Application of TGT Type Cooperative Learning to Improve Islamic Religious Education Learning Outcomes in Class IV SD Negeri 001 Bangun Purba

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Abstract

One sign of a skilled teacher is their ability to choose acceptable teaching models and strategies. The choice of teaching methods has a considerable impact on students' learning processes. Students' motivation suffers when classes rely exclusively on memory without defined objectives. In contrast, well-structured learning with defined goals boosts student excitement and, eventually, improves academic success. A well-designed educational method helps pupils to maximize their potential, which improves their learning outcomes.

Initial observations at SD Negeri 001 Bangun Purba indicated a number of concerns with Islamic Religious Education (PAI) training. First, the teaching style was boring, resulting in poor student engagement, with just 25% actively engaged. Second, academic performance remained low, with 18 of 24 pupils (75%) failing to meet the Minimum Mastery Criterion (SKBM) of 70.

The study discovered that using the Team Games Tournament (TGT) cooperative learning paradigm greatly enhanced students' PAI learning results. The average improvement from the pre-study phase to Cycle I was 33%, and from Cycle I to Cycle II it improved by 38%. The percentage of students gaining mastery increased from 58% in Cycle I to 96% in Cycle II, illustrating TGT's effectiveness in improving learning outcomes. The findings indicate that the TGT model promotes an interactive and engaging learning environment, making it an effective technique for increasing student involvement and academic success in PAI at the basic level.

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Introduction

In the subject of education, the efficacy of the learning process is primarily determined by instructors' ability to select and apply acceptable teaching techniques. Competent instructors can establish a favorable learning environment that improves student learning results. Conversely, boring and less diversified teaching approaches frequently result in poor student interest and involvement, lowering academic progress.

Religious Education (PAI) students in SD Negeri 001 Bangun Purba confront comparable issues. Several serious concerns emerged during the initial observations. First, PAI learning continues to rely heavily on traditional one-way teaching methods, in which professors take the lead and students behave as passive listeners. This circumstance leads to limited student involvement, with just 25% of pupils actively involved in the learning process. Second, pupils' learning outcomes remain below the required level. According to preliminary statistics, 18 out of 24 students (75%) did not meet the minimal passing mark (SKBM) of 70.

These issues underscore the need for novel teaching techniques that actively include students in the learning process. One such excellent technique for increasing student engagement

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and academic accomplishment is the cooperative learning model, notably the Team Games Tournament (TGT) kind. This concept is intended to foster a more engaging and dynamic learning environment by encouraging students to participate in group activities and healthy academic rivalry. It also allows students to enjoy studying by organizing activities and competitions that promote peer- According to Slavin (2008:167), the TGT learning model is a simple cooperative learning strategy that uses students as peer tutors. This methodology also includes aspects of games and reinforcement, which increase students' drive to study. Furthermore, Lie (2008:29) contends that cooperative learning is more than just group work; it incorporates organized rewards and assignments that promote open interaction among students, thereby boosting their comprehension and academic achievement.

Based on this backdrop, the purpose of this study is to adopt the TGT cooperative learning model in PAI lessons on the theme "I Love the Prophets and Messengers" for fourth-grade students at SD Negeri 001 Bangun Purba during the academic year 2023/2024. This study is designed to promote student engagement and improve learning results in PAI disciplines. Furthermore, the study's findings might help instructors build more interesting and effective teaching practices to improve the quality of primary school education.

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Literature Review and Hypotheses Development

Teaching and Learning Process

The teaching and learning process is an essential part of education, comprising regulated interactions between teachers and students to attain specified learning goals. Usman (2000:5) defines learning as an interactive process that includes a variety of variables that must all work together to attain educational objectives. Similarly, Burton (quoted in Usman, 2000:5) contends that learning causes behavioral changes in individuals as a result of interactions with their environment, which influence knowledge, abilities, and attitudes.

Teaching, on the other hand, is an intentional effort by educators to help students acquire and process knowledge, improve skills, and build attitudes (E. Mulyasa: 100). According to Indonesian National Education System Law No. 20 of 2003, learning is an interactive process involving students, instructors, and learning materials within a learning environment. This process includes human, material, and procedural components that all have an impact on educational quality.

