APPLICATION OF TEAM GAMES TOURNAMENTS TO INTEREST IN LEARNING MIDDLE SCHOOL STUDENTS

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Abstrac

In the era of globalization, juvenile delinquency is increasing. One reason is the low awareness of religion. Teachers as educators can suppress juvenile delinquency by increasing students' interest to learn PAI (Islamic Religious Education). In school learning activities, educators can choose a variety of methods, one of which is the TGT (Team Games Tournament). This study aims to determine a significant increase between students' learning interest that is applied and that is not applied to the TGT learning model for class IX SMPN 2 Cipanas. This research method is a quasi-experimental design and pre-test and post-test groups. Data collection techniques using questionnaires and documentation. The results of the data show $t\_count = 3.824$ and $t\_table = 2.042$ with a significance of $0.000 < 0.005$ which is the result of the t-test. the conclusion of the results of the hypothesis test is accepted "There is an effect of implementing team games tournaments on student learning interest in PAI class IX at SMP Negeri 2 Cipanas

Keywords: *team games tournament; interest to learn; Islamic education*

Abstrak

Kenakalan remaja (siswa) yang semakin meningkat adalah salah satu penyebab rendahnya kesadaran beragama. Guru sebagai pendidik dapat menekan kenakalan remaja dengan menumbuhkan minat belajar PAI (Pendidikan Agama Islam) siswa. Kegiatan pembelajaran di lingkungan sekolah, pendidik dapat memilih metode bervariasi salah satunya adalah TGT (Team Games Tournament). Penelitian ini bertujuan mengetahui peningkatan yang signifikan antara minat belajar siswa yang diterapkan dan tidak diterapkan model pembelajaran TGT kelas IX SMPN 2 Cipanas. Metode penelitian ini merupakan quasi eksperimental dan desain rancangan kelompok pra dan pasca uji. Teknik pengumpulan data menggunakan angket dan dokumentasi. Hasil data menunjukan $t_{hitung} = 3,824$ dan $t_{tabel} = 2,042$ dengan signifikansi $0,000 < 0,005$ merupakan hasil uji-t. kesimpulan hasil uji hipotesis diterima "Terdapat pengaruh penerapan team games tournament terhadap minat belajar siswa pada mata pelajaran PAI kelas IX SMP Negeri 2 Cipanas

Kata Kunci: *team games tournament; minat belajar; pendidikan agama Islam*

INTRODUCTION

Islamic education or tarbiyah is a way to regulate, and improve the lives of students, develop students, and develop students (Indry Nirma YP, 1: 2021). Schools are formal and structured educational institutions with various levels of teaching that carry out educational activities. The existence of educational goals, educators, students, the environment, and educational resources are very important for the implementation of education (Winangsih & Harahap, 2023).

Islamic education includes knowledge of Islamic values which are its basis, in addition to people's attitudes and behavior towards individual and community life (Rudi Ahmad S, 8: 2018). Islamic education hopes to achieve a balance between cognitive, affective, and psychomotor abilities in line with Islamic principles (Digital, 2024).

In Chapter 2, Article 4 , the aim of education is stated to be to educate the life of the nation and develop Indonesian people who believe in and are devoted to God Almighty and have noble character. The morality of Indonesian teenagers is becoming an increasingly pressing issue. There is a case study of a high school student who was pregnant before marriage and the Commissioner of the National Commission on Violence Against Women cited poll findings in one city located in West Java, which revealed that almost 98.3 percent of 4,700 female students had engaged in sexual activity (CNN Indonesia, 2020) .

One of the causes of low religious awareness in teenagers is low motivation to learn about religion. Religious teachings are very important because they contain teachings that contain the best moral values and will not change anytime and anywhere (Shilpy A. Octavia, 90: 2022). Educators have one of the main roles in determining the success of educational achievements for students. Educators must have competence in the form of knowledge in a set of tasks that require integration of knowledge, attitudes and skills (Winangsih & Harahap, 2023).

