

EFFORTS TO INCREASE STUDENTS' ACTIVENESS USING TEAM GAMES TOURNAMENT IN SMPN 14 SURABAYA

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Abstract:

It is imperative to recognise the significance of student activity in the context of learning, as it serves as an indicator of the efficacy of the teaching and learning process. Furthermore, student activeness is pivotal to the development of their understanding, skills, and meaningful experiences in learning. The present study aims to explore efforts to increase student activeness through the use of the TGT (Team Games Tournament) model in PAI and Budi Pekerti lessons at the junior high school level. The present study employs a descriptive qualitative research method. In March 2024, the researchers conducted the study at SMPN 13 Surabaya in class 8B, with the participation of 30 students. The researchers conducted direct observations of activities in the field related to the issue under investigation. Prior to the implementation of the TGT model in the PAI and Budi Pekerti subjects, the results of the study at SMPN 13 Surabaya in class 8B demonstrated that students exhibited increased levels of activity and enthusiasm following the implementation of the TGT cooperative learning model.

Keywords: *students' activeness, TGT, cooperative learning*

Introduction

Humans need education as a long-term investment for their survival. However, there is no instant process to grasp the sweetness of education. Activeness and continuation of the process are needed. Thus, teachers need to be selective in determining learning methods so the students' needs can be facilitated, and the objectives can be achieved. Students' activeness and enthusiasm should be the top priorities.¹ It is an important thing to be developed by teachers because the success of learning is also determined by student activeness.²

Especially for Islamic Religious Education (PAI) and Ethics (Budi Pekerti) subjects, which function is to form Muslim characters in students. They are expected to be obedient, tolerant, disciplined in worship, honest, wise, discipline, and tolerance Muslims. They also

¹ Lusiana Halimah, Isnando Tamrin, dan Syafrizal Syafrizal, "Analisis Keaktifan Siswa Melalui Penerapan Model Teams Games Tournament Pada Mata Pelajaran Akidah Akhlak Kelas Xi Ips Man 2 Bukittinggi," *Adiba: Journal Of Education* 4, no. 1 (2024): 168–72.

² Almira Rachma Thalita, Andin Dyas Fitriyani, dan Pupun Nuryani, "Penerapan model pembelajaran TGT untuk meningkatkan keaktifan belajar siswa kelas IV," *Jurnal Pendidikan Guru Sekolah Dasar* 4, no. 2 (2019): 147–56.

should keep the harmony and develop religion and culture in the schools.³

Learning activeness consists of two words, namely active and learning. The meaning of learning activeness is an effort in learning that is carried out in a serious or diligent manner. Meanwhile, Hamalik argues that, a learning and students play an active role in it is what is called learning activeness. As according to Nana Sudjana, student activeness is influenced by several factors, namely, motivating student interest in learning, paying attention and encouraging students, student responses to what is learned, reinforcement, use and transfer if needed again.⁴ The conclusion is that how to increase student activeness, the steps include getting to know students first individually, stimulating and motivating, designing interesting and informative learning models and providing conclusions that are easily understood by students.⁵

Student activeness in learning can be observed from mental and physical activities. If students have participated and are enthusiastic in learning, it can create a pleasant atmosphere.⁶ Student activeness can also affect learning outcomes, because this also involves the relationship between teachers and students or students with other students.⁷ In addition to establishing good relationships, students also get direct learning experiences, develop their abilities, have the opportunity to think critically and get more learning as activities in society.⁸ So that, the right learning model will be able to improve student learning outcomes.⁹

One of the approaches that can enhance student activeness is the cooperative learning model. Cooperative learning models have various types, one of which is the Teams Games Tournament type and is popularly known as TGT. This type of Learning Model is a learning model that is more inclined to the aspect of how to solve problems assigned in groups.¹⁰ Dwi Listyarini argues that cooperative models can increase students' interest in learning. Through this model, students can exchange ideas, collaborate, and develop a sense of responsibility toward their team. There are many types of cooperative learning models, one of which is the

³ Salmiwati Wati, "Urgensi Pendidikan Agama Islam dalam Pengembangan Nilai-Nilai Multikultural," *Al-Ta lim Journal* 20, no. 1 (20 Februari 2013): 336–45, <https://doi.org/10.15548/jt.v20i1.29>.

⁴ Erlis Nurhayati, "Meningkatkan keaktifan siswa dalam pembelajaran daring melalui media game edukasi quizz pada masa pencegahan penyebaran covid-19," *Jurnal Paedagogy* 7, no. 3 (2020): 145–50.

