Ultizing Team Games Tournament Method to Enchance Learning Outcomes on Islamic Studies at Elementary School

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Abstract: This study aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects on Fathu Makkah material in class V of SDN 064 Padasuka using the Team Games Tournament (TGT) method. The TGT method, as a cooperative learning model, involves student collaboration through group games and tournaments to increase active participation and student understanding of the material. This study uses a Classroom Action Research (CAR) design consisting of two cycles, each with stages of planning, implementation, observation, and reflection. The research subjects were 30 students. Data collection was carried out through learning outcome tests, observation sheets, and documentation. The results of the study showed a significant increase in student learning outcomes, with learning completeness reaching 70% in cycle I and increasing to 85% in cycle II. In addition, the TGT method also increases student involvement and motivation in learning. Thus, this method is effective in improving learning outcomes in PAI learning.

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

INTRODUCTION

Nowadays, cooperative behavior is needed in social life, because humans not only have intellectual intelligence but also social intelligence must be possessed (Trismahwati & Sari, 2020). One of them is cooperative social behavior. Education is basically something planned in realizing the learning process, education is the basis for the formation of a whole Indonesian human being, namely human beings who believe in and fear God Almighty, are virtuous, have abilities and skills, a steady and independent personality and are responsible for society and the nation(Pramita et al., 2021). In the educational process, learning plays an important role. Ahmad Sabri defines learning as a process of behavior change thanks to experience and training (Daulae, 2024). This means that the purpose of learning activities is to change behavior, both related to knowledge, teamwork, attitudes and even include all other personal aspects.

In the process of learning many factors that can affect student learning outcomes, these factors consist of external and internal factors. Internal factors are factors that exist in individuals who are learning. As well as physical factors, psychological factors and fatigue factors. While external factors are factors that are outside the individual who is studying, such as family factors, school factors and community factors(Slameto, 2010). Because of several factors, one of the efforts of teachers as professional teachers is that teachers must be able to master and use various kinds of learning methods so that the learning process attracts more attention from students and can stimulate students so that it has an impact on the quality of learning and improving learning outcomes, especially in learning Islamic religious education(Rosni, 2021). However, the reality at SDN 064 Padasuka is that student grades still do not reach the target that has been set.

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students, especially at the elementary school (SD) level. One of the materials taught in PAI class V is the Fathu Makkah event, which is the conquest of the city of Makkah by the Prophet Muhammad PBUH and his companions. This event not only contains historical values, but is also full of moral lessons, such as the importance of peace, forgiveness, and justice.

Given the low active participation and motivation of students in the learning process, it is very important to encourage greater involvement of students in learning activities. This active participation plays an important role in helping students build their own knowledge in a more in–depth and meaningful way. When students are directly involved in the learning process, they not only receive information passively, but also process and interpret it through interaction and learning experiences. This makes the knowledge they gain easier to understand, internalize, and durable in their memory.

Based on the author's observations in class V of SDN 064 Padasuka, there are several symptoms that can be seen, especially in Islamic Religious Education lessons. First, the results of the student learning test showed that the average score only reached 56%, while the success indicator set was 70%. Second, there are still many students who are not able to answer the questions asked by the teacher, showing difficulties in understanding the material. Third, students tend to be reluctant to ask questions when they do not understand the lesson, which can

hinder their learning process. Finally, when asked to come to the front of the class, students seem to be less enthusiastic, so active participation in learning is low. From the results of the survey through a questionnaire of Class V students of SDN 064 Padasuka, 61.4% feel bored if they learn pie only by listening to the teacher (lecture method), 63.9% feel easily sleepy if they learn pie only by listening to the teacher (lecture method), 72.3% find it difficult to understand the PAI material taught if they learn only by listening to the teacher (lecture method), 88% of students like to learn PAI in groups, 71.4% easily understood the material when learning PAI in groups, 50% liked to learn PAI by discussing, and 71.4% of students felt happy learning PAI with games.

To overcome these problems, teachers are required to be professional, one of the learning methods that can theoretically improve learning outcomes is the cooperative learning model. Cooperative learning arises from the concept that students will find it easier to find and understand difficult concepts if they discuss with their friends. Cooperative learning is a learning method using a grouping/team system, which is between four to six people with different backgrounds, each group will receive an award if the group is able to show the required achievements(Dewi, 2022). Bahkan Model pembelajaran kooperatif ini It has received attention and is recommended by experts to use, this is because based on the results of research on cooperative learning can improve student learning outcomes, as expressed by Slavin that: "Two reasons why cooperative is encouraged, first, several research results prove that the use of cooperative learning can improve learning outcomes. Second, cooperative learning can realize the needs of students in learning to think, solve problems (Sanjaya, 2015).

