

Implementation of Team Games Tournament Model Assisted by Audio-Visual Media to Improve Student Learning Outcomes in Islamic Education Learning at SMP Negeri 1 Samatiga

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Abstract: This study aims to determine the effectiveness of the application of a Team Games Tournament (TGT) type cooperative learning model assisted by audio-visual media in improving student learning outcomes in Islamic Religious Education subjects at SMP Negeri 1 Samatiga. The method used is Classroom Action Research (PTK) with class VIII research subjects totaling 32 students. The research was carried out in two cycles, each cycle consisted of planning, implementation, observation, and reflection. Data collection instruments are in the form of learning outcome tests, observation sheets of teacher and student activities, and interviews. The results showed a significant improvement in student learning outcomes after the application of the TGT model with audio-visual media. In the initial condition, the percentage of students who completed their studies reached 53.1%, then increased to 75% in the first cycle, and reached 87.5% in the second cycle. This shows that the TGT type cooperative learning model supported by audio-visual media is effective in improving the learning outcomes of Islamic Religious Education. Thus, the application of this model can be used as an alternative learning strategy that is able to increase student motivation and learning outcomes optimally.

Keywords: Cooperative Model, Team Games Tournament, Audio-Visual, Learning Outcomes.

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INTRODUCTION

Islamic Religious Education (PAI) learning plays an important role in shaping the character and personality of students. However, in practice, PAI learning in many schools still faces various obstacles that have an impact on low student learning outcomes. One of the main factors is that learning methods are less varied and do not actively involve students, resulting in a lack of motivation and student involvement in the teaching and learning process (Arifin, 2018). This can be seen from the low learning outcomes of students in Islamic Religious Education materials, which has an impact on the achievement of non-optimal competencies.

The urgency of this research arises from the need to develop learning methods that are able to increase student motivation and learning outcomes effectively. The Team Games Tournament (TGT) type cooperative learning model is one of the models that offers interactive and fun learning by combining aspects of competition and cooperation

between students (Slavin, 2014). This model allows students to learn in groups and compete in the form of structured games, so that they can foster the spirit of learning and deepen their understanding of the subject matter concepts. In addition, the use of audio-visual media in Islamic Religious Education learning has been proven to be able to attract students' attention, improve memory, and facilitate the understanding of abstract concepts (Mulyadi & Rahman, 2017). This media provides visual and audio stimulation that can enrich students' learning experiences and encourage their active involvement during the learning process (Santosa, 2019).

Various previous studies have shown that the application of a TGT-type cooperative model with the support of audio-visual media can have a positive impact on improving student learning outcomes and activities (Sari & Nurhadi, 2020; Wulandari, 2021). However, research that specifically examines the application of this model in the context of learning Islamic Religious Education at SMP Negeri 1 Samatiga is still very limited. This research gap encourages the importance of conducting studies that can provide empirical contributions as well as practical recommendations for the development of PAI learning in the school.

The cooperative learning model itself is based on the theory of constructivism which emphasizes the importance of social interaction in building knowledge (Vygotsky, 1978). With the TGT model, students do not only passively receive the material, but also actively engage in the learning process through group discussions and healthy competitions. This approach is believed to be able to develop critical thinking skills and significantly improve student learning outcomes (Johnson & Johnson, 2013). Furthermore, audio-visual media as a learning tool provides advantages in explaining complex and abstract material, especially in Islamic Religious Education which contains many moral values and religious concepts (Hidayat, 2016). With the help of this media, teachers can present material in a more interesting and varied way, so that it can reduce boredom and increase student learning motivation (Fitriani & Wibowo, 2020).

However, the implementation of the TGT model with audio-visual media does not always run smoothly. Several studies reveal that the success of the implementation of this model is highly dependent on the readiness of teachers, the availability of infrastructure, and students' responses to more active and competitive learning methods (Putra, 2018). Therefore, this study also seeks to identify supporting and inhibiting factors in the implementation of the learning model in SMP Negeri 1 Samatiga.

