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ORIGINAL RESEARCH ARTICLE

The Effect of Implementing Teams Games Tournament (TGT) in Improving Learning Interest and Learning Outcomes

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ABSTRACT

This study aims to analyze the effect of implementing the Teams Games Tournament (TGT) cooperative learning method on improving learning interest and learning outcomes of tenth-grade students in Islamic Religious Education (PAI) at Pacitan Development Vocational School. The background of this study is based on the low level of active participation and learning motivation of students in PAI lessons, which impacts on suboptimal academic achievement. The TGT method was chosen because it integrates elements of educational games and group cooperation, thus it is expected to create an interactive, enjoyable, and healthy competitive learning atmosphere. This study uses a quantitative approach with a quasi-experimental design with a pretest-posttest model. The research sample consisted of tenth-grade students selected using a saturated sampling technique. Data collection was carried out through a questionnaire to measure learning interest, a final semester exam (UAS), and observations during the learning process. Data analysis was carried out using a paired sample t-test and multiple linear regression analysis to determine the effectiveness and relationships between variables. The results showed that there was a significant increase in student learning interest and learning outcomes after the implementation of the TGT method. Students became more enthusiastic, active in group discussions, and were able to understand the material more deeply through the games and competitions held. Furthermore, the data showed a positive relationship between learning interest and learning outcomes, indicating that increased learning interest contributes to student academic achievement. Thus, the TGT method has proven effective as a cooperative learning strategy in improving the quality of Islamic Religious Education (PAI) learning at the vocational high school level. This study recommends the continued use of the TGT method by teachers as an innovative effort to create a participatory and meaningful learning environment.

Keywords: learning outcomes, learning interest, cooperative learning, Islamic Religious Education, Teams Games Tournament (TGT)



ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan metode pembelajaran kooperatif tipe Teams Games Tournament (TGT) terhadap peningkatan minat belajar dan hasil belajar siswa kelas X pada mata pelajaran Pendidikan Agama Islam (PAI) di SMK Pembangunan Pacitan. Latar belakang penelitian ini didasarkan pada rendahnya tingkat partisipasi aktif dan motivasi belajar siswa dalam pelajaran PAI, yang berdampak pada pencapaian akademik yang kurang optimal. Metode TGT dipilih karena mengintegrasikan elemen permainan edukatif dan kerja sama kelompok, sehingga diharapkan dapat menciptakan suasana pembelajaran yang interaktif, menyenangkan, dan kompetitif yang sehat. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental model pretest-posttest. Sampel penelitian terdiri dari siswa kelas X yang dipilih menggunakan teknik sampling jenuh. Pengumpulan data dilakukan melalui angket untuk mengukur minat belajar, ujian akhir semester (UAS), serta observasi selama proses pembelajaran. Analisis data dilakukan dengan menggunakan uji paired sample t-test dan analisis regresi linier berganda untuk mengetahui efektivitas serta hubungan antar variabel. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada minat belajar dan hasil belajar siswa setelah penerapan metode TGT. Siswa menjadi lebih antusias, aktif dalam diskusi kelompok, dan mampu memahami materi secara lebih mendalam melalui permainan dan kompetisi yang diadakan. Selain itu, data menunjukkan adanya hubungan positif antara minat belajar dan hasil belajar, yang mengindikasikan bahwa peningkatan minat belajar berkontribusi terhadap pencapaian akademik siswa. Dengan demikian, metode TGT terbukti efektif sebagai strategi pembelajaran kooperatif dalam meningkatkan kualitas pembelajaran Pendidikan Agama Islam (PAI) di tingkat sekolah menengah kejuruan. Penelitian ini merekomendasikan agar guru terus menggunakan metode TGT sebagai upaya inovatif untuk menciptakan lingkungan belajar yang partisipatif dan bermakna.

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Kata kunci: hasil belajar, minat belajar, pembelajaran kooperatif, Pendidikan Agama Islam, Teams Games Tournament (TGT)

1. INTRODUCTION

This research is of critical importance because learning interest constitutes a fundamental internal factor determining the success of value transfer in Islamic Religious Education (PAI). At the vocational high school (SMK) level, PAI subjects are often undervalued compared to vocational productive subjects. If students' interest in religious subjects is low, then the internalization of moral and spiritual values---which constitute the primary vision of Islamic education---will not be achieved optimally. Therefore, a methodological breakthrough is required that can transform

students' perception that learning religion can be conducted in a highly dynamic, competitive, and enjoyable manner, without diminishing the essence of religiosity.