Religious Education Learning Outcomes

Religious Education (PAI) outcomes for learning refer to students' performance in PAI topics over a certain time period. These objectives are evaluated using a systematic program aimed at improving students' comprehension of religious teachings. The course lasted four months, divided into two cycles, during which pupils learnt about prophets and messengers. According to Poerwodarminto (1991:768), academic accomplishment is the product of effort, accuracy, and cognitive engagement, which may be measured via a systematic examination.

Religious education, especially in elementary schools, is critical for developing children' moral and ethical ideals. Effective PAI education necessitates unique teaching strategies that accommodate to students' various learning styles, increasing engagement and understanding.

Teaching Methods in Religious Education

The choice of teaching techniques has a considerable impact on students' learning processes and outcomes. Teaching methods are instructional strategies for presenting, explaining, and reinforcing course content. Effective teaching techniques are consistent with goals for education, students' existing knowledge, topic material, and accessible resources (Nana Sudjana: 76). An successful teaching style is one that encourages active student engagement, motivation, and information retention.

Traditional teaching approaches, such as lectures, are often teacher-centered, which limits student participation and engagement. In contrast, student-centered techniques, such as cooperative learning, promote active engagement and cooperation among students. The

cooperative learning paradigm, particularly the Team Games Tournament (TGT) technique, has received widespread recognition for its ability to improve student engagement and learning results.

Cooperative Learning and the Team Games Tournament (TGT) Model

Cooperative learning is an educational strategy that promotes student cooperation to accomplish common learning objectives. According to Slavin (2008:167), cooperative learning promotes peer engagement, information sharing, and problem-solving abilities. The TGT model, a sort of cooperative learning, has students work in groups and compete in academic tournaments to reinforce their comprehension of instructional topics.

According to Lie (2008:29), cooperative learning varies from regular group work since it incorporates organized interactions and cooperation among students. Ibrahim (2006:6-7) discusses the main elements of cooperative learning, such as diverse group makeup, shared duties, and collective academic performance. The TGT concept has five major components: talks in the classroom, team learning, game competitions individual acceptance, and group awards (Slavin, 2008:166-170).

Studies have demonstrated that the TGT approach improves motivation among pupils, engagement, and academic success. Isjoni (2011:14) defines cooperative learning as an experimental approach in which students actively generate knowledge via social interactions. Furthermore, Silberman (2006:171) underlines the value of organized competitive components in increasing student involvement and excitement for learning.

Cooperative Learning and the Team Games Tournament (TGT) Model

Motivation is critical to students' academic achievement and participation. According to Usman (2000:28), motivation is the internal force that motivates people to behave. Djamarah (2002:114) divides motivation into two categories: intrinsic and extrinsic. Intrinsic motivation stems from inside the individual and drives learning for personal fulfillment and development. Extrinsic motivation is impacted by external variables such as incentives, recognition, and competition.

Winata (quoted in Erriniati, 1994:105) suggests various ways for increasing intrinsic motivation, including connecting learning objectives with students' interests, allowing for exploration, and providing constructive feedback. External motivators, such as competitive games and organized prizes, can boost students' interest and involvement in learning activities.

The TGT approach incorporates internal and extrinsic incentive factors by promoting cooperation, peer support, and academic contests. This methodology not only improves students' learning experiences, but it also creates a welcoming classroom climate that encourages cooperation and active engagement.

Challenges and Benefits of the TGT Model

While the TGT paradigm has many advantages, it also creates practical issues. According to Sanjaya (2000:10), the TGT approach has several benefits, including greater student involvement, higher academic achievement, and improved social skills. However, problems like as group formation, time limits, and variable student skills must be addressed for successful implementation.

Teachers play an important role in supporting cooperative learning by creating organized activities, giving clear directions, and creating a positive learning atmosphere. Effective classroom management and instructional preparation are critical for reaping the full benefits of the TGT approach.

Research Methods

This research takes a Classroom Action Research (CAR) strategy, which aims to improve teaching and learning practices via iterative cycles of planning, implementation, observation, and reflection. The study adheres to the paradigm given by Kemmis and McTaggart (1988), which consists of two cycles with the following stages: preparation, action, observation, and reflection.

This strategy is ideal for resolving instructional problems and improving student learning outcomes through systematic interventions.