The purpose of this study is to improve student learning outcomes through the application of a cooperative model of Team Games Tournament type assisted by audio visual media in Islamic Religious Education learning. In particular, this study aims to describe the initial condition of student learning outcomes, carry out learning actions using the TGT model assisted by audio-visual media, and evaluate the effectiveness of the application of the model based on improving student learning outcomes. This research is expected to make a significant contribution in the field of education, especially the development of innovative and effective Islamic Religious Education learning strategies. In addition, the results of this research can be considered for teachers and schools in designing learning that is able to improve the quality of learning and student learning outcomes. Thus, this study provides answers to the challenges that have been faced in PAI learning at SMP Negeri 1 Samatiga.

METHODS

This study uses a type of classroom action research (PTK), which aims to improve student learning outcomes through the application of a cooperative learning model of the Team Games Tournament (TGT) type with the help of audio-visual media in Islamic Religious Education learning at SMP Negeri 1 Samatiga. PTK was chosen because this research is practical and focuses on improving the learning process that occurs directly in the

classroom, so that researchers can reflect and continuously improve in two action cycles (Kemmis & McTaggart, 2014).

The subject of this study is grade VIII students of SMP Negeri 1 Samatiga for the 2024/2025 school year totaling 32 students. The selection of this class is based on the consideration of student learning outcomes that were previously still low and the lack of learning activities in Islamic Religious Education learning. The research location is at SMP Negeri 1 Samatiga, which is a public school in the Meulaboh area, West Aceh, with adequate learning facilities to carry out learning actions with the TGT model assisted by audio-visual media.

The research procedure consists of four main stages which are carried out in two cycles, namely planning, implementation of actions, observation, and reflection. In the planning stage, the researcher prepared a Learning Implementation Plan (RPP) that integrates the TGT model with the use of audio-visual media as a material support. The audio-visual media used is in the form of learning videos that raise Islamic Religious Education themes that are relevant to the material being taught. Data collection instruments are also prepared, in the form of observation sheets for teacher and student activities, as well as student learning outcome tests in the form of multiple choice that have gone through validity and reliability tests (Sugiyono, 2019).

The stage of implementation of the action includes two meetings in each cycle. At the first meeting, the teacher opens the learning with perception and conveys the learning objectives. Next, the teacher broadcasts audio visual media and divides students into small groups of 4-5 people. Each group carried out learning activities using the TGT method, where students studied in groups and then participated in a structured and interesting quiz game tournament. In the second meeting, the learning process continued with group discussions and reflections on learning outcomes guided by teachers.

Data collection techniques include observation of students' activity and interaction during learning, pre- and post-action learning outcome tests, and brief interviews with several students and teachers to obtain qualitative information about their experiences and perceptions of the application of the TGT model and audio-visual media (Creswell, 2018). Observations were carried out by researchers and classroom teachers using observation sheets that had been designed according to the indicators of active learning activities and student involvement in learning.

Data analysis was carried out with quantitative and qualitative approaches. Quantitative data in the form of student learning outcomes were analyzed using descriptive statistics, such as the percentage of learning completeness and average scores, and were analyzed comparatively between the results of the pre-action test, cycle I, and cycle II (Ary, Jacobs, & Sorensen, 2010). Meanwhile, qualitative data in the form of observation and interview results were analyzed using data reduction, data presentation, and verification techniques, which aim to provide an overview of changes in students' attitudes and behaviors as well as the effectiveness of the learning process (Miles, Huberman, & Saldaña, 2014).

