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Increasing Students' Interpersonal Intelligence Through the Learning Model of Team Games Tournament for Class X MA Al Fatah Natar Class 2023

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Abstract: This class action research aims to determine the condition of interpersonal intelligence of class X students of MA Al Fatah Natar and to improve the interpersonal intelligence of class X students of MA Al Fatah Natar through the application of the Team Games Tournament learning model with Quizwhizzer media in the subject of Moral Beliefs. The subjects of this study are 22 students in class X. This classroom action research uses a cycle model from Kemmis and McTaggart with 2 cycles consisting of four stages, namely action planning, action implementation, observation and reflection. The data collection techniques used are observation, questionnaires, documentation, and field notes. To test the validity of the data, the researcher used statistics. The result of this study is the achievement of the target that has been determined by the researcher and collaborators, namely 80% of the number of students obtained a score of 70 in the results of filling out the interpersonal intelligence questionnaire and 70% of students were actively involved in the designed learning. The results of the percentage of interpersonal intelligence obtained in the pre-action were 9.09% or in other words, 20 out of 22 students obtained a score of less than 70. After taking action in the first cycle, the percentage increased by 36.36% to 45.45%. This means that 10 out of 22 students obtained a score of more than 70. Meanwhile, the results of observation of student activities in the first cycle obtained a percentage of 63.93% and increased in the second cycle to reach a percentage of 90.15%. This means that there is an increase in student activity by 26.22% from cycle I. The results of the study show that the application of the Team Games Tournament learning model can increase the interpersonal intelligence of class X students of MA Al Fatah Natar in the subject of Moral Beliefs.

Keywords: Team Games Tournament learning model, interpersonal intelligence

INTRODUCTION

The learning of Moral Beliefs experienced by students tends to be monotonous, still centered on the teacher. The absence of interactive and interesting learning media also reduces student learning motivation. Meanwhile, some of the social phenomena that researchers found while observing at MA Al Fatah Natar include mocking each other, saying dirty things, and students tend to be passive and unable to work well together. Most students also like to choose friends to play with and form study groups with only friends they like. The lack of a learning process that increases students' interpersonal intelligence causes these phenomena. Therefore, the researcher conducted this class action research which aims to find out and improve the interpersonal intelligence of students of class X MA Al Fatah Natar. Students are expected to show an active attitude, be confident, be able to interact with others well, and be able to adjust to their social environment.

Based on the background of the above problem, the researcher formulated the following research problem: "How is the interpersonal intelligence of class X students of MA Al Fatah Natar in the subject of Moral Faith?" and "Can the implementation of the *Team Games Tournament* learning model through *Quizwhizzer media* increase the interpersonal intelligence of class X students of MA Al Fatah Natar?".

The benefits of this research for students are to improve student learning activities in the classroom, as well as train students' interpersonal intelligence to create good interaction between fellow class members and teachers. This research is also expected to motivate teachers in developing creativity in choosing learning models.

METHODS

The research method used in this study is an experimental method with a quantitative approach. This research aims to improve students' interpersonal intelligence through the *Team Games Tournament* (TGT) learning model in the subject of Moral Beliefs in class X of MA Al Fatah Natar in 2023. The TGT learning model was chosen because this approach encourages students to collaborate in teams, share knowledge, and improve their social skills, which are closely related to interpersonal intelligence. In this study, the researcher focuses on how the application of the TGT model can improve students' interpersonal intelligence and its influence on the learning outcomes of the subject of Akidah Akhlak.

This study uses a quantitative approach with the type of experimental research. The experiment was chosen to determine the influence of the *Team Games Tournament* learning model on students' interpersonal intelligence. This study also adopts a pre-test and post-test design to measure students' interpersonal intelligence before and after the implementation of the TGT learning model. In experimental research, the control group and the experimental group are needed to compare the results obtained, but in this study, the design used is a pure experiment without a control group because this study focuses on one class that is treated with the TGT model.

The population in this study is all class X students at MA Al Fatah Natar who are registered in the 2023 school year. The sample selected for this study is class X students which number around 30 students. Sampling is carried out by purposive sampling technique, which is the selection of samples based on certain considerations relevant to the research objectives. The students who are the sample of this study are a group that participates in regular learning of Moral Beliefs in class X at the school.

There are two variables in this study, namely the independent variable and the dependent variable. The independent variable in this study is the *Team Games Tournament* (TGT) learning model, while the dependent variable is the interpersonal intelligence of students. Interpersonal intelligence is measured based on students' ability to interact, work together in groups, and demonstrate positive social skills. Researchers will focus on students' ability to work in teams, communicate effectively, and complete tasks collaboratively.