The study was carried out at SD Negeri (SDN) 001 Bangun Purba during the 2023/2024 academic year. The participants were 24 fourth-grade pupils, including 17 males and 7 females. The study was conducted in the first semester, during two cycles and four class meetings. The study focuses on Islamic Religious Education (PAI), especially the theme "I Love the Prophets and Messengers."

To achieve complete analysis, the study used a variety of data gathering procedures such as observation, testing, and documenting. Observations were made to measure students' engagement and participation in learning activities, with observation sheets noting active involvement, interactions, and responses to the instructional strategy. Pre- and post-test evaluations were used to evaluate students' academic performance before and after the cooperative learning paradigm was implemented. In addition, the study gathered learning materials, student workbooks, lesson plans, and photographic documentation of classroom activities to aid in qualitative analyses.

The research was carried out in two cycles, each consisting of two sessions. The technique adhered to the established steps of Classroom Action Research. The planning step entailed creating instructional materials, building a cooperative learning model based on the Team Games Tournament (TGT) approach, and creating assessment tools to monitor student performance and engagement. During implementation, the cooperative learning model was introduced, and learning activities based on the TGT structure, such as group tasks, games, and academic tournaments, were carried out. Peer cooperation and active engagement were promoted throughout the process. Observations were conducted to track students' answers, engagement levels, and interactions, while qualitative and quantitative data were gathered for assessment. Finally, reflection was carried out to assess collected data, examine student achievement and involvement outcomes, and make any required changes for the next cycle to improve learning effectiveness.

Data analysis was carried out utilizing qualitative as well as quantitative techniques. Qualitative analysis entailed classifying and descriptively analysing observational data in order to find trends in student behavior and involvement. The quantitative study focused on student test results, which were examined using percentage calculations to assess learning gains across cycles. The formula for measuring student accomplishment is conventional, taking into account personal and class-wide performance markers (Adi Suryanto et al., 2009: 4.15).

The school administration provided ethical permission, and children and guardians gave informed consent. The study followed ethical guidelines, assuring anonymity, voluntary involvement, and concern for student wellbeing. This study technique offers a systematic strategy to assessing the impact of cooperative learning in PAI training, utilizing the TGT model. The systematic use of Classroom Action Research allows for ongoing improvement in teaching practices, resulting in increased student involvement and academic success.

The graphic below depicts classroom action research undertaken by researchers:

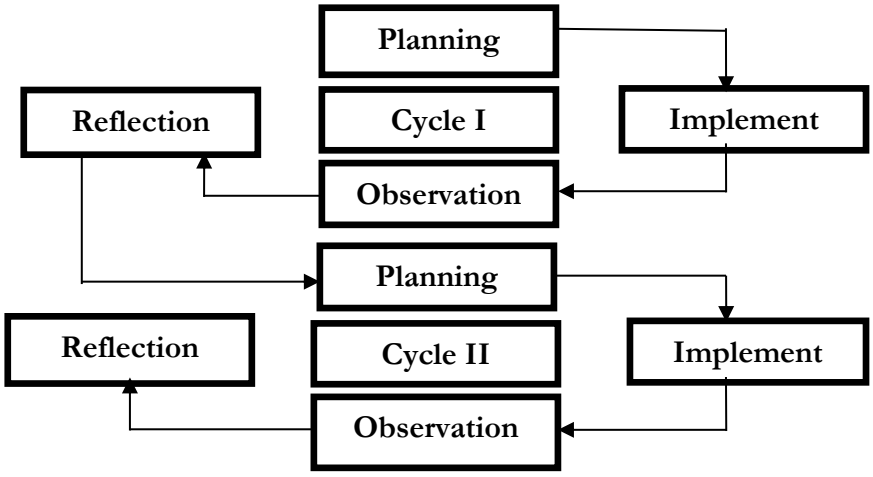

Figure 3.1 a Schematic of Remedial Execution Procedure

Results and Discussion

The Team Games Tournament (TGT) cooperative learning paradigm in the topic of Islamic Religious Education (PAI) at SDN 001 Bangun Purba was implemented in two cycles, each with two class meetings. The results were assessed using students' involvement, participation, and academic achievement before and after the intervention.

Student Performance Improvement

Pre- and post-test assessments were used to measure student success in both cycles. The findings revealed a considerable rise in kids' academic performance. The following table compares students' scores before and after applying the TGT methodology.

