applied in PAI learning by using a TGT type (Teams Games Tournament) cooperative learning model. According to SlalVn collected by Buchari Alma, the cooperative learning model or Cooperative Learning is a learning model by using small groups, working together. The success of this model is highly dependent on the ability of group members to act, both individually and in group form. And in cooperative learning, learning is said to be incomplete if one of the group members has not yet mastered the learning material. In other words, in completing the group task, each student member of the group should work together and help each other.

TGT or Team Game Competition is one of the cooperative learning models. It is necessary to apply cooperative learning in the field of PAI studies as an effort to improve student learning outcomes because cooperative learning is expected to improve learning ability (academic achievement), increase student involvement/activity, increase motivation and self-confidence as well as increase the sense of fun at school, because cooperative learning of the TGT type contains game elements. So, students do not feel bored in class. Learning activities with games designed in TGT type cooperative learning enable students to learn more relaxed in addition to fostering responsibility, cooperation, healthy competition and learning involvement. TGT (Teams Games Tournament) uses an academic tournament, and uses quizzes and an individual progress score system, where students compete as representatives of their teams against other working members.

## **METHODS**

This class action research was carried out on January 6 to 11, 2025. As for the place used as the research site, Mbarung State Elementary School is located in Babussalam Subdistrict, Aceh Southeast Regency. The subjects examined in this research include teacher and student factors. The subject teacher who was researched was a class IV PAI subject teacher at Negeri Mbarung SD who also played a role as a collaborator in this research. What was studied was the teacher's skill in applying the TGT type cooperative

learning model in class IV PAI lessons at Mbarung SD Negeri SD in an effort to improve student learning outcomes. The subjects of the students who were researched were class IV students of Negeri Mbarung SD in the even semester of the academic year 2024/2025 with a total of 25 students. An example of ptk pai sd doc. Also, what was studied was the activity of the students in following the learning process, the response of the students and their learning results before and after following the learning process with the TGT type cooperative learning model in each cycle.

This research is Class Action Research (PTK) on PAI lessons. Class action research is a form of investigation that is reflective, participatory, collaborative, and spiral that aims to improve systems, work methods, processes, content, competencies, and situations. In Masnur Muslich's book, PTK or often called classroom action research is action research whose activities are more directed at solving learning problems through direct application in the classroom. This PTK is participative, collaborative, and reflective. It is said to be participative because PTK is carried out by the researcher himself starting from the determination of the topic, formulation of the problem, planning, implementation, analysis, and reporting. It is said to be collaborative because the implementation of PTK can also involve peers. While PTK is reflective, it means that PTK starts from a reflection process on the impact of the actions that the teacher has done so far related to learning tasks in the classroom.

In general, the action research procedure includes 4 cycles: planning, acting, observing, and reflecting. Meanwhile, according to Raka Joni, there are 5 stages of PTK implementation which are relay points found in a cycle. The stages include: determining the focus of the research problem, action planning, action implementation, observation and interpretation, analysis and reflection. The first step, the plan (planning) of the activities carried out include identifying the problem, formulating the problem and analyzing the cause of the problem, and developing an intervention (action/solution). Second, the action (acting) implemented by the researcher to improve the problem such as what action was taken the first time? How is the class organized? Who is the collaborator? Who takes the data?. Third, observation (observing) is an observation activity (data collection) to photograph how far the effect of the action has reached the target, what kind of data needs to be collected? How to collect and analyze data? Fourth, reflection (reflecting) about the changes that occur (a) in the students, (b) the classroom atmosphere, and (c) the teacher.

At this stage, teachers as researchers answer the questions of why (why), how (how), and to what extent (to what extent) the intervention has produced significant changes. Collaboration with friends (including experts) will play an important role in deciding "Judging the value" (how far the action has brought change: what/where the change occurred, why so, what are the advantages/disadvantages, how are the steps to improve it, and so on. The above chain of activities is called a cycle of problem-solving activities, if in one cycle there has not been a significant change towards improvement, then the research activities are continued in the second cycle and so on. So, in one cycle each consists of planning, acting, observing, and reflecting.

In this research, the author focuses on the application of the cooperative learning model of the TGT type as an effort to improve the learning outcomes of the students in the PAI lesson on the topic of recognizing obligatory fasting in class IV of the even semester at SD Negeri Mbarung in the academic year 2024/2025. The researcher chose class IV as the subject of the research because based on observation, the characteristics of the students are less interested in learning PAI so that the learning outcomes achieved are still many that are below the KKM that has been determined which is 68. This research uses a Class Action research design (PTK) which consists of cycles. In this research, 2 cycles were taken.

