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The Effect of Implementation of the Team Games Tournament (TGT) type Cooperative Learning Model on The Learning Outcomes of Islamic Religious Education and Character (PAIBP) for Vocational High School (SMK) Students Al-Hidayah Cirebon

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Abstrak

Model pembelajaran kooperatif tipe Team Games Tournament (TGT) dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti (PAIBP) masih jarang diterapkan di SMK Al-Hidayah Kota Cirebon. Tujuan dari penelitian adalah untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe Team Games Tournament (TGT) terhadap hasil belajar mata pelajaran Pendidikan Agama Islam dan Budi Pekerti (PAIBP) siswa Sekolah Menengah Kejuruan (SMK) Al-Hidayah Kota Cirebon. Metode penelitian yang digunakan dalam penelitian ini menggunakan pendekatan kuantitatif. Penelitian kuantitatif pada penelitian ini adalah penelitian eksperimental dengan menggunakan Quasi Experimental Design. Populasi pada penelitian ini adalah siswa kelas X dengan jumlah 294 siswa dengan sampel kelas X TKJ-1 sebagai kelas eksperimen dan kelas X TKR-1 sebagai kelas kontrol. Teknik pengumpulan data pada penelitian ini menggunakan observasi, angket dan tes. Hasil penelitian ini menunjukkan bahwa model pembelajaran kooperatif tipe Team Games

Tournament (TGT) berpengaruh terhadap hasil belajar mata pelajaran Pendidikan Agama Islam dan Budi Pekerti (PAIBP) siswa Sekolah Menengah Kejuruan (SMK) Al-Hidayah Kota Cirebon, hal tersebut berdasarkan nilai signifikansi yang diperoleh sebesar 0.000 < 0.05 dan nilai t hitung sebesar 5.035 > t tabel sebesar 2.028. Dapat disimpulkan disimpulkan bahwa Ho ditolak dan Ha diterima. Model pembelajaran kooperatif Teams Games Tournament (TGT) berpengaruh sebesar 42,7%, sedangkan sisanya 57,3% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini.

Kata kunci: Pembelajaran Kooperatif; Team Games Tournament (TGT); Hasil Belajar

Abstract

The Effect of Implementation of the Team Games Tournament (TGT) type Cooperative Learning Model on The Learning Outcomes of Islamic Religious Education and Character (PAIBP) for Vocational High School (SMK) Students Al-Hidayah Cirebon City. The Team Games Tournament (TGT)-type cooperative learning model for learning Islamic religious education and character is still rarely implemented at Vocational High School (SMK) Al-Hidayah Cirebon City. The purpose of the study was to determine the effect of the implementation of the Team Games Tournament (TGT) type cooperative learning model on the learning outcomes of Islamic Religious Education and Character (PAIBP) subjects for Al-Hidayah Vocational High School students in Cirebon City. The research method used in this study uses a quantitative approach. Quantitative research in this study is experimental research using a quasi-experimental design. The population in this study were class X students, with a total of 294 students, with a sample of class X TKJ-1 as the experimental class and class X TKR-1 as the control class. Data collection techniques in this study used observation, questionnaires, and tests. The results of this study indicate that the Team Games Tournament (TGT) type cooperative learning model affects the learning outcomes of Islamic Religious Education and Character students at Al-Hidayah Vocational High School (SMK) in Cirebon City. This is based on the significance value obtained of 0.000 0.05 and the t count value of 5.035> t table of 2.028. It can be concluded that Ho is rejected and Ha is accepted. The Teams Games Tournament (TGT) cooperative learning model has an effect of 42.7%, while the remaining 57.3% is influenced by other variables not examined in this study.

Keywords: Cooperative Learning; Team Games Tournament (TGT); Learning Outcomes

Introduction

The teaching and learning process is a reciprocal relationship between teachers and students. In the teaching and learning process, teachers are not just delivering material to students in front of the class; they are also professionals who can make students able to plan, analyze, and solve problems in learning.