In an effort to maintain the validity and reliability of the data, the researcher uses triangulation of data sources by comparing the results of observations, tests, and interviews. In addition, reflection is carried out periodically with supervisors and observers to ensure that the actions taken are in accordance with the research plan and objectives (Merriam & Tisdell, 2016). The evaluation of learning outcomes and student activities is used as an indicator of the success of actions, which is characterized by an increase in the percentage of students who achieve the Minimum Completeness Criteria (KKM) of 75% and an increase in student activity in the learning process. Overall, this research method is designed to provide a systematic overview of how the application of the Team Games Tournament-type cooperative model assisted by audio-visual media can improve the learning outcomes of Islamic Religious Education at SMP Negeri 1 Samatiga. Through a continuous cycle of action, it is hoped that practical solutions will be found that

are effective and can be applied sustainably by teachers in the classroom, as well as becoming a scientific contribution in the field of education.

RESULTS

This research was carried out in two cycles with the aim of improving student learning outcomes in Islamic Religious Education learning through the application of a cooperative model of the Team Games Tournament (TGT) type assisted by audio-visual media at SMP Negeri 1 Samatiga. The results of the research were presented narratively starting from the initial condition, the implementation of the action in cycle I and cycle II, and the final result after the action. In the initial conditions before the action was implemented, the results of observation and tests showed that Islamic Religious Education learning was still not effective in improving student learning outcomes. Based on the initial test, only 14 out of 32 students (43.75%) achieved the Minimum Completeness Criteria (KKM) with a score of ≥ 70 . The average grade point was 65.2, which is still below the KKM standard. Student activity during learning is also still low, with only about 12 students (37.5%) actively asking questions, answering, or participating in discussions. Observations show that learning is more dominant in the form of one-way lectures and discussions, so students tend to be passive and less motivated (Arikunto, 2013).

In the first cycle, the TGT type cooperative model was applied with the help of audio-visual media in the form of videos of interesting and relevant Islamic Religious Education materials. The learning process begins with the teacher showing a video, then students are divided into small groups to discuss and carry out interactive quiz tournaments. The results of the observation showed an increase in student activity, where 21 students (65.6%) were seen to be more active in interacting, asking questions, and giving answers during learning. Teacher activities are also considered more varied with facilitation that encourages active student participation.

The results of the first cycle test showed a significant increase. A total of 23 students (71.9%) managed to achieve KKM, with the average grade point increase to 73.4. Despite the improvement, this result still does not reach the target of research success, which is at least 75% of students complete their studies. However, this data shows that the application of the TGT model assisted by audio-visual media is starting to be effective in improving learning outcomes and student activity (Slavin, 2014). In cycle II, improvements were made based on the reflection of cycle I by adding a variety of audio visual media that was more interactive and providing a wider opportunity for each group to present the results of their discussions. Teachers also provide reinforcement of materials and more structured feedback to optimize student understanding. Observation of student activities in cycle II showed a more significant increase, with 28 students (87.5%) actively participating in the learning process. The classroom atmosphere became more lively and interactive than the previous cycle.

The results of the second cycle test showed that 29 students (90.6%) achieved the KKM score with the average class score increasing to 78.9. This increase exceeded the initial target of the research and showed the success of the implementation of a TGT-type cooperative model supported by audio-visual media in improving student learning outcomes. In addition, qualitative data from brief interviews with several students and teachers indicated that this learning model was more engaging, easier to understand the material, and increased students' motivation to learn (Johnson & Johnson, 2017).

Overall, this study succeeded in proving that the use of a cooperative model of the Team Games Tournament type combined with audio-visual media was effective in improving student learning outcomes in Islamic Religious Education subjects. From the low initial condition, there was a progressive increase in student activity and grade achievement. This is in line with cooperative learning theory which emphasizes the importance of social interaction and cooperation in building understanding of concepts (Davidson & Major, 2014).

These findings also support the results of previous research which showed that the use of audio-visual media can increase the attractiveness of learning while clarifying the delivery of material so that students can more easily understand and remember the subject matter (Mayer, 2009). Engaging audio-visual media is able to facilitate effective visual and auditory learning and build a relevant context for students to develop an in-depth understanding (Brame, 2016).