Table 4.1 Percentage of Learning by Students Outcomes, Cycle 1.

Score	Day 1		Day 2	
	Number of Student	Percentage	Number of student	Percentage
95-100	2	8%	4	16%
85-94	0	0%	0	0%
75-84	8	34%	10	42%
65-74	0	0%	0	0%
<64	14	58%	10	42%
	24	**100%**	**24**	**100%**

Source: data processed

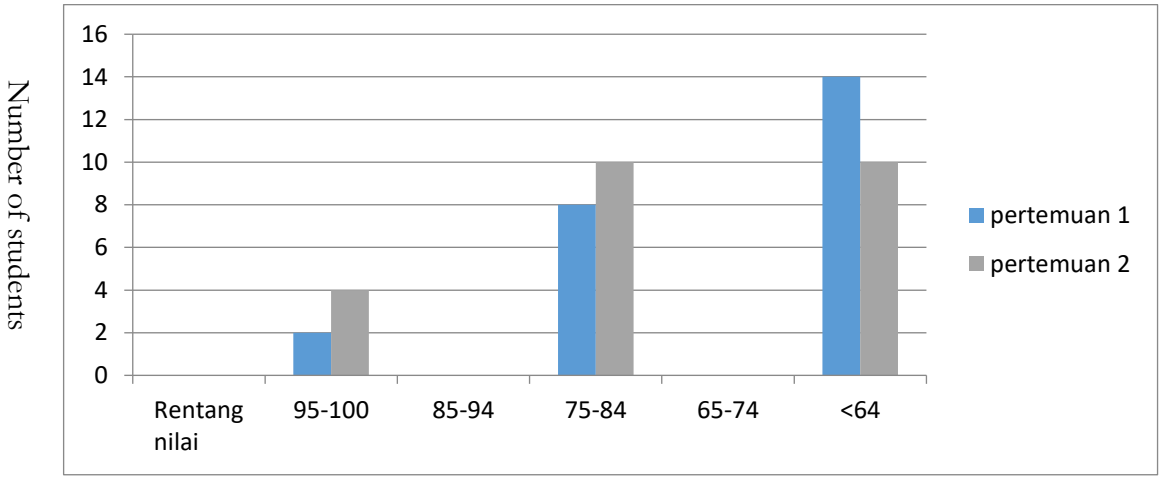

Figure 4.1 Graph of Student Learning Results from Cycle 1

The table above shows that the student scores are as follows: In the first cycle, 14 students (58% of the total) scored <64 (incomplete), whereas 10 students (42% scored >64). At the second meeting, 10 students scored <64 (Incomplete), whereas 14 students got >64 (Complete).

Table 4.2 Percentage of Learning by Students Outcomes, Cycle 2.

Score	Day 1		Day 2	
	Number of Student	Percentage	Number of student	Percentage
95-100	8	33%	14	58%
85-94	0	0%	0	0%
75-84	10	42%	9	38%
65-74	0	0%	0	0%
<64	6	25%	1	4%
	24	100%	24	100%