The learning process is an event that provides various opportunities for students to be actively involved in learning activities. This is by Regulation No. 65 of

2013 concerning Primary and Secondary Education Process Standards, which states that the learning process in educational units is organized in an interactive, inspiring, fun, challenging, and motivating way that encourages students to actively participate (Bimantara, 2020, p. 12; Luthfi et al., 2021, p. 423). In a learning process, teachers can choose and use strategies, approaches, methods, media, and learning models that can encourage students to be active in learning.

Student learning outcomes in Indonesia are still low. Low student learning outcomes are a problem that must be faced by all aspects of education in Indonesia. This can be seen based on the results of a survey on the world's secondary education system in 2018 issued by PISA (Program for International Student Assessment) in 2019. Indonesia occupies a low position, namely 74th out of 79 other countries in the survey. In other words, Indonesia is in the 6th lowest position compared to other countries (Nurhuda, 2022, p.129).

One of the efforts that can be made to improve student learning outcomes is that teachers can choose and apply a learning model that is expected to reduce or even eliminate students' difficulties in understanding learning material (Riski Nugroho & Rachman, 2018, p. 164). To overcome the above problems, one of them is that teachers can apply cooperative learning models. The cooperative learning model has enormous advantages in providing opportunities for students to further develop their abilities and better understand the subject matter because it is one of the learning models that are easy to implement by involving the activities of all students without any status differences, involving the role of students as peer tutors.

From various research results, it is concluded that the benefits of cooperative learning not only improve student learning outcomes but also increase self-confidence and can develop trust among students, both individually and in groups, and the ability to help each other and cooperate among friends. So that it also avoids competition between individuals with no sense of wanting to beat each other between students (Ali, 2021, p. 249). Of the various types of cooperative learning models that can be implemented in the learning process to improve student learning outcomes, the Team Games Tournament (TGT) type is the easiest to implement and contains elements of games and tournaments. The Team Games Tournament (TGT) type Cooperative Learning Model can provide a pleasant learning atmosphere for students because there is an element of play that can increase student enthusiasm and participation it has an impact on improving student

learning outcomes. In the Team Games Tournament (TGT) model students play games and also tournaments related to the subject matter with other team members to obtain scores for their respective teams (Nurdian et al., 2021, p. 89; Adiputra & Heryadi, 2021, p. 106).

The results of research relevant to this study based on several accredited journal articles as well as student theses from various campuses in Indonesia related to the use of the Teams Games Tournament (TGT) type cooperative learning model, both from the elementary level to the upper secondary level, the results of these studies show a positive effect of the implementation of the Teams Games Tournament (TGT) type cooperative learning model on student learning outcomes. This shows that the Team Games Tournament (TGT) cooperative learning model is good for improving student learning outcomes and is easy to implement in the classroom learning process. Therefore, the Teams Games Tournament (TGT) type model is very important to be applied to improve student learning outcomes from primary to secondary levels.

Based on the above background, researchers implemented the Teams Games Tournament (TGT) type cooperative learning model to improve student learning outcomes at the secondary level, namely at Vocational High Schools. The title of this research is " The Effect of The Implementation of the Team Games Tournament (TGT) type Cooperative Learning Model on The Learning Outcomes of Islamic Religious Education and Character (PAIBP) for Vocational High School (SMK) Students Al-Hidayah Cirebon".

Theoretical Review

Teams Games Tournament (TGT) Cooperative Learning Model

According to Slavin, the cooperative model is a learning model that involves working together in a small group consisting of several students with different abilities to complete academic tasks. The cooperative learning model is a learning model that provides opportunities for students to work together to learn and complete structured tasks (Slavin, 2005, p. 4; Ulfia & Irwandani, 2019, p. 141).

