



Journal of Eduscience (JES)

Volume 10, No. 1

April, 2023

Submi: 02 Maret 2023

Accepted: 30 April 2023

THE EFFECT OF THE APPLICATION OF TEAM GAMES TOURNAMENT ON PAI LEARNING INTEREST IN SMP NEGERI 2 CIPANAS CIANJUR

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Abstract

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 menunjukkan $t_{hitung} = 3,824$ 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 (*taribiyah*) is a way that educators do for students to organize, improve and build them in a better direction (Indry Nirma Y.P, 1: 2021). The educational process can be carried out if there are goals, educators and students who play a role in achieving educational goals. Islamic education certainly includes knowledge based on Islamic rules, namely the Qur'an and hadith (Rudi Ahmad S, 8: 2018).



In Chapter 2 Article 4 that the purpose of education is mentioned to educate the life of the nation and the development of Indonesian people who believe and fear God Almighty and have noble ethics. The morality of Indonesian teenagers is becoming an increasingly pressing issue. There are case studies of high school students who had been pregnant before marriage and the Commissioner of Komnas Perempuan cited the findings of a poll in one city located in West Java, which revealed that almost 98.3 percent of the 4,700 female students had engaged in sexual activity (CNN Indonesia, 2020).

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

The source in Islamic teachings is found in the holy book of the Quran. Islam sets the norms for how every Muslim relates to Allah and his fellow human beings. In the educational process, the role of educators is certainly related to accountability both regarding humans and God. As contained in the Qur'an surah Al-Baqarah 30 and ad-Dzariyat 56, where man's relationship with Allah, namely man as a servant of Allah (*abid*) plays a role in carrying out and avoiding what has been commanded and that man was created to be a *caliph* on earth means leader, ruler, managing, maintaining and prospering the earth (Zulkifli, et al, 36: 2022).

Learning strategies contain the meaning of planning that is conceptual and to implement it, certain learning methods need to be used (Haudi, 3: 2021). Learning strategies become 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. Educators are important to innovate using media that are in accordance with learning objectives so that when students carry out the learning process avoid boredom and sleepiness (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 in order to influence the motivation and passion of students in learning, it is important for educators to choose a variety of methods.

The educational method through *team game tournaments* is one way of cooperative learning. Cooperative learning is learning that uses the form of combining or small teams of between four to six members with different backgrounds in various academic abilities, genders or tribes (Herneta Fatirani, 9:

2022). Cooperative learning is a learning that forms several teams in the classroom which in the implementation of learning on each member in the group can work together to complete the tasks charged.

Borich revealed that cooperative learning *or* STAD (Student Team Achievement Division), which is cooperative learning of students divided into teams of four people with different backgrounds (achievement levels, gender, origin, and ethnicity) exists, closely related to the type of team game tournament. Starting with the teacher delivering the lesson, then the students in each team master the subject matter. Furthermore, students complete several questions from the quiz independently and should not help each other (Hariyanto, 2019: 29).

In the implementation of the *team games tournament model*, there are several things that are applied. *First*, the teacher or student gets an explanation of the material through group presentations; *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 related to 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 score were awarded (Endang Puji Lestari, 7: 2023)

The advantages of implementing *team games tournaments* in learning are: 1) Knowledge obtained from students is not only from educators, but is constructed by students themselves 2) Fostering togetherness and mutual respect 3) Students will be encouraged to achieve higher learning outcomes because of prizes or trophies. 4) Students feel happier, because learning there is an element of games or tournaments. In addition, the weaknesses of the *gemas tournament team* type include: 1) In learning requires a long duration 2) teachers must strive more experts to determine the appropriate learning material, meaning that not all material can be done in the TGT way 3) teachers must prepare this TGT learning model well before application (Maru Mary J.P, et al, 104: 2022).

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

The curriculum will certainly follow the times so that it is not left behind that the learning process will be effective and efficient. From the application carried out by educators in general, making



PAI subjects seem only focused on knowledge, even though there is an achievement of attitudes and skills that are the learning objectives of PAI. This is with the purpose of the SISDIKNAS (National Education System) stating "... empowering the potential of students to become human beings who believe and fear God Almighty, have noble morals, have values and attitudes, are healthy, capable, knowledgeable, creative, independent and become democratic and responsible citizens" (Asfiati, 59: 2020).

According to Soraya from the journal written by Niko Reski: Interest in learning is a desire to pay more attention and like something interesting to learn in doing it (Niko Reski, 2021: 2485). With a high interest in learning, students will feel happy and like and able to orient themselves to take learning activities either from the teacher or there is no teacher properly and correctly.

Research in 2022 conducted by Ni Luh Sri Armidi entitled "Application of *Team Games Tournament* Type Cooperative Learning Model to Improve Social Studies Learning Outcomes of Grade VI Elementary School Students" explained that the *team games tournament* learning model can improve the learning outcomes of social studies subjects. In addition, the TGT learning model was also revealed by Dian Utama with the title "The Influence of *Team Games Tournament* on High School Students' Geography Learning Interest" in 2018 that there was an influence on students' learning interest in class X at SMA Negeri 1 Tuba.

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

METHODS

The method that the researchers used was *an experimental study* through a quantitative approach with a pre- and post-test control group design design. Research with this method aims to find the influence of one variable with another variable based on comparing experimental results.

The population in the study was class IX students of SMPN 2 Cipanas Cianjur consisting of 9 classes in each class there were 36 students. As for *probability sampling* techniques. Two classes were produced, namely classes IX-F and IX-B which became research samples. Data collection using

questionnaire tests to get learning opportunities using *team games tournaments* and documentation. In addition, testing is carried out with validity tests, reliability tests and normality tests, validity which ends with *Paired t-simple*.