The academic problems identified at Pacitan Development Vocational School reflect a common phenomenon in vocational schools, where students tend to be more interested in practical activities than in theoretical classroom instruction. Based on preliminary observations, the PAI learning process was still dominated by one-way lecture methods, causing students to feel bored and passive. The research problem centers on the low level of student engagement, which directly impacts inconsistent cognitive learning achievement. The teacher's inability to enliven the classroom atmosphere has resulted in declining student interest in learning, thereby necessitating a cooperative learning model capable of stimulating enthusiasm while simultaneously fostering deep material comprehension.

Previous research conducted by Muhtar (2020) demonstrated that the TGT method is effective at the elementary school level; however, a research gap remains regarding its effectiveness among vocational high school students who possess different psychological characteristics. The novelty of this research lies in the integration of the TGT method within a boarding school-based educational environment at Pacitan Development Vocational School. The boarding school environment provides a unique social dimension in which team collaboration within TGT can continue informally outside the classroom. Furthermore, this study specifically measures two variables simultaneously---interest and learning outcomes---within a single regression analysis model, providing a more holistic picture of the TGT method's impact on vocational students.

The objectives of this study are to: 1) Determine and analyze the effect of implementing the Teams Games Tournament (TGT) cooperative learning method on the learning interest of tenth-grade students in PAI subjects at Pacitan Development Vocational School; 2) Determine and analyze the effect of implementing the Teams Games Tournament (TGT) cooperative learning method on the learning outcomes of tenth-grade students in PAI subjects at Pacitan Development Vocational School; 3) Identify the extent to which the correlation between learning interest generated by the TGT method and the acquisition of overall academic learning outcomes.

2. RESEARCH METHOD

This research employs a quantitative approach focused on hypothesis testing through numerical data. The type of research used is quasi-experimental to examine the causal relationship between the independent variable (TGT method) and the dependent variables (interest and learning outcomes). The position of the researcher in this study is as an observer and objective data collector ensuring that instruments are administered according to scientific procedures. Data collection methods were conducted through questionnaires to measure learning interest encompassing aspects of attention, attraction, and engagement, as well as through tests or

documentation of grades to measure learning outcomes. Data analysis methods employed prerequisite analysis tests (normality and homogeneity) followed by simple linear regression analysis using SPSS software. Data validity was ensured through rigorous instrument validity and reliability testing to guarantee that the data obtained are accurate and accountable

3. RESULTS AND DISCUSSION

1. The Effect of Implementing the TGT Method on Student Learning Interest

Based on data processing using linear regression analysis, it was found that the Teams Games Tournament (TGT) method had a significant impact on increasing the learning interest of tenth-grade students at Pacitan Development Vocational School. The data indicate that prior to the implementation of this method, many students exhibited apathetic behavior in class; however, after TGT was applied, there were conspicuous behavioral changes. Students began to demonstrate better learning readiness and heightened curiosity regarding the material to be used in the tournament.

Statistically, the R Square value generated for the learning interest variable was 0.624. This means that the TGT method contributes 62.4% to the change in student learning interest, while the remainder is influenced by other factors outside this study. The significance value showed a figure below 0.05, reinforcing the conclusion that the relationship between these variables did not occur by chance, but rather as a result of appropriate learning method intervention.

The four main indicators of learning interest---feelings of enjoyment, attraction, attention, and engagement---all showed positive average score increases. Students felt that learning PAI through group tournaments reduced the psychological burden they typically experienced when required to memorize material. The presence of game elements encouraged them to voluntarily allocate more time to studying the material to avoid losing when the inter-table tournament competition session began.

Observational results also recorded that student interaction increased dramatically during the team study discussion phase. Students who were previously shy about asking the teacher became more confident in discussing with their peers. This dynamic proves that TGT successfully creates a safe and supportive learning environment, which is an absolute prerequisite for the growth of sustainable learning interest among vocational high school students.

2. The Effect of Implementing the TGT Method on Student Learning Outcomes

Cognitive learning achievement showed a highly positive trend after the consistent implementation of the TGT method. Data analysis reveals that the class average score experienced an increase exceeding the minimum mastery criteria (KKM) established by the school. This indicates that the TGT method not only makes students happy but also effectively transfers academic knowledge into students' long-term memory.

