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Improving Learning Outcomes in Islamic Religious Education and Ethics Through the Teams Games Tournament Learning Model in Grade XI of SMA Negeri 1 Nguntoronadi for the 2025/2026 Academic YearBook

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ABSTRACT

This research is motivated by the low learning outcomes of students in the subject of Islamic Religious Education and Ethics in grade XI 1 SMA Negeri 1 Nguntoronadi. Based on the results of initial observations, the level of student learning completeness is still low because the learning process tends to be teacher-centered so that students are less active and less motivated in participating in learning. This research aims to improve student learning outcomes through the application of *the Teams Games Tournament* (TGT) learning model. This research is a class action research which is carried out in two cycles. Each cycle includes the stages of planning, implementation of actions, observation, and reflection. The research subjects amounted to 33 students in class XI 1 of SMA Negeri 1 Nguntoronadi. Data collection techniques are carried out through observation, learning outcome tests, and documentation. Data were analyzed using quantitative and qualitative descriptive analysis techniques. The results of the study show that the application of the *Teams Games Tournament* learning model is able to improve student learning outcomes. In the pre-cycle stage, the percentage of student learning completeness only reached 10%. After the TGT learning model was applied in the first cycle, learning completeness increased to 63%. Furthermore, in cycle II it increased to 100%. Student activities also increased from 78% in cycle I to 90% in cycle II. Teacher activity increased from 76% to 90%. This improvement shows that the TGT learning model is able to create an active, fun learning atmosphere, and encourage student involvement in the learning process. Based on the results of the study, it can be concluded that the application of the *Teams Games Tournament learning model* has proven to be effective in improving the learning outcomes of students in the subject of Islamic Religious Education and Ethics in grade XI 1 SMA Negeri 1 Nguntoronadi.

Introduction

Islamic education aims to nurture and develop individuals spiritually and physically and must take place hierarchically. New maturity or growth can be achieved through an iterative process that leads to *transformative* and *innovative* goals.[8] Islamic Education and Islamic Religious Education (PAI) are two terms that are often used to distinguish each other. In reality, the two are very different. Islamic education can be understood as an effort of an education system that is based on and imbued with Islamic values. Meanwhile, Islamic Religious Education is a term used to describe the efforts that are taught about religious personalism. In this context, Islamic Religious Education is an effort to educate and guide children so that they will be successful in the future. Able to understand and apply Islamic teachings as the foundation of life after completing their education (Aris, 2022).

The development of Islamic education combines formal and non-formal education, so it requires the support of education management that can affect both types of learning (Budiyono, 2023). One of the government's efforts to improve the quality of education is the issuance of government regulation No. 19 of 2005 concerning national education standards, which include content standards, process standards, graduate competency standards, educator standards, education personnel and educational assessment standards. The learning model is one of the important instruments that can be used to improve the quality of the learning process. In the implementation of teaching and learning activities, teachers are required to implement a learning approach that is able to encourage active student involvement throughout the learning process (Arif, 2023).

Teaching and learning activities have a crucial role in improving the quality of education, so learning needs to be carried out appropriately and managed properly. Learning management can run optimally if the functions of planning, implementing and evaluating the program are carried out systematically. In their capacity as classroom managers, teachers hold a very strategic position in realizing learning goals. Like a captain who controls the direction of the ship, teachers hold the main control in managing the learning process (Budiyono, 2023). Teachers occupy a central position in moving the wheels of education and as educators, teachers are required to have adequate competencies to facilitate students in undergoing the learning process. This effort is carried out so that students do not feel bored or bored while participating in learning activities, so that learning goals can be achieved optimally (Amir, 2023).

Teachers are the primary source of education and cannot be replaced because they are professional educators. Teacher professionalism will determine more success and failure in education and learning (Farihin, 2022). The role of teachers in learning activities is very vital, especially in terms of providing direction, mentoring and support to students so that they are able to achieve the learning targets that have been set. The quality of learning is determined by the quality and number of roles played by a teacher in carrying out learning, especially related to his work as a professional teacher. Problems related to the use of various learning approaches that refer to the educational curriculum and the suitability of the teaching materials that will be delivered to students with clearly formulated learning objectives (Nisha, 2025).