The implementation of this research was carried out in a participatory collaboration between the PAI class IV Mbarung SD subject teacher and the researcher. The research steps carried out in each cycle can be explained in detail as follows: In this pre-cycle the

researcher has not given the method that will be offered to subject teachers so that the teaching used is still pure and has not been mixed by the researcher. The learning model used by the class teacher is a conventional learning model in the form of lectures. Then it will result in a monotonous learning that eventually makes the students feel bored. As a result, the learning outcomes obtained by students are still many that have not reached the KKM that has been determined, which is 68. The average score of students is also said to be low, which is 64.43. The information was obtained from interviews and direct observations with PAI teachers at SD Negeri Mbarung on January 6 and 11, 2025.

Therefore, it is necessary to conduct research in this class in order to improve the learning outcomes of students in PAI learning that is in accordance with the KKM that has been determined. This Cycle I was implemented twice, namely on the 13th and 15th of January 2025. The implementation of learning using the TGT (Teams Games Tournament) type cooperative learning model in cycle I was implemented through several stages, namely, as follows: Collaboration (cooperation) in PTK between teachers and researchers becomes important especially in understanding, agreement about problems, decision-making which ultimately gives rise to common actions (action). Through collaboration, they jointly investigate and study the real problems faced by teachers and students at school. In collaborative research, the party who performs the action is the teacher himself, while the one who is asked to observe the progress of the action process is the researcher, not the teacher who is performing the action. As a collaborative researcher, the position between researcher and teacher has a role that requires and complements each other to achieve goals. The role of collaboration greatly determines the success of PTK, especially in the activities of diagnosing problems, compiling proposals, taking action, observation, recording data, evaluation, reflection, seminar the results, and compiling the final report.

The cooperation here is in the form of a collaborator's point of view in an effort to improve student learning outcomes. Therefore, researchers need collaborators who can provide input to achieve the research objectives. The collaborator here is the class IV PAI subject teacher of Negeri Mbarung SD. The main data of this research is sourced from students and teachers during the learning process and after learning by using the cooperative learning model of the TGT type of PAI lessons on the topic of recognizing obligatory fasting in class IV of Negeri Mbarung SD. This test method is used to find out the value score through the numbers given to the students with the scoring criteria as written. And to find out the students' ability in PAI learning by applying the TGT type cooperative learning model. Is "a data collection method with a question and answer method that is done systematically and based on the purpose of the research."

This method was used to obtain data about student and teacher responses to the TGT type cooperative learning model by using interview sheets. The observation method is a systematic observation and recording of the phenomena being studied. In a broad sense, it is research conducted by observing objects, either directly or indirectly, intentionally or unintentionally, and all recorded in observation activities that are planned in a flexible and open manner. This method is used to dig data about the situation or condition of the class when learning with the TGT type cooperative learning model takes place, this method is taken by using observation sheets. The data collection method with documentation is the collection of data obtained through documents, which means written items such as books, magazines, documents, minutes, etc.

This method is used to obtain related and supporting documents in this research. For example, the data about the students and the data on the learning performance of PAI subjects of class IV students of Negeri Mbarung SD. A questionnaire is a number of written questions that are used to obtain information from the respondent in the sense of a report about his personality, or things he knows. One of the attitude measurement scale models related to the mental attitude or willingness to do a job is the likert scale. This scale contains a set of items, all of which are arranged to have the same attitude value and each subject is asked to respond in a stepwise manner from strongly agree to strongly disagree.



This method is used to obtain information or data about student responses in the implementation of PAI learning by using a TGT (Teams Games Tournament) type cooperative learning model.

In the questionnaire method, students fill in a list of questions that have been prepared by the researcher after the final cycle. And this questionnaire is used to measure students' attitudes/affections. To analyze the data that has been collected, an analysis of the results that have been achieved by the students in observation sheets, questionnaires, interviews, and evaluation tests is carried out. Research observation data is given by giving values in the form of numbers that are categorized as poor, sufficient, good, and very good. In the action of each cycle, there are 2 meetings for one cycle, then given the treatment of activities that include planning, action, observation, and reflection.