The Team Games Tournament (TGT) model was designed by Slavin as one of the learning strategies in the form of a team for material mastery by grouping students into four or five members for each team. Slavin found that Team Games

Tournament (TGT) successfully increased basic skills, achievement, positive interactions among students, self-esteem, and acceptance of other students who are different (Fauziyah, 2020, p. 3; Slavin, 2005, p. 13).

According to Slavin, the Team Games Tournament (TGT) cooperative model consists of five components, namely: class presentation, team learning, games, tournament, and team recognition. The following is a description of the five components above:

1. Class Presentation

At the beginning of the lesson, the teacher delivered the subject matter first. When the teacher conveys the material, students must pay attention and understand what is conveyed by the teacher to help them cooperate in the game group, because group cooperation will determine the score in the game.

2. Team Learning

Teams or groups in the Team Games Tournament (TGT) consist of four or five people who have different academic abilities, gender, ethnicity, or race. The heterogeneity can encourage them to help each other on the team. The main function of this team is to ensure that all team members learn and understand the subject matter that has been delivered so that the team can prepare members to participate in games and matches properly.

3. Games

Games consist of questions related to the subject matter that are designed to test the knowledge gained by students after the teacher's class presentation and team learning. In this game, students choose a number on the card provided by the teacher, and then each representative of the team answers the question they get. If the students can answer the question, then the team will get a score; if they cannot answer, then the team will not get a score.

4. Tournament

The tournament is the structure within which the game takes place. The tournament stage begins by determining the roles of students using lottery numbers. The student with the first number is in charge of reading the questions and answers; the second number is in charge of being the first answerer; the third number is in charge of being the second answerer if the second number's answer is

not correct; the fourth number is in charge of being the third answerer if the third number's answer is not correct; and the fifth number is in charge of recording the score. When one question has been answered, the roles rotate clockwise. This will be done by all students on the team during the tournament. The student who is in charge of being the last scorekeeper submits the score sheet to the teacher. Students return to their seats, and then the teacher distributes the learning outcome test sheets. The teacher calculates the group score, which is the accumulation of individual scores; the group with the highest score is entitled to team recognition.

5. Team Recognition

Team awards are given after the completion of the score counting for the games and tournaments. The teacher announces the group that gets the highest score. The winning group will get a prize from the teacher.

Learning Outcomes

Learning outcomes are students' achievements in understanding a material that can be expressed through grades on tests in certain lessons. The assessment is related to the subject matter that has been mastered. Learning outcomes can be found because of the evaluation results given by the teacher. These student learning outcomes aim to be able to determine the changes that students have achieved while participating in class learning (Fadilah, 2022, p. 31; Sandiar & Narsih, 2019, p. 289).

Straus, Tetroe, and Graham suggested that learning outcome indicators are markers of the achievement of basic competencies. The learning outcome indicators are:

1. The cognitive domain focuses on how students gain academic knowledge through learning methods and information delivery.
2. The affective domain is related to attitudes, values, and beliefs that play an important role in behavior change.
3. Psychomotor domain, skills, and self-development are used in the performance of skills and practices in the development of mastery of skills (Fauhah & Rosy, 2020, p. 327).

Factors that influence learning can be divided into two categories: individual factors (internal) and factors outside the individual (external), or social factors. Maturity and growth, intelligence, training, motivation, and personal factors all fall under individual factors. Family and household circumstances, teachers and their approach, resources used in teaching and learning, surrounding context and opportunities, and social motivation are examples of social factors. This includes teaching methods and teacher components, especially learning models. As for the mastery of the material, it can also be a determining factor in the success of student learning. For teachers who master the teaching material, it is easier to convey the material in a language that is easy for students to understand with a fun approach. Teachers can utilize various learning resources, namely books and online media, and also display several videos related to teaching material (Oktaviani et al., 2020, p. 3; Sugiata, 2019, p. 78; Muthoharoh & Wahyudin, 2022, p. 50).

