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Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Method towards the Arabic Language Learning Achievement of Students at SMP Muhammadiyah 2 Kalasan

Abstract

This study utilizes the cooperative learning strategy known as Teams Games Tournament (TGT) along with crossword puzzle games to enhance Arabic language acquisition at SMP Muhammadiyah 2 Kalasan (Muhammadiyah 2 Kalasan Junior High School). This study aimed to assess the efficacy of implementing the cooperative teams games tournament approach in enhancing students' academic performance. The research methodology employed is quantitative with a nonequivalent control group design. The study sampled two classes: experimental class 8e and control class 8d. The study employed a census sample, encompassing all pupils in each class, totaling 35 students. Data were gathered using observation techniques, interviews, and Pre Post Test assessments. The data collected using SPSS version 25 indicates that the independent sample t-test yielded a two-tailed significance value of 0.000, which is less than 0.05. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. There is a considerable difference in average student learning achievement between using Teams Games Tournament cooperative learning and not using it. This method of learning facilitates quicker comprehension for pupils by engaging them in educational games relevant to the study topic.

Keywords: *Learning model, TGT, Learning Achievement*

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INTRODUCTION

Teachers can utilize several learning approaches to enhance students' capabilities, particularly in challenging areas. Education is intended to provide

knowledge to pupils and enhance their performance in learning. Learning activities motivate students to take an active role, requiring them to engage not only in achieving grades but also in participating actively in the learning process. Learning can be defined as the process of designing, executing, and assessing educational programs within a school setting.

Learning techniques and methods are closely connected and play a crucial part in the process of learning. Strategy serves as both an innovation and a criterion for student achievement. Arabic language classes necessitate unique learning strategies and approaches to grasp various language abilities, be comprehended by pupils, and follow a suitable curriculum. Students in language must possess four essential language skills: listening (istima'), reading (qiro'ah), speaking (kalam), and writing (khitabah).

Arabic, like other language topics, is perceived as challenging, with the level of difficulty varying based on the student's aptitude and the grammatical complexities of the language. Students become disinterested in studying when teachers use repetitious methods without incorporating new learning models. Effective learning requires attractive learning settings and fresh, creative teaching models, not outdated methods and procedures. As a teacher, he must consistently reignite pupils' interest in studying during each educational session in order to enhance their skills in the classroom. If a student consistently shows interest in studying a subject, it is assumed that their learning achievement would rise.

The researchers found that professors still predominantly use traditional lecture strategies based on their field observations. After presenting the theory or information, the teacher proceeds to inquire about the reading or assign tasks for students to finish. Monotonous learning can lead pupils to become inactive or bored, resulting in a lack of enthusiasm for participation in their studies. If the teacher creates more engaging learning experiences, kids are less likely to become bored. One effective method is incorporating educational games that align with the day's lesson.

Teachers play a crucial part in the learning process by identifying effective learning methods and assisting students in acquiring useful learning experiences. Teachers' focus on the learning process in the classroom can impact student accomplishment and learning results, as suitable learning approaches can enhance student engagement and learning outcomes. Implementing the appropriate learning model in the classroom will stimulate students' excitement to engage actively in learning (Sulistyo, 2016).

The Teams Games Tournament (TGT) method can transform learning tasks into engaging classroom activities. It is a cooperative teaching and learning approach. TGT is a collaborative learning approach that incorporates educational games. Teachers can use this approach to motivate pupils to participate more in class (Astrissi, 2014).

To ensure that each member of the group maintains a positive outlook, it is important for everyone to take responsibility for the group, enhance their interpersonal skills to provide mutual support, and be highly motivated to contribute towards the group's success. The key aspect of the cooperative learning model is that students learn to collaborate in teams, assisting each other and creating socialization opportunities.

The researcher observed class VIII Arabic students at SMP Muhammadiyah 2 Kalasan and identified factors contributing to students' difficulties in understanding Arabic subjects: 1) lack of interest in studying Arabic, 2) teaching methods leading to quick boredom, and 3) students perceiving Arabic as difficult. This strategy aims to increase students' interest in learning Arabic, prevent boredom, and enhance student enthusiasm and desire for learning. Hopes are that this will lead to improvements in student achievement.

Theoretical Framework

Method of Cooperative Learning

According to Johnson (2016), cooperative learning is a team-based strategy used to reach a learning goal. The cooperative method is an organized learning technique where students exchange ideas in a social team, with each student taking full responsibility for their learning. The aim of cooperative learning is to help students acquire understanding, concepts, knowledge, enhance their abilities, and become active contributors. The success or failure of learning in a team is determined by it. Learning activities are considered incomplete if just a portion of pupils comprehend the subject or participate. This learning approach promotes collaboration among students through teamwork on organized assignments with the teacher serving as a facilitator.