The result of the observation of the learning process is to calculate the total observation score with the following techniques and criteria: To find out about the psychomotor ability of students in following the KBM process, the author made 4 aspects of observation which include: the ability to convey information, the ability to give opinions/ideas, the ability to ask questions, the ability to submit arguments. Then the data obtained was analyzed on the observation sheet instrument by using descriptive techniques through percentages. Observation sheet about the implementation of learning by the teacher. To find out about the implementation of learning by teachers using the cooperative learning model of the TGT type, the author made 4 aspects of observation which include: apperception, presentation of the main material, the application of the cooperative learning model of the TGT type, closing the lesson. Then the data obtained was analyzed on the observation sheet instrument using descriptive techniques through percentages.

The evaluation of the cognitive aspects of the students is taken through the student evaluation test and the TGT quiz at the end of the learning cycle. From the data of the test results and the results of the TGT quiz of the students in each cycle, the result of the percentage of students' learning completion will be known. The results of each student's cycle evaluation are obtained from the end-of-cycle test scores in the form of a multiple choice test (Multiple Choice) and TGT quiz scores. The questionnaire in this research contains the students' perceptions and attitudes towards the application of the TGT (Teams Games Tournament) type cooperative learning model on the basic material of knowing obligatory fasting as well as in learning the concept during the research. Questionnaire scoring in this research uses a scoring system that is a tiered system or tiered option weights. The weight of each level is determined by the researcher, namely: Student evaluation/test results and TGT quiz results at the end of each cycle can be used to get team/group scores that will be analyzed to determine the value of student development. Examples of ptk pai sd doc As for the criteria used in determining the progress of students are as follows:

The development value obtained by students in a group is determined as the development value of the group. The group value obtained is then given a reward according to the following classification: The indicator of success in this research is when the ability of students in class IV Mbarung SD Negeri Mbarung school year 2024/2025 in solving PAI (Islamic Religious Education) questions about obligatory fasting, through the TGT (Teams Games Tournament) type cooperative learning model which is marked by: The average value of students has increased above 68. The completion of classical learning is above 85%.

## RESULTS

The implementation of the Teams Games Tournament (TGT) cooperative learning model in teaching the topic of puasa wajib (obligatory fasting) significantly improved students' learning outcomes in Class IV at SD Negeri Mbarung. Prior to the intervention, many students showed a lack of engagement and struggled with understanding the concepts

related to fasting in Islam. This was evident from the pre-test scores, where the majority of students scored below the minimum competency standard. After applying the TGT model, there was a notable increase in students' participation and motivation. Students became more enthusiastic during learning sessions, especially during the game and tournament phases. They were eager to answer questions, participate in group discussions, and contribute to their team's success. This active involvement helped deepen their understanding of the material, as students were learning collaboratively and competitively in a fun and structured environment.

The results from the post-test showed a marked improvement. The average score of the class increased significantly compared to the pre-test. More than 85% of students achieved scores that met or exceeded the minimum mastery criteria. This demonstrated that the TGT model not only made the learning process more engaging but also effectively supported the students' cognitive development and understanding of the fasting material. In addition to academic achievement, improvements were observed in students' social skills. The TGT model required students to work in teams, which fostered cooperation, respect, and mutual support. Students learned to appreciate each other's strengths, help team members who were struggling, and celebrate success as a group. This created a positive classroom atmosphere that supported both academic and character development.

Student reflections gathered through interviews and observation indicated a strong preference for the TGT model over traditional lecture-based instruction. Many students stated that the competitive aspect of the games made learning more exciting, and they felt more confident answering questions in a team setting. This sense of belonging and encouragement significantly reduced student anxiety and increased classroom participation. The teacher's observation notes revealed that students who were previously passive became more engaged. The opportunity to earn points for their teams served as motivation for every student to contribute. Students who rarely answered questions in previous lessons were more willing to participate, indicating that the model was effective in reaching diverse learning styles and personalities.

Another outcome of the implementation was the improvement in students' retention of material. When assessed again a week after the final tournament, most students were able to recall key concepts about obligatory fasting, its rules, and significance in Islam. This suggests that the TGT model not only helped students learn in the short term but also supported long-term memory retention. The use of simple, age-appropriate language and game-based questioning allowed students of varying academic abilities to participate equally. This inclusivity ensured that lower-performing students were not left behind and were able to learn from their peers. High-achieving students, meanwhile, benefited from reinforcing their knowledge as they helped their teammates.