Research Methods

The research approach used in this study uses a quantitative approach. The quantitative approach is a study whose data is in the form of numbers and is analyzed by statistical analysis to find answers to the formulation of problems in research (Sugiyono, 2016, p. 107). The type of research used in the study was experimental research with a quasi-experimental design.

The population in this study was all class X students of Vocational High School (SMK) Al-Hidayah in Cirebon City, with as many as 294 students. In the probability sampling technique, this study uses simple random sampling, which has the main characteristic that each element of the entire population has the same opportunity to be selected. This means that each element is chosen independently of every other element (Sugiyono, 2016, p. 120). The size of the sample to be taken as research subjects is students of Vocational High School (SMK) Al-Hidayah in Cirebon City X TKJ-1 with a total of 36 students and class X TKR-1 with a total of 37 students.

This study uses data collection techniques in the form of questionnaires, tests, and documentation. In this study, the questionnaire was distributed in the experimental class with a total of 20 items using a Likert scale. The test in this study was a multiple-choice form totaling 20 questions, which were tested in the form of a pre-test and post-test in the experimental class and the control class.

The validity of the instrument in this study was tested using a validity test, a reliability test, a normality test, and a homogeneity test. Data were analyzed through a simple linear regression test, a coefficient of determination test, a hypothesis test, and a t-test.

Results and Discussion

Implementation of the Team Games Tournament (TGT) Cooperative Learning Model

To obtain data on the implementation of the Team Games Tournament (TGT) model in the subject of Islamic Religious Education and Character (PAIBP), researchers distributed 20 questionnaire statements in class X TKJ-1 (Experiment Class) with 36 students. The following are the results of the recapitulation of the average of each questionnaire item on the implementation of the Team Games Tournament (TGT) type cooperative learning model in the subject of Islamic Religious Education and Character, which has been distributed to 36 respondents:

Table 1. Recapitulation of Questionnaire Results

Statement No.	Alternative Answers	Average
1	Very Good Good Fair Less Very Less	4,72
2		4,14
3		4,22
4		4,31
5		4,39
6		4,11
7		4,28
8		4,22
9		4,06
10		4,11
11		4,39
12		4,19
13		4,14
14		4,42
15		4,33
16		4,44
17		4,7
18		4,31
19		4,14

20	4,78
Total	**86,4**

The results of the questionnaire that have been known will be classified according to the percentage criteria table for respondents' responses below:

Table 2. Criteria for the percentage of respondents' responses

No.	% Total Score	Criteria
1	20,00% - 36,00 %	Very Bad
2	36,01% - 52,00%	Not Good
3	52,01% - 68,00%	Good Enough
4	68,01% - 84.00%	Good
5	84,01% - 100%	Very Good

(Megasyah, 2019, p. 51).

The implementation of the Team Games Tournament (TGT) type cooperative learning model in Islamic Religious Education and Character (PAIBP) subjects on zakat and waqf material in class X TKJ-1 of Vocational High School (SMK) Al-Hidayah Cirebon City obtained a result of 95.04%, including very good criteria in the interval 84.01%–100%.

Learning Outcomes of Islamic Religious Education and Character Class X Students

To determine student learning outcomes, researchers used a multiple-choice test with a total of 20 items tested through the pre-test and post-test. The scores obtained from the pre-test and post-test results that are known will be classified according to the five-scale score conversion table in the Benchmark Assessment (PAP) approach presented in the following table:

Table 3. Classification of Value Conversion

Qualification	Value
Very High	x 90
High	75 ≥ x < 90
Medium	60 ≥ x < 75
Low	40 ≥ x < 60
Very Low	x ≥ 40

(Taihuttu et al., 2021, p. 10).

