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THE EFFECT OF THE COOPERATIVE LEARNING MODEL OF TEAM GAMES TOURNAMENT TYPE ON STUDENTS' LEARNING OUTCOMES IN THE SUBJECT OF THE QUR'AN HADITH AT MTS AL-AHSAN BOGOR

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Abstract

This study discusses the effect of team games tournament-type cooperative learning model on student learning outcomes in the Qur'an Hadith class VIII at MTs Al-Ahsan Bogor. This study aims to determine the learning outcomes of the Qur'an Hadith in the control group at this school, to determine the learning outcomes of the Qur'an Hadith in the experimental group at this school, and to determine the effect of team games tournament-type cooperative learning model on student learning outcomes in the Qur'an Hadith at this school. The researchers used a quantitative approach and quasi-experimental method, with data collected through learning outcomes tests given to 40 students in the control group and 40 students in the experimental group. The study results showed that (1) the average score of posttestposttest learning outcomes for the experimental group was 85.15, (2) the average score of posttestposttest learning outcomes for the control group was 67.38, (3) the results of the independent sample t-test test resulted in a t value of 7.834 with a value of Sig. (2-tailed) 0.00 <0.05 indicates a significant effect of the team games tournament type cooperative learning model on student learning

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outcomes in the Qur'an Hadith subjects in class VIII at MTs Al-Ahsan Bogor City. Therefore, this study accepts the alternative hypothesis (Ha) and rejects the null hypothesis (Ho). Therefore, if schools want to improve student learning outcomes, they should choose appropriate and effective learning models to create a conducive and enjoyable learning environment.

Keywords: Team Games, Tournament-type Cooperative Learning Model, Learning Outcomes, The Qur'an Hadith

INTRODUCTION

Islamic education has a very important role in physically and spiritually guiding students. Based on Islamic religious laws, Islamic education makes students individuals who can choose, decide, act, and be responsible (Nurjanah, 2018). Islamic education is an effort to change individuals' behavior in their personal lives, social lives, and the surrounding environment through education (Miftahurrohman et al., 2021).

Learning is two-way communication between educators and students to acquire the knowledge, skills, and values needed in life (Sutikno, 2021). Educators try to use fun learning models to achieve learning objectives (Rustam & Ichsan, 2020). Educators design the learning process to achieve success in learning so that educators can use various appropriate learning models to increase student success in the learning process (Maesaroh, 2016). Here, students are expected to be able to receive the material taught using a learning model that is fun and involves students.

However, classroom learning methods have an important role in improving the effectiveness of learning and student learning outcomes. Many studies have shown that student-centered teaching methods positively impact improving the quality of education (Ullah et al., 2024). In applying interactive learning methods, for example, teachers can create an interesting and conducive learning environment for students. This learning comfort can help students understand the material better so the increase in student interest and motivation to learn is getting better daily (Kurniawan, 2023).

Learning methods can also be understood from how educators adjust their approach based on the needs of each student in the class (Prayitno et al., 2024). Teachers with comprehensive knowledge of teaching methods and the ability to adapt to students' needs will be more successful in maximizing educational goals. Choosing the right learning method

is key to strengthening students' understanding of the material (Jahiu, 2021). However, learning is the key to the learning process itself.

Learning changes a person's behavior caused by experience, resulting in increased knowledge, skills, and attitudes. According to Jerume S. Bruner, learning is a complex effort to adjust culture to the needs of its members and adjust its members to how they know the needs of culture (Hanafy, 2014). The learning model is a strategy used by a teacher in carrying out teaching and learning activities. A learning model is a pattern or plan used to integrate the teaching process in the classroom (Harefa et al., 2022). In addition, learning models can also be used to form curricula and create teaching materials.

One subject that has challenges in learning at school is the Al-Qur'an Hadith subject. This subject has a broad scope of material, including understanding, memorizing, and practicing Islamic teachings. The objectives of the Qur'an Hadith subject in Madrasah Aliyah, as stated in the Decree of the Minister of Religion Number 183 of 2019 concerning the Islamic Education and Arabic Language curriculum in Madrasahs, are: First, to increase students' love for the Qur'an and Hadith. Second, to equip students with the arguments contained in the Qur'an and Hadith as guidelines in responding to and facing life. Third, to increase understanding and practice of the contents of the Qur'an and Hadith, which are based on the scientific foundations of the Qur'an and Hadith (Rohmah et al., 2023).

