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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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Abstrak

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 post-test learning outcomes for the experimental group was 85.15, (2) the average score of post-test 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 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. This study contributes to the existing body of knowledge by providing new insights into the research topic, addressing gaps identified in previous studies, and offering practical recommendations for researchers, practitioners, and policymakers. Furthermore, the findings can serve as a reference for future studies and support the development of more effective strategies in the field.

Keywords: *Cooperative Learning; Teams Games Tournament; Learning Outcomes; Qur'an and Hadith; Islamic Junior High School*

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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).

Abdul Majid further explains that cooperative learning is one of the instructional strategies that enables students to learn collaboratively in small heterogeneous groups. Through interaction, discussion, and mutual assistance, students become more responsible for their own learning as well as for the success of their group members. This approach promotes not only academic achievement but also communication skills, social responsibility, and teamwork (Majid, 2013).

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 Jerome 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 (as cited in 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 Religious Affairs of the Republic of Indonesia Number 183 of 2019 concerning the Islamic Education and Arabic Language Curriculum in Madrasahs (Kementerian Agama Republik Indonesia, 2019), 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 Kriteria Ketuntasan Minimal (KKM; Minimum Completion Criteria). Based on the background above, this study aims to determine students' learning outcomes in the control and experimental classes and to examine the effect of the Teams Games Tournament (TGT) cooperative learning model on improving learning outcomes in the Qur'an Hadith subject.

Several previous studies have explored the implementation and development of Qur'an and Hadith learning. Study A conducted by Arromy et al. (2024), entitled The Role of Learning the Qur'an and Hadith in Strengthening Students' Understanding of Islamic Theology, found that Qur'an and Hadith learning plays an important role in improving students' understanding of Islamic theology through curriculum development, diverse teaching methods, evaluation strategies, and integration with other Islamic subjects. This study highlights the importance of effective learning approaches in strengthening students' religious understanding.

Study B conducted by Suriadi et al. (2020), entitled Al Qur'an Hadith Learning Using Cooperative Learning Strategy, found that cooperative learning strategies can be applied in Qur'an and Hadith subjects through various approaches, including group learning, group discussions, Jigsaw, and peer tutoring. The study emphasizes that cooperative learning can encourage student interaction and active participation during the learning process.

However, previous studies have limitations. Arromy et al. (2024) mainly focused on the role of Qur'an and Hadith learning in strengthening Islamic theological understanding without examining specific instructional models and their impact on measurable learning outcomes. Meanwhile, Suriadi et al. (2020) discussed cooperative learning strategies in general but did not specifically analyze the effectiveness of the Teams Games Tournament (TGT) model in improving students' academic achievement.

Therefore, this study offers a new contribution by examining the effect of the Teams Games Tournament (TGT) cooperative learning model on students' learning outcomes in Qur'an and Hadith subjects at the Madrasah Tsanawiyah level. This research expands previous studies by providing empirical evidence regarding the effectiveness of a specific cooperative learning model that combines collaboration, academic games, and competition to improve students' learning outcomes in Islamic education.

Not only that, research by 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 so that these values can be applied as principles in their daily lives (Nurbani, 2022).

Beyond its immediate findings, this study is expected to contribute to the future development of Qur'an and Hadith education by providing empirical evidence for the implementation of the Teams Games Tournament (TGT) cooperative learning model in Madrasah Tsanawiyah. The findings may serve as a reference for teachers in designing more interactive and student-centered learning strategies while also supporting curriculum development that integrates cooperative learning into Islamic education. Furthermore, this study provides a foundation for future research to investigate the long-term effects of TGT on students' cognitive achievement, learning motivation, collaboration skills, and the internalization of Islamic values across different educational contexts.

RESEARCH METHODOLOGY

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. The research instrument used in this study was an observation sheet to assess students' participation, collaboration, and engagement during the learning process. This type of research is quantitative because all data collected were analyzed using statistical methods (Creswell, 2010). The experiment compared an experimental class that received the Teams Games Tournament (TGT) learning model with a control class that received conventional instruction to determine the effect of TGT on students' learning outcomes. Quantitative research can be interpreted as a research method based on the philosophy of positivism and is used to investigate specific populations or samples. Data collection in this study employed research instruments, while data analysis was conducted using quantitative statistical techniques to test the proposed hypotheses. The method used in this study was the experimental method (Machali, 2016).

The research employed a Quasi-Experimental Design consisting of an experimental group and a control group. Specifically, this study used the Nonequivalent Control Group Design (Sugiyono, 2017). This design is similar to the pretest–posttest control group design; however, the experimental and control groups were not selected randomly. Instead, participants were assigned using purposive sampling. During the implementation, the researcher divided the participants into two groups: the experimental group, which received the Teams Games Tournament (TGT) learning model, and the control group, which received conventional instruction. The research design is presented in Table 1.