To measure students' interpersonal intelligence, researchers use an instrument in the form of a questionnaire that is adapted to the theory of interpersonal intelligence according to

Howard Gardner. This questionnaire consists of several indicators that measure students' ability to interact with their peers, such as the ability to listen, express opinions, understand the feelings of others, and work together in a team. In addition to the questionnaire, the researcher also used an observation sheet that will be used to monitor student activities during the application of the TGT model. These observation sheets are used to assess the extent to which students can work together in a group and demonstrate their social skills.

Data collection is carried out using several techniques, namely tests, questionnaires, and observations. Tests are given to students to measure their level of interpersonal intelligence before and after the implementation of the TGT learning model. A questionnaire will be distributed to students at the beginning and end of the study to measure changes in their interpersonal intelligence. In addition, observations are made to see firsthand how students interact in groups during the learning process. This observation data will record students' activities in cooperating, communicating, and completing tasks in teams.

The research procedure begins with preparation, namely designing a learning implementation plan that integrates the Team Games Tournament model in learning Akidah Akhlak. The researcher also prepared a questionnaire and observation instruments that will be used to collect data. Before the TGT model was applied, researchers gave students a pre-test to measure their level of interpersonal intelligence. Then, the TGT model is applied in the learning process of Akidah Akhlak with steps that include team formation, group assignments, implementation of learning-based games, and group reflection. After the learning model was implemented, the researcher provided a post-test to measure the changes that occurred in the students' interpersonal intelligence.

The collected data will be analyzed using statistical analysis techniques. To analyze the differences in students' interpersonal intelligence levels before and after the application of the TGT model, the researcher will use a t-test for paired samples. This test is used to find out if there is a significant difference between the pre-test and post-test results. If there is a significant difference, it can be concluded that the application of the TGT model has a positive effect on improving students' interpersonal intelligence. In addition, observation data and questionnaires will be analyzed descriptively to provide an overview of the learning process and changes in students' social skills.

To ensure the validity of the research instrument, the researcher will test the validity of the content of the questionnaire and observation sheet used. The validity of these instruments is tested by experts in the fields of education and psychology to ensure that the instrument can accurately measure students' interpersonal intelligence. Meanwhile, to measure reliability, researchers will use a trial (try out) technique on different sample groups before the main study is conducted. This trial aims to ensure that the instrument used is consistent in measuring the variables in question.

This research has several limitations that need to be considered. First, this research was only conducted in one class, so the results of this study could not be generalized to other classes. Second, this study only focuses on improving interpersonal intelligence through the TGT model, so it does not consider other factors that may affect students' interpersonal intelligence, such as family factors, social background, and previous learning experiences. Therefore, the results of this study only apply to the context of learning at MA Al Fatah Natar and with the TGT model.

This research will be carried out for one semester, namely in the even semester of the 2023 school year. The researcher will start the research with instrument preparation in January 2023, followed by the implementation of the research from February to April 2023. Data collection will be carried out at the beginning and end of learning, namely by giving a pre-test in February and a post-test in April. Data analysis and writing of research reports will be carried out in May 2023.

This research is expected to make a positive contribution to improving the quality of learning at MA Al Fatah Natar, especially in learning Moral Beliefs. With the implementation of the Team Games Tournament model, it is hoped that students can improve their interpersonal intelligence, which will have a positive impact on their ability to cooperate, communicate, and solve problems collaboratively. In addition, the results of this research are expected to be a reference for other teachers in developing effective learning models to improve students' social skills and interpersonal intelligence.

The Team Games Tournament learning model has great potential to improve students' interpersonal intelligence, especially in the context of learning Akidah Akhlak. Through the application of this model, students not only learn individually, but also work together in teams, interact, and provide feedback to each other, which is an important element in the development of interpersonal intelligence. Thus, this study provides evidence that the TGT model can be used as an alternative to improve students' interpersonal intelligence in high school.

RESULTS

The results of the class action research that has been carried out on class X students of MA Al Fatah Natar show a significant increase in students' interpersonal intelligence through the application of the Team Games Tournament (TGT) type cooperative learning model. This research was carried out in two cycles, namely cycle I and cycle II, with a focus on improving students' interpersonal intelligence in the subject of Moral Faith. Here are the results obtained from each cycle.