Source: data processed

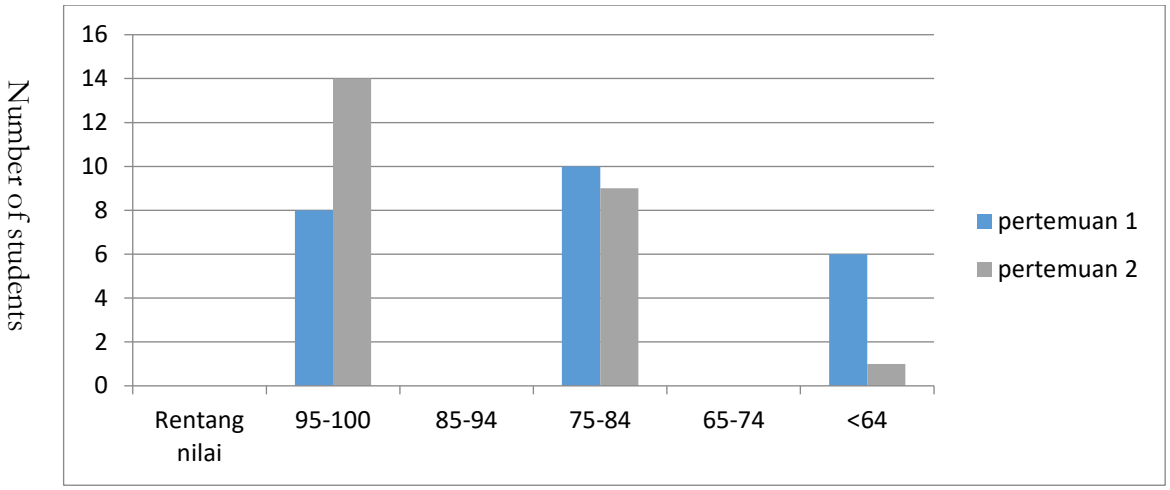

Figure 4.2 Graph of Student Learning Results from Cycle 2

In Cycle II (Second), the first meeting included 6 students (25% incomplete) and 18 students (75% complete).At the second meeting, only one student (4%) scored <64 (incomplete), while 23 students (96%) got >64 (complete).

The use of the cooperative learning model, Team Games Tournament (TGT), in this study had a favorable influence on students' learning processes and outcomes. This enhancement is shown in the improved learning experience as compared to earlier techniques. Students are more engaged, attentive to the teacher's explanations, and capable of comprehending and responding to practice questions.

Prior to the intervention, various learning challenges were found, including a lack of motivation and engagement in Islamic Religious Education (PAI) as a result of traditional teaching techniques and a lack of engaging learning tactics. However, after making gains during the first cycle, the students' classical mastery climbed to 42% in the first session and 58% in the second session. Additional improvements in the second cycle results in a classical mastery level of 75% in the first session and 96% in the second session.

The use of the TGT cooperative learning paradigm promoted the improvement in PAI learning outcomes among fourth-grade students in SDN 001 Rambah Samo Subdistrict. This technique increased students' interest and excitement for learning, allowing them to better understand and internalize the teacher's explanations. In addition to better average scores, students' involvement and participation increased significantly after the interventions in both the first and second cycles.

Table 4.3 Results of Student Activity Observation Analysis

Activity	Cycle 1				Cycle 2			
	Ye	**No**	Percentage		Yes	**No**	percentage	
	Number	Number	**Yes**	**No**	Number	Number	Yes	**No**
Active Participation	7	17	**29**	**71**	18	6	**75**	**25**
Asking and Answering Questions	6	18	**25**	**75**	20	**4**	**83**	**17**
Confidence in Presentations	**9**	15	**37**	**63**	20	4	**83**	**17**

Source: data processed

Student Activity in the Cycle I was not optimal, as evidenced by the fact that there were still many students who did not pay attention to the teacher's explanation while learning, many students who were not actively engaged in learning, and many students who appeared confused because they did not understand the sentences spoken by the teacher. Many pupils were still unable to accurately answer the teacher's questions, and during practice, some students cheated on their friends' responses.

Students' actions improved throughout cycle II compared to earlier learning. Students were more engaged and attentive to the teacher's explanation, and they comprehended it. Students were able to appropriately answer exercise-related questions and teacher inquiries.

Implication and Conclusion

Conclusion

The findings of this study show that using the cooperative learning model, Team Games Tournament (TGT), improves the learning outcomes of fourth-grade students in Islamic Religious Education (PAI) at SD Negeri 001 Bangun Purba. This is evident in the average percentage increase across many parameters: student learning outcomes increased by 33% from the baseline data to the first cycle, and another 38% from the first to the second cycle.

Student mastery also rose, with 14 of 24 students (58%) reaching mastery in the first cycle and 10 (42%) failing to do so. In the second cycle, the number of students who achieved mastery increased to 23 (96%), leaving only one student (4%) who had not yet reached the competency criterion.

Implication

Based on the findings, the following recommendations are given for the use of the TGT cooperative learning model:

- Teachers at SD Negeri 001 Bangun Purba are encouraged to use the TGT approach, which improves student engagement and learning results.
- For Educational Improvement: The TGT model can be used as an alternate strategy to increasing the quality of PAI learning.
- Teachers should give additional coaching to students who did not gain mastery in the final tests (UH I and UH II) to assist them in meeting the minimal competency criterion.
- Future Researchers should optimize time management during the learning process to guarantee that the TGT cooperative learning model is implemented effectively.

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