Table 1.
Research Design

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

Information:
KE : Experimental Class
KK : Control Class
O_1 : Pretest
O_2 : Posttest
X : Treatment using the Teams Games Tournament (TGT) learning model
– : Conventional learning method

The researchers collected data using learning outcome tests. A test consisting of 30 multiple-choice questions was administered to measure students' learning achievement. The data collection techniques are presented in Table 2.

Table 2.
Data Collection Techniques

No	Data Types	Technique	Instrument
1.	Primer	Tes	Objective Tes

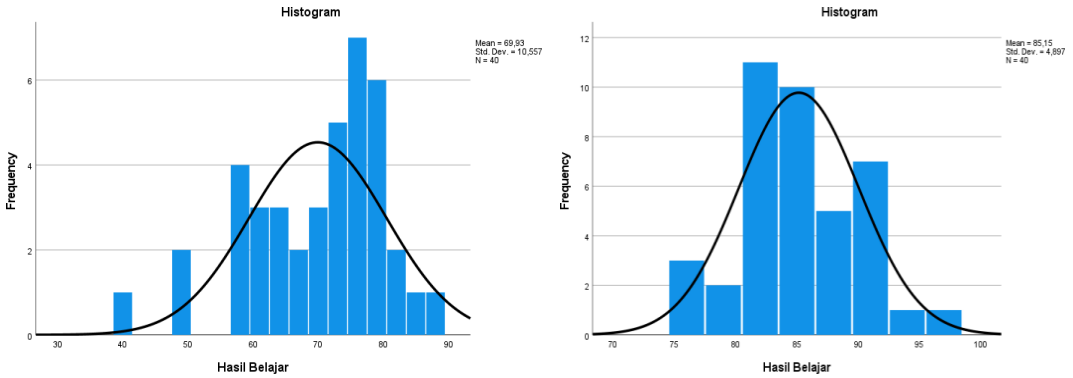
Data analysis was conducted in three stages. First, a normality test was performed using IBM SPSS Statistics Version 27 with a significance level of .05; data were considered normally distributed if $p > .05$. Second, a homogeneity test was conducted using IBM SPSS Statistics Version 27, with homogeneous variance assumed if $p > .05$. Third, hypothesis testing was carried out using the Independent Samples t-Test in IBM SPSS Statistics Version 27. The null hypothesis was rejected if the significance value was less than .05 ($p < .05$).

RESULTS AND DISCUSSION

Islamic education in Pakistan is dominated by Sunni teachings, reflecting the Sunni-majority Muslim population.

The following describes the learning outcome data of Grade VIII students at MTs. Al-Ahsan Bogor in the experimental class, which received the Teams Games Tournament (TGT) learning model. The results are presented in Figure 1.

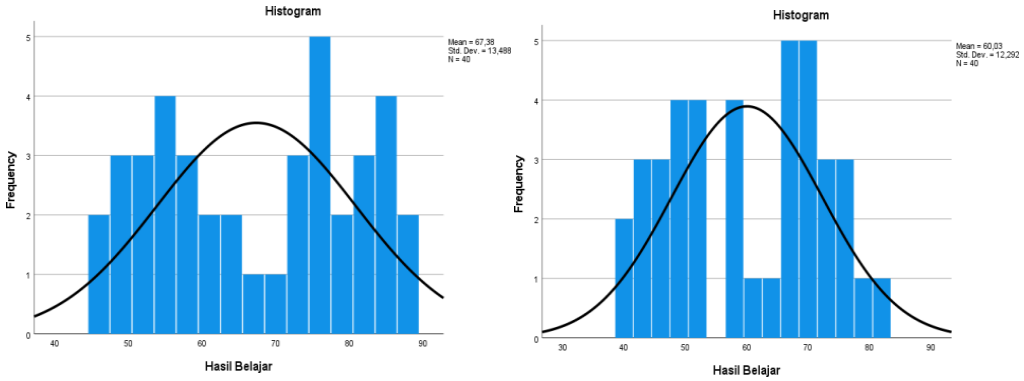
Figure 1.
Histogram of Pretest and Posttest Learning Outcomes in the Experimental Class



Based on the data presented in Figure 1, the learning outcomes of students in the experimental class increased after the implementation of the TGT learning model. The mean pretest score was 69.93, while the mean posttest score increased to 85.15. These findings indicate an improvement in students' learning outcomes following the implementation of the Teams Games Tournament (TGT) learning model.

The following describes the learning outcome data of Grade VIII students at MTs. Al-Ahsan Bogor in the control class, which received conventional instruction. The results are presented in Figure 2.

Figure 2.
Histogram of Pretest and Posttest Learning Outcomes in the Control Class



Based on the data presented in Figure 2, the mean pretest score in the control class was 60.03, while the mean posttest score increased to 67.38. Although the control class also showed an improvement in learning outcomes, the increase was considerably lower than that of the experimental class. This finding indicates that students in the experimental class achieved better learning outcomes after receiving instruction using the Teams Games Tournament (TGT) learning model than students who received conventional instruction.