One of the main parameters that reflects the success of national education is the learning outcomes or outcomes of students. This is because students' learning achievements are used as a reference to measure the extent of their mastery of the material that has been learned during the learning process. If the learning process runs optimally and effectively, the achievement of student learning outcomes will be more meaningful and have a significant

impact. Learning outcomes have a very important position, because they are a benchmark of success, both for teachers and for the students themselves (Baso, 2021).

In the implementation of learning in schools, we are often faced with the diversity of characteristics possessed by each student. Certain learners perform their study tasks smoothly and successfully but there are also learners who face many challenges while studying. Students who experience learning difficulties show that there are certain obstacles that prevent them from achieving learning goals, which are in the form of psychological, sociological or physiological problems (Muhammad, 2017). If we look at students while studying in class, we can see various symptoms of learning difficulties. Such as difficulty focusing, nervousness, tiredness, unrest, laziness, disturbing friends, difficulty communicating and so on. This kind of condition ultimately has an impact on low learning outcomes that are far from the expectations that have been set (Agus, 2021).

Similar learning difficulties were also found at SMA Negeri 1 Nguntoronadi. Based on the results of observations that have been carried out directly by researchers in the field, it is revealed that most of the students of class XI, especially class XI 1 of SMA Negeri 1 Nguntoronadi have not succeeded in meeting the Minimum Completeness Criteria (KKM) that have been set in the subject of Islamic Religious Education and Ethics. Through observations made by researchers during learning activities, a number of obstacles were found that often appeared in the classroom. One of them is the application of learning methods that are less varied and tend to be conspicuous, so that it has an impact on decreasing student concentration. This condition is reflected in the emergence of various student behaviors such as being sleepy, engrossed in talking with classmates, to playing with mobile phones in the middle of lessons. Furthermore, this situation also has implications for low active involvement and overall learning motivation of students.

The findings of the observation results were then strengthened by the results of an interview conducted with Mrs. Rosyida Nur Rahmawati, S.Pd.I as the PAIBP subject teacher. There are challenges faced by PAIBP subject teachers in activating students that are quite complex. There are students who have high enthusiasm, but not a few are passive and reluctant to express their opinions. Less effective classroom conditions also have an impact on decreasing students' learning concentration, especially in the last hours of lessons when students begin to feel tired and their participation levels tend to decrease. Furthermore, there are several factors that generally underlie this condition. The first factor is related to the diversity of the conditions of the students themselves. Some of the students in the class are already exhausted due to the density of activities outside school and the workload of assignments from other subjects, so that students' focus is disturbed. The second factor concerns the use of gadgets, which until now is still a challenge in itself. Some students often lose focus because there is an incoming notification, or secretly open another application when given an assignment that utilizes internet access.

In order to overcome these problems, a learning model is needed that is able to motivate students to actively participate, as well as make the learning environment more conducive and interactive. The *Teams Games Tournament* learning model was first introduced by Davied Devries and Keith Edward in 1972. This model was then further refined and developed through a collaboration between Devries and Slavin in 1978 (Ratika, 2021) The *Teams Games Tournament* learning model is included in the category of cooperative learning models that are classified as practical in their implementation. This model involves all students regardless of their background, while positioning them as facilitators of learning for their peers. In addition, *the Teams Games Tournament* integrates game elements and reinforcement systems into learning activities as an effort to increase student involvement. What distinguishes this model from other approaches is the existence of a structured competition mechanism, where learners are encouraged to collectively answer questions

with an optimal level of accuracy, thus encouraging active participation in the learning process (Uswatun, 2020)

Because *Teams Games Tournament* has a dominant position in cooperative learning, it is effective in creating a dynamic learning atmosphere and reducing student boredom. During the learning process, students in each group must try to master the material and not be passive when doing group assignments. This way, when they are asked to show their answers, they can give a score to their group. Thus, each individual is responsible for understanding his or her ideas with the help of members of the group that has been formed (Tara, 2019).

