

Exploration of Student Experience in TGT Type Cooperative Learning in Islamic Cultural History (SKI) Subject at MTs Marfu'ah Palembang

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Abstract: This research aims to explore students' experiences in cooperative learning of Team Games Tournament (TGT) type in the subject of Islamic Cultural History (SKI) at MTs Marfu'ah Palembang. This research method uses a qualitative approach with observation and interviews to understand how students interact and learn in TGT cooperative learning. The results showed that applying TGT can increase students' interest in learning and learning outcomes. Students participating in TGT activities tend to be more active and motivated in understanding SKI material. However, obstacles were also found, such as difficulties in grouping students with heterogeneous academic abilities, lack of preparation and learning motivation, and the need for teacher assertiveness in managing tournament implementation time. Thus, this study contributes to developing more effective and enjoyable learning strategies for students and providing suggestions for teachers to improve the quality of SKI learning through a more optimal application of TGT.

Keywords: cooperative learning; team games tournament (TGT); history of islamic culture (SKI)

Abstrak: Penelitian ini bertujuan untuk menggali pengalaman siswa dalam pembelajaran kooperatif tipe *Team Games Tournament* (TGT) pada mata pelajaran Sejarah Kebudayaan Islam (SKI) di MTs Marfu'ah Palembang. Metode penelitian ini menggunakan pendekatan kualitatif dengan observasi dan wawancara untuk memahami bagaimana siswa berinteraksi dan belajar dalam konteks pembelajaran kooperatif TGT. Hasil penelitian menunjukkan bahwa penerapan TGT dapat meningkatkan minat belajar dan hasil belajar siswa. Siswa yang berpartisipasi dalam kegiatan TGT cenderung lebih aktif dan termotivasi dalam memahami materi SKI. Namun, beberapa kendala juga ditemukan, seperti kesulitan dalam mengelompokkan siswa yang memiliki kemampuan akademik heterogen, kurangnya persiapan dan motivasi belajar, serta perlu adanya ketegasan guru dalam mengelola waktu pelaksanaan turnamen. Dengan demikian, penelitian ini memberikan kontribusi pada pengembangan strategi pembelajaran yang lebih efektif dan menyenangkan bagi siswa, serta memberikan saran bagi guru untuk meningkatkan kualitas pembelajaran SKI melalui penerapan TGT yang lebih optimal.

Kata Kunci: pembelajaran kooperatif; *team games tournament* (TGT); sejarah kebudayaan islam (SKI)

PENDAHULUAN

Education is a crucial factor in forming a generation that is ready to continue the struggle of the previous generation to build the future. Thus, education has an important role in teaching new skills to meet the needs of a changing society (Setiyadi, n.d.). Education plays an important role in shaping and developing an ever-changing society. Therefore, Islam as a religion requires its adherents to prepare a quality next

generation morally, intellectually, skillfully, and responsibly. One way to prepare the nation's next generation is through school educational institutions. In general, Islamic religious education in schools aims to increase students' faith through teaching about Islam so that they can become Muslim human beings who continue to develop in faith, purity, nation, and state and are ready to continue their education in the future. Higher education is also important in helping them achieve these goals (Herdianti et al., 2023).

Islamic Religious Education and Ethics (PAI BP) is a subject that must be taught in all school institutions. The existence of PAI BP is indirectly listed in the educational objectives regulated by Law No. 20 of 2003 concerning the National Education System, which aims to develop the potential of students to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens (Permana & Fedriati, 2023).

The development of education today is very fast, so teachers and prospective teachers are faced with various learning models; if teachers have a good understanding of the basic concepts of learning, they can creatively develop models that are suitable for local conditions, which in turn can produce variations that enrich existing methods. Teachers have the right to choose the most effective strategies for certain classes and subjects, so understanding learning strategies is crucial. However, if teachers do not understand the basic learning concepts, this can cause various problems in the teaching and learning process. Without deep understanding, teachers may have difficulty delivering material effectively, ultimately hindering students' understanding of the lesson. Students who are taught by teachers who do not master key concepts tend to have difficulty in learning and may lose interest in the subject.

