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The Implementation of the Teams Games Tournament Learning Model to Improve Student Learning Outcomes in PAI Subject on Sunnah Rawatib Prayer Material in 6th Grade at SDN 101404 Aek Kahombu

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Abstract:

This research aims to analyze the effectiveness of implementing the Teams Games Tournament (TGT) learning model in improving students' learning outcomes in the Islamic Religious Education (PAI) subject, specifically on the Sunnah Rawatib Prayer material in 6th grade at SDN 101404 Aek Kahombu. The research method used is Classroom Action Research (CAR), consisting of two cycles. Each cycle includes planning, action implementation, observation, and reflection. Data collection techniques were conducted through observation, written tests, and interviews. The results of the study show that the implementation of the TGT model can increase students' active participation and motivation to learn. The average student scores showed a significant improvement from the first to the second cycle. Additionally, social interaction and cooperation among students also improved through the educational game activities in the TGT model. The conclusion of this research is that the Teams Games Tournament learning model is effective in enhancing students' learning outcomes on the Sunnah Rawatib Prayer material. This model not only improves students' academic understanding but also helps them develop cooperation, sportsmanship, and responsibility within the learning process. Therefore, the TGT model can serve as an alternative in PAI learning to create a more enjoyable and meaningful learning environment.

Keywords: Teams games tournament, Learning outcomes, Islamic religious education, Sunnah rawatib prayer, Active learning.

INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students from an early age. One of the main aspects of PAI learning is the understanding and practice of worship, including the Sunnah Rawatib Prayer. This prayer is a voluntary act of worship that accompanies obligatory prayers and holds many virtues. However, based on observations in the 6th grade at SDN 101404 Aek Kahombu, it was found that students' understanding of this material remains low. Many students struggle

to memorize the number of rak'ahs, the times for performing it, and the benefits of this Sunnah prayer. In addition, students' interest and engagement in PAI lessons are still lacking, which impacts their learning outcomes. One of the contributing factors to the students' low understanding is the conventional teaching method still being used. Instruction that is lecture-centered tends to make students passive and less actively involved in the learning process. In fact, in PAI learning, student involvement is crucial so that they not only understand the theory but can also apply it in daily life. Therefore, a more engaging and interactive teaching method is needed so that students become more enthusiastic about learning and are able to better understand the material. To address this issue, one teaching model that can be applied is the Teams Games Tournament (TGT). This model is part of the cooperative approach that combines group collaboration and educational games. In the TGT model, students learn in small groups, discuss, and compete in enjoyable academic tournaments. With this method, learning becomes more active, interactive, and positively competitive, which is expected to increase students' motivation and understanding of the subject matter.

The TGT learning model also has several advantages over conventional methods. This model not only enhances students' cognitive understanding but also helps them develop social skills, such as teamwork, effective communication, and sportsmanship. Additionally, with the elements of games and competition in this model, students will be more motivated to learn and strive for the best results. Thus, learning no longer feels monotonous, but instead becomes an enjoyable and meaningful experience for students. This research uses Classroom Action Research (CAR), which consists of two cycles. Each cycle includes planning, action implementation, observation, and reflection stages. Data collection techniques are conducted through observation, written tests, and interviews to determine the effectiveness of the TGT model in improving students' understanding and learning outcomes. With both qualitative and quantitative descriptive analysis, this study is expected to provide a clear picture of the impact of the TGT model implementation on students' learning outcomes in the PAI subject. In addition to improving learning outcomes, this research also focuses on the social and psychological impacts of the TGT model implementation. During the learning process, students do not only learn individually but also collaborate in groups, enhancing their social interaction and sense of camaraderie. Through the academic tournament, students learn to be sportsmanlike, value their peers' opinions, and strive to give their best for their group. It is hoped that this will shape students' character to be more disciplined, responsible, and highly motivated to learn.

Through this research, it is hoped that an effective solution can be found to improve students' learning outcomes and create a more enjoyable and meaningful learning environment. If the TGT model proves successful in enhancing students' understanding of the Sunnah Rawatib Prayer, this model can be recommended as an alternative in PAI teaching at the elementary school level. Moreover, this research may contribute to the development of more innovative teaching methods tailored to students' needs. Ultimately, the results of this research are expected to serve as a reference for teachers in designing more creative and effective teaching strategies. By applying the TGT model in PAI teaching, students are expected not only to gain better academic understanding but also to have a more enjoyable and memorable learning experience. This will help them develop a positive attitude towards religious education and become more motivated to practice the knowledge they have learned in their daily lives.