However, in reality, many students have difficulty understanding the material of the Qur'an and Hadith, even when memorizing the verses of the Qur'an or the hadiths of the Prophet Muhammad SAW. The causal factors are the lack of motivation to learn from students, the teacher's teaching methods being less interesting, and the low involvement of students in learning (Suparman, 2020). It is often the main cause of difficulty in understanding this subject.

Based on the results of interviews with teachers of the Qur'an Hadith subject, the learning model used in the Qur'an Hadith subject is still conventional, often using lecture methods and giving assignments so that it does not involve students actively. The pre-survey results prove that MTs Al-Ahsan is one of the schools that has not maximized the learning model that can increase student participation in learning so that they do not have difficulty understanding the subject matter. As a result, 171 out of 321 grade VIII students still have learning outcomes below the KKM / K*riteria Ketuntasan Minimal* (Minimum Completion Criteria) score. Based on the background above, this study aims to determine students'

learning outcomes in the control and experimental classes and to see the effect of the cooperative learning model of the team games tournament type to improve learning outcomes for the Qur'an Hadith.

There are at least several studies that link the subjects of the Qur'an and Hadith, including research by Muhammad Miqdad Arromy et al. entitled "The Role of Learning the Qur'an and Hadith in Strengthening Students' Understanding of Islamic Theology," which reveals that this learning has a significant role in providing a better understanding of Islam by improving the curriculum, various teaching methods, evaluation, and integration with other Islamic curricula (Arromy et al., 2024). Meanwhile, research by Suriadi et al. entitled "Al Qur'an Hadith Learning Using Cooperative Learning Strategy" shows that the implementation of cooperative learning of the Qur'an Hadith can be realized through four forms, namely group learning methods, group discussion methods, Jigsaw, and peer tutoring methods (Suriadi et al., 2020). Not only that, research from Nurbani entitled "Systematic Literature Review (SLR) Al Qur'an Hadith Subjects at Madrasas" revealed that teacher competence has an important role in designing learning and instilling Islamic values in students in the subject so that it can be used as a principle in their daily lives (Nurbani, 2022).

METHODS

This research was conducted at MTs. Al Ahsan Bogor located at Jalan Kyai H. Ahmad Sya'yani No. 70, Mekarwangi, Tanah Sareal, Bogor City in early 2025. This type of research is quantitative research because all data taken is shown in the form of data using statistical analysis (Creswell, 2010). Quantitative research can be interpreted as a research method based on the philosophy of positivism, namely, used to research certain populations/samples. Data collection in this study uses research instruments; data analysis is quantitative/statistical to test the established hypothesis, while the method used in this study is the experimental method (Machali, 2016).

The design taken in this study uses the Quasi-Experimental Design design. This design form consists of a control group and an experimental group. Then this type of design is a Nonequivalent Control Group Design (Sugiyono, 2017). This design is almost the same as the pretest-posttest control group design. Only in this type of design, the experimental group and the control group are not selected randomly. In other words, the experimental and control groups are called Purposive Sampling. During the implementation, the researcher

divided the group into two: the experimental group, which was given the team games tournament learning model, and the control group, which did not use the team games tournament learning model. The following research design is presented in the following table:

Table 1. Research Design

Class	Pretest	Treatment	PosttestPosttest
KE	01	X	02
KK	01	-	02

Information:

KE : Experimental Class

KK : Control Class

01 : Giving pretest

02 : Giving postest

X : Treatment of the use of learning models of TGT

\- : Use of conventional methods

The researchers used data collection techniques in this study through learning outcome test techniques. The researchers provided a sheet containing 30 multiple-choice questions for the test method to determine the students' abilities. A clearer explanation can be presented in the following table:

Table 2. Data Collection Techniques

No	Data Types	Technique	Instrument
1.	Primer	Tes	Objective Tes

Data analysis techniques are carried out by: First, Normality Test. Normality Test using IBM SPSS 27 statistical analysis software, carried out with a significant level of 5% more than (0.05). Second, the Homogeneity Test. Homogeneity Test using IBM SPSS 27 program, carried out with a significant level greater than (0.05). Third, Hypothesis Test. Hypothesis Test using Independent Sample T-Test assisted by IBM SPSS 27 program carried out with a significant level less than (0.05).