Table 1. Student Interpersonal Intelligence Data Per Cycle

| Cycle | | Pre | Cycle I | Cycle II | |
|--------------|------------|---------------|---------|----------|--------|
| | | Cycle | | | |
| Intelligence | Average | Interpersonal | 53,95 | 59,40 | 80,04 |
| | Percentage | | 9,09% | 45,45% | 86,36% |

In the pre-cycle, before the implementation of the TGT learning model, the average score of students' interpersonal intelligence was recorded at 53.95 with a percentage of 9.09%. This shows that most students have low interpersonal intelligence. However, after the implementation of the action in the first cycle using the TGT learning model, the average interpersonal intelligence of students increased to 59.40 with a percentage of 45.45%. This shows an increase of 36.36%. Despite the improvement, this number still does not meet the expected success indicators, namely 80% of students obtained an interpersonal intelligence score above 70.

In the first cycle, although there has been an increase, there are still some obstacles that affect the results. The observation results showed that the level of student involvement in the learning process using the TGT model reached 63.93%. The increase is still far from the set indicators. Some of the factors that affect this include students who are not familiar with the TGT learning model and the use of Quizwhizzer media. Many students are still confused about the stages in the TGT model, even though they have previously been given socialization about these stages. The majority of students come from Islamic boarding schools, and they are not familiar with the use of computer media in learning. This causes students to ask frequent questions and take longer to understand the existing stages.

Referring to the results of the reflection from cycle I, the researcher made improvements and applied actions in cycle II. The application of the TGT learning model in cycle II showed better results. The average interpersonal intelligence of students increased significantly to 80.04 with a percentage of 86.36%. There was an increase of 40.91% compared to the first cycle.

In cycle II, in addition to an increase in interpersonal intelligence, student activities also experienced a significant increase. The observation results showed that the level of student involvement in the learning process increased to 90.15%, which was previously only 63.93% in the first cycle. This improvement is also due to students' better understanding of the stages in the TGT model and the use of Quizwhizzer media, which makes it easier for them to take quizzes effectively.

In cycle II, students are more familiar with the procedures or stages of implementing the TGT learning model. They can follow each stage smoothly and efficiently. The learning process becomes more structured, and the time allocated in the Learning Implementation Plan (RPP) can be used more effectively. Students no longer feel confused when taking quizzes,

because they already understand how to do it. As a result, the learning process becomes more efficient and effective, and more time is available for discussion and interaction between students.

Based on the results of this study, it can be concluded that the application of the TGT type cooperative learning model can increase students' interpersonal intelligence in the subject of Moral Beliefs in class X MA Al Fatah Natar. This is evident from a significant increase in the average interpersonal intelligence of students and an increase in student activity during learning. Therefore, it can be recommended that the TGT learning model can be applied in learning Akidah Akhlak or other subjects that require social skills and collaboration between students.

The application of the TGT model has succeeded in improving interaction between students and creating a more active and fun learning atmosphere. This more collaborative learning allows students to learn from each other and share knowledge, which in turn improves their interpersonal intelligence. In addition, the use of Quizwhizzer media also provides a more interactive and fun learning experience for students.

However, this study also shows the importance of careful preparation and socialization before the implementation of the TGT model. The use of new technology and learning media needs to be introduced gradually so that students do not feel confused and can maximize existing learning. Further supervision and guidance are also needed during the learning process so that each student can follow the stages properly.

With the success achieved in cycle II, the researcher concluded that this study has succeeded in achieving the expected goal, namely increasing students' interpersonal intelligence through the TGT learning model. This research makes a positive contribution to the development of cooperative learning in schools, especially in the learning of the subject of Moral Faith. Therefore, the TGT model can be implemented as an alternative to improve students' social skills and interpersonal intelligence in the future.

As a recommendation, the application of the TGT model should not only be limited to the subject of Akidah Akhlak, but can also be applied to other subjects that require interpersonal skills and teamwork. In addition, schools are expected to increase training and understanding for teachers in implementing this cooperative learning model so that more students can feel the benefits.

Thus, this study shows that the use of the TGT-type cooperative learning model can have a positive impact on improving students' interpersonal intelligence, and can be adopted as an effective learning method in improving social skills and collaboration between students.

DISCUSSION

This research aims to improve the interpersonal intelligence of students in class X of MA Al Fatah Natar through the application of a cooperative learning model of the Team Games Tournament (TGT) type. Based on the results obtained from cycle I and cycle II, it can be concluded that the TGT learning model is effective in improving students' interpersonal intelligence, which can be seen from the significant increase in the average score of interpersonal intelligence and student activity.