⁵ Putri Dewi Anggraini dan Siti Sri Wulandari, "Analisis Penggunaan Model Pembelajaran Project Based Learning Dalam Peningkatan Keaktifan Siswa," *Jurnal Pendidikan Administrasi Perkantoran (JPAP)* 9, no. 2 (2021): 292–99, <https://doi.org/10.26740/jpap.v9n2.p292-299>.

⁶ Sri Wiyata, "Upaya Meningkatkan Keaktifan Belajar Peserta Didik Kelas Viii Dengan Model Problem Based Learning Di Mts Muhammadiyah Trucuk Klaten Tahun Pelajaran 2021/2022," *JURNAL PAJAR (Pendidikan Dan Pengajaran)* 5, no. 6 (2021): 1799.

⁷ Irmawaty Natsir dan Muhamad Zainudin, "Penerapan Model Pembelajaran Problem Based Learning (PBL) sebagai Upaya Meningkatkan Keaktifan Belajar Matematika Peserta Didik," *MAJAMATH: Jurnal Matematika dan Pendidikan Matematika* 7, no. 1 (2024): 57–65.

⁸ Gristi Damaiyanti Parhusip, Yosep Dwi Kristanto, dan Partini Partini, "Meningkatkan Keaktifan Belajar Peserta Didik dengan Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT)," *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 11, no. 2 (2023): 293–306.

⁹ Muhammad Hasani, Joni Helandri, dan Muhammad Yunus, "Meningkatkan Hasil Belajar PAI Melalui Model Pembelajaran Teams Games Tournament (TGT) Pada Siswa Kelas XI Di SMA Ar-Risalah Kota Lubuklinggau," *Edification Journal: Pendidikan Agama Islam* 5, no. 2 (31 Januari 2023): 249–70, <https://doi.org/10.37092/ej.v5i2.491>.

¹⁰ Wirawan Fadly, "Model-Model Pembelajaran untuk Implementasi Kurikulum Merdeka," *Argomulyo. Bening Pustaka*, 2022.

Team Games Tournament (TGT). The TGT model was first introduced by Johns Hopkins University and later developed by David DeVries and Keith Edwards. This learning model accommodates the diverse cognitive abilities of students as well as their varying social backgrounds, such as ethnicity, race, and gender, by placing students in cooperative learning groups. The function of the TGT learning model is to trigger students to be able to think critically and reason creatively in order to overcome problems with high or greater difficulty.¹¹

Learning activities with cooperative models of the TGT type commonly called match teams in this game are still related to the Students Teams Achievement Division (STAD) type. As for the TGT type of learning itself, students will later play a game with other group members to get additional points in their team. The TGT type also contains several groups called tournament groups.¹² The teacher can make a game with this TGT type cooperative learning by giving several questions which can be read directly by the teacher. Then each student in the group will scramble to answer the questions given, where later the answers can add points to their group.¹³

The TGT approach begins with a presentation of the material before students are formed into groups. Each group then competes to achieve the highest score. As a result, student engagement increases, and learners become more active in expressing their thoughts and ideas. The application of the TGT model emphasizes equality by not considering differences in social status. It encourages the involvement of peer tutors, promotes the active participation of all students, and incorporates elements of play and positive reinforcement.¹⁴

Researchers conducted observations in class 8B at SMPN 13 Surabaya for the subject of PAI and Budi Pekerti, Chapter 7: "Believing in the Prophets and Messengers of Allah: Being a Digital Generation with Character." The teacher used a lecture and discussion method by forming small groups. Each group was assigned different questions by the teacher and tasked with finding the answers. Despite this discussion method, it was observed that, on average, some students were still not actively participating or collaborating in finding the answers. In other words, a new treatment using TGT is needed to enhance students' activeness.

Research conducted by Novia Siti Syaripatul Ula and Milah Jamilah concluded that the TGT (Teams Games Tournament) cooperative learning model increases student activeness. Due to the characteristics of students who enjoy games, are drawn to challenges, and like to collaborate during learning, the TGT model is considered suitable for application.¹⁵ This finding is also supported by research conducted by Hesty Bastika Wati et

¹¹ Ivana, "Metode Pembelajaran Kooperatif Tipe TGT Untuk Meningkatkan Prestasi Belajar Bahasa Mandarin," *Jurnal Bahasa Indonesia Prima (BIP)* 2, no. 2 (2020): 223–27.

¹² Misraim Didemus Lakapu, "Penerapan metode kooperatif model TGT (team games tournament) sebagai upaya meningkatkan hasil belajar biologi materi sistem peredaran darah pada siswa kelas XI SMAN negeri Banat tahun pelajaran 2022/2023," *Journal of Innovation Research and Knowledge* 2, no. 10 (2023): 3809–22.

¹³ Fadly, "Model-Model Pembelajaran untuk Implementasi Kurikulum Merdeka."