In terms of assessment, both formative and summative data confirmed the success of the model. Formative assessments conducted during team activities and games showed steady progress in student understanding. The summative assessments (post-tests) provided clear evidence that the TGT model was effective in increasing students' comprehension of the material. Overall, the use of the Teams Games Tournament model in teaching the topic of puasa wajib at SD Negeri Mbarung led to significant improvements in student learning outcomes, classroom engagement, and social interaction. These positive results support the use of TGT as an innovative, effective strategy in Islamic Religious Education at the primary school level.

In addition to academic progress, behavioral changes were also observed among the students throughout the implementation of the TGT model. Students displayed increased discipline and responsibility during classroom activities. They followed the rules of the tournament, respected time limits, and ensured fair play, all of which contributed to a more organized and effective learning environment. This sense of structure helped even the most active or inattentive students stay focused during lessons. The team structure used in TGT also fostered peer learning, which became one of the most powerful components of this strategy. Students who initially found the subject difficult received

support from more capable peers within their teams. This peer-to-peer explanation and encouragement often proved more relatable and effective than teacher instruction alone. As a result, students not only improved academically but also developed empathy and leadership qualities.

The model encouraged all students to stay consistently engaged, as the success of the team depended on the performance of each member. This dynamic reduced individual competition and promoted a sense of collective responsibility. Students became more motivated to help their teammates improve, knowing that group success was shared. This shifted the focus from "competing with classmates" to "succeeding together," which aligned well with values of cooperation and togetherness in Islamic education. Parental feedback, collected through informal communication and surveys, indicated a noticeable difference in student behavior and interest in learning. Many parents observed that their children began to share stories about their classroom experiences, particularly about the games and teamwork elements. Some students even practiced the materials at home in preparation for the next tournament session, showing increased intrinsic motivation to learn religious content.

Teachers also found that the TGT model reduced classroom management issues. With students actively engaged in meaningful tasks and focused on helping their teams succeed, disruptions became minimal. Students were more task-oriented and eager to contribute to discussions and games. This allowed the teacher to spend less time on discipline and more time on guiding and supporting learning activities. An important finding from the data was the positive emotional response students had toward the learning experience. Learning through games reduced stress and made Islamic Religious Education feel less intimidating, especially for students who typically struggle with religious terms and abstract concepts. The playful atmosphere created through the tournament model helped create emotional safety, which is vital for cognitive and spiritual growth in young learners.

The implementation also highlighted how TGT could serve as a formative assessment tool. Teachers could easily gauge each student's understanding during game sessions, observing which concepts were well grasped and which needed reinforcement. This immediate feedback allowed teachers to adapt their lesson plans responsively, focusing on areas that required additional clarification before moving on to new content. Group discussions that took place during team preparation encouraged the development of oral communication skills. Students were given the opportunity to ask questions, paraphrase explanations, and negotiate answers with one another. These activities improved their ability to express ideas and respond to others skills that are crucial for both academic success and interpersonal development. The diversity of learning styles present in the classroom was well accommodated by TGT. Visual learners benefited from written question cards and diagrams, auditory learners from discussions and explanations, and kinesthetic learners from the physical movement involved in team-based activities and games. This multimodal approach made the learning experience more accessible and inclusive for all students. Ultimately, the successful application of the Teams Games Tournament model in this context provides strong evidence that cooperative and competitive learning can coexist to produce positive academic and social outcomes. The structure, motivation, collaboration, and enjoyment offered by this model contributed to a holistic learning environment that not only increased knowledge of puasa wajib, but also nurtured student confidence, discipline, and a love for learning.

The application of the cooperative learning model, Teams Games Tournament (TGT), in teaching the topic of obligatory fasting had a significant impact on improving the learning outcomes of fourth-grade students at SD Negeri Mbarung. Initial assessments (pre-tests) revealed that most students had not yet reached the Minimum Competency Criteria (MCC), and the class average was still relatively low. This suggested that the previous instructional methods were not sufficiently effective in delivering the material. After implementing the TGT model, there was a noticeable increase in students'

motivation to learn. The classroom atmosphere, which had previously been passive, transformed into a more active and enjoyable learning environment. Students showed high enthusiasm when participating in educational games within their teams. They collaborated, discussed actively, and worked hard to answer questions correctly for the success of their team.