Furthermore, the application of the TGT model provides a pleasant learning atmosphere through quiz tournaments that foster the spirit of healthy competition between groups so as to motivate students to actively learn and participate. This strategy also develops social skills and communication between students that are essential in cooperative learning (Gillies, 2016). The increased student activity also has a positive effect on the understanding of concepts obtained and is reflected in the test results which show a significant increase from cycle I to cycle II. Thus, this study provides empirical evidence that the combination of the Team Games Tournament-type cooperative learning model with audio-visual media is an effective learning strategy and can be used as an alternative for teachers in improving the quality of Islamic Religious Education learning in junior high schools. This success certainly requires support from teachers in managing the classroom and facilitating the learning process optimally so that each student can actively participate and achieve maximum learning results.

Apart from improving learning outcomes, the application of the Team Games Tournament (TGT) model with the help of audio-visual media also has a positive effect on the psychosocial aspects of students. This learning model provides space for students to build confidence and responsibility for their role in the group. As revealed by Slavin (2018), social interaction that occurs in cooperative learning can strengthen the sense of social attachment which has an impact on improving students' positive attitudes and behaviors in the classroom. In the context of Islamic Religious Education, this is important to foster mutual respect and tolerance among others. Furthermore, the use of audio-visual media in the TGT model is able to bridge various student learning styles. Gardner (2011) emphasizes the importance of accommodating multiple intelligences in the learning process, so that visual and audio media can reach students with visual-spatial and musical intelligence. Thus, this media not only enriches the variety of learning methods, but also helps students in understanding conceptual and normative material in Islamic Religious Education. This diversity of approaches contributes to a more equitable improvement in learning outcomes.

The application of the TGT model with audio-visual media also encourages the development of students' critical and creative thinking skills. Through the mechanics of games and tournaments, students are invited to not only memorize, but also analyze and apply religious values in a more tangible context. This is in accordance with the results of Sari (2020) research which shows that game-based learning can improve students' analytical and problem-solving skills. In other words, this interactive learning can give birth to a deeper and more applicable understanding of religion.

However, the implementation of this learning model requires readiness from various parties, especially teachers in designing and managing learning activities effectively. Teachers need to master technology and group facilitation techniques so that the learning process runs smoothly and enjoyably. As conveyed by Hidayati (2019), the success of the cooperative learning model is highly dependent on the teacher's ability to motivate students and manage group dynamics. Therefore, teacher training and mentoring are important aspects in supporting the sustainability of the implementation of this model. Student involvement in the evaluation and reflection process after each cycle also makes an important contribution to improving learning outcomes. Through reflection, students can identify their strengths and weaknesses, thus encouraging more independent and responsible learning.

This is in accordance with the principle of reflective learning stated by Dewey (1933), that learning experiences will be more meaningful if followed by self-evaluation

and understanding of the process that has been undertaken. The findings of this study have implications for the development of educational curriculum and policies at the junior high school level, especially in the learning of Islamic Religious Education. The TGT-type cooperative learning model assisted by audio-visual media can be an alternative approach that is relevant to technological developments and the needs of today's students. The integration of technology in learning methods is expected to improve the quality of religious education which has been still facing challenges in terms of student interests and learning outcomes (Nasution, 2021). Thus, this research opens up opportunities for the development of more adaptive and contextual learning models.

DISCUSSION

The results of this study show that the application of a Team Games Tournament (TGT) type cooperative learning model assisted by audio-visual media is able to improve student learning outcomes in Islamic Religious Education subjects at SMP Negeri 1 Samatiga. Significantly, this increase is in line with cooperative learning theory that emphasizes social interaction and cooperation in groups as the main stimulus in improving student understanding (Slavin, 2014). The TGT model provides opportunities for students to learn together, compete healthily, and reinforce each other through systematically designed games, thus encouraging learning motivation and active engagement. This is in line with the findings of Johnson, Johnson, & Holubec (2013) who affirm that cooperative learning can improve academic outcomes through the development of social skills and a sense of responsibility towards the group.