Therefore, based on this, a learning method is needed that can motivate students to learn actively, present themselves to each other or play a role among peers, so that it can spur students' enthusiasm to help each other solve the problems they face. Therefore, a learning strategy that is appropriate and fun is needed. One of the methods applied is the team games tournament (TGT) learning method. This method can help students in the learning process, because the games that are carried out make students excited in understanding, finding, and solving a problem in the learning process and make students more free to interact and use their own opinions in solving problems in the learning process(Maulidah et al., 2023). Students who are free to interact and use their opinions in understanding the material learned and in the learning process can learn how to work together with their peers will produce better learning outcomes. Students will also learn to respect the opinions of their group friends in order to increase kindness, sensitivity, tolerance between students and students, and students with teachers.

Research on the TGT method has been carried out a lot, including, "Pengaruh Model Pembelajaran TGT (Teams Games Tournament) Ditinjau dari Kemampuan Berpikir Kritis Pada Pembelajaran Tematik di Sekolah Dasar", The results showed that there was an influence of critical thinking skills on the thematic learning of grade V students of SDN Blotongan 03 Academic Year 2019/2020 using the TGT (Teams Games Tournament) learning model(Fauziyah & Anugraheni, 2020). "The Effect Of Cooperative Learning Model Type Of Teams Games Tournament (Tgt) On

Student's Learning Achievement", The results of the study show that the Teams games Tournament (TGT) type cooperative learning model has an effect on the learning achievement of students in the History of Islamic Civilization subject (Najmi et al., 2021). The novelty of this study lies in the exploration of the use of the TGT method in improving student learning outcomes in Islamic history materials such as Fathu Makkah. This research offers a new perspective on how cooperative learning methods such as TGT can be applied in PAI subjects to improve students' understanding of historical events that are loaded with moral and spiritual values. In addition, this research was conducted in the 2023–2024 school year, thus providing the latest data related to the effectiveness of the TGT method in the educational era that increasingly emphasizes active and participatory learning.

This study aims to use the TGT method in improving student learning outcomes in learning PAI Fathu Makkah material in grade V of SDN 064 Padasuka for the 2023–2024 school year. This research is expected to contribute to the development of more effective and innovative learning strategies, in order to improve the quality of religious education and the quality of learning at the elementary school level.

METHODOLOGY

The research conducted uses a quantitative approach. The Quantitative Approach itself is used to obtain data that is in accordance with the conditions at the time of the research (Veronica et al., 2022). In this study, the researcher uses the Classroom Acting Research (CAR) method or commonly known as the Classroom Acting Research method. Kemmis & Taggart argue that Classroom Action Research is a form of self–reflection research conducted by participants in social or educational situations in order to improve their own practices(Arbanginah, 2020). Classroom action research is a study on the state of learning activities consisting of 2 cycles, which is deliberately carried out to improve student learning outcomes. This kind of research begins with planning, implementation, observation, and reflection. In each cycle there are four stages, namely Planning, Acting, Observing, Reflecting(Rachmi et al., 2024). The subject of this study is class V students. Observation is carried out directly to observe student behavior, interaction, and involvement during the learning process. The test is used to collect data in the form of student learning outcomes related to their experience in participating in learning, so that an overview of their level of understanding of the method applied can be obtained. Documentation includes notes, drawings, or other relevant documents to support the data from observations and questionnaires.

RESULTS AND DISCUSSION
Results

As has been explained in the background of the problem, in the learning process, the method used by the teacher is only lectures and discussions, so that students feel bored and bored with the learning which results in a lack of student motivation in learning. Seeing this problem, the researcher tried to overcome it by applying the Team Games Tournament method. This research was carried out in 2

cycles and each cycle consisted of 1 meeting, each meeting was 4 hours of lessons (4x35 minutes). Learning outcome data was obtained from the results of tests conducted at the end of each cycle.

a.   **Cycle 1**

The research in the first cycle was carried out as many as one meeting. There are several stages carried out in cycle I, the stages in cycle I are as follows:

1).   **Action Planning**

The learning in cycle I was carried out in one meeting, namely on Friday, October 27, 2023, for 4 hours of lessons (4x35 minutes). The main material discussed in this meeting was Fathu Makkah.