The results of the Independent Samples t-test showed a significance value of p = .000 (p < .05). Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (H_0) was rejected. These results indicate that the Teams Games Tournament (TGT) learning model had a statistically significant effect on students' learning outcomes in the Qur'an and Hadith subject for Grade VIII students at MTs. Al-Ahsan Bogor. The detailed results of the Independent Samples t-test are presented in Table 3.

Table 3.
Independent Samples t-Test Results

		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

This study involved two classes: an experimental class that received instruction using the Teams Games Tournament (TGT) learning model and a control class that received conventional instruction. During the learning process in the experimental class, the teacher divided students into several groups to participate in academic games. Students answered questions related to the Qur'an and Hadith material prepared on the board using cardboard media. The group obtaining the highest score received an award.

Based on the learning outcome data obtained from both the experimental and control classes, there was a clear difference between the pretest and posttest mean scores in the two groups. In the experimental class, the mean pretest score was 69.93, increasing to 85.15 in the posttest. Meanwhile, in the control class, the mean pretest score was 60.03 and increased to 67.38 in the posttest. These findings are consistent with the study conducted by Hardimansyah (2021), which reported that the Teams Games Tournament (TGT) learning model effectively improved students' learning outcomes.

The posttest results in the control class showed only a slight improvement compared with those in the experimental class. Classroom observations also indicated differences in the learning atmosphere. Students in the control class tended to lose focus, frequently talked with their classmates, and appeared less engaged during the learning process. This condition may have occurred because learning relied primarily on the lecture method without incorporating the Teams Games Tournament (TGT) learning model. Similar findings were reported by Usman et al. (2024), who found that the cooperative learning model of the Teams Games Tournament type significantly improved students' learning outcomes, with the mean score increasing from 61.82 in the pretest to 83.94 in the posttest.

Overall, the experimental class demonstrated significantly better learning outcomes than the control class. These findings are supported by the study of Fahrurrozi et al. (2024), which revealed that the Teams Games Tournament (TGT) learning model had a significant positive effect on students' learning motivation and academic achievement in Islamic education. The superior performance of the experimental class suggests that integrating cooperative learning with educational games can enhance students' understanding of the Qur'an and Hadith subject more effectively than conventional teaching methods.

Discussion

The findings support the principles of cooperative learning theory, which emphasizes that students learn more effectively through collaboration, active participation, and positive interdependence. The Teams Games Tournament (TGT) model encourages students to discuss learning materials, exchange ideas, and solve problems together, thereby promoting deeper understanding and higher academic achievement. These findings are also consistent with Abdul Majid's educational theory, which argues that effective learning should actively engage students in meaningful learning experiences rather than relying solely on teacher-centered instruction (Majid, 2013). Therefore, the significant improvement in students' learning outcomes demonstrates that cooperative and student-centered learning can enhance the teaching of the Qur'an and Hadith.

This study contributes to the existing literature by providing empirical evidence on the effectiveness of the Teams Games Tournament (TGT) model in Islamic education, particularly in the Qur'an and Hadith subject at the Madrasah Tsanawiyah level. While previous studies have demonstrated the effectiveness of TGT in general education, research focusing specifically on Islamic religious education remains limited. Therefore, this study expands the application of

cooperative learning theory within the context of Islamic education and provides empirical evidence that game-based cooperative learning can improve students' learning outcomes.

Although the findings indicate that the TGT model significantly improved students' learning outcomes, the results should be interpreted with caution. The improvement may not have been influenced solely by the learning model. Other factors, such as students' prior knowledge, learning motivation, teacher competence, classroom management, and peer interaction, may also have contributed to the observed outcomes. Furthermore, the study measured only short-term cognitive achievement and did not examine long-term learning retention or affective outcomes. Future research should include these variables to provide a more comprehensive evaluation of the effectiveness of the TGT model.

The findings have important implications for educational practice. Teachers of the Qur'an and Hadith are encouraged to implement the Teams Games Tournament (TGT) cooperative learning model to create a more interactive, engaging, and student-centered classroom environment. The use of educational games and group tournaments can increase students' motivation, participation, and academic performance. In addition, school administrators should support teachers by providing training on cooperative learning strategies and integrating innovative instructional models into the curriculum to improve the quality of Islamic education.

CONCLUSION

This study demonstrates that the Teams Games Tournament (TGT) cooperative learning model positively influences students' learning outcomes in the Qur'an and Hadith subject at the Madrasah Tsanawiyah level. The findings indicate that active and collaborative learning strategies can enhance students' academic achievement and classroom engagement. This study contributes to the literature by providing empirical evidence on the effectiveness of the TGT cooperative learning model in Islamic education, particularly in the teaching of Qur'an and Hadith at the Madrasah Tsanawiyah level.

The findings support cooperative learning theory by confirming that student-centered, collaborative, and game-based instructional approaches can improve learning outcomes. They also reinforce Abdul Majid's view that effective learning requires active student participation and meaningful interaction. This study was conducted in a single Madrasah Tsanawiyah with a limited number of participants. Therefore, the findings may not be generalizable to other educational settings. Future studies are recommended to involve larger samples and different school contexts to strengthen the external validity of the results.

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