The advantages of the *Teams games Tournament* learning model include allocating more efficient time to work on assignments, appreciation for the diversity of each individual's character, the ability to accelerate students' understanding of the entire material, training in social skills among others, increasing enthusiasm and motivation for learning, optimizing learning outcomes, and fostering empathy and tolerance in students (Uswatun, 2020)

The implementation of the *Teams Games Tournament* learning model for grade XI students of SMA Negeri 1 Nguntoronadi is expected to have a positive impact on improving student learning outcomes. In the implementation mechanism, each student has the responsibility to respond to the questions that have been prepared, so that each student has the opportunity to contribute in the form of points for his group, this motivates each individual to learn or study the material and not depend on his group because each individual has responsibility, so that every student actively participates in this tournament.

Various previous studies have informed that the implementation of the *Teams Games Tournament* learning model is able to produce a more significant improvement in learning outcomes. Through this model, students become more enthusiastic about listening to the material delivered by the teacher, as well as avoiding boredom, because the use of learning media makes students directly and tangibly involved in every learning activity. It can make students more interested in listening to what the teacher teaches and prevent students from getting bored because the props make them more directly involved in learning activities. However, obstacles in the form of time constraints are a separate obstacle for students in following the flow of the *Teams Games Tournament* model, coupled with the condition of some students who do not fully understand *the Teams Games Tournament learning approach* (Ahsoina, 2024). Therefore, this study aims to improve learning outcomes with the Teans Ganes Tournament model.

Method

This research uses a type of class action research. Classroom action research is a recycled controlled reflective research process (cycle) carried out by teachers or prospective teachers with the aim of making learning systems, procedures, content, skills or conditions better. Basically, classroom action research is a type of research to find out the learning process and solve important and urgent classroom learning problems. Therefore, classroom action research is also considered one of the problem-solving strategies that benefits real actions and the process of developing the ability to detect and solve problems (Anindita, 2023). The type of research used is the Kemmis and Mc Taggart model class action research. The Kemmis and Mc Taggart model is a development of the model introduced by Kurt Lewin. The difference lies only in the *action* and *observing parts*, which are combined with looking. The reason for the merger is the existence of a unit of time, which means that observation must begin when the action takes place. Therefore, the chemmis and Mc Taggart model

consists of three main components, namely *planning*, *action (observing)* and *reflecting*. One of the differences with the first model is that there are no cycle restrictions that depend on the desired level of success or improvement (Anindita, 2023). The subjects in this study are students in grade XI 1 of SMA Negeri 1 Nguntoronadi in the 2025/2026 school year who take the subject of Islamic Religious Education and Ethics (PAIBP) with a total of 33 students consisting of 10 male students and 23 female students. Data collection techniques are carried out by observation, tests, and interviews as well as documentation.

Results and Discussion

1. Implementation of the *Teams Games Tournament* Learning Model in Cycle I

The implementation of actions in the first cycle begins with the planning stage. At this stage, the researcher prepares all the learning tools needed to support the process of implementing class actions. The tool includes learning materials for chapter 7 of class XI on *Strengthening Faith by Maintaining Honor, Sincerity, Shame and Zuhud*, teaching modules, learning media in the form of *power points*, *Teams Games Tournament* (TGT) game questions, prizes as a form of appreciation to the best group, instruments for observing the activities of students and teachers, and evaluation questions in the form of multiple choice as many as 15 items. Careful preparation at the planning stage is carried out so that the learning process can run systematically and in accordance with the objectives of the classroom action research.