The following is an analysis of student learning outcomes obtained through the results of the pre-test and post-test:

Table 4. Comparison of pre-test and post-test results of experimental and control classes:

Class	Pre-test	Post-test	Interval

Experiment	60,69	80,00	High
Control	46,76	59,59	Low

When displayed in graphical form, the pre-test and post-test results of student learning outcomes in Islamic Religious Education and Character (PAIBP) between the experimental class (X TKJ-1) and the control class (X TKR-1) can be seen in the figure below:

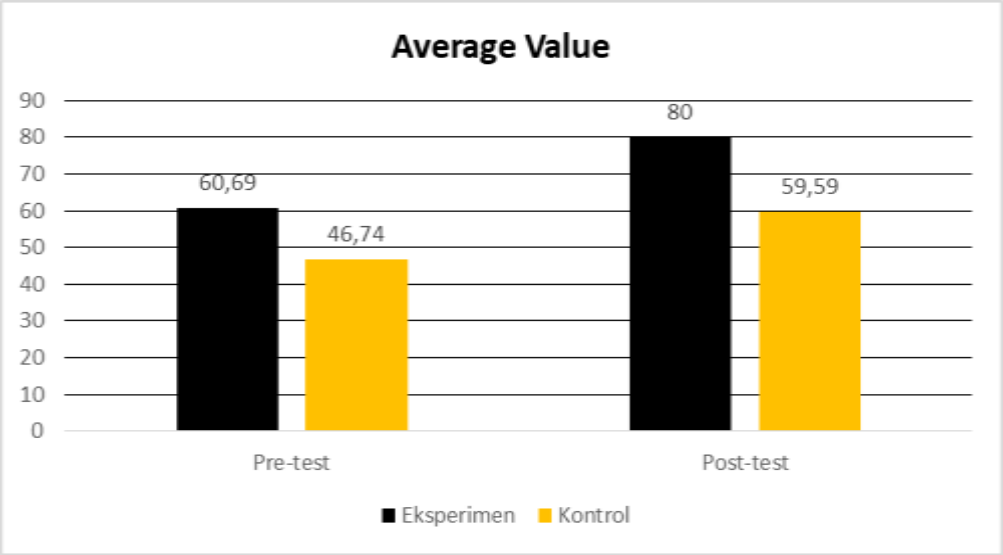

Image 1. Comparison of mean scores of experimental and control classes

From the table and figure above, it can be seen the average value of the pre-test and post-test results of students, from the average pre-test value of the experimental class of 60.69 and the average value of the control class of 46.76 to the average post-test value of the experimental class of 80.00 and the control class of 59.59.

So it can be concluded that the learning outcomes of students in Islamic Religious Education and Character subjects in the experimental class after implementing the Team Games Tournament (TGT) type cooperative learning model are in the high category in the interval (75-85) with a value of 80.00 based on the five-scale value conversion table in the Benchmark Assessment approach (PAP).

The Effect of Implementation of Cooperative Learning Model Type Team Games Tournament (TGT)

The effect of the implementation of a Team Games Tournament (TGT) type cooperative learning model on the learning outcomes of Islamic Religious Education and Character class X students of Vocational High School (SMK) Al-Hidayah Cirebon City is the final result of this study. To find out the results of the study, researchers used the IBM Statistic 21 application to analyze the data, and then they concluded the results with hypothesis testing by conducting data analysis as follows:

1) Simple Linear Regression Test

Table 5. Simple Linear Regression Test

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.233	5.373		10.280	.000
	Model TGT	.438	.087	.654	5.035	.000

a. Dependent Variable: Learning Outcomes

Based on the SPSS output table above, it is known that the constant value (a) is 55.233, while the TGT model value (b/rregression coefficient) is 0.438, so it can be written:

Y = a + bX

Y = 55,233 + 0,438X

The equation can be explained as follows:

a. The constant of 55.233 means that the coefficient value of variable Y (learning outcomes) is 55.233.
b. The regression coefficient X of 0.438 indicates that with the addition of 1% of the implementation of the Team Games Tournament (TGT) type cooperative learning model, the value of learning outcomes increases by 0.438. The regression coefficient is positive, so it can be concluded that the direction of influence of variable X on variable Y is positive.