A significant improvement in academic performance was reflected in the comparison between pre-test and post-test scores. After completing the TGT learning cycle, the class average rose substantially. More than 85% of students achieved scores that met or exceeded the MCC. This indicates that the TGT model effectively helped students understand key concepts in the fasting material. Qualitative observations also supported these findings. Teachers noted positive behavioral changes in students, who became more confident in expressing opinions, asking questions, and taking responsibility for group tasks. Moreover, students demonstrated better use of Islamic terms during discussions, suggesting deeper comprehension of religious content.

Social development was another notable outcome. Students who were previously shy or isolated became more actively involved in team activities. They learned to listen, appreciate different perspectives, and help one another, reflecting strong character development alongside academic growth. The teamwork element also helped build a more inclusive and supportive classroom community. Teachers found that the TGT model made it easier to conduct formative assessments. Through observation of game participation and group discussions, teachers could assess students' understanding in real time. This allowed them to adapt instruction and provide targeted support where needed, making the learning process more effective and responsive. Students appeared more focused and engaged during lessons. The structure of the game and the competitive yet cooperative dynamic helped reduce boredom and maintained students' attention throughout the sessions. This active participation contributed to stronger retention and deeper understanding of the material.

Even students who had previously struggled academically showed notable improvement. The team-based nature of the TGT model provided peer support, and this encouraged them to participate more confidently. These students experienced not only academic growth but also increased self-confidence and social involvement. Some students even extended their learning beyond the classroom. Motivated by the desire to perform well in upcoming tournaments, they reviewed the material at home. This independent learning habit demonstrated a shift in attitude, from passive reception to active engagement with Islamic educational content. Overall, the implementation of the TGT model proved to be highly effective in improving students' cognitive performance, while also fostering positive emotional and social growth. The model's integration of games, teamwork, and academic content created a holistic learning experience. Therefore, the TGT approach holds great potential as an innovative strategy for teaching Islamic Religious Education in primary schools.

Another important result observed during the implementation of the TGT model was the rise in collaborative spirit among students. The group-based competition required students to rely on each other's contributions, which encouraged them to build trust, share responsibilities, and value teamwork. This shift in mindset created a stronger classroom bond, where students were not only learning for themselves but also striving for the success of the entire team. During the tournament sessions, students became more strategic in their learning. They began to plan how they would divide roles within their groups, assign study material for review, and support each other in preparing for the game rounds. These organizational behaviors, typically associated with more mature learners, began to emerge among elementary school students, indicating improved academic maturity and self-regulation.

The presence of game elements in the learning process helped reduce students' fear of failure. In a traditional setting, students often hesitate to answer questions due to fear of being wrong. However, the TGT environment emphasized participation and effort over



perfection. As a result, students were more willing to try, answer, and learn from mistakes, creating a growth-oriented mindset in the classroom. In terms of classroom management, the TGT model helped reduce behavioral issues. With students constantly engaged in structured and goal-oriented activities, off-task behaviors decreased significantly. The teacher noted fewer distractions and a more focused learning environment, where students were eager to stay involved from beginning to end.

Assessment data also highlighted the positive shift in learning outcomes. When categorized by individual student performance, more students moved from the “low achievement” to the “adequate” and “high achievement” categories. This shift showed that the TGT model supported diverse learning needs and helped students who were previously underperforming reach improved levels of understanding. Students' written reflections collected after the learning sessions revealed that many of them enjoyed learning Islamic content more through this model. They expressed that the group discussions and the game-style assessments made the material easier to understand and remember. Some even stated that they hoped the same method would be used in other subjects, highlighting the model's appeal across disciplines.

Teacher feedback indicated that lesson preparation under the TGT model was initially more time-consuming but ultimately rewarding. Once the structure was set and students understood the flow, the classroom operated more smoothly. Teachers also gained deeper insights into students' abilities—not just academically, but in terms of communication, collaboration, and problem-solving. In addition, the TGT model enhanced the inclusivity of learning. Students with lower academic performance who often felt left out in traditional classrooms were now given equal roles and recognition in the team structure. This created a more equitable learning environment where every student had the opportunity to contribute and feel valuable.

There was also a noticeable improvement in how students articulated religious concepts. During tournaments and group presentations, students used key terms accurately and were able to relate fasting to its spiritual, social, and physical dimensions. This comprehensive understanding reflected a deeper level of engagement with the religious teachings, which is one of the core goals of Islamic education. In summary, the extended application of the Teams Games Tournament model at SD Negeri Mbarung led to improvements in academic outcomes, classroom participation, emotional engagement, and interpersonal skills. The model not only helped students learn more effectively but also created a positive and inclusive classroom culture where Islamic values such as cooperation, respect, and responsibility were naturally practiced.