The implementation of the first cycle of learning was carried out on February 10, 2026 in grade XI 1 of SMA Negeri 1 Nguntoronadi with an allocation of three hours of lesson time. In the first hour, the teacher delivered material on the importance of maintaining honor, being sincere, having shyness, and applying the attitude of zuhud in daily life. The delivery of material is carried out with the help of *power point* media so that students can more easily understand the content of learning. In the second hour, the *Teams Games Tournament learning model was applied*. Students were divided into several groups to discuss and cooperate in understanding the material that had been delivered. After the discussion activity was over, students participated in academic games in the form of intergroup tournaments by answering questions that had been prepared by the teacher. In the third hour, students do an individual evaluation test to find out the level of understanding of the learning material.

The implementation of the TGT learning model in cycle I showed a change in the learning atmosphere compared to the previous learning. Students seem more enthusiastic about participating in learning activities because of the elements of games and competitions between groups. Group discussion activities make students more active in asking questions and exchanging opinions with their group friends. In addition, the learning atmosphere becomes more fun so that students do not easily feel bored during the learning process.

Based on the results of the learning evaluation in the first cycle, data was obtained that the level of learning completeness of students reached 63%. Of the total 33 students, 21 students have met the standards of learning completeness, while the other 12 students have not achieved completeness. The details of the learning results showed that 9 students (27%) obtained the very good category, 12 students (36%) the good category, 5 students (15%) the adequate category, and 7 students (21%) the poor category. These results show an increase compared to the pre-cycle condition which only reached 10% completeness. Thus, the application of the TGT learning model in the first cycle has had a positive impact on improving student learning outcomes even though it has not reached the research success indicator set at 75%.

The results of observation of student activities in the first cycle obtained a percentage of 78% with the good category. This shows that most students are starting to actively participate in learning, both in group discussion activities and during the implementation of academic games. However, there are still some students who lack confidence to ask questions, are less active in expressing opinions, and are not optimal in working with their groups. This condition is influenced by the habits of students who previously participated in learning more often with the lecture method so that it takes time to adjust to a more active and collaborative learning model.

Observation of teacher activities in the first cycle obtained a percentage of 76% with a good category. Teachers have been able to carry out the learning stages according to the TGT model syntax, starting from the delivery of material, group formation, game implementation, to giving awards to the best group. However, there are still several aspects that need to be improved, such as classroom management during the game, the division of students based on academic ability, and the intensity of teachers in guiding group discussions and question and answer activities.

Based on the results of the reflection of the first cycle, it is known that the implementation of the TGT learning model has been able to significantly improve student learning outcomes compared to pre-cycle. Learning completeness increased from 10% to 63% or an increase of 53%. However, these results have not met the indicators of research success because there are still 36% of students who have not reached learning completion. Therefore, it is necessary to make improvements in cycle II, especially in increasing student involvement during discussions, clarifying the rules of the game, maximizing class management, and increasing students' motivation to learn so that learning outcomes can be more optimal.

2. Implementation of the *Teams Games Tournament* Learning Model in Cycle II

The implementation of cycle II was carried out as a follow-up to the results of reflection in cycle I. The planning stage in cycle II was focused on refining learning strategies that were previously considered less than optimal. The researcher again prepared learning tools in the form of materials, power *point media*, tournament questions, prize prizes, teaching modules, observation instruments, and learning evaluation questions. In addition, the researcher also improved the classroom management strategy and group division so that the learning process took place more effectively.

The implementation of cycle II learning will be carried out on February 24, 2026 with the same time allocation, namely three hours of lessons. The learning activity began with the delivery of material by the teacher, then continued with a group discussion and the implementation of *the Teams Games Tournament*. In the second cycle, the teacher is more active in guiding students during the discussion process and providing motivation to students who were previously less active. The teacher also clarified the rules of the game so that students could participate in tournament activities in a more orderly and enthusiastic manner.

In the implementation of cycle II, there was an increase in student participation during the learning process. Students are more active in asking questions, discussing, and collaborating with their groups. In addition, the atmosphere of competition in academic games is able to increase students' enthusiasm for learning. Students seem more confident when answering questions in front of the class and show high enthusiasm to get the best score for their group. This condition shows that the TGT learning model is able to create fun learning and encourage active involvement of students.