The learning activity begins with the initial activity, where the educator starts the meeting by greeting and greeting the students while asking for news and checking their attendance. One of the students was then asked to lead the prayer reading. After the joint prayer, all students were invited to read the short letter An-Nashr, which is relevant to the theme of learning. After that, the educator provides an aperception to connect the material with the knowledge that the students already have, as well as explain the learning objectives that will be achieved at this meeting.

The learning objectives conveyed are so that students are able to explain the meaning of Fathu Makkah correctly, understand the background of the event, and be able to identify the wisdom that can be learned from the event. In addition, students are also expected to be able to present the Fathu Makkah event accurately and clearly.

2).   **Implementation of Actions**

The core learning activity begins with heterogeneous grouping of students. Next, the teacher shows a learning video about the story of Fathu Mecca, which is watched by students through a display on the PPT. As a discussion starter, the teacher asks questions to identify problems, such as what is discussed in the video and how the Fathu Mecca incident occurred. Students are given the opportunity to ask questions and provide their responses and opinions.

After that, students are given the Student Worksheet (LKPD) and asked to read the assignments in it, with teacher guidance to understand the tasks that must be completed by each group. In the discussion process, students divide tasks and prepare the necessary stationery and books. They also read open materials to find data and information before discussing. During this activity, the teacher gathers students who are reading and asks questions about the material in the open materials that have not been understood.

The teacher also goes around to gather discussion participants who are trained in finding solutions to problems in the LKPD. Furthermore, the teacher guides them to process the results of the discussion which are then written in the LKPD. After the discussion, students describe their work in front of the class, and the teacher provides reinforcement for the presentation. To add to the learning atmosphere, each group thinks about academic games with scores collected into group scores. The teacher gives

rewards to groups that successfully get the highest scores, and ends with the distribution of knowledge test evaluations completed by students. In the closing activity, educators and students reflect on the activities that have been carried out and provide reinforcement of learning materials. Educators also provide information about the material that will be discussed in the next meeting, before closing the learning with a prayer led by one of the students. The learning atmosphere with the Team Games Tournament (TGT) method is quite conducive, where most students show enthusiasm in participating in learning. However, some students have difficulty collaborating in groups, as seen from the discussions between them. Therefore, the role of educators is very important to guide and direct students in analyzing questions and disseminating ideas in completing assignments. Educators also explain the technical aspects of the TGT game that will be implemented. In this first meeting, the TGT game was won by group 3, which managed to answer 5 questions correctly.

3). **Observation of Actions**

This observation activity is carried out during learning and is carried out by observers. This observation activity is only an auxiliary factor to see how enthusiastic the students are in the learning process using the Team Games Tournament (TGT) method. The observation results obtained are as follows:

a) **Results of Observation of Educators' Teaching Activities**

The activities of educators during learning are observed by fellow educators of Islamic Religious Education (PAI) subjects who act as observers. Educator activities that are in accordance with learning procedures that apply the Team Game Tournamnet (TGT) method will greatly affect the success of learning.

b) **Student Learning Outcomes**

After the learning in cycle I ends, educators hold an evaluation to find out the learning outcomes of students during one cycle. Data on student learning outcomes is attached. The learning outcomes of students in cycle I are as follows:

Table 1 Learning Outcomes of students in cycle 1

	Nilai Peserta Didik	Tuntas (≥70)	Belum Tuntas (<70)
Jumlah	2150	21	9
Rata–rata	72		
Persentase (%)		70%	30%

Visually, it is known that out of 30 students, 21 of them have obtained a score of ≥ 70. This can be interpreted that 70% of students have completed their studies. Meanwhile, students who obtained a score of <70 were 9 students. The percentage of students who have not completed it is 20%. So it

can be interpreted that the learning outcomes of students have not reached the planned target, which is to exceed the Achievement Criteria for Lesson Objectives (KKTP) 70 with a target of reaching ≥80%.

4).Reflection

Based on the results of observer observations regarding student learning activities, it is known that not all students carry out reading activities assigned by educators. In addition, students' attention to the educator's explanation is still not fully focused. Many of them are still reluctant to ask questions about material that they do not understand and seem hesitant in making decisions in groups, as well as when playing games. There are still some students who have not shown enthusiasm in participating in the learning process.