METHODS

This research employed the Classroom Action Research (CAR) method, conducted in two cycles. The primary data source in this study was the 6th-grade students of SDN 101404 Aek Kahombu, who served as the research subjects. The selection of 6th-grade students as subjects was based on the need to understand the effectiveness of the Teams Games Tournament (TGT) learning model in improving their learning outcomes on the subject of Sunnah Rawatib Prayer in Islamic Religious Education (PAI). In addition to the students, this study also involved the PAI teacher as the main facilitator in the implementation of the TGT learning model, and the students' parents as additional sources of information regarding changes in the children's attitudes and understanding in their daily lives. Besides primary data obtained directly from students and teachers, this study also used secondary data, such as curriculum documents, syllabi, and previous learning evaluation results. These data were used to compare the students' level of understanding before and after the implementation of the TGT learning model. By combining various data sources, this research was able to provide a more comprehensive picture of the effectiveness of the TGT method in enhancing students' understanding of the material taught.

RESULTS

This research demonstrates that the application of the Teams Games Tournament (TGT) learning model had a positive impact on improving the learning outcomes of 6th-grade students at SDN 101404 Aek Kahombu in the subject of Sunnah Rawatib Prayer. Data was collected through written tests conducted before and after the implementation of the learning model in each cycle. Before the intervention, the average student scores were in the low category, with many students scoring below the minimum mastery criteria (KKM). However, after implementing the TGT model in the first and second cycles, there was a significant improvement in students' learning outcomes. Additionally, observations revealed that students were more active in discussions, enthusiastic about the learning process, and had a better understanding of the material compared to conventional teaching methods. Student Learning Outcomes Data The following table shows the comparison of the average student scores before the intervention (pre-cycle), after cycle 1, and after cycle 2:

Score Category	Score Range	Pre-Cycle (Number of Students)	Cycle 1 (Number of Students)	Cycle 2 (Number of Students)
Poor	0 – 59	13 students	5 students	1 student
Fair	60 – 75	10 students	12 students	7 students
Good	76 – 85	5 students	10 students	12 students
Excellent	86 – 100	2 students	8 students	15 students
Total	-	30 students	30 students	30 students
Average Score	-	63	78	88

In the pre-cycle, most students were in the fair (60–75) and poor (0–59) categories, with an average score of 63. After implementing the TGT model in cycle 1, student scores increased, with an average of 78. The number of students in the poor category drastically decreased from 13 students to 5 students. In cycle 2, further improvement was observed, with an average score of 88. The majority of students were now in the good and excellent categories. From these results, it can be concluded that the implementation of Teams Games Tournament (TGT) was effective in enhancing students' understanding of the Shalat Sunat Rawatib material, both academically and in terms of their learning motivation.

Data Verification

Data verification in this study was conducted to ensure the validity and accuracy of the results obtained. The verification process involved data triangulation, which was done by comparing the results of written tests, observations, and interviews. This triangulation aimed to determine whether the improvement in students' learning outcomes after the implementation of the Teams Games Tournament (TGT) model truly reflected better understanding of the Shalat Sunat Rawatib material in grade 6 at SDN 101404 Aek Kahombu. Verification Through Written Test Results Written tests were conducted before and after the application of the TGT learning model. The results showed a significant improvement in students' scores. In the pre-cycle, the average score of students was only 63, with most students in the fair and poor categories. After implementing the TGT model, the average score increased to 78 in cycle 1 and further to 88 in cycle 2. This improvement indicates that students showed progress in understanding the Shalat Sunat Rawatib material. To ensure the validity of the test results, an analysis was performed by comparing students' answers from the pre-cycle to cycle 2, and it was found that students were able to answer questions more accurately and provide more in-depth explanations.

Verification Through Classroom Observations, Observations were made during the learning process to assess students' engagement and activeness in learning activities. In the pre-cycle, students tended to be passive, with only a few actively answering questions, while most appeared less enthusiastic. After the TGT model was implemented, particularly through the group tournament competition, students showed significant behavioral changes. They were more active in group discussions, more confident in expressing their opinions, and more motivated to understand the material. These observations revealed a positive correlation between the TGT method and the increased participation of students.Verification Through Interviews with Teachers Interviews were conducted with the PAI (Islamic Education) teacher to gain insight into the changes observed after the application of the TGT model. The teacher noted that before using TGT, students tended to get bored quickly and were less focused on learning. However, after using this approach, students became more interested in learning, understood the material more easily, and asked more questions. Additionally, the teacher mentioned that the TGT method helped students who had previously struggled to understand the concepts of Shalat Sunat Rawatib due to the group discussions that allowed them to learn from their peers. Verification Through Interviews with Parents To assess the impact of learning outside the classroom, interviews were also conducted with students' parents. The results of the interviews showed that many parents observed positive changes in their children's habits after participating in TGT-based learning. Students became more proactive in performing sunnah prayers at home, were more open in discussing what they had learned, and even encouraged family members to discuss the proper practice of sunnah prayers.