Based on decision-making in the simple linear regression test, the following results are obtained:

a. Based on the significance value of the coefficients table, the significance value is 0.000 0.05, so it can be concluded that implementation of the Team

Games Tournament (TGT) type cooperative learning model affects learning outcomes.

b. Based on the t value, it is known that the count value is 5.035 > the t table of 2.028, so it can be concluded that implementation of the Team Games Tournament (TGT) type cooperative learning model affects learning outcomes.

2) Determination Coefficient Test

The coefficient of determination test is carried out to determine how much influence variable x has on changes in variable y in terms of percentage. The coefficient of determination is a proportion to determine the percentage of variance between variables x and y when squared and multiplied by 100%. More specifically, the level of relationship between variables can be seen in the table below:

Table 6. Classification of the Coefficient of Determination

Coefficient Interval	Degree of Relationship
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

(Taufik, 2021, p. 53)

The following are the results of the coefficient of determination test:

Table 7. Classification of the Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654[a]	.427	.410	6.030

a. Predictors: (Constant), Model TGT

Based on the SPSS output table above, explains the magnitude of the correlation or relationship value (R), which is 0.654. From these results, the coefficient of determination (R square) of 0.427 is obtained, which is in the coefficient interval of 0.40–0.599. has a moderate level of relationship which means that the effect of the independent variable (implementation of the Team Games Tournament (TGT) type cooperative learning model) on the dependent variable (learning outcomes) is 42.7%.

3) T Test (Independent sampel t test)

Table 8. Independent sampel t test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	.210	.648	10.419	71	.000	20.405	1.958	16.500	24.310
	Equal variances not assumed			10.425	70.989	.000	20.405	1.957	16.503	24.308

Based on the SPSS output above, it is known that the Sig. Levene's Test for Equality of Variances is 0.648> 0.05, which means that the data variance between the experimental class and the control class is homogeneous. So the explanation of the Independent Samples Test table output above is guided by the value contained in the "Equal variances assumed" table.

Based on the "Independent Samples Test" output in the "Equal variances assumed" section, it is known that the significance value (2-tailed) is 0.000 0.05, so as the basis for decision-making in the independent sample t-test, it can be concluded that Ho is rejected and Ha is accepted. Thus, it can be concluded that there is a significant difference between the average student learning outcomes in the experimental class and the control class.

These results indicate that in this study there is a significant influence of the implementation of the Team Games Tournament (TGT) type cooperative learning model on the learning outcomes of Islamic Religious Education and Character (PAIBP) class X students of Vocational High School Al-Hidayah Cirebon City.

Conclusion

The implementation of the Team Games Tournament (TGT) type cooperative learning model can be seen from the analysis of the questionnaire results, which obtained a percentage of 95.04%, which is a very good criterion in the interval 84.01%–100%. Students' learning outcomes in the subject of Islamic Religious Education and Character (PAIBP) can be seen from the results of the pre-test and post-test. The pre-test results obtained an average score of 60.69, and the post-test results obtained an average score of 80.00. The value of the average pre-test and post-test shows that there was an increase in the average score of 19.91. So, the average value of learning outcomes obtained from the post-test results after the implementation of the Team Games Tournament (TGT) type cooperative learning model is in the high category in the interval (75-85) with a value of 80.00. The effect of the implementation of the Team Games Tournament (TGT) type cooperative learning model on the learning outcomes of Islamic Religious Education and Character (PAIBP) class X students can be seen from the results of the simple linear regression test with decision-making obtained a significance value of 0.000 <0.05, and based on the t value obtained a t count of 5.035> t table of 2.028, it can be concluded that the implementation of the Team Games Tournament (TGT) type cooperative learning model affects student learning outcomes. The Team Games Tournament (TGT) type cooperative learning model affects Learning Outcomes by 42.7% with a moderate level of relationship.

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