From the observation of educators' teaching activities, it is revealed that educators are not able to divide their time well, so that the existing time is not used as effectively and efficiently as possible. Educators have also not been optimal in guiding students when learning in groups, and have not given adequate conclusions at the end of learning.

From the observation of educators' teaching activities, it is revealed that educators are not able to divide their time well, so that the existing time is not used as effectively and efficiently as possible. Educators have also not been optimal in guiding students when learning in groups, and have not given adequate conclusions in aBased on the reflection in cycle I, the improvements that will be made in cycle II include more effective and efficient use of time, so that all planned learning stages can be carried out properly. Educators will also provide guidance evenly to each group and conclude the learning material at each meeting in accordance with the goals that have been set.

b. Cycle II

The research in cycle II was carried out as many as one meeting. There are several stages carried out in cycle II, the stages in cycle II are as follows:

1). Action Planning

At this stage, the researcher planned the implementation of learning by applying the Team Games Tournament (TGT) method. In the planning process, there were several things done. First, the researcher determined the object of research, namely grade V students consisting of 30 students. Furthermore, the researcher determined the topic to be discussed, namely Haji Wada'.

To support the learning process, the researcher prepared learning resources in the form of Islamic Religious Education books for grade V that were in accordance with the Merdeka Curriculum. In addition, the researcher also prepared learning media that included game sheets and answer sheets that would be used during the learning process.

Furthermore, the researcher made an observation sheet for fellow teachers and compiled the attached teaching module. At the end of the planning, the researcher explained to the students about the Team Games

Tournament method and how to implement it. This aims to ensure that students are ready and understand the learning process that will be carried out using this method.

2). **Implementation of Actions**

Educators start learning activities by saying greetings, greeting students, asking how students are doing, and not forgetting to check the attendance of students. Then check the attendance of students. Then the educator asked one of the students to lead the prayer reading After praying, invite the students to read the short letter An Nashr, after which the educator did the perception. Furthermore, the educator conveys the learning objectives and gives lighter questions. Furthermore, educators convey learning objectives and stages in learning. The learning objectives at this meeting are that students are able to explain the meaning of Hajj Wada' correctly, correctly identify the content of the Prophet Muhammad's sermon on Hajj Wada', correctly identify the wisdom of the Hajj Wada' event, and present the story of the Hajj Wada' event correctly.

The core learning activities begin with heterogeneous grouping of students. After that, the teacher showed a learning video about the story of Haji Wada', which was then listened to by students through a show on PPT. To spark a discussion, the teacher asked questions to the students about the content of the video, such as what was discussed and how the Hajj Wada' event took place. Students were given the opportunity to ask questions and provide responses and opinions related to the material presented. Furthermore, they were distributed Student Worksheets (LKPD) and asked to read the tasks in them, with the help of teachers to understand the tasks that must be completed by each group.

In the discussion process, students divided the tasks and prepared the necessary stationery and books. They then read the teaching materials to find data and information before discussing the problem. During this activity, teachers monitor students in reading teaching materials and encourage them to ask questions and answers about material that has not been understood.

Teachers also monitor students during discussions to find solutions to problems or questions in the LKPD by going around to each group. After the discussion, the teacher guided the students to process the results of the discussion which was then written in the LKPD. After that, students presented the results of their discussion in front of the class. The teacher gave reinforcement to the presentation that had been delivered, and each student in each group participated in an academic game, where the scores obtained were collected into group scores. To provide more motivation, teachers give rewards to the group that manages to get the highest score. At the end of the session, the teacher shared the evaluation of the knowledge test, and the students worked on the evaluation that had been provided.

The closing activity in learning at the second meeting included educators and students carrying out reflections that have been carried out,

and strengthening learning materials. Furthermore, the educator provides information on the material that will be discussed at the next meeting, then the learning is closed with prayer led by one of the students. In this second cycle meeting, the learning process took place according to the predetermined time. Educators use their time quite effectively. The learning atmosphere was better compared to the meeting in cycle I. Students moved faster in learning that applied the Team Games Tournament (TGT) method. Students feel happy if the learning is carried out in groups and continued with the Team Game Tournament (TGT) game. When educators explain the subject matter, students have begun to focus and actively ask questions if there is material that is not understood. The Team Games Tournament (TGT) game in this first meeting was won by group 5 by answering 5 questions correctly.