The regression statistical test for the learning outcome variable yielded an R Square value of 0.873. This figure indicates a very strong influence, where 87.3% of the variation in student learning outcomes can be explained by the effectiveness of the TGT method implementation. Students who actively participated in the tournament tended to obtain higher scores on the evaluation examination because they had experienced repeated material reinforcement during the game phase.

The tournament process in TGT compelled students to think quickly and accurately in answering questions related to PAI material. The healthy tension in the tournament actually stimulated students' adrenaline to deliver their best performance. Unlike conventional examinations that often trigger anxiety, examinations in the form of tournaments were perceived as enjoyable challenges, enabling students' cognitive potential to emerge optimally.

The success in improving learning outcomes was also supported by the "team recognition" reward system. When a group achieved the "Super Team" designation, the sense of pride experienced by students encouraged them to maintain their achievement in subsequent material. This created a positive learning cycle, where good learning outcomes became motivation to continue studying more diligently, proving that TGT is a powerful pedagogical tool for improving academic quality in vocational high schools.

3. Identification of Combined Effectiveness in PAI Learning

The TGT method proved to be a bridge connecting students' emotional and intellectual intelligence in PAI subjects. This combined effectiveness was evident in how religious values such as honesty, cooperation, and responsibility were practiced directly in the game, not merely studied as theory. Students learned to be honest in calculating scores and disciplined in adhering to mutually agreed-upon game rules.

The integrative impact of this method at Pacitan Development Vocational School was strongly felt in the consistency of student attendance in class. Students felt attached to their groups, making them reluctant to be absent because they felt responsible for their team's points. This demonstrates that TGT is effective in improving student discipline and self-management, which are integral parts of the learning objectives of Islamic Religious Education.

The combination of high interest and satisfactory learning outcomes created self-confidence in students. Many students who previously felt "less intelligent" in religious subjects became more motivated because they discovered a learning approach compatible with their learning styles (kinesthetic and visual through games). The inclusivity of the TGT method, which provides equal opportunities for students at every ability level to contribute points, became the key to its overall effectiveness.

Furthermore, this effectiveness was reinforced by the utilization of adequate school facilities at Pacitan Development Vocational School. The collaboration between teacher creativity in designing question cards and student enthusiasm produced a productive learning ecosystem. The final results of this study affirm that the TGT method is one of the best cooperative learning models to be applied at the vocational high school level due to its ability to balance learning enjoyment with curriculum target achievement.

4. DISCUSSION

1. In-depth Analysis of the Influence of TGT on Learning Interest

The 62.4% increase in learning interest through the TGT method at Pacitan Development Vocational School constitutes tangible evidence that a competitive yet supportive learning environment is highly needed by adolescent students. Theoretically, learning interest does not grow in a vacuum; rather, it requires environmental stimuli that present challenges. In TGT, this "challenge" is packaged in the form of tournaments, making PAI material that was initially perceived as difficult become more accessible. This aligns with Csikszentmihalyi's Flow theory, in which students achieve a state of complete concentration when the challenges presented are balanced with their continuously developing abilities through group discussions.

Furthermore, this discussion on interest is closely related to intrinsic motivation theory. When students enjoy the learning process, they engage in the activity without feeling coerced. This research demonstrates that the "games" element in TGT functions as a catalyst that transforms extrinsic motivation (learning for grades) into intrinsic motivation (learning for enjoyment). As noted by White & Green (2017), innovation in learning methods involving active social interaction is key to attracting the interest of Generation Z, who are highly accustomed to fast and dynamic interaction.

Comparison with previous research findings by Husna et al. (2024) also reinforces these findings. Husna noted that learning interest is a primary predictor of long-term educational success. At Pacitan Development Vocational School, this high interest was also influenced by the emotional closeness among students in the boarding school. They did not learn merely as classmates but as family, making the team study phase in TGT more intimate and productive. This proves that the social context of the school significantly influences the effectiveness of a learning method.

Finally, this increase in interest has long-term implications for students' attitudes toward religion. With the TGT method, PAI is no longer viewed as a subject consisting only of prohibitions and commands, but as a subject that provides space for self-expression and joy. This is highly important for the character formation of vocational high school students, where religion must serve as a pleasant guide to life, not a burden. Therefore, the 62.4% contribution represents a significant figure in building a positive foundation for students' religious attitudes.