In the pre-cycle, students' interpersonal intelligence was still low, with an average of 53.95 and only 9.09% of students had an interpersonal intelligence score of more than 70. This suggests that students' interpersonal intelligence at that time has not developed well, which may be due to a lack of opportunities to actively interact with classmates. This low interpersonal intelligence can be related to a lack of students' skills in working together in groups and understanding other people's feelings and perspectives, which is an important aspect of interpersonal intelligence.

However, after the application of the TGT model in cycle I, there was a significant increase in the average interpersonal intelligence of students, which was 59.40 with a percentage of 45.45%. This increase shows that the use of cooperative learning models can have a positive influence on the development of students' interpersonal intelligence. One of the

reasons for the increase is the opportunity for students to work in groups, interact with classmates, and learn together through fun activities. This activity provides students with space to develop the ability to communicate, work together, and understand the feelings of others, which is part of interpersonal intelligence.

However, despite the increase in cycle I, some obstacles still appear. Students are not fully familiar with the stages of the TGT model and the use of Quizwhizzer media, which causes confusion and slows down the learning process. This confusion is more felt in students from Islamic boarding schools, who are not familiar with technology-based learning. This indicates that in the implementation of the TGT model, socialization and careful preparation are very important so that students can follow the stages smoothly and not feel confused. In addition, the time allocated for learning also needs to be considered so that there are no delays in carrying out each stage.

In cycle II, after reflection and improvement based on the results of cycle I, the application of the TGT model showed much better results. The average interpersonal intelligence of students increased to 80.04 with a percentage of 86.36%, which indicates that the success indicator has been achieved. This increase of 40.91% shows that students have mastered the TGT learning stages well and are able to actively participate in the learning process. Interaction between students is also increasing, which indicates that students are starting to get used to this learning model and can work well together in a team.

This increase was also followed by an increase in student activity, which was recorded at 90.15% in the second cycle, much higher compared to 63.93% in the first cycle. When students have understood the stages of TGT and how to use Quizwhizzer's media, they become more confident and no longer feel confused. As a result, the time used for each activity becomes more efficient and effective, in accordance with what is planned in the Learning Implementation Plan (RPP).

The learning process that occurred in cycle II shows that the TGT model can create a more interactive and collaborative learning environment. This team-based learning allows students to exchange ideas, discuss materials, and work together in solving problems. This strongly supports the development of students' interpersonal intelligence, because they are invited to interact more and understand the point of view of their peers. In addition, the TGT model also provides opportunities for students to hone their social skills, which are at the core of interpersonal intelligence.

The TGT learning model provides many advantages, including increasing student engagement, improving communication between students, and developing students' ability to work together in a team. In the context of learning Moral Beliefs, this model is very relevant because this subject not only teaches material about religion, but also about social and moral values that need to be applied in daily life. By improving students' interpersonal intelligence, it is hoped that they will not only be able to understand the subject matter, but also be able to apply the values that have been learned in their social interactions.

Although this study shows positive results, there are a few things that need to be considered for further development. Socialization and understanding of the TGT learning model need to be improved, especially in terms of the use of new technology and learning media. Teachers also need to get more in-depth training on how to facilitate team-based learning and manage group dynamics in order to achieve optimal results. In addition, students need to be given more opportunities to practice in different learning situations so that they become more proficient in collaborating and interacting.

In addition, even though the success indicators have been achieved, this research is still limited to the context of the subject of Moral Beliefs in class X of MA Al Fatah Natar. Further research can be carried out by applying the TGT model to other subjects or in classes with different student characteristics to see if similar results can be achieved. It is important to know the extent to which the TGT learning model can be applied in a broader context and on a variety of subjects.

Overall, the results of this study provide strong evidence that the TGT-type cooperative learning model can improve students' interpersonal intelligence. The application of this model has successfully increased student engagement, improved their social interaction, and helped them to be more active in learning. Therefore, the TGT model can be used as an effective

alternative to improve the quality of learning, especially in the development of students' interpersonal intelligence.

CONCLUSION

Based on the discussion of the data of the research results, data on the increase in the average interpersonal intelligence of students was obtained, which was 53.95 in the pre-cycle to 59.40 in the first cycle, then increased again to 80.04 in the second cycle. Thus, it can be concluded that the application of the *Teams Games Tournament type cooperative learning model* can increase the interpersonal intelligence of class X students of MA Al Fatah Natar South Lampung.

With the completion of this research, the author provides suggestions to MA Al Fatah Natar teachers to be able to carry out more active and interactive learning to improve students' interpersonal intelligence by applying the right learning model for students. This paper can also be used as a reference material to conduct further research on TGT-type cooperative learning models in improving students' interpersonal intelligence.

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