Effective learning is the key to improving student learning outcomes, especially in complex subjects such as Islamic Cultural History (SKI). Usually, many students have difficulty understanding SKI material in depth because the delivery of material from teachers seems monotonal and classic. One of the learning methods that can increase student engagement and learning outcomes is the Team Games Tournament (TGT). This method not only encourages cooperation between students but also creates a competitive and fun learning atmosphere.

The Teams Games Tournament (TGT) learning method involves students in the game. According to Kurniasih, "*Teams Games Tournament* (TGT) is a type or method of cooperative learning that is easy to implement, involves the activities of all students without having to have a difference in status, involves the role of students as peer tutors and contains elements of games." Meanwhile, according to Kusumandari: "*Teams Games Tournament* (TGT) is a type of cooperative learning that places students in learning groups consisting of 5-6 students who have different abilities, genders and ethnicities/races." (Solihah, 2016).

Nowadays, history lessons, especially Islamic Cultural History, often feel boring because they are delivered monotonously. Therefore, history teachers (Islamic Cultural History) must try to increase student motivation and achievement in this subject. One way that can be done is to choose various learning methods by SKI. A method that can encourage students to be active in the learning process. Thus, applying the TGT (Teams Games Tournament) type cooperative learning method is expected to be an effective solution to overcome various challenges faced in the teaching and learning. This method is designed to strengthen student interaction, encourage group cooperation, and increase individual sense of responsibility for assigned tasks. In



addition, the mutual support between students will create a more positive and collaborative learning environment. With all these elements, it is hoped that there will be a significant improvement in the learning process and student learning outcomes to achieve a better and deeper understanding of the material being taught. (Sari et al., 2022)

THEORETICAL STUDIES

The Influence of the Teams Games Tournament (TGT) Method

Research conducted by Pasmah Chandra shows that cooperative learning models, especially Team Games Tournament (TGT), can improve student learning outcomes in Islamic Cultural History and other subjects. Applying TGT increases students' activity levels and test scores in Islamic Cultural History classes. Students also seemed to be happy with learning the *Teams Games Tournament* (TGT) method; they revealed that SKI learning is not boring with this method. There are some students who admit that they have difficulty when they want to ask questions. They feel embarrassed and worried if what they ask is not related to the lesson or if the quality of their questions is not weighty. However, with group learning in the TGT-type cooperative learning model, if you encounter difficulties, you can ask your group mates (Chandra, 2020). Research has consistently shown that cooperative learning models, particularly TGT, can significantly improve academic participation and achievement. The positive impact can be seen in the increase in test scores, higher levels of student activity, and increased mastery of subject matter.

Research conducted by Asep Tutun Usman shows that learning using the TGT (*Team Games Tournament*) type cooperative model can help students increase learning motivation, especially in Islamic Cultural History (SKI) material; the results of interviews conducted by students are happy and interested in TGT type cooperative learning because there are games (games). Students will be happier if SKI lessons are carried out in tournaments. Students stated that the existence of a learning tournament was not dull. On the contrary, according to students, SKI lessons become more interesting and challenging, spurring them to learn to win in tournaments. The application of this method aims to increase learning activity and learning motivation, encourage students to participate more and play a role in the learning process, provide learning independently in groups, and be more courageous to solve problems or challenges without always having to depend on the teacher, as well as build an understanding of thinking and the character of solidarity in working together. (Usman, 2024).

RESEARCH METHODS

The author's method in this study is qualitative, with three stages in the data collection technique: first, observation. The author observes the progress of learning activities, including learning methods carried out by teachers and interactions between teachers and grade IX students at MTs Marfu'ah Palembang.

Second, to obtain more in-depth information about the learning experience of students using the Team Games Tournament (TGT) method in learning grade 9 SKI at MTs Marfu'ah Palembang, where the author directly interviewed grade 9 students and students at MTs Marfu'ah Palembang and SKI subject teachers for more information.