The results of the learning evaluation in cycle II showed a very significant increase. All

students managed to achieve learning completeness with a percentage of 100%. Of the 33 students, 19 students (57%) obtained the very good category and 14 students (42%) obtained the good category. There are no more students who are in the sufficient or insufficient category. These results show that the learning actions carried out in cycle II have succeeded in achieving the indicators of research success that have been set.

The improvement in learning outcomes in cycle II shows that the TGT learning model is effectively used in the learning of Islamic Religious Education and Ethics. Through group discussion activities and academic tournaments, students not only understand the learning material more deeply, but also learn to work together, be responsible, and compete in a healthy manner. Learning activities that involve game elements also make students more motivated to participate in learning so that it has an impact on improving learning outcomes.

The results of the observation of student activities in the second cycle obtained a percentage of 90% with the category of very good. Students are seen to be more active in the entire learning series, starting from listening to the teacher's explanation, discussing in groups, participating in games, to completing learning evaluations. Interaction between students also took place better than the previous cycle. Students who in the first cycle tend to be passive begin to show the courage to ask questions and express opinions.

Teacher activity in cycle II also increased with a percentage of 90% in the very good category. Teachers have been able to carry out learning according to the TGT model syntax optimally. Teachers are more skilled in managing classes, guiding group discussions, providing motivation to students, and creating a conducive and fun learning atmosphere. The increase in teacher activity also has an influence on improving student learning outcomes.

Based on the results of the reflection of the second cycle, it is known that all indicators of research success have been achieved. The completeness of students' learning reached 100% or increased by 37% compared to cycle I. Thus, classroom action research was stopped in cycle II because the research objectives had been optimally achieved.

3. Analysis of Learning Outcomes Improvement through the Teams Games Tournament Model

The author must discuss the results and how they can be interpreted in relation to previous studies and the working hypothesis. The findings and their implications should be discussed in the broadest possible context (Vink et al., 2019). Directions for future research may also be highlighted.

The results of the study show that the application of the *Teams Games Tournament* (TGT) learning model was able to significantly improve students' learning outcomes in the subject of Islamic Religious Education and Ethics in grade XI 1 of SMA Negeri 1 Nguntoronadi. The increase was seen gradually starting from the pre-cycle stage, cycle I, to cycle II. In the pre-cycle stage, the level of learning completeness of students only reached 10%, then increased to 63% in cycle I, and reached 100% in cycle II. This improvement shows that the TGT learning model is able to create a more active, fun, and effective learning process in improving students' understanding of learning materials.

1.1 Comparison Table of Student Learning Outcomes

No	Stages	Very Good	Good	Enough	Less	Conclusion
1.	Pre-Cycle	1 (3%)	2 (6%)	9 (27%)	21 (64%)	10%
2.	Cycle I	9 (27%)	12 (36%)	5 (15%)	7 (21%)	63%
3.	Cycle II	19 (57%)	14 (42%)	0 (0%)	0 (0%)	100%

The success of the implementation of the TGT model in this study is influenced by several factors, one of which is the existence of group cooperation and healthy academic competition. In the TGT learning model, students not only passively receive material from the teacher, but also actively engage in group discussions, academic games, and intergroup tournaments. This activity provides an opportunity for students to help each other understand the material so that the learning process becomes more meaningful. In addition, the game elements contained in the TGT model are able to increase the motivation and enthusiasm of students during the learning process.

The results of this study are in line with the research conducted by Puji Tri Lestari, Elok Sudibyo, and Ernita Vika Aulia who stated that the application of the TGT learning model is able to improve students' learning outcomes on the material of the human digestive system. The study shows that the TGT model has a positive influence on student engagement during the learning process so that learning outcomes increase significantly (Lestari et al., 2023).