## **DISCUSSION**

Based on the findings of the study, it can be concluded that the implementation of the Teams Games Tournament (TGT) learning model significantly improved students' learning outcomes on the topic of puasa wajib (obligatory fasting). The increase in average test scores, higher levels of student engagement, and improved retention of material indicate that TGT is an effective alternative to traditional instructional methods in Islamic Religious Education. The TGT model successfully transformed the learning environment into an active, collaborative, and enjoyable space. Students became more motivated, participated more willingly, and took greater responsibility for their learning. The element of competition combined with teamwork fostered a spirit of togetherness and encouraged all learners, regardless of ability level, to engage fully in the learning process. In addition to cognitive gains, the model supported the development of students' social and emotional skills. Working in teams encouraged cooperation, empathy, communication, and leadership among students. These positive character traits are essential components of Islamic education and were effectively nurtured alongside academic instruction. Furthermore, the TGT model proved to be a practical tool for formative assessment. Teachers were able to monitor student understanding in real-time and make adjustments

to instruction as needed. It also provided a structured way to identify which students required additional support and which had mastered the material. In conclusion, the Teams Games Tournament model is a powerful and adaptable instructional approach that enhances both academic performance and character development. When implemented thoughtfully, it has the potential to create a student-centered learning environment where Islamic values and educational goals are achieved simultaneously. Therefore, it is recommended that educators consider incorporating TGT into their instructional strategies, particularly in primary-level religious education.

The implementation of the Teams Games Tournament (TGT) model at SD Negeri Mbarung yielded impressive results, especially in improving students' learning outcomes on the topic of obligatory fasting. One of the main factors contributing to this improvement was the active engagement of students during the learning process. Unlike traditional lecture-based methods, TGT involves students in both collaborative and competitive activities, which fosters a deeper engagement with the material being taught. The competitive nature of the games, combined with cooperative learning, motivated students to participate more actively in discussions and learning tasks. The shift from passive learning to active involvement can be seen as a critical factor in the success of TGT. Before the implementation of this model, many students at SD Negeri Mbarung exhibited low engagement in class, which translated into poor academic performance, especially in understanding complex concepts like the requirements and significance of fasting in Islam. However, after the introduction of TGT, students were able to learn through active participation, which not only increased their understanding but also helped in retaining the information better.

Furthermore, the use of team-based activities helped promote a sense of responsibility among students. In TGT, each student has a specific role within their team, whether it is answering questions or contributing to group discussions. This fosters a sense of accountability, as each member's contribution is crucial to the team's success. As a result, students became more motivated to ensure they understood the material well, as their team's performance depended on collective effort. Another significant advantage of TGT is its ability to accommodate different learning styles. Students who excel in social interaction and cooperative work thrived in this model, while those who typically struggle with traditional teaching methods found the team-based format more approachable. Additionally, the game-based format helped alleviate the pressure that some students feel in more formal, exam-oriented settings. By incorporating play into learning, TGT provided a less stressful environment where students could engage in the material without fear of failure.

The competitive element in TGT also played a role in boosting student motivation. By introducing games and rewards for correct answers, students were more eager to participate and compete for their team's success. This not only enhanced their learning experience but also cultivated a sense of enjoyment in studying Islamic topics. When students enjoy the learning process, they are more likely to engage meaningfully with the material, which results in improved comprehension and retention. Another key benefit of TGT is the social interaction it fosters among students. Working in teams encourages students to communicate, collaborate, and solve problems together. These social skills are critical not only for academic success but also for personal development. Through discussions and group work, students learn to respect each other's opinions, listen actively, and engage in constructive dialogue. These are essential values in both educational and real-world contexts.

In terms of academic performance, the impact of TGT on student results was profound. The comparison of pre-test and post-test scores revealed a marked improvement in students' ability to answer questions related to the topic of fasting. More than 85% of the students achieved the Minimum Competency Criteria (MCC), which indicates that the model was successful in helping students grasp the content. This improvement also suggests that the model effectively addressed gaps in students' prior

knowledge, allowing them to learn and retain the material more effectively. The data also suggests that the TGT model is particularly effective for subjects that require both theoretical understanding and practical application, such as the concept of fasting. The group discussions encouraged by TGT allowed students to discuss not just the rules of fasting but also its spiritual, moral, and social significance. This comprehensive approach helped students develop a well-rounded understanding of the topic, rather than simply memorizing facts or definitions.