¹⁴ Sindy Rahmawati, Anita Trisiana, dan Mukhlis Mustofa, "Analisis Penerapan Model Pembelajaran Kooperatif Team Games Tournament (TGT) pada Pembelajaran Tematik Integratif," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 3826–31.

¹⁵ Novia Siti Syaripatul Ula dan Milah Jamilah, "Meningkatkan Keaktifan Belajar Siswa Kelas V Dengan Menggunakan Model TGT," *JPG: Jurnal Pendidikan Guru* 4, no. 3 SE-Articles (14 Juli 2023): 194–204, <https://doi.org/10.32832/jpg.v4i3.14383>.

al. that stated the learning outcomes of Pancasila and Citizenship Education significantly improved when the TGT model was applied in Class II A at SDN Bendungan, Semarang.¹⁶ Students' interest in learning with the TGT model also occurred in learning Islamic Religious Education.¹⁷

In contrast to the previous research, this study emphasizes increasing students' activeness through the application of the TGT-type cooperative model in PAI and Budi Pekerti subjects. In addition, this study compared the level of student participation before and after applying the TGT-type cooperative learning model without using numerical data. This study aims to analyze the application of the TGT cooperative learning model and its contribution to increasing students' activeness in PAI and Budi Pekerti subjects. Specifically, this research explores three main aspects. First, the application of the TGT model as a group-based learning strategy that emphasizes problem solving, by reviewing its definition, function, advantages, and disadvantages. Second, the analysis of learner engagement, which includes the level of engagement as well as the factors that influence it. Third, evaluating the impact of the implementation of the TGT model on increasing students' activeness in learning PAI and Budi Pekerti. The results of this study are expected to provide insight for educators in choosing effective learning methods to increase students' participation and motivation to learn.

Method

This study used a qualitative approach in the form of descriptive research. The reason for choosing a descriptive qualitative method is based on the researchers' intention to describe existing facts through observation and analysis without using numerical data, allowing for the presentation of more complex and in-depth information. The purpose of this qualitative research is to gain a thorough and holistic understanding of the research subjects, enabling researchers to comprehend the phenomena being experienced. In March 2024, the study was carried out at SMPN 13 Surabaya, in Class 8B, involving 30 students. Researchers directly observed classroom activities related to the issues under investigation.

The research involved the implementation of the TGT (Team Games Tournament) model in the PAI and Budi Pekerti subject, specifically Chapter 8: "Becoming a Tolerant Generation: Building Harmony Within and Between Religions." Before applying the TGT model, researchers prepared necessary teaching materials such as lesson modules, instructional media, and other supporting tools, with permission from the subject teacher. Data collection methods used in this study included observation, interviews, and documentation.

¹⁶ Hesty Bastika Wati dkk., "Efektivitas Model Pembelajaran Teams Games Tournament terhadap Hasil Belajar Pendidikan Pancasila dan Kewarganegaraan," *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)* 4, no. 1 (12 April 2024): 105–12, <https://doi.org/10.54371/jiepp.v4i1.385>.

¹⁷ Nur Mala Hayati, "Application of Team Games Tournaments Ti Interest in Learning Middle School Students," *JURNAL EDUSCIENCE* 11, no. 1 (4 Mei 2024): 221–29, <https://doi.org/10.36987/jes.v11i1.4138>.

Results and Discussion

As we discussed above, the application of the TGT model in the classroom is one way to prevent students from feeling bored and to help them stay more focused during the learning process. By using the TGT model, teachers can also become more creative in encouraging student participation and engagement. This approach helps reduce boredom, which is often a major reason why students become unmotivated to take part in classroom activities.

Therefore, using the TGT model enables students to better understand the material being discussed. It also increases their enthusiasm for participating in learning. The formation of TGT groups allows each student to contribute according to their strengths, fostering productive group dynamics. More capable students can assist those who are struggling, while others are motivated to become more active to participate effectively within their groups.

As researchers, we've proven that through observation during a lesson involving 30 students in the class in March 2024. They are given problems or tasks to solve collaboratively within their groups. This approach encourages critical thinking, idea-sharing, and cooperative problem-solving. It also helps develop students' social and communication skills while deepening their understanding of the material through direct interaction with their peers. Overall, the TGT learning model is highly effective in increasing student engagement. By combining elements of competition, educational games, and group collaboration, TGT creates a dynamic and interactive learning environment. Students become more motivated, engaged, and active in the learning process, which ultimately leads to improved learning outcomes. This can be seen from their courage and enthusiasm in completing the tasks. Moreover, it was interspersed with laughter and discussion in discussing problem solving.