The source of Islamic teachings is found in the holy book Al-Quran. Islam regulates the norms for how every Muslim relates to Allah and fellow human beings. This function is contained in the following surah.

وَمَا خَلَقْتُ الجِنَّ والإنسَ إلَّا لِيَعبُدُونِ

" *There are many people who have people in their homes who have to pay what they have to do* " (Ad-Dzariyat/51: 56)

And when your Lord said to the angels, "Indeed, I will place a caliph on earth." They said, "Will You place therein someone who will spread corruption therein and shed blood?" while we glorify Your praise ".I sanctify you. He said, "Indeed, I know what you do not know

" *Remember that time God said to His angels; "Indeed I (God) want to make one of the caliphs on the face of the earth". The angel said: "Why do you, God, want to make (the caliphate) on the face of the earth someone who*

will cause damage and shed blood on each other, when we angels are always glorifying you by praising and purifying you?". God then said: "Indeed, I know what you do not know " (Al-Baqarah/2: 30)

In the verse quoted above, the relationship between humans and Allah is that humans as servants of Allah (ibid) play a role in carrying out and avoiding what has been ordered and that humans were created to be *caliphs* on earth, meaning leaders, rulers, managing, maintaining and prospering the earth (Zulkifli, et al., 36: 2022). This explanation is part of the role of educators who have roles and responsibilities in carrying out the educational process.

Notoatmodjo states that education is an effort intended to persuade other individuals, groups, and society, in general, to act under the expectations of educational practitioners (Rohmad Widodo, et al, 32: 2019). This shows that education seeks to provide services to students in carrying out learning, including providing grades and measuring the level of success of students in carrying out learning according to certain rules.

Learning strategies contain the meaning of conceptual planning and to implement them certain learning methods need to be used (Haudi, 3: 2021). Learning strategies are an important part for educators so that in carrying out the learning process strategies are needed before implementation and become one of the goals of effective and efficient education.

Learning strategies are needed by teachers as educators to attract students' attention and make students active. It is important for teaching staff to innovate using media that suits learning objectives so that when students carry out the learning process they avoid feeling bored and sleepy (I Wayan Sugiata, 78: 2018). The term learning strategy is almost the same as learning models, learning methods, learning approaches and learning techniques. In carrying out the learning process in the school environment so that it can influence students' motivation and enthusiasm for learning , it is important for educators to choose a variety of methods .

Educational methods through *Team game tournaments* are a way of cooperative learning. Cooperative learning is learning that uses the form of combination or small teams consisting of between four and six members with different backgrounds in various academic abilities, gender or ethnicity (Herneta Fatirani, 9: 2022). Cooperative learning is learning that forms several teams in the class where in implementing the learning each member in the group can work together to complete the assigned tasks.

Borich revealed that *cooperative learning or* STAD (Student Team Achievement Division) or student team achievement division, namely cooperative learning of students who are divided into teams consisting of four people with different backgrounds (level of achievement, gender, origin, and ethnicity), is very related to the type of tournament team game. Starting with the teacher delivering the lesson, then

students in each team mastering the lesson material. Next, students complete several questions from the quiz independently and are not allowed to help each other (Hariyanto, 2019: 29).

In implementing the *team games tournament model,* several things are implemented. *First,* the teacher or students receive an explanation of the material through a group presentation; *second,* students will study in groups of four to six people; *third,* students play in groups with other groups to get additional group points through questions that the teacher has prepared regarding the material; *fourth,* each member of the playing group individually competes at the tournament table by taking questions at the table; *fifth,* groups and students with the highest total scores are given awards (Endang Puji Lestari, 7: 2023)

The advantages of implementing *team games tournaments* in learning are: 1) The knowledge gained from students is not only from educators but is constructed by the students themselves 2) Fosters togetherness and mutual respect 3) Students will be encouraged to achieve higher learning outcomes because there are prizes or trophies. 4) Students feel happier because learning has elements of games or tournaments. Apart from that, the weaknesses of *the team games tournament type* include: 1) Learning requires a fairly long duration 2) teachers must try to be more expert in determining appropriate learning materials, meaning that not all materials can be done using the TGT method 3) teachers must prepare models TGT learning well before implementation (Maru Mary JP, et al, 104: 2022).

