Enhancing Students' Learning Outcomes in Islamic Education Through The Team Games Tournament (TGT) Method: A Study on The Fathu Makkah Lesson

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Abstract: This study aims to enhance students' learning outcomes in Islamic Education, particularly on the topic of Fathu Makkah, through the implementation of the Team Games Tournament (TGT) method. TGT, a cooperative learning model, emphasizes teamwork, competition, and active participation to improve students' motivation and conceptual understanding. The research employed a Classroom Action Research (CAR) design conducted in two cycles, involving 30 fifth-grade students. Data were collected through learning achievement tests, observation sheets, and documentation. The findings reveal that the application of TGT significantly improved students' learning outcomes and engagement. Students demonstrated greater enthusiasm, collaboration, and comprehension of the Fathu Makkah lesson through interactive learning activities. The method encouraged peer learning and provided a positive competitive atmosphere that enhanced both academic achievement and moral values such as cooperation and respect. These results highlight that the TGT method is an effective pedagogical approach for improving learning outcomes and fostering active participation in Islamic Education. Beyond academic gains, the model supports the development of character values aligned with Islamic teachings, making it a valuable strategy for teachers seeking to create dynamic, student-centered learning environments in primary Islamic education.

Keywords: Fathu Makkah; Students' Learning Outcomes; Team Games Tournament (TGT)

INTRODUCTION

Education is a conscious and systematic effort to develop human potential through structured learning activities aimed at shaping individuals who are intellectually capable, morally upright, and spiritually grounded. According to the Indonesian National Education System Law No. 20 of 2003, education must enable learners to actively develop their spiritual, intellectual, emotional, and social capacities (Sakban & Sundawa, 2023). In this context, learning is not merely the transfer of knowledge but also a process that transforms students' behavior, attitudes, and values (Díez-Palomar et al., 2020; Gatti et al., 2019).

Education, therefore, plays a vital role in nurturing the holistic development of learners, encompassing cognitive, affective, and psychomotor dimensions. Learning is essentially a transformative process that enables individuals to grow intellectually and emotionally while internalizing moral and spiritual values (Secundo et al., 2017). Emphasizes that learning involves behavioral changes resulting from experience and training, encompassing not only knowledge and skills but also attitudes and personal growth. This view aligns with the Islamic educational perspective, which regards education (tarbiyah) as a means to cultivate balanced human beings (insan kamil) individuals who are capable of integrating faith, intellect, and character in their daily lives (Surbakti et al., 2023; Komalasari & Yakubu, 2023) .

However, in real classroom settings, several factors influence learning outcomes. These include internal factors such as physical and psychological conditions, as well as external factors like family, school environment, and social surroundings (Basu & Banerjee, 2020). In many cases, traditional teaching methods, such as lecturing, fail to engage students effectively, leading to low motivation, limited participation, and suboptimal learning results (Sivarajah et al., 2019). To address this issue, teachers are required to adopt innovative and interactive pedagogical approaches that promote student engagement, collaboration, and meaningful understanding. One such approach is the Team Games Tournament (TGT) cooperative learning model, which encourages active participation through group competition and peer interaction, thereby enhancing both academic achievement and moral development key objectives in Islamic education.

In Islamic Education (PAI), learning outcomes are expected to encompass both cognitive understanding and moral formation. However, observations at SDN 064 Padasuka reveal that students' learning performance in PAI remains below expectations. Preliminary data show that the average student achievement score in the Fathu Makkah lesson reached only 56%, below the minimum mastery criterion of 70%. Classroom observations further indicate that many students are reluctant to ask questions, show limited enthusiasm when participating in class discussions, and often depend on the teacher's explanation without engaging actively. Survey results strengthen these findings: 61.4% of students reported feeling bored when learning PAI through lectures, 63.9% felt sleepy, and 72.3% found it difficult to understand the material. Conversely, 88% expressed enjoyment when learning in groups, and 71.4% found it easier to understand lessons through games and collaborative activities.

These findings highlight a significant gap between the current teacher-centered learning approach and the desired interactive, student-centered learning process. Therefore, a more engaging and participatory method is required to enhance motivation, collaboration, and academic performance in PAI learning. One promising approach is the Team Games Tournament (TGT) model, a cooperative learning strategy that combines teamwork, academic games, and structured competition to promote motivation and understanding (Nofriansyah et al., 2024).

In the current educational context, particularly in Islamic Religious Education (PAI) classrooms, learning is still predominantly teacher-centered. Teachers often rely on lecture and question answer methods that limit students' active participation and engagement. As a result, students tend to become passive listeners, less motivated to explore concepts independently, and less capable of developing higher-order thinking or collaborative skills. This situation creates a significant gap between the expected learning outcomes such as fostering critical, responsible, and spiritually aware learners and the reality in which students struggle to internalize moral values and apply religious teachings meaningfully in daily life.