RESULTS

The following describes the learning outcome data of class VIII students of MTs. Al-Ahsan Kota Bogor, in the experimental class was influenced by the team games tournament learning model. More details can be presented in the image below:

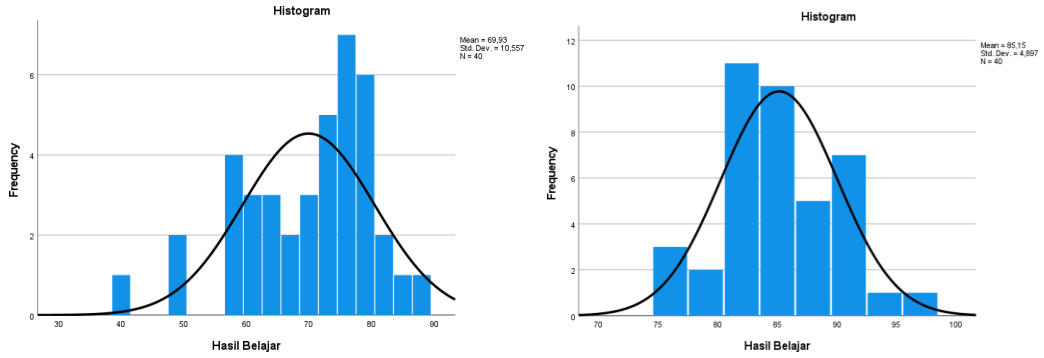

Figure 1. *Histogram of Pre-Test and PosttestPosttest Learning Outcomes of the Experimental Class*

Based on the table data and histogram of learning outcomes above, it can be seen that the learning outcomes of students from the experimental class. The pretest of the experimental class with an average value of 69.93, while the average value of the posttest of the experimental class is 85.15. So, there is an increase in student learning outcomes. There is an increase due to the influence of the team games tournament learning model.

The following is a description of the learning outcomes data of class VIII students of MTs. Al-Ahsan Kota Bogor, in the control class, was not given the influence of audio-visual learning media. More details can be presented in the image below:

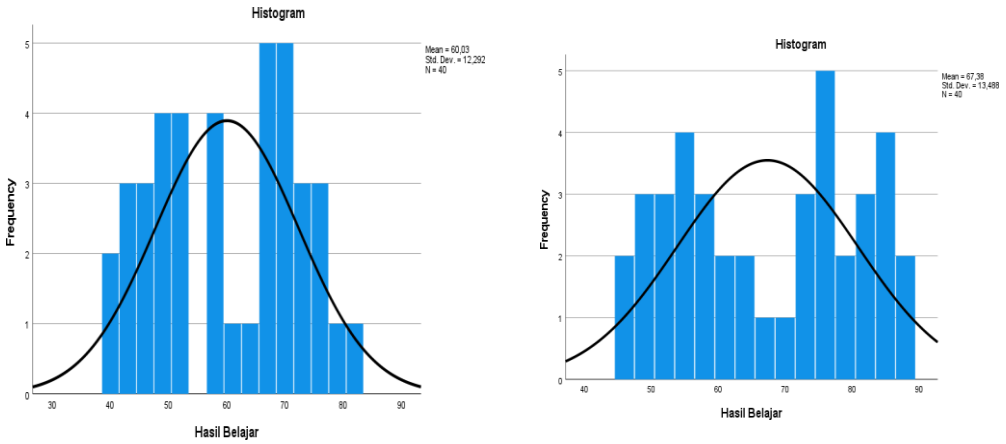

Figure 2. *Histogram of Learning Outcomes of Pre-Test and PosttestPosttest Control Class*

Based on the table and histogram data above, the average value of the pretest and posttest of the control class can be seen clearly. In the control class, the pretest got an average score of 60.03, while the average value of the posttest was 67.38. Based on the table and histogram data above, both experimental and control classes have differences between the two classes. Namely, the difference can be seen from the average value of each class from the experiment and control. The learning outcomes of students in the experimental class were greater due to the influence of the team games tournament learning model. In contrast, in the control class that was not given the team games tournament learning model, there was a slight increase in the ability of student learning outcomes.