In general, the PAI learning process (Islamic Religious Education) uses lecture methods and memorization of verses or hadiths related to learning material. One method commonly used by educators is the lecture method. According to Armai Arief, the lecture method is a teaching strategy where educators talk about a subject material to participants students or the wider community (Zainuddin, et al, 211: 2018). Based on this opinion, the lecture method is a learning method by conveying material from educators to students using oral language where students become listeners in achieving learning objectives.

The curriculum will certainly follow the times so that the learning process will be effective and efficient. From the implementation carried out by educators in general, it seems that PAI subjects are only focused on knowledge, even though there is achievement of attitudes and skills which are the goals of PAI learning. This matter is the same as the objectives in the SISDIKNAS Law (National Education System) states "...empowering the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, have values and attitudes, are healthy, capable, knowledgeable, creative, independent and become democratic and responsible citizens answer" (Asfiati, 59: 2020).

According to Soraya from a journal written by Niko Reski: Interest in learning is a desire to pay more attention and enjoy something that is interesting to learn and do it (Niko Reski, 2021: 2485). With

a high interest in learning, students will feel happy and like them and be able to orient themselves to carry out learning activities either from a teacher or without a teacher properly and correctly.

Research in 2022 carried out by Ni Luh Sri Armidi with the title "Application of the *Team Games Tournament* Type Cooperative Learning Model to Improve Social Studies Learning Outcomes for Class VI Elementary School Students" explains that the *team games tournament learning model* can improve learning outcomes in social studies subjects. Apart from that, the TGT learning model was also expressed by Dian Utama with the title "The Influence of *Team Games Tournaments* on High School Students' Interest in Studying Geography" in 2018 that there was an influence on students' interest in studying in class X at SMA Negeri 1 Tuba.

Based on the research above that has been carried out, the *team games tournament learning model* can be used as an alternative learning for students to achieve learning goals. The differences in this research focus on the TGT learning model on interest in learning PAI at SMP Negeri 2 Cipanas Cianjur. From the description above, researchers will also carry out research activities to 1) Find out the application of *team games tournaments* in increasing learning interest in experimental class students 2) Find out learning interests that are not implemented *in team games tournaments* (using conventional methods) 3) Find out the significant increase between Student interest in learning which is applied to *the team games tournament* and which is not applied (Dalimunthe et al., 2021).

RESEARCH METHODS

The method used by researchers is an experimental study using a quantitative approach with a pre-and post-test control group design. Research using this method aims to find the effect of one variable on another variable based on comparing experimental results. Subjects in research that is student class IX SMPN 2 Cipanas Cianjur. Data collection uses a questionnaire to measure students' interest in learning who have implemented *Team Games Tournament learning* and documentation. In addition, instrument testing is carried out by proving its validity and estimating its reliability. Data obtained through the instrument will be analyzed using parametric statistics, namely using Paired t-sample. However, before analysis, the data obtained must be normally distributed and homogeneous (Amin & Harahap, 2023).

RESULTS AND DISCUSSION

Average value (*mean*) for students The control class and experimental class are used to determine students' interest in learning before and after learning. The TGT (*team games tournament*) model and

conventional teaching approaches were found to have different levels of student involvement in learning through *pretest* and *posttest* results.

Both classes carried out *a pretest* to measure the extent of students' interest in studying PAI subjects before conducting learning model experiments. The average score (*mean*) of the control class was 39.75, while the average score (*mean*) of the experimental class was 37.55.