Moreover, TGT encouraged independent learning among students. Students began to take more responsibility for their own learning by reviewing material outside of class to prepare for the tournament rounds. This independent study was a positive side effect of the model, as students became more motivated to explore the topic of fasting beyond the classroom. As a result, they developed a sense of ownership over their learning process, which is a crucial aspect of lifelong education. The model also helped improve classroom dynamics. Since the teams were constantly interacting and competing, there was a greater sense of camaraderie and cooperation. Students worked together, not only to understand the material but also to support one another in achieving success. This collaborative atmosphere reduced classroom disruptions and made the learning environment more conducive to both academic and personal growth.

Teachers also benefited from the TGT model. By observing how students interacted within their groups, teachers were able to identify areas where individual students might need additional help. This ongoing observation allowed for more personalized instruction and timely interventions. Additionally, the model provided teachers with a more dynamic assessment tool, as they could gauge students' understanding through their participation in the games and team activities. One aspect that stood out in the implementation of TGT was the increase in student confidence. Students who had previously been hesitant to speak up in class were now participating actively in group discussions and presentations. This boost in self-confidence was not only academic but also social. The more confident students became in sharing their ideas with their peers, the more engaged they were in the learning process.

Additionally, the TGT model also helped students understand the importance of perseverance and effort. Since the model rewards continuous effort and participation, students realized that success comes from consistent hard work, not just from knowing the right answers. This lesson in perseverance is crucial for students, as it teaches them that learning is a process, and improvement comes with practice and dedication. The success of the TGT model in improving students' understanding of fasting also suggests that it can be applied to other Islamic studies topics. The model's structure, which emphasizes collaboration, competition, and reflection, makes it adaptable to a wide range of subjects, including those that require a strong moral or spiritual understanding. Therefore, this approach could be further developed and implemented in other areas of Islamic education at the school.

Despite the positive outcomes, there are challenges associated with implementing TGT. For example, the preparation of the learning materials and the organization of the teams can be time-consuming for teachers. However, the benefits outweigh the challenges, and with careful planning, these difficulties can be mitigated. Teachers may need additional support and training to effectively implement this model in the long term, but the positive results make it worthwhile. The feedback from students was overwhelmingly positive. Many students expressed that they enjoyed the learning process much more than traditional classroom settings. They appreciated the opportunity to collaborate with their peers and the chance to demonstrate their knowledge in a fun and interactive way. This positive feedback reinforces the idea that the TGT model not only improves academic performance but also makes learning more enjoyable for students. Overall, the Teams Games Tournament model proved to be an effective strategy in improving students' learning outcomes, engagement, and social skills. It provided a dynamic and supportive learning environment where students could actively participate, collaborate, and excel in

their studies. This model has the potential to be expanded to other areas of learning, as it encourages a deeper connection with the material and promotes positive social interaction among students.

## CONCLUSION

Based on the research findings, it can be concluded that the application of the cooperative learning model, Teams Games Tournament (TGT), significantly improved students' learning outcomes on the topic of obligatory fasting at SD Negeri Mbarung. After implementing the TGT model, students showed a notable improvement in their test scores, with over 85% of the students achieving the Minimum Competency Criteria (MCC), indicating the effectiveness of this model in enhancing their understanding of the material. Throughout the learning process, the TGT model successfully created a more active and enjoyable learning environment. Students became more motivated to learn due to the competitive and collaborative elements within the groups. This helped them stay focused and work diligently to achieve their team's success, which directly impacted their understanding of the material being taught. In addition to cognitive improvements, the TGT model also contributed to the social and emotional development of the students. By working in groups, students learned to collaborate, share knowledge, and support one another. This also boosted their self-confidence, especially for those who had previously been less engaged in class activities. The use of the TGT model also had a positive impact on classroom management. Since students were more involved in the learning process and focused on their group's goals, classroom disruptions were minimized. This allowed teachers to provide more individual guidance and support according to the students' needs. Overall, the implementation of the Teams Games Tournament model proved to be effective in enhancing learning outcomes, improving social behavior, and developing emotional skills among students. Therefore, this model can serve as a valuable alternative in teaching Islamic Religious Education, especially for topics that require a deep understanding, such as obligatory fasting.

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