In addition, research conducted by Novi Indah Lestari, Abdul Razak, Lufri, Zulyusri, and Fitri Arsih in the form of meta-analysis also proves that the TGT learning model is effective in improving student learning outcomes. Based on the results of analysis of 20 research articles, the use of the TGT model was able to increase learning outcomes from an average of 55.75% to 69.93% or an increase of 14.18%. These results show that the TGT model has consistent effectiveness in various subjects and levels of education (Lestari et al., 2022).

Other research conducted by Anindita Paramastuti and Mety Toding Bua also showed that the TGT model was able to increase students' activeness and learning outcomes. In the study, learning completeness increased from 29.6% in the pre-cycle stage to 66.6% in cycle I and increased again to 81.4% in cycle II. The results of the study reinforce the findings in this study that the application of the TGT model can increase student involvement in learning which has a direct impact on improving learning outcomes (Paramastuti & Bua, 2024).

The improvement in learning outcomes in this study is also supported by research conducted by Made Puput Aryani, I Wayan Widana, and Putu Winda Marhayani Wijaya which shows that the TGT learning model assisted by website media is able to increase the completeness of students' mathematics learning from 9.75% to 82.80% in the first cycle and increase to 92.70% in the second cycle. These results show that the TGT model can be combined with various learning media to create more interesting and effective learning (Aryani et al., 2024).

The success of the TGT model is also influenced by group awards and healthy competition. Learners become more motivated to learn because each member of the group has a responsibility to make the best contribution to his or her group. This situation

encourages students to be more active in discussing, asking questions, and understanding the learning material. According to Afa Wibowo's research, the TGT model is effective in increasing students' motivation and academic achievement because learning takes place in a collaborative and fun atmosphere. The study explained that the increase in students' learning motivation after the implementation of the TGT model reached 25%, while learning outcomes increased by 14.18% (Wibowo, 2024).

In this study, the improvement in learning outcomes was also seen in the activities of students during learning. The percentage of student activity increased from 78% in the first cycle to 90% in the second cycle. This shows that students are increasingly actively participating in learning, both in group discussion activities and during the implementation of academic games. Teacher activity also increased from 76% to 90%, which shows that teachers are increasingly optimal in managing learning using the TGT model. The increase in the activities of students and teachers has an effect on the creation of a more conducive, communicative, and interactive learning atmosphere.

Thus, it can be concluded that the *Teams Games Tournament* learning model has proven to be effective in improving student learning outcomes. This model not only improves the cognitive aspects of students, but is also able to increase students' learning motivation, group cooperation, active participation, and social skills during the learning process. The findings of this study also strengthen the results of previous research which stated that the TGT learning model is one of the cooperative learning models that is effectively applied to improve the quality of learning in the classroom.

Conclusion

Conclusion should be written concisely as an answer to the research questions or as evidence supporting the research hypothesis. Ideally, the conclusion reflects the relationship between the research questions, objectives, results, and discussion.

The application of the Teams Games Tournament (TGT) learning model has been proven to be able to improve student learning outcomes in the subject of Islamic Religious Education and Ethics in grade XI 1 of SMA Negeri 1 Nguntoronadi for the 2025/2026 Academic Year. This increase can be seen from the percentage of students' learning completeness which has increased gradually, namely from 10% in the pre-cycle stage to 63% in the first cycle and increased to 100% in the second cycle.

The increase in learning outcomes occurred because the TGT learning model was able to create an active, fun, and collaborative learning atmosphere through group discussion activities and academic tournaments. This model also encourages students to be more active in asking questions, discussing, cooperating, and being responsible for their groups so that students' motivation to learn increases during the learning process.

In addition to improving learning outcomes, the application of the TGT model is also able to increase the activities of students and teachers in the learning process. Student activity increased from 78% in the first cycle to 90% in the second cycle, while teacher activity increased from 76% to 90%. Thus, the Teams Games Tournament learning model is effectively used as an alternative learning model to improve the quality of learning Islamic Religious Education and Ethics.

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