To address this gap, there is an urgent need for a more interactive and participatory learning approach that aligns with the constructivist and cooperative learning principles advocated in modern pedagogy. The Team Games Tournament (TGT) model, as introduced by Slavin (1995), offers a potential solution by integrating academic content with structured teamwork and game-based competition (Juwita et al., 2017; Hakim et al., 2025). This approach transforms learning from a one-way transfer of knowledge into a dynamic, student-centered process that promotes engagement, motivation, and deeper understanding. In the context of PAI, TGT not only enhances cognitive achievement but also reinforces Islamic values such as cooperation (ta'awun), honesty (ṣidq), and mutual respect (iḥtirām), bridging the gap between intellectual learning and moral-spiritual development (Purba et al., 2024; Arif et al., 2025).

Previous research confirms that TGT improves learning outcomes by fostering active participation, peer interaction, and enjoyment in the learning process (Riyanti et al., 2024). However, empirical studies applying TGT in Islamic Education particularly on religious and historical topics such as Fathu Makkah remain limited.

Based on these considerations, this study was conducted at SDN 064 Padasuka to investigate whether the Team Games Tournament (TGT) method can effectively enhance students' learning outcomes and engagement in Islamic Education. The study aims to contribute to the development of innovative, interactive, and value-oriented pedagogical practices in Islamic elementary education.

METHODOLOGY

This study employed a Classroom Action Research (CAR) design based on the model developed by Kemmis and McTaggart (2014), which involves two iterative cycles consisting of four stages: planning, action, observation, and

reflection (Putra et al., 2021) . Each cycle was implemented to identify problems, apply the Team Games Tournament (TGT) method, and evaluate its effectiveness in improving students' learning outcomes in Islamic Education (PAI), particularly on the Fathu Makkah lesson.

The research was conducted at SDN 064 Padasuka, involving 30 students from grade V as participants. This class was selected purposively because preliminary observations showed that students' learning outcomes in Islamic Education were below the minimum mastery criterion (average score of 56%), and classroom participation was low. Therefore, this group provided a relevant context for examining how the TGT method could address these challenges.

Data were collected using three main instruments: (1) learning achievement tests to measure cognitive improvement, (2) observation sheets to record student participation and engagement, and (3) documentation to support the validity of findings. The collected data were analyzed using descriptive statistics, comparing students' performance and engagement levels across the two cycles to determine the degree of improvement. In addition, qualitative reflections from teacher observations were used to complement quantitative results and provide insights into behavioral and motivational changes among students.

This methodological approach was chosen because classroom action research allows teachers to systematically improve teaching practices while simultaneously observing student development. The use of TGT within this framework was expected to create a more active, enjoyable, and collaborative learning environment that aligns with the values of Islamic education and supports both cognitive and character development.

RESULTS AND DISCUSSION
Results

The implementation of the Team Games Tournament (TGT) method in Islamic Education (PAI) learning was carried out in two cycles, each consisting of one meeting (4 × 35 minutes). Data were obtained through learning achievement tests, observation sheets, and reflections involving 30 fifth-grade students at SDN 064 Padasuka. The results revealed consistent improvement in both teacher performance and student learning outcomes across the cycles.

Teacher Activity Observation

Teacher performance during the teaching process was observed through 10 indicators, including lesson preparation, material mastery, class management, communication, and evaluation skills. The average score increased from 85.2 in Cycle I to 88.0 in Cycle II, indicating improvement in classroom organization, use of learning media, and effectiveness in managing the TGT learning stages. This improvement suggests that teachers became more adept at implementing the TGT procedure, fostering better engagement and smoother group collaboration among students.

Table 1. Teacher Activity Observation

Cycle	Total Score	Average Score	Description
I	852	85.2	Good
II	880	88.0	Very Good

The observation results revealed that teacher performance showed consistent improvement across all key indicators. During Cycle I, teachers demonstrated adequate preparation and mastery of learning materials but faced challenges in managing time and maintaining group focus during the Team Games Tournament (TGT) sessions. By Cycle II, these weaknesses were successfully addressed. Teachers became more confident in explaining the rules of TGT, organizing group activities, and ensuring that every student actively participated. The increase in average score from 85.2 to 88.0 reflects enhanced pedagogical competence and a more effective implementation of cooperative learning principles.

Furthermore, teachers showed significant progress in their ability to integrate learning media and interactive tools to support student understanding. The use of visual aids, instructional games, and structured discussion materials made the learning process more engaging and enjoyable for students. Observers noted that the teachers' communication skills also improved, as they were able to provide clear guidance, encourage critical thinking, and offer constructive feedback throughout the learning process. This improvement in teaching dynamics contributed to a more positive classroom atmosphere, where students felt comfortable expressing ideas and collaborating with their peers.