3). Observation of Action

This observation activity is carried out during learning and is carried out by observers (researchers). This observation activity is only an auxiliary factor to see how enthusiastic the students are in the learning process using the Team Games Tournament (TGT) method. The observation results obtained are as follows:

a. Observation results of educators' teaching activities

The activities of educators during learning are observed by fellow educators of Islamic Religious Education (PAI) who act as observers. Educator activities that are in accordance with learning procedures that apply the Team Game Tournament (TGT) method will greatly affect the success of learning. In general, the teaching activities of educators from cycle 1 to cycle II have increased. Visually, it can be seen that the activities of educators during the learning process at each meeting have increased. In cycle I to cycle II, the average activity of educators increased by 2.8 The increase can be interpreted that the activities carried out by educators in each cycle are getting better even though the increase is not too high. However, the average percentage of educator activity at the end of cycle II has reached a value of 88.

b. Observation results of educators' teaching activities

After the learning in cycle II ends, educators hold an evaluation to find out the learning outcomes of students during one cycle. Data on student learning outcomes is attached. The summary of student learning outcomes in cycle II is as follows:

Table 2. Student Learning Outcome Data Cycle II

	Student Values	Complete (≥70)	Not Finished (<70)
Sum	2340	25	5
Mean	78		

Percentage (%)	83,33 %	16,67%

Visually, it is known that out of 30 students, 25 of them have obtained a score of ≥70. This can be interpreted that 83.33% of students have completed their studies. Meanwhile, the students who obtained a score of <70 were 5 students. The percentage of students who have not completed it is 16.67%. So it can be interpreted that the learning outcomes of students have reached the planned target, which is to exceed the Learning Goal Achievement Criteria (KKTP) with a target of reaching ≥80%.

3). Reflection

Based on the results of cycle II research, it is known that by implementing the Team Game Tournament (TGT) method, students' learning outcomes can be improved. The results of the reflection obtained are as follows:

The observation results showed that students became more active in asking questions and expressing opinions when facing difficulties in learning. They began to get used to expressing opinions, providing input, and helping friends in groups who were experiencing difficulties. In addition, the enthusiasm of students in participating in learning also increased, as seen from their enthusiasm when playing games according to the rules that had been set.

Discussion

After conducting the research, data has been obtained that can describe whether the research conducted has achieved the objectives or targets that have been previously determined. Based on the results of the research, the following data were obtained on the learning outcomes of students in the subject of Islamic Religious Education (PAI):

Table 3 Student Learning Outcomes of Cycle I and Cycle II

No	Components of Analysis	Cycle I	Cycle II	Information
1	Complete Learning ≥70	70%	83,33 %	13,33% Increase
2	Not Finished <70	30%	16,67%	13,33 % Decreased

Visually, it is known that the learning outcomes of students who completed cycle I were 70% and those who had not completed were 30%. The learning outcomes of students were categorized as not completed because they were still below the success target, namely 80% of students completing the Learning Objective Achievement Criteria (KKTP), namely ≥70. Then the researcher carried out cycle II actions. The learning outcomes of students in cycle II were not entirely complete. 83.33% of students completed and 13.33% had not completed. The

learning outcomes of students were categorized as completed because they were above the success target, namely 80% of students completing the Learning Objective Achievement Criteria (KKTP). Based on the percentage of student completion in cycle II, the learning outcomes in cycle II had reached the success criteria targeted by this researcher. So the researcher did not plan further actions and it was said to be successful.

Based on the results of the analysis that had been carried out, in general the learning outcomes of students increased in each cycle. The increase occurred because during the learning process in cycle II, efforts were made to improve the weaknesses in cycle I. In addition, educators and students were able to understand the learning carried out using the Team Game Tournament (TGT) method. The Team Game Tournament (TGT) method is very helpful for educators to overcome students' difficulties in understanding Islamic Religious Education (PAI) material. Learning by implementing the Team Game Tournament (TGT) method encourages students to be more active in reading the material, paying attention to educators explaining, and learning in groups. This is because learning by implementing the Team Game Tournament (TGT) method will spur educators to compete for victory. The average learning outcomes of students who completed learning in cycle I were 70%, while in cycle II it was 83.33%. The increase in learning completion was 13.33%. The increased learning completion was due to the application of the Team Game Tournament (TGT) method. One of the advantages of this method is that it can improve student learning outcomes. The increase of 13.33% is an increase that can be said to be quite good. This indicates that students are serious about following the learning process so far.