Teachers must focus on four crucial aspects about the phases of cooperative abilities required for adopting the cooperative learning paradigm. 1) Forming involves the capacity to establish a team and cultivate a positive mindset. 2) Functioning refers to the capacity to coordinate a variety of team tasks to accomplish work and foster collaboration among team members. 3) Formatting refers to the capacity to develop a more profound comprehension of the given material, refining advanced or critical thinking abilities. 4) Fermenting refers to the capacity to enhance comprehension of the context or material prior to engaging in an activity, creating cognitive conflict, gathering adequate knowledge, and expressing viewpoints to reach conclusions.

Learning is considered successful when it follows a structured and directed framework. Every educational system follows a distinct structure, with one example being cooperative learning. It is expected that a teacher comprehends the system before implementing it with students.

Teams Games Tournament

Teams Games Tournament (TGT) is an educational approach that includes study groups with 5-6 students (Vina Rohmatul Ummah & Maghviroh, 2022). Cooperative learning involves small groups working on similar tasks to enhance learning outcomes (Najmi et al., 2021). The TGT cooperative learning technique can be utilized to enhance student engagement and foster innovation. This strategy is

crucial for creating learning strategies that provide diverse new ideas or input, enabling students to successfully produce a variety of outcomes from their thinking that can be applied to problem-solving. Creativity can enhance comprehension of subject concepts (Oktavia, 2015). The TGT model is an educational approach that categorizes pupils based on many factors such as ability, gender, and ethnicity (Kuwati, Susiani, & Suyanto, 2012).

TGT is a succinct cooperative learning approach ideal for novice teachers looking to introduce cooperative learning into their classrooms. TGT learning allows students to learn in a more relaxed environment while promoting responsibility, teamwork, healthy competition, and engagement in learning (Ariani & Agustini, 2018). TGT allows students to engage in group activities and compete to achieve the highest score. The teacher organizes the game like a quiz with questions that pertain to the learning subject. Questions are assigned numbers by the teacher, and pupils attempt to answer them based on the corresponding numbers on the cards. Smart students receive challenging questions, while less clever students receive easy questions to ensure each student has an equal chance of contributing to their team's score. The tournament game is designed to serve as an alternative method for evaluating educational content.

Team-Based Learning (TBL) is an instructional strategy where students are organized into teams consisting of 5-6 members with diverse features and backgrounds. The teacher presents the content, and the students collaborate within their own groups. Worksheets will be created for every team. Students collaborate on homework in groups. Team members work together to assist students who are struggling by offering explanations or solutions (Rusman, 2013, p. 225).

Crossword Puzzles

Crossword puzzles, in Indonesian known as TTS (Teka Teki Silang), involve filling empty boxes with letters to create words that meet given directions. Instructions are provided for filling in a horizontal and vertical manner based on a

numerical code corresponding to the location of the answer. This learning approach is highly engaging and captivating for pupils. Additionally, this approach can be utilized to observe the learning processes that have been employed.

Crossword puzzles are featured in educational games and are highly successful in delivering instructional content. Educational games, such as crossword puzzles, can stimulate children to learn by presenting a variety of questions (Parhan, Safi'i, & Rozaq, 2023). According to Mirzandani (2012), the TTS approach can modify students' cognitive processes to promote a calmer, clearer, and more relaxed state, hence enhancing memory retention and the ability to recall related information. To prevent students from becoming bored when studying Arabic (Amalia & Hidayat, 2018).

Engaging in a crossword puzzle can stimulate the need to seek answers and evoke feelings of interest, prompting an unconscious drive to complete it (Wahyuni, 2021). Typically, individuals solve crossword puzzles in a leisurely manner to occupy their spare time. When learning a language, such as Arabic, focusing on specific themes or topics may introduce various vocabulary sets, like family names, body parts, months and days, occupations, fruits, vegetables, and more.

This TTS game serves as a conduit for students to acquire Arabic language skills through gameplay. This TTS media is widely recognized, hence lecturers do not need to elaborate on this method much. The TTS game can enhance students' proficiency in four Arabic language skills: hearing (istima'), reading (qiro'ah), speaking (kalam), and writing (kitabah).

Definition of Learning Achievement

The KBBI (Indonesian Dictionary) defines "achievement" as the successful result of an activity that has been completed. Additionally, it can be seen as the outcome of educational endeavors. The term "achievement" originates from the Dutch language, specifically from the word "jasae." It is then assimilated into Indonesian as an accomplishment or commercial outcome (Rosyid, 2019). Mas'ud

Hasan Abdul Dahar expresses accomplishments, namely the outcomes of acts and work that bring joy and are achieved via hard work (Laili, 2011).