The hypothesis test results using the independent sample t-test showed a significance value of 0.000. 0.000 <0.005, then Ha is accepted, and Ho is rejected. Based on the test results above, it can be concluded that there is a significant influence of the team games tournament learning model on student learning outcomes in the Qur'an Hadith subject for class VIII at MTs Al-Ahsan Bogor. The following results of the independent sample t-test can be understood in the table below:

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
N	Equal variances assumed	65,931	,000	7,834	78	,000	17,775	2,269	22,292	13,258
	Equal variances not assumed			7,834	49,104	,000	17,775	2,269	22,334	13,216

DISCUSSION

This study used two classes, namely the experimental class, which was given the treatment of the team games tournament learning model, and the control class, which was not given the treatment of the team games tournament learning model. In the learning process in the experimental class, the teacher divided students into several groups to play the game. The game was to fill in questions related to the material of the Qur'an Hadith that had been prepared in front of the board using cardboard media. The group that gets the highest score will get an award.

Based on the data and learning outcomes of students in the subject of the Qur'an Hadith class VIII at MTs Al-Ahsan Bogor City obtained from experimental and control class learning, researchers can conclude that there is a difference in the average value between the pretest and posttest learning outcomes in the two classes. The pretest in the experimental class with a value of 69.93, and the posttest post-test a value of 85.15. The pretest in the control class had a value of 60.03, and the posttest had a value of 67.38. This is as in the research conducted by Hardimansyah, where team game tournament learning is also effective and influential in improving student learning outcomes (Hardimansyah, 2021).

The posttest results in the control class showed that the learning outcomes increased but only slightly, in contrast to the experimental class, where the learning outcomes increased greatly. The learning atmosphere in the control class also experienced differences compared to the experimental class. In the control class, students were less conducive because of the student's lack of focus. They tended to talk a lot with their friends. For them, the learning that was carried out tended to be boring. After all, the educators only used the lecture method in delivering the learning material, namely, not using th,e team games tournament learning model. It is also the research of Asep Tutun Usman et al., which showed that cooperative learning with the team games tournament type had a very high average from the initial pretest results of 61.82 and the post-test results obtained an average value of 83.94 (Usman et al., 2024).

From the explanation above, there is a difference between the experimental and control classes, where the experimental class is superior and more significant in learning outcomes than the control class. The results of previous research by Ahmad Fahrurozi et al. revealed a significant influence of team game tournament learning on Islamic learning motivation and student learning outcomes (Fahrurrozi et al., 2024). It was proven in the experimental class,

which was given learning material using the team games tournament learning model. In contrast, the control class was still given learning material but did not use the team games tournament learning model.

CONCLUSION

Based on the results of the analysis that has been done, it can be concluded that the TGT learning model influences the learning outcomes of the Qur'an Hadith of class VIII students at MTs Al-Ahsan, Bogor City. It is proven by the fact that there is a significant difference between the experimental class and the control class. The average value of the post-test learning outcomes of the experimental class is 85.15, while the average value of the post-test learning outcomes of the control class is 67.38. Based on the results of the data, it is clear that the cooperative learning model of the team games tournament type affects students' learning outcomes in the subject of the Qur'an Hadith of class VIII at MTs Al-Ahsan, Bogor City. Based on the hypothesis test results using the independent sample t-test, the Sig. The value is 0.000. 0.000 <0.05, then Ha is accepted, and Ho is rejected. Therefore, it shows that students' learning outcomes with the team games tournament learning model are more significant than learning without using the conventional team games tournament learning model (conventional). It means that learning with the team games tournament learning model can be applied as an alternative to learning the Qur'an Hadith. Therefore, schools must provide adequate facilities to support group activities, such as sufficiently large classrooms and learning aids that can facilitate the TGT learning model. In learning, teachers need to pay attention to student attitudes and use a variety of learning models, one of which is TGT. It is intended so as not to cause student boredom in following the learning process so that it can change students' attitudes and views to be more positive and ultimately positively impact their learning outcomes. It is recommended that students work together in the learning process so that effective and efficient learning is created.

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