Overall, the results indicate that the TGT model not only enhanced student outcomes but also strengthened teacher professionalism and instructional quality. The iterative nature of the classroom action research allowed teachers to reflect on their practice, identify areas for growth, and make informed adjustments in each cycle. This aligns with the principles of reflective teaching, where continuous observation and evaluation lead to pedagogical improvement. Consequently, the enhanced teacher performance played a crucial role in sustaining student motivation, improving learning outcomes, and creating a more interactive and student-centered learning environment.

Student Learning Outcomes

Students' learning achievement was measured using post-tests at the end of each cycle. The mean score increased from 72.0 in Cycle I to 78.0 in Cycle II, while the percentage of students meeting the Minimum Mastery Criterion (≥ 70) improved from 70% to 83.33%.

Table 2. Student Learning Outcomes

Cycle	Mean Score	Mastery (%)	Non-Mastery (%)
I	72	70.0	30.0
II	78	83.33	16.67

These results indicate a 13.33% increase in mastery level and a noticeable rise in student motivation and participation. Students became more confident in expressing ideas, actively contributed during discussions, and demonstrated stronger comprehension of the Islamic historical themes taught (e.g., Fathu Makkah and Haji Wada').

Observation and reflection data supported the quantitative findings. In Cycle I, some students were still hesitant to ask questions and less active in group activities. By Cycle II, participation increased significantly—students were more responsive during discussions, cooperative during the tournament phase, and showed enthusiasm in answering questions and playing academic games. Teachers also improved in time management and in guiding each group equally.

Descriptive analysis confirmed that applying the Team Games Tournament (TGT) model enhanced both cognitive and affective learning dimensions. The combination of academic competition and cooperative teamwork encouraged students to learn more actively, understand lesson content deeply, and enjoy the learning process.

Overall, the TGT method proved effective in improving students' learning outcomes, engagement, and collaboration in Islamic Education classes at SDN 064 Padasuka. The observed improvements across both cycles demonstrate that interactive cooperative strategies can foster a more dynamic and meaningful learning experience in Islamic education contexts.

Discussion

Based on the data analysis conducted across two cycles, the findings indicate that the implementation of the Team Games Tournament (TGT) method significantly improved students' learning outcomes in Islamic Religious Education (IRE) for Grade V students at SDN 064 Padasuka. The percentage of students achieving mastery increased from 70% in Cycle I to 83.33% in Cycle II, showing an improvement of 13.33%. Additionally, the teacher's instructional performance also improved, with the mean score rising from 85.2 in Cycle I to 88 in Cycle II, reflecting better classroom management, time utilization, and methodological application. This aligns with Slavin's (1995) theory of cooperative learning, which emphasizes that academic achievement is maximized when students work collaboratively toward shared goals while being individually accountable. The competitive and interactive elements of TGT created a dynamic learning environment that encouraged students to actively participate, share knowledge, and support one another in mastering the material on Fathu Makkah and Haji Wada'.

The improvement in teacher performance from an average score of 85.2 to 88.0 further validates the positive pedagogical impact of TGT. As teachers became more skilled in organizing groups, managing time, and facilitating discussions, classroom interactions became more structured and purposeful. This is consistent with the findings of Johnson and Johnson (1999), who argue that cooperative learning enhances not only student achievement but also the teacher's ability to guide and manage learning processes effectively (Ehsan et al., 2019). The increase in teacher competence was also reflected in the more efficient use of instructional media, improved communication, and the ability to provide

timely feedback factors that contributed significantly to the success of TGT in this study (Siregar & Siregar, 2024).

Moreover, the TGT model aligns well with the holistic objectives of Islamic education, which seek to balance intellectual, moral, and spiritual growth (Sari et al., 2025). By combining academic games with moral reflection, students learned not only to understand historical Islamic events but also to internalize values such as teamwork, responsibility, and fairness. This echoes who assert that Islamic education should integrate cognitive and affective domains to cultivate students who are both knowledgeable and virtuous. Thus, the findings of this study suggest that TGT is not only an effective pedagogical tool for enhancing learning outcomes but also a valuable approach for character formation within the framework of Islamic education (Nofriansyah et al., 2025).

This improvement aligns with the cooperative learning theory proposed by Slavin (2019), which posits that collaborative structures such as TGT enhance student engagement, motivation, and responsibility through teamwork and academic competition (Safitri & Fathurrahman, 2024). Within this study, the TGT approach fostered a healthy and enjoyable learning atmosphere in which students supported one another to master the material and compete fairly for the highest group scores (Purnalyta et al., 2024). This environment exemplifies the principles of active learning, emphasizing student participation and self-directed inquiry.