Table 1. Comparison of Pre-Test and Post-Test Average Scores for Control and Experimental Classes

Class	Pretest	Posttest
Control	39.75	42.09
Experiment	37.55	48.58

After the researchers found out the average value of interest in learning before the treatment was carried out in the two classes, students in the control class were treated using the lecture method, as well as students in the experimental class in the learning process using the *team games tournament model*. The treatment given to the experimental class and control class in PAI subjects was on zakat fitrah and zakat mal material (Putri et al., 2023).

Students' interest in learning in the scope of PAI class IX subjects at SMP Negeri 2 Cipanas can be seen from the average final results of the questionnaire answers (*posttest*) after the learning material has been taught. In the control class with a conventional learning process or lecture, an average of 42.09 was obtained. Meanwhile, the experimental class using the *team games tournament learning model obtained* an average score of 48.58. As in the histogram below (Adawiyah et al., 2023).
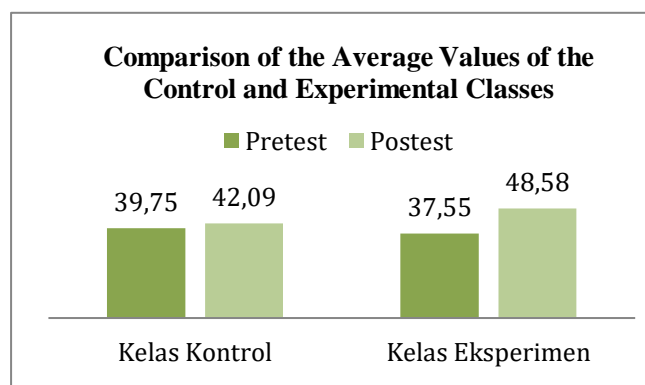

Figure 1 . Comparison of the Average Values
of the Control and Experimental Classes

Team Games Tournament Learning Model on students' interest in PAI material was evaluated using the t-test. Based on the research results, there is a relationship between class IX students' interest in learning at SMP Negeri 2 Cipanas and using the *team game tournament learning model.* Obtained t_{hitung} = 3.824 and t_{tabel} = 2.042 with a significance of $0.000 < 0.005$ is the result of the t-test. Thus H_0 it was rejected and H_a accepted "There is an influence of the implementation of *the team games tournament* on students' interest in learning in the Islamic Religious Education (PAI) class IX SMP Negeri 2 Cipanas subject"

Table 2 Results of the Control Class t-test

		t	df	Sig.(2-tailed)
Pair 1	Pretest-Posttest	-2,948	31	0.006

Table 3 Results of the Experimental Class t-test

		t	df	Sig.(2-tailed)
Pair 1	Pretest-Posttest	10,864	31	0,000

Learning with utilizing the TGT (*team games tournament*) model is the same as research also conducted by Furaidah et al which states that the *team games tournament learning model* with the help of halma can improve the results and interest in learning science with sound material at elementary school level. Apart from that, students' interest in learning also increased in research conducted by Abram Rinekso Langgeng through the *student facilitator explaining strategy* . It is hoped that implementing the TGT learning model can increase students' interest or desire to learn PAI not only in this subject , but in other general subjects . Apart from that, other general subjects can increase students' interest in learning better by implementing *team games tournaments* (Pratiwi & Harahap, 2022).

CONCLUSION

Based on the research that has been carried out , the results show that students are interested in learning PAI The control class which did not apply the *team games tournanemt model* through the lecture method obtained an average score of 42.09. Meanwhile, students' interest in learning PAI in the experimental class where the *team games tournament* learning model was applied resulted in an average score of 48.58. There are significant values in the control class and experimental class which states that

there is interest in learning in the experimental class where the *team games tournament model is implemented* t_{hitung} = 3.824 and t_{tabel} = 2.042 with a significance of 0.000 < 0.005 are the results of the t test. Thus H_0 it was rejected and H_a accepted "There is an influence of the implementation of *the team games tournament* on students' interest in learning in the Islamic Religious Education (PAI) class IX SMP Negeri 2 Cipanas subject"

THANK-YOU NOTE

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