Based on the results of research conducted at SMPN 13 Surabaya, Class 8B, prior to the application of the TGT model in PAI and Budi Pekerti subjects, researchers identified a problem: students were generally less active and lacked enthusiasm during classroom learning. When the teacher explained the material, some students were distracted, engaged in their activities, or talking to their peers, which disrupted the concentration of others.

The teaching method used at the time was a combination of lecture and discussion. During the discussion sessions, the teacher formed six groups, each consisting of five students. Different questions were distributed to each group, and students were instructed to write their answers on prepared sheets of cardboard. However, during the group discussions, several students in each group did not participate in the activity. Their reasoning was that if their classmates completed the task, they would still receive a grade, even without contributing. Conversely, if the task was not completed, the entire group would miss out on a grade, not just the individuals who didn't participate.

Before implementing the TGT model, researchers prepared teaching materials, including learning modules, student worksheets (LKPD), and instructional media, with the approval of the subject teacher. This step is in accordance with that described by Ariswan Usman Aje in his book, which prioritizes observation of student reactions and reflection on learning.¹⁸

¹⁸ Ariswan Usman Aje, *Model Pembelajaran Kooperatif Tipe Student Achievement Division (STAD) & Team Games Tournament (TGT)* (CV. Azka Pustaka, 2022), 42–45.

The TGT model was applied in Chapter 8, which covered the topic “Becoming a Tolerant Generation: Building Harmony Within and Between Religions.” The implementation of the TGT model was carried out in stages. First, during the preparation stage, researchers compiled relevant teaching materials and designed questions aligned with the principles of TGT-based learning. Students were then divided into five heterogeneous groups, each consisting of six members with varying academic abilities. Next, in the material delivery stage, the researcher provided a brief explanation of the material to be studied, ensuring that students had a basic understanding before entering the game session.

In the academic tournament implementation stage, the researcher placed a cardboard sheet on the board containing six questions, each covered with origami paper. Students took turns solving the questions in their groups, with each member responsible for answering one question. This process ensured that all students actively participated in the learning activity. The group that managed to answer the questions quickly and correctly earned the highest points and was declared the winner. To measure the effectiveness of the TGT model, the study employed several data collection instruments. Observations were conducted during the learning process to assess students’ activeness, group cooperation, and responses to the TGT model. Learning outcome tests were also administered before and after the implementation of TGT to evaluate improvements in students’ understanding of the material.

In addition, interviews¹⁹ with both teachers and students were carried out to explore their experiences using the TGT model, as well as the challenges they faced. Documentation in this study served to record and support the research findings related to the implementation of the TGT model. Documentation included photos, videos, and written notes describing the learning process, student activities, and group interactions during the application of the TGT model. With the implementation of the TGT model and the use of various research instruments, this study aims to provide a clear picture of the model’s effectiveness in enhancing students’ engagement and learning outcomes, particularly in PAI and Budi Pekerti subjects.



Figure 1. Implementation of TGT Model in Class 8B

After applying the TGT model, there was a noticeable increase in students’ enthusiasm and activeness, as reflected in their participation during group discussions. Some

¹⁹ Teacher, Implementation of TGT in PAI and Budi Pekerti Subject, Maret 2024.

students who were previously less engaged demonstrated improved involvement in the learning process. Observations and student feedback indicated that the implementation of the TGT model helped create a more enjoyable learning environment and encouraged each group member to take greater responsibility in completing their tasks.

Quantitative research on the implementation of TGT in PAI learning has also been conducted by Nurmala Hayati, where she distinguishes between the results of the pre-test and post-test. The pre test is the period where PAI learning has not been done with the TGT model, while the post test is afterwards. Her research with her team, showed that the post test results proved a significant change that students' scores increased. This confirms that students' interest in PAI learning increases when learning with the TGT model is applied.²⁰

Conclusion

The implementation of the Team Games Tournament (TGT) cooperative learning model in Class 8B at SMPN 13 Surabaya has been demonstrated to be an effective strategy for increasing student activeness, particularly in the domains of Islamic Religious Education (PAI) and Ethics (Budi Pekerti). Prior to the implementation of TGT, students exhibited low levels of activity and enthusiasm during conventional lecture-based instruction. The TGT model was implemented to address this issue by fostering an interactive and collaborative learning environment. The TGT model commenced with a concise material presentation, followed by collaborative group activities and an academic tournament. The students were divided into heterogeneous groups with the objective of encouraging peer support and active involvement. The incorporation of elements of competition and game-based activities within the TGT framework has been found to motivate students, including those who previously exhibited a lack of engagement, to participate more actively and assume responsibility for group tasks.

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²⁰ Hayati, "Application of Team Games Tournaments Ti Interest in Learning Middle School Students."

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