Observational data also revealed that by Cycle II, students demonstrated greater focus, confidence, and participation during discussions and group work. These improvements were largely due to the reflective adjustments made after Cycle I, particularly in time management and equitable group facilitation. The teacher became more adept at scaffolding discussions and encouraging active engagement from all learners. These findings support Kagan and Kagan's (2020) assertion that successful cooperative learning requires structured interaction, equitable participation, and continuous feedback throughout the learning process.

In the context of Islamic Religious Education, the TGT method proves particularly relevant because it promotes not only cognitive understanding but also moral and social development, reflecting key Islamic values such as ta'awun (mutual cooperation) and ukhuwwah (brotherhood) (Hawa et al., 2024). Who emphasize that cooperative learning methods in IRE enhance students' enjoyment, internalization of religious values, and moral reasoning through social interaction. The sense of collective responsibility and mutual support within TGT aligns closely with Islamic pedagogical objectives that seek to balance knowledge acquisition with ethical formation.

However, approximately 16.67% of students in Cycle II did not reach the minimum mastery level. This may be attributed to individual differences in learning pace, confidence, or adjustment to group-based learning. Note that cooperative learning effectiveness depends on how well teachers manage group dynamics and provide differentiated support for learners with varying abilities. Future applications of TGT should therefore consider strategies for inclusive participation, ensuring that less confident students remain actively involved in group activities.

Overall, the findings confirm that the Team Games Tournament method

effectively enhances students' academic achievement, motivation, and collaborative skills in Islamic Religious Education. Beyond improving test scores, TGT cultivates a cooperative spirit, positive competition, and stronger social interaction among learners. Consequently, it is recommended that IRE teachers integrate the TGT model into classroom practice as a sustainable approach to developing both intellectual understanding and moral character through engaging, cooperative, and meaningful learning experiences.

CONCLUSION AND IMPLICATION
Conclusion

Based on the findings of this Classroom Action Research (CAR) conducted over two cycles, it can be concluded that the implementation of the Team Games Tournament (TGT) method effectively enhanced both learning outcomes and student engagement in Islamic Religious Education (IRE) for fifth-grade students at SDN 064 Padasuka in the 2023–2024 academic year. The improvement from 70% mastery in Cycle I to 83.33% in Cycle II demonstrates that cooperative, game-based learning successfully fostered students' motivation, participation, and comprehension of PAI concepts. These results support Slavin's cooperative learning theory, which emphasizes that structured collaboration and positive interdependence lead to higher academic achievement and social responsibility. Practically, the TGT model offers Islamic education teachers an engaging and student-centered pedagogical approach that integrates competition with cooperation, aligning academic goals with Islamic values of teamwork, respect, and mutual support.

Implication

Theoretically, this study reinforces the relevance of Slavin's cooperative learning theory within the context of Islamic Religious Education (IRE). The findings demonstrate that the Team Games Tournament (TGT) model not only enhances cognitive performance but also nurtures affective and social dimensions of learning, such as motivation, responsibility, and collaboration. This supports the view that cooperative learning frameworks can be effectively adapted to moral and religious subjects, offering an integrative pathway between intellectual understanding and spiritual–moral formation. Consequently, this research contributes to the growing body of literature advocating for interactive and value-based learning models in Islamic education.

Practically, the implementation of the TGT model provides a concrete pedagogical strategy that teachers can adopt to create a more engaging and participatory classroom environment. By combining structured teamwork, academic games, and positive competition, teachers can sustain student interest while fostering deeper comprehension of Islamic concepts. The method also encourages inclusivity, as all students are actively involved in discussions and group achievements. For practitioners, this implies that effective Islamic education does not rely solely on lectures and memorization but on interactive experiences that connect faith-based learning with social collaboration and personal responsibility.

At the policy level, these findings suggest that school administrators and curriculum developers should integrate cooperative learning models such as TGT into the broader instructional framework of PAI. Teacher training programs should also emphasize the mastery of active learning strategies and classroom management skills suited to game-based cooperative methods. Embedding TGT into curriculum planning aligns with Indonesia's *Merdeka Belajar* philosophy, which promotes student-centered learning and holistic development. Thus, the integration of TGT can serve as a model for innovative Islamic education that balances academic excellence, moral integrity, and social harmony.

Recommendations

Based on the results and implications of this study, several recommendations can be proposed to strengthen the implementation of the Team Games Tournament (TGT) model in Islamic Religious Education (IRE) classrooms. Teachers are encouraged to consistently apply cooperative and game-based learning strategies such as TGT to increase student motivation, participation, and comprehension. Teachers should receive adequate training in designing instructional materials, managing group dynamics, and integrating Islamic values into learning activities to ensure that the competitive aspect remains constructive and aligned with moral education objectives.

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