Achievement is the outcome of a task performed with joy and diligence, either individually or collaboratively in specific activities.

Some individuals mistakenly believe that learning solely involves memorizing or gathering facts in the form of subject matter or information. According to multiple scholars, the definition of learning differs significantly from the previous viewpoint. Learning is a full modification of individual behavior through interactions and experiences with external factors. The core of learning is personal transformation.

Learning success is the transformation in the learning process that imparts knowledge to the individual. Achievement is the outcome of actions, whereas learning involves modifying individual behavior through experience, self-training, and external influences. Learning accomplishment is the outcome of learning based on one's abilities. This capacity is comprised of motivation, interest, talent, and intelligence, all of which can impact the highest level of learning performance. Changes can be recognized through three aspects: cognitive, emotional, and psychomotor.

METHOD

This research is a Quasi Experimental Design. The researcher opted for a quasi-experiment, specifically utilizing the Nonequivalent Control Group Design (Sugiyono, 2015) due to the specific nature of the research subject. The experimental technique is used to assess the impact of treatment on outcomes under controlled conditions (Sugiyono, 2019).

The research was conducted by implementing treatment in two groups: the experimental group and the control group. The researcher conducts preliminary observations at the school during the learning process. The task was conducted to obtain understanding about classroom learning practices. First, a pre-test is

conducted on pupils before the treatment, followed by a post-test after the treatment is administered.

Table 1. Experiment and Control Group

Class Group	*Pre test*	X	*Post test*
Experiment	Y1	X1	Y2
Control	Y1	X2	Y2

notes:

X1 : learning with TGT

X2 : learning without TGT

Y1 : *Pre-test*

Y2 : *Post-test*

Data Collection Technique

This study included observation and testing procedures.

1. Observation

The approach involves directly observing and focusing on the task of retrieving the required information for the researcher. This method is appropriate for study involving individual behavior, work processes, natural occurrences, and when the number of research subjects is limited (Maolani, 2015). Observation is considered a challenging procedure. Data was gathered at Muhammadiyah 2 Kalasan Middle School by researchers.

2. Assessment (Pre-assessment and Post-assessment)

The test methods that will be utilized include pre-test and post-test. This strategy assesses student performance before and after engaging in cooperative

learning (TGT) to evaluate its impact on student learning outcomes. The test format comprises a written section, 10 multiple-choice questions, 5 essay questions, and 5 matching questions. Each correct answer in the matching section earns a score of 10, while incorrect or empty answers receive a score of 0. The test assesses the comprehension of Arabic language material through the TGT cooperative learning approach.

Data Analysis Technique

1. Descriptive Statistics Analysis

The research will be examined using descriptive statistical calculations. Descriptive statistics are used to analyze data by describing or expressing it as it is, without attempting to make broad inferences (Sugiyono, 2019). Data analysis was conducted using the SPSS software.

2. Test Prerequisites

According to Sugiyono (2019), using the appropriate tools is essential for achieving accurate study outcomes. The instrument's validity is intended to assess the variable or item under investigation. Instrument validity is essential for ensuring accurate research results in a study. The researcher just presents the outcomes of validating the instrument developed by education and language specialists.

3. Data Normality Test

The normality test is conducted to see if the data follows a normal distribution. The study utilized the Kolmogorov-Smirnov formula for conducting normality tests, despite the wide range of available approaches. If the significance value is greater than 0.05, the data is considered normally distributed; if it is less than 0.05, the data is considered not normally distributed (Santoso, 2015).

4. Independent t-test

An independent t-test was conducted to assess the impact of learning effectiveness using the TGT cooperative technique on learning achievement. Hence, it is essential to do a hypothesis test to determine the changes between pre-treatment and post-treatment. The conducted hypothesis test is the t-test. The t test requires the data to follow a normal distribution. The statistical formula for the t test is as follows:

$$t = \frac{M\,d}{\sqrt{\dfrac{\Sigma x^2 d}{N(N-1)}}}$$

$$Md = \frac{\Sigma d}{N}$$

$$\Sigma x^2 d = \Sigma d^2 - \frac{(\Sigma\,d)^2}{N}$$

Notes:

t   : calculated value t test statistic

Md   : mean of the difference between the pre test and the post test

$\Sigma x^2 d$: sum of squared deviations

N   : subjects in the sample

RESULTS

Learning Outcome of Cooperative Learning Method with Teams Games Tournament (TGT)

   a) **Before**

According to the research findings, utilizing a single style of teaching repeatedly leads to rapid pupil boredom and decreased interest. Various learning methods can be implemented based on the specific requirements of the class. Successful learning is characterized by positive changes, such as improved academic performance in the classroom.