Third, documentation, documentation is carried out to take pictures, such as the situation during students' active learning in the classroom using the Team Games Tournament (TGT) method in the 9th-grade SKI (Islamic Cultural Language) subject at MTs Marfu'ah Palembang. The way to analyze the data used in this research using Miles & Huberman is: Collect data, reduce data, present data and draw conclusions based on these data.

RESULTS AND DISCUSSION

Student Experience in Participating in TGT Type Cooperative Learning in SKI Subjects at MTs Marfu'ah Palembang

In the Team's Games Tournaments (TGT) method, students play games in teams to earn points for their team's score. The steps that can be taken during TGT learning are as follows: (Asba, 2019). Class Presentation Stage, at the beginning of learning, teachers use direct teaching, speaking, and teacher-led discussion methods to convey information through classroom presentations. During these presentations, students are expected to pay attention and understand what the teacher is saying, as a good understanding will help them perform better during group work or matches.

Group Segmentation Stage: most groups consist of 4 to 5 students with different academic achievement and gender backgrounds. This group aims to improve communication between members and prepare them to perform optimally during the game.

Game Stage: This game includes questions designed by the teacher to test students' understanding of the material that will be discussed in the game. The teacher will ask questions relevant to the subject matter, and one of the group members who answers correctly will get points. Tournament Stage: the competition is usually held after a class presentation session by the teacher, and the group works on a worksheet. The teacher will divide students into several competition tables in the first competition. Team Recognition Stage, after that, the teacher announced that the team had won. Each team will receive their score according to what they get during the start of the match.

The goal and success of the group in this TGT Method is to learn something in groups, not just understand the lesson or work to solve a problem. This method is very simple and easy to practice, especially for SD, SMP, SMA, MI, MTs, and MA students. It is not only a way to encourage students to express their opinions, but the TGT method can also motivate students to be more daring in expressing their opinions. (Damayanti et al., 2022). The TGT method allows students to learn more casually while maintaining responsibility, cooperation, healthy competition, and participation in the learning process.

The application of the TGT model shows positive impacts, such as increased student motivation and participation in learning. The Team Games Tournament (TGT) method emphasizes more on the success of the group than on the individual. The awards obtained by the group are highly dependent on each member's mastery of the material. TGT implements academic tournaments, where students compete to represent their teams against other teams of equal academic ability.

So far, the learning method in Islamic Cultural History (SKI) has been less effective in emphasizing the understanding of the relationship between theories, concepts, and technical aspects. Students tend to rely on memorization, lack creativity,



and have difficulty developing cognitive abilities, which impacts their low engagement and learning achievement, especially related to complexity and technical ability (Widhiastuti & Fachrurrozie, 2014). Likewise, in MTs Marfu'ah, the previous SKI Subject learning method focused only on the teacher, seemed monotonous, and made students feel bored. SKI learning was also less in demand.

To be more specific, we conducted an interview with one of the 9th-grade students. The student explained his experience before applying the TGT method in the interview. He stated that previous SKI learning felt boring because of the teacher's delivery method, which tended to only speak in front of the class without involving students in the learning process. However, after the implementation of this new learning method, he felt a significant difference. The student said, "This learning really adds enthusiasm to this SKI subject." This shows that the TGT method has changed classroom dynamics and increased students' motivation to learn.

The Teams Games Tournament (TGT) learning method is designed to increase the active involvement of students in the learning process. By using this method, students become more active and courageous in speaking in class, thanks to the elements of games and tournaments that are integrated into learning. The grade 9 students at MTs Marfu'ah we interviewed shared their experiences and revealed that with this learning method, the learning atmosphere in the classroom becomes more active and exciting. The students became more enthusiastic about learning lessons usually delivered monotonously, and this time, this subject was made as interesting as possible. This method also makes me more motivated to learn and easier to understand the concepts taught. The statement reflects how the application of the TGT method not only makes the learning process fun and increases students' motivation and understanding of the material being taught.