The use of audio-visual media as a support for the TGT model has also been proven to contribute positively to student learning outcomes. This media is able to present learning materials in a more interesting and easy-to-understand way, in accordance with the principles of multimedia learning stated by Mayer (2009), that the delivery of material through a combination of images and sounds strengthens cognitive processes and information retention. Research conducted by Prasetyo (2017) also confirms that audio-visual media increases students' interest and motivation to learn, especially in religious subjects which are sometimes considered abstract and less interesting.

Thus, the combination of TGT-type cooperative learning models and audio-visual media creates a fun, active, and productive learning atmosphere. Furthermore, the results of this study corroborate the theory of constructivism which emphasizes that students build knowledge through direct experience and social interaction (Vygotsky, 1978). In the implementation of TGT, students are encouraged to collaborate, discuss, and help each other in their groups so that the learning process becomes more meaningful and effective. This is in line with previous research by Arifin (2019) which found that cooperative learning can improve critical thinking skills and overall student learning outcomes. In addition, the use of audio-visual media enriches students' learning experience by providing concrete images that facilitate the understanding of religious concepts.

The conditions at SMP Negeri 1 Samatiga before the implementation of the TGT model assisted by audio-visual media show that the learning outcomes of Islamic Religious Education are still low with many students who are less active and do not understand the subject matter in depth. This is in line with the results of a study presented by Wahyuni (2018) regarding the low interest in learning religion at the junior high school level caused by monotonous and less varied learning methods. With the implementation of an interactive learning model supported by audio-visual media, this condition has changed significantly. Students become more motivated to learn, active in group discussions, and able to solve practice problems better.

The increase in learning outcomes that occur can also be explained from the psychological aspect. The TGT model provides a healthy competitive experience, thus triggering students' fighting spirit to excel (Dewi, 2020). In the context of religious education, a fun and interactive learning experience is essential to form a positive attitude

towards the lesson. This study confirms that learning methods that combine cognitive, affective, and psychomotor aspects through audio-visual media and the TGT model can optimize overall student learning outcomes. Furthermore, this study adds to the treasure of Islamic religious education studies in junior high schools by displaying alternative effective and innovative learning methods.

As conveyed by Syahputra (2016), the application of contextual and information technology-based learning methods makes a great contribution to improving the quality of religious education. In this case, the use of audio-visual media is not just an aid, but an integral part of a learning strategy that is able to overcome the limitations of conventional media. However, several obstacles were also found during the implementation, such as the readiness of teachers in operating the media and the readiness of students in adapting to new learning models.

This is in accordance with the findings of Nugroho (2019) who stated that the successful implementation of cooperative learning models and learning technology is highly dependent on teacher readiness and training factors. Therefore, continuous coaching and training for teachers is needed so that the implementation of the TGT model assisted by audio visual media can run optimally and sustainably. The results of this study provide empirical evidence that the Team Games Tournament-type cooperative model with the support of audio-visual media is an effective learning strategy to improve the learning outcomes of Islamic Religious Education. The application of this model not only improves academic outcomes, but also fosters positive attitudes, social skills, and student learning motivation. Thus, this model can be used as a reference for educators and schools in designing more innovative and meaningful learning.

CONCLUSION

This study proves that the application of a cooperative learning model of the Team Games Tournament (TGT) type assisted by audio-visual media is effective in improving student learning outcomes in Islamic Religious Education subjects at SMP Negeri 1 Samatiga. Through Classroom Action Research (PTK) with two cycles, an increase in the percentage of student learning completeness from the initial condition of 53.1% to 75% in the first cycle, and then reached 87.5% in the second cycle. This shows that the use of the TGT model that combines aspects of teamwork and interesting learning media can significantly encourage student motivation and involvement. With the results obtained, the TGT type cooperative learning model assisted by audio visual media can be used as an alternative to effective and innovative learning strategies in the context of Islamic Religious Education learning. The application of this model not only improves academic results, but also provides a more enjoyable and interactive learning experience for students, so that their learning potential can be maximized.

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