The team games tournament approach has not been utilized in Arabic language education at school before. Previously, the teacher solely relied on the lecture method and the qiro'ah method for teaching, which was consistently repeated. Students often perceive Arabic language lessons to be as challenging as mathematics lessons, despite the varying levels of difficulty between the two subjects. Teachers must employ effective methods to facilitate comprehension and alter students' perceptions. Learning Arabic is a simple task.

Based on the findings, researchers have determined that certain learning tactics are not suitable on their own and should be combined with other approaches or innovative teaching tools to facilitate students' comprehension of the information.

   b) **After**

After implementing the cooperative learning method, significant differences were observed compared to courses that did not use this approach, based on the research results. Utilizing this cooperative strategy can lead to changes, such as transforming the classroom climate to be more dynamic and enhancing students' engagement in learning. Throughout the lecture, all kids were excited and actively participated in each group. Compete to discover the correct solution to reach the

goal of each team. Engaging in educational activities through play will stimulate kids' curiosity in learning. Researchers utilized TTS media in this investigation. They are familiar with this TTS media, which can help students develop proficiency in all four Arabic language abilities. This learning strategy not only enhances the liveliness of the classroom setting but also sharpens students' capacity to think swiftly and precisely while articulating viewpoints. Additionally, it fosters students' comprehension for effective group study.

Data Analysis Results

Descriptive Analysis

Table 2. Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	35	25	70	50.43	13.578
Posttest Experiment	35	55	100	83.00	12.788
Pretest Control	35	25	85	52.71	14.720
Posttest Control	35	55	100	75.43	11.655
Valid N (listwise)	35				

Table 2 shows that the experimental class had an average pretest score of 50.43 with a standard deviation of 13.57. The experimental class achieved a maximum pretest score of 70 and a minimum score of 25.

The experimental class had an average posttest score of 83.00 with a standard deviation of 12.78. The experimental class achieved a posttest score ranging from 55 to 100. There is a rise in the average score from the pretest to the posttest in the experimental class.

Table 2 indicates that the mean pretest score for the control group is 52.71, with a standard deviation of 14.72. The control class achieved a maximum pretest score of 85 and a minimum score of 25.

The mean posttest score for the control group was 75.43, with a standard deviation of 11.65. The control class achieved a posttest score ranging from 55 to 100. There is a rise in the average score from the pretest to the posttest in the control class.

The normality test

The normality test is essential to verify the distribution of data. The experiment involved analyzing pre-test and post-test data from both the experimental and control classes. The study utilized the Kolmogrov-Smirnov test to determine if the data followed a normal distribution based on a significance value greater than 0.05. The findings are displayed in table 3.

Table 3. Normality Test

Class/Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experiment	.146	35	**.056**	.926	35	.021
Posttest Experiment	.137	35	**.097**	.921	35	.015
Pretest Control	.133	35	**.120**	.938	35	.050
Posttest Control	.143	35	**.067**	.947	35	.092

The data from the experimental class pre-test had a significance level of 0.056, which is greater than 0.05 as per table 2 of the Kolmogorov-Smirnov test. Similarly, the post-test data had a significance level of 0.097, again greater than 0.05. The pre-test in the control class had a significance value of 0.120, which is greater than 0.05. The post-test value had a significance of 0.067, also greater than 0.05.

Both datasets passed the normality test with significance values greater than 0.05, indicating that they are regularly distributed.

T Test Independent

Conducting an independent t-test to determine if there are significant changes in the post-test outcomes between students in the experimental class and the control class. Figure 1 displays the results of the independent t-test computation.

Figure 1. Independent T Test Results

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
Kelas Eksperiment & Kelas Kontrol	Equal variances assumed	.358	.551	-10.331	68	.000	-32.571	3.153	-38.863	-26.280
	Equal variances not assumed			-10.331	67.757	.000	-32.571	3.153	-38.863	-26.280

Figure 1 shows that the 2-tailed significance value of 0.000 is less than 0.05, leading to the rejection of the null hypothesis (H0). Ha has been approved. There is a notable disparity in average student learning achievement when comparing the use of cooperative TGT against not using cooperative TGT.

CONCLUSION

The two-tailed significance value is 0.000, which is less than 0.05, leading to the rejection of the null hypothesis (H0). Ha has been approved. There is a notable disparity in the average student learning outcomes between TGT cooperative learning and non-TGT cooperative learning.

The researcher's analysis indicates that implementing TGT cooperative learning enhanced the Arabic language learning achievement of grade 8 students at SMP Muhammadiyah 2 Kalasan, leading to improved final learning outcomes. Both the experimental class and the control class show enhancements. As a teacher, it is crucial to select the appropriate method that aligns with the students' characteristics to ensure successful learning activities. This will facilitate students' comprehension of the lesson and enhance their achievement. The student.

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