From the paragraph above, it can be concluded that the *Teams Games Tournament* (TGT) method can increase students' activeness and learning ability, especially in less effective subjects such as Islamic Cultural History. TGT also encourages cooperation, responsibility, and healthy competition so that students are more engaged and understand the material better rather than relying solely on memorization. This method also prioritizes group success, which motivates each member to contribute actively (Parhusip et al., 2023).

Students' understanding is obtained from the teacher and interaction with friends in the group, especially during the game. In this context, each group must compete to understand the subject matter to answer the questions well and win the match (Adiputra & Herdayi, 2021). Students at MTs Marfu'ah Palembang revealed that they learned not only to rely on one person but that all members of the group were actively involved in this game to get points and win the match. This encouraged everyone, including those who rarely speak or seem lazy, to join in and contribute to the victory of their respective groups, thus promoting collaborative and participatory learning.

The Impact of the Application of the TGT Type Cooperative Learning Method on Student Learning Experience in the Subject of Islamic Cultural History at MTs Marfu'ah Palembang

The real learning outcome is a change in behavior. Behavior as a learning outcome in a broad context includes cognitive, affective, and psychomotor fields so that students develop abilities after experiencing the learning process. Two factors influence students' learning outcomes: internal factors such as learning ability and



motivation, as well as external factors that come from outside the student's self. One of the external factors that most affect learning outcomes is the quality of teaching, namely how effective the teaching and learning process is in achieving teaching objectives, including in the selection of learning models and methods (Fauzi & Masrupah, 2024).

The application of the Teams Games Tournament (TGT) method has proven to be more effective in providing a strong and in-depth understanding of Islamic Cultural History Learning (SKI) to students than the traditional lecture method. By using TGT, students receive passive information and actively engage in the learning process through group cooperation, games, and tournaments. Applying the TGT method can significantly improve students' understanding of SKI material, especially on specific topics such as the history of Islamic kingdoms in Indonesia. Through group interaction and collaboration, students can better understand and remember the material and develop cognitive, affective, and psychomotor abilities (Maulidah et al., 2023)

On the other hand, students' motivation has increased significantly during the learning process of Islamic Cultural History (SKI) with the application of cooperative learning in the classroom, especially in listening and speaking activities. Students' interest, which previously tended to be low because of the boring SKI material, increased drastically after using the Team Games Tournament (TGT) method in SKI learning. All students showed enthusiasm and activity, so the classroom atmosphere became more dynamic and interactive. This happens because the learning pattern applied through cooperative learning encourages students to be more active, diligent, and enthusiastic. The high fighting power in this cooperative learning process makes students feel more involved and motivated to understand and apply SKI materials. Thus, initially considered monotonous, SKI learning is now transformed into a fun and effective learning experience for all students (Vioreza et al., 2019)

Overall, applying the TGT method in SKI learning at MTs Marfuah has a very positive impact, both in students' academic and social-emotional aspects. By creating a fun and interactive learning atmosphere, TGT makes learning more effective and engaging. This method improves learning outcomes and equips students with the social skills necessary to interact well in society. Therefore, TGT can be considered one of the most effective learning strategies in today's educational environment.

CONCLUSION

Applying the Teams Games Tournament (TGT) type cooperative learning method in the Islamic Cultural History (SKI) subject at MTs Marfu'ah Palembang showed positive results. This method has increased student motivation and engagement in the learning process, which previously often felt boring. With this approach, students become more active and excited and can understand the material better through group interaction and cooperation. During the learning process, students showed a significant increase in interest and participation, reflected in a more dynamic and interactive classroom atmosphere. The TGT method encourages students to work together, respect each other, and actively contribute in groups, thus creating a positive learning environment. In addition, this method also helps students develop cognitive, affective, and psychomotor abilities more thoroughly. Overall, applying the TGT method improves students' understanding of SKI materials and forms a more active and creative character for students. Thus, this cooperative learning method can be



considered an effective solution to overcome challenges in the teaching and learning process and prepare students to face various challenges in the future.

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