RESULTS AND DISCUSSION

From the results of research that has been carried out after being given treatment in the learning process of both classes. Results were found in the form of descriptive statistical data as follows.

The control class obtained the result that the average average value obtained from the *mean* data was 42.09, the *median* value of the data obtained was 41.00. The number of scores obtained by students (*mode*) is 45, while the standard deviation from the data obtained is 6.156. The sum of the squares of all individual value *deviations* from the group mean (*variance*) is 37.89. The lowest grade (*minimum*) obtained by students is 32, while the highest score obtained by students (*maximum*) is 56. The total overall student score (*sum*) was 1347.

While the experimental class given treatment, it was found that the average average value obtained from the *mean* data was 48.58, the *median* value of the data obtained was 48.00. The number of scores obtained by students (*mode*) is 44, while the standard deviation (*standard deviation*) from the data obtained is 5.408. The sum of the squares of all deviations of individual values against the mean of the group (*variance*) is 29.25. The lowest score (*minimum*) obtained by students is 40, while the highest score obtained by students (*maximum*) is 54. The total overall student score (*sum*) is 1506

The mean score in control class and experimental class students was used to determine students' learning interest 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 conducted a *pretest* to measure the extent of students' interest in learning PAI subjects before conducting learning model experiments. The average score (*mean*) of the control class was 39.75, while the average value (*mean*) of the experimental class was 37.55.

Table 1. Comparison of *Pre-Test and Post-Test*

Class	Pretest	Posttest
Control	39,75	42,09
Experiment	37,55	48,58

After researchers knew the average value of interest in learning before the treatment was carried out in the two classes, students in the control class were treated with the lecture method, and students in

the experimental class in the learning process using the *team games tournament* model. Treatment given to experimental classes and control classes in PAI subjects on zakat fitrah and zakat mal materials. Student interest in learning the scope of PAI class IX subjects at SMP Negeri 2 Cipanas can be seen from the average final results of questionnaire answers (*posttest*) after the learning material has been taught. In the control class with a conventional learning process or lecture obtained an average of 42.09.. In addition, the experimental class using the *team games tournament* learning model obtained an average score of 48.58. As the histogram below.

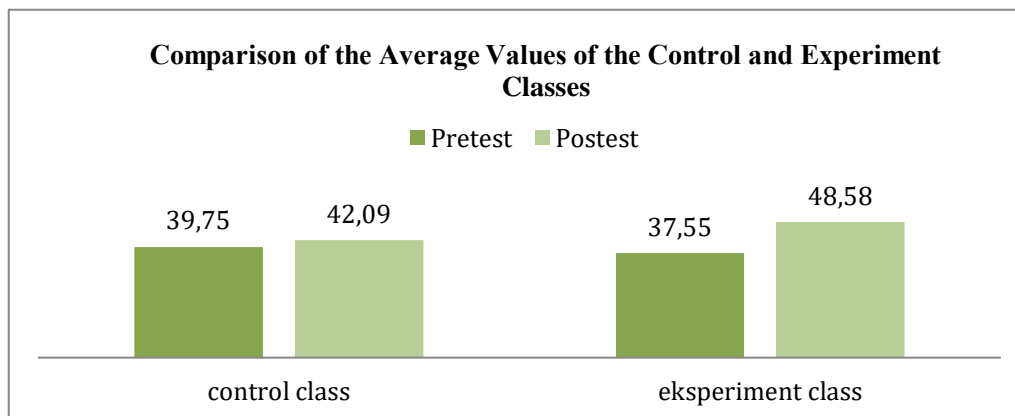


Figure 1. Comparison of Control and Experiment Class Average Scores

The effect of the *Team Games Tournament* Learning Model on student interest in PAI material was evaluated using a t-test. Based on the results of the study, there is a relationship between the learning interest of grade IX students of SMP Negeri 2 Cipanas using the *team game tournament* learning model. Retrieved $t_{count} = 3.824$ and $t_{table} = 2.042$ with significance $0.000 < 0.005$ is the result of the t-test. Thus rejected and accepted "There is an influence of the application of *team games tournament* on students' learning interest in Islamic Religious Education (PAI) class IX SMP Negeri 2 Cipanas"

Table 2 Control Class t-Test Results

		t	df	Sig.(2-tailed)
Pair 1	Pretest-Posttest	-2.948	31	0,006

Table 3 Experimental Class t-Test Results

		t	df	Sig.(2-tailed)
Pair 1	Pretest-Posttest	10.864	31	0,000



Learning by 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 subject matter at the elementary school level. In addition, students' interest in learning also increased in research conducted by Abram Rinekso Langgeng through the *student facilitator explaining* strategy. It is hoped that by implementing the TGT learning model that can increase students' interest or desire in learning PAI not only limited to these subjects, but to other general subjects. In addition, other general subjects can increase better interest in learning for students with the application of *team games tournaments*.

CONCLUSION

Based on the research that has been done, it was found that the interest in learning PAI in control class students who were not applied to the *tournanemt team games* model through the lecture method obtained an average score of 42.09. Meanwhile, students' interest in learning PAI in the experimental class applied to the *team games tournament* learning model obtained an average score of 48.58. There is a significant value in the control class and experimental class which states that the interest in learning in the experimental class applied by the *team games tournament* model $t_{count} = 3.824$ and $t_{table} = 2.042$ with a significance of $0.000 < 0.005$ is the result of the t test. Thus rejected and accepted "There is an influence of the application of *team games tournament* on students' learning interest in Islamic Religious Education (PAI) class IX SMP Negeri 2 Cipanas".

ACKNOWLEDGMENTS

The author would like to thank Allah SWT for the gifts given and to both parents who have provided endless prayer support and all parties who have helped in the completion of this research, especially to SMP Negeri 2 Cipanas Cianjur.

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