This demonstrates that the understanding gained by students through the TGT model extended beyond the classroom and was applied in their daily lives. Verification Through Documentation and Field Notes As part of the data validation, documentation in the form of activity photos, group work results, and students' reflection notes was collected throughout the study. From this documentation, it was evident that students became more active in learning, enjoyed the competition within the groups, and showed improvement in their discussion outcomes. Additionally, field notes indicated increased social interaction among students, particularly in terms of cooperation and responsibility in completing group tasks. Conclusion of Data Verification Based on the verification results through written tests, classroom observations, interviews with teachers and parents, as well as documentation, it can be concluded that the improvement in students' learning outcomes was not merely reflected in their scores but also demonstrated a better understanding and application in real life. The success of the Teams Games Tournament

(TGT) model in enhancing students' understanding of the Shalat Sunat Rawatib material has been validated through various verification methods, all of which consistently showed positive results.

The implementation of the Teams Games Tournament (TGT) learning model in the Shalat Sunat Rawatib material for grade 6 students at SDN 101404 Aek Kahombu showed significant results in improving students' understanding and engagement. This model transformed the learning environment from previously passive to more active and interactive. The increase in the average score from 63 in the pre-cycle to 88 in cycle 2 proves that this tournament-based learning strategy effectively encourages students to better understand the material in a fun and challenging way. One of the main factors behind the success of the TGT model is the element of healthy competition that drives students' intrinsic motivation. In conventional learning, students tend to passively receive the material, whereas in TGT, they are more actively involved in discussions, answering questions, and working in teams. The competition in the form of tournaments provides an exciting challenge for students, motivating them to study diligently and master the material to help their team win the game. In addition to improving academic understanding, the TGT model also contributes to students' social development. From observations and interviews, it was found that students who were previously less confident in expressing their opinions became more courageous in speaking up and actively interacting with their peers. Students with a better understanding were also encouraged to help those who were struggling, creating a more inclusive and collaborative learning environment.

Not only did it have an impact in the classroom, but the TGT learning model also influenced students' habits outside of school. Interviews with parents revealed that after the implementation of this model, children were more proactive in performing sunnah prayers at home. This proves that the understanding gained through the TGT model is not only theoretical but also encourages direct practice in everyday life. However, although the TGT model proved to be effective, there were some challenges in its implementation. One of the challenges is time management and teacher preparedness. Teachers need to design questions that suit students' abilities, ensure fairness in the tournament system, and guide students who have difficulty understanding the concepts. Therefore, for this model to run optimally, careful planning and flexibility in implementation are required. Furthermore, the effectiveness of the TGT model also depends on the active involvement of all students. Although most students showed increased motivation, some were still less active in discussions and tournaments. To address this, teachers can apply additional strategies, such as assigning special roles to less active students, for example, as group moderators or discussion recorders. This way, every student has the opportunity to participate and feel valued in the learning process. Overall, this study shows that Teams Games Tournament (TGT) is an innovative and effective learning method for improving students' learning outcomes in the Shalat Sunat Rawatib material. In addition to its impact on academic achievement, this model also contributes to developing social skills, increasing learning motivation, and encouraging the application of religious values in everyday life. With its many benefits, this model is highly recommended for implementation in other subjects that require both conceptual understanding and practical application.

CONCLUSION

This study proves that the implementation of the Teams Games Tournament (TGT) model significantly improves students' learning outcomes in the Shalat Sunat Rawatib material for grade 6 at SDN 101404 Aek Kahombu. The increase in the average score from 63

before the implementation to 88 afterward indicates that a game- and tournament-based learning approach can help students better understand the material. Learning, which initially felt boring, became more engaging and enjoyable, motivating students to study more earnestly. In addition to improving academic performance, the TGT model also positively impacts students' social skills development. In the learning process, students learn to work together in teams, communicate effectively, and help each other in understanding the material. This shows that a collaborative learning model can foster a culture of mutual cooperation and togetherness in the classroom. Students who were initially passive became more confident in expressing their opinions and participating in discussions. Another equally important impact is the application of moral values in everyday life. From interviews with parents, many students began to perform sunnah prayers regularly at home after participating in this learning process. This proves that the understanding gained through the TGT method is not only theoretical but also helps form positive habits in students' lives. Thus, religious education is not just about memorizing theory but also encourages real practice that can shape students' character in accordance with Islamic teachings. Although the TGT model has proven effective, its implementation still faces some challenges, such as time management, teacher readiness, and the active involvement of all students. Therefore, the success of this model relies heavily on careful planning, the creativity of teachers in designing learning strategies, and support from schools and parents. With continuous improvements, this model can become an effective alternative for enhancing the quality of learning, particularly in Islamic Religious Education (PAI) subjects. Overall, this study shows that Teams Games Tournament (TGT) is an innovative, interactive, and enjoyable learning method that can improve learning outcomes while building students' character. With the various benefits proven, this model can be applied not only to Shalat Sunat Rawatib material but also to other subjects that require deep understanding and practical application. In the future, it is hoped that more teachers will adopt this approach to create learning experiences that are more engaging, meaningful, and positively impactful on students' development.

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