2. In-depth Analysis of the Influence of TGT on Learning Outcomes

The 87.3% influence on learning outcomes is a remarkably high figure in educational research. This can be explained through the cognitive mechanisms occurring during the TGT process. During the tournament phase, students engage in complex mental processes: they must comprehend questions, recall answers, and perform under time pressure. This process strengthens neural synapses, making material comprehension more permanent. In accordance with Piaget's

constructivism theory, students construct their own knowledge through active experience, not merely receive information passively from the teacher.

Another aspect that significantly determines learning outcomes in TGT is individual accountability within the group. Each student is aware that the scores they obtain at the tournament table will be summed into the group score. The fear of disappointing group members becomes a powerful driver for students to study more seriously. This phenomenon in educational psychology is known as positive peer pressure. Consequently, students' academic scores increased collectively, reflected in highly satisfactory final examination scores at Pacitan Development Vocational School.

Research by Dwinanda et al. (2025) indicates that optimal learning outcomes are achieved when students feel fully involved in the assessment process. TGT integrates the learning and assessment processes simultaneously through tournaments. Students receive immediate feedback on their answers; if incorrect, they immediately learn the correct answer from the question card. This rapid feedback is highly effective in correcting student misconceptions regarding PAI material, so that when formal examinations arrive, students already possess an understanding free from conceptual errors.

Pedagogically, these high learning outcomes also demonstrate that the TGT method can accommodate differences in student learning pace. Through the equitable distribution of tournament tables (high-ability students with high-ability students, low-ability with low-ability), students do not feel intimidated. Low-ability students still have opportunities to succeed and obtain high scores at their own tables, which subsequently boosts their self-confidence. This increased self-confidence ultimately serves as fuel for overall improvement in learning outcomes at Pacitan Development Vocational School.

3. Comprehensive Discussion on the Combined Effectiveness of TGT

The combined effectiveness of the TGT method in comprehensively improving the quality of PAI learning is based on the holistic principle of education. Education is not merely about filling the head with facts (cognitive), but also about touching the heart (affective). TGT successfully accomplishes both simultaneously. The discussion on this effectiveness highlights that at Pacitan Development Vocational School, TGT has created a new, more democratic learning culture. The teacher acts as a facilitator directing the flow of the tournament, while learning authority rests in the hands of the students themselves.

This effectiveness also aligns with research by Rahmawati et al. (2020) emphasizing the importance of collaboration in vocational education. Vocational high school students are prepared to work in teams in the industrial world, and the TGT method provides a realistic simulation of how to cooperate in achieving organizational targets (group scores). In PAI subjects, this collaboration is interpreted as the implementation of the concepts of *ukhuwah* (brotherhood) and *ta'awun* (mutual assistance). Thus, TGT is not only methodologically effective but also possesses a strong theological foundation in Islamic education.

Furthermore, this integrative effectiveness is evident in student learning resilience. Students become less prone to giving up when facing difficult PAI material because they know there are group members ready to help and a tournament to be won. This resilience is an important asset for

Pacitan Development Vocational School students in facing the challenges of the professional world. The success of TGT in simultaneously improving interest and learning outcomes proves that this learning model can meet the complex needs of students in the modern era.

As a synthesis of the entire discussion, the effectiveness of TGT at Pacitan Development Vocational School is supported by three main pillars: challenging game design, strong peer support systems, and appreciation for every individual achievement. The synergy of these three pillars produces a significant leap in learning quality. The results of this study provide a strong recommendation for educational policymakers to continue encouraging teachers to engage in cooperative-based innovation to create a younger generation that is not only academically intelligent but also possesses high lifelong learning enthusiasm.

5. CONCLUSION

The conclusion of this study affirms that the implementation of the Teams Games Tournament (TGT) cooperative learning method in PAI subjects at Pacitan Development Vocational School has proven to provide a significant contribution to two main educational variables. First, the TGT method effectively increases student learning interest by 62.4%, as evidenced by increased enthusiasm, attendance, and active participation in class. Second, this method provides a very strong influence on students' cognitive learning outcomes by 87.3%, as demonstrated by the increase in class average scores exceeding the KKM standards. Third, the combined effectiveness of the TGT method is capable of creating a holistic learning atmosphere, where Islamic character values are practiced directly through elements of cooperation and healthy competition. Overall, the TGT method is worthy of being adopted as a superior learning model to improve the quality of education in vocational high schools.

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