Teams Games Tournament is a type of cooperative learning strategy (Adiputra & Heryadi, 2021). The TGT learning method is a cooperative learning model by forming small groups in a class consisting of 3–5 heterogeneous students, both in terms of academics, gender, race, and ethnicity. The essence of this method is the existence of games and academic tournaments(Musdalifah, 2023). Before starting academic games and tournaments, teachers first place students in a team that represents the heterogeneity of the class reviewed by gender, race, and ethnicity. Each student will later represent his group to compete in the tournament table. Learning activities through the Team Games Tournament (TGT) method provide opportunities for students to learn in a more relaxed and enjoyable atmosphere. This method creates a less formal learning environment so that students feel more comfortable and less stressed. In addition, TGT also encourages students to develop a sense of responsibility, both for themselves and for their group(Riyanti et al., 2024). Each member of the group has an important role in achieving common goals, so they learn to support each other and work together effectively.

In this learning method, students play games with other team members to earn additional points for their team's score. By using the teams games tournament (TGT) method, the teaching process will be more interesting and can stimulate students to be more active in learning activities. If students are active in the learning process, then students will gain practical experience to develop skills and skills. The Team Games Tournament (TGT) method has several significant

advantages in the learning process. One of them is that this method not only makes students with high academic abilities more prominent, but also encourages students with lower academic abilities to stay active and have an important role in their group(Alawiyah et al., 2023). This method also fosters a sense of community and mutual respect among group members, as all students are involved in achieving a common goal. In addition, the TGT method is able to increase students' enthusiasm in participating in lessons, especially because teachers often promise awards to the best students or groups. This encourages students to be more motivated in participating. In addition, the learning atmosphere becomes more fun because of the game element in the form of a tournament, which adds attraction and makes students more enthusiastic about learning(Astuti et al., 2022).

In addition, the TGT method helps build a sense of responsibility and togetherness among students (Suryanto et al., 2024). In the game, students not only compete to win the score, but also learn to work together to achieve group goals. This has a positive impact on character building, such as self-confidence, the ability to work together, and respecting the role of each individual in the group. Thus, the application of the TGT method can be said to have a very significant role in improving student learning outcomes. Not only from an academic aspect, but also in increasing students' learning motivation and social skills. Therefore, the TGT method is worthy of consideration as an alternative innovative learning strategy, especially in Islamic Religious Education subjects and materials that require deep understanding and group cooperation (Asshoumy & Rahayu, 2023).

Student involvement in the learning process, both in terms of attitude, thoughts, attention, and activities, plays an important role in supporting the success of the teaching and learning process. Students' active and positive attitudes, such as curiosity, desire to participate, and openness in receiving material, greatly support the achievement of learning goals. When students show an enthusiastic and motivated attitude, they will more easily absorb knowledge and be able to respond to challenges given during the learning process (Wong & Liem, 2022).

CONCLUSION AND IMPLICATION
Conclusion

Based on the results of Classroom Action Research (CAR) that have been implemented in two cycles, it can be concluded that the implementation of the Team Game Tournament (TGT) method is effectively able to improve the learning outcomes of class V students at SDN 064 Padasuka in the 2023–2024 academic year. In the first cycle, the completion of student learning outcomes reached 70%, while in the second cycle there was a significant increase, namely to 83.33%. With an increase of 13.33%, these results show clear and measurable developments, especially in the Fathu Makkah and Hajj Wada' materials. This success is not only an increase in grades, but also reflects improvements in student engagement during the learning process. The implementation of the TGT method, which combines game elements with group discussions, provides a more dynamic and collaborative learning atmosphere. Students are more active in participating in learning, both in asking questions, expressing opinions, and working together with

group members. This approach also changes students' mindsets in dealing with learning materials, where they are more enthusiastic and actively involved.

Implication

The findings from the Classroom Action Research (CAR) demonstrate that the Team Game Tournament (TGT) method has significant implications for improving learning outcomes and engagement among fifth-grade students. The observed increase in learning outcomes from 70% in the first cycle to 83.33% in the second indicates that TGT effectively reinforces understanding, particularly in Fathu Makkah and Hajj Wada' materials. This method not only boosts academic performance but also cultivates a more engaging and collaborative learning environment, as it integrates competitive game elements with teamwork and discussion. Such an environment encourages students to actively participate, ask questions, share ideas, and work cooperatively within groups, ultimately fostering a positive shift in students' attitudes toward learning. The TGT approach thus holds potential as a broader instructional model, particularly for subjects requiring high engagement, as it inspires enthusiasm and active involvement, which are key to sustainable learning.

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