Use of Cooperative Learning Model With Team Games Tournament (TGT) to Increase Students' Learning Achievement in Islamic Education at SMAN 6 Wangi-Wangi of Wakatobi

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ABSTRACT

This classroom action research (CAR) aims to improve the students' learning achievement in Islamic Education through a cooperative model with Teams Games Tournament (TGT). Data collection is conducted at SMAN 6 Wangi-Wangi at class XB through observation, tests, and documentation. This research is conducted in two cycles. The results indicate that the implementation of TGT to students of class XB at SMAN 6 Wangi-Wangi significantly improve the students' Islamic education learning achievement. This judgement is based on the preliminary test results carried out before the cycle 1, stating that fourteen students (56%) reached 73 as their score with an average score of 72.28. After the cycle 1, nineteen students (76%) reached standard score (KKM) for this subject with an average score of 79.96. However, this result has not been considered as successful students because their score has not met the success indicator of 80, accordingly cycle 2 was conducted. Cycle 2 indicates that 22 students (88%) have reached beyond the standard score with an average score of 85.04. This result implies that TGT can significantly improve the students' learning achievement in Islamic education at class XB of SMAN 6 Wangi-Wangi, Wakatobi.
Keywords: Learning Model; Teams Games Tournament; Learning achievement; Islamic Education.

ABSTRAK

Studi Penelitian Tindakan Kelas (PTK) ini bertujuan untuk meningkatkan hasil belajar Pendidikan Agama Islam (PAI) melalui model pembelajaraan kooperatif tipe Teams Games Tournament (TGT). Pengumpulan data dilaksanakan di SMA Negeri 6 Wangi-Wangi pada kelas XB melalui teknik observasi, tes, dan dokumentasi. Adapun penerapan metode dilakukan dalam 2 siklus. Hasil penelitian ini menunjukkan bahwa hasil belajar PAI siswa kelas XB SMA Negeri 6 Wangi-Wangi melalui penerapan model pembelajaran kooperatif tipe TGT mengalami peningkatan yang signifikan. Hal tersebut terlihat pada hasil tes awal yang dilaksanakan sebelum tindakan siklus I, jumlah siswa yang mencapai nilai KKM 73 sebanyak 14 orang (56%) dengan nilai rata-rata 72,28. Setelah dilakukan tindakan siklus I, siswa mencapai nilai KKM sebanyak 19 orang (76%) dengan nilai rata-rata 79,96. Namun belum mencapai indikator keberhasilan sebesar 80 sehingga dilanjutkan pada siklus II. Pada siklus ini, siswa yang mencapai nilai KKM sebanyak 22 orang atau sebanyak 88% dengan nilai rata-rata 85,04. Dari hasil penelitian ini dapat disimpukan bahwa pembelajaran kooperatif tipe TGT dapat meningkatkan hasil belajar PAI siswa kelas X B SMA Negeri 6 Wangi-Wangi Wakatobi.

Keyword: Model Pembelajaran; *Teams Games Tournament*; Hasil Belajar; Pendidikan Agama Islam.

A. INTRODUCTION

Quality education cannot be separated from the strategic role of a teacher in the learning process. Teachers are required to be able to create conducive learning situations, as like active, effective, creative, and innovative learning. Creating this kind of learning situation is not an easy task since many factors can influence the process. These factors can come from students who tend to be passive or even from the teachers themselves who are less innovative so that learning activities tend to be monotonous. This will make students feel bored while studying. Professional teachers certainly have competence in their fields. In addition to having professional competence which means mastering the subject they are teaching, teachers must also have pedagogical competencies, namely mastering learning models, understanding the curriculum, designing lesson plan, implementing the lesson plan, conducting evaluation and analysing the learning process, as well as carrying out follow-up activities (Hamalik, 2002).

The learning process in the classroom is a very important part of education because education units are held interactively, inspiringly, fun, challenging, and motivating students to participate actively and provide sufficient space for initiative, creativity and independence in accordance with their talents, interests and physical development as well as psychological aspect of the learners (Mulyanasa, 2012). A good learning process is when students experience these activities, so they have an opportunity to find the theories or knowledge naturally.

In addition, learning will be more meaningful for students if the learning concepts are close related to their daily lives. Besides, they will get a lot of knowledge and experience when working in groups since they will share and learn to solve problems together. At school, one of the difficult subjects for students is Islamic Education (PAI). As a result, the students tend to be less interested in this subject.

This assumption is based on the observation done at SMAN 6 Wangi-Wangi. The students generally are less enthusiastic and not interested in participating the learning process in the classroom. This not only happens to Islamic Education subject, but also to Civic Education. The students do not learn and understand the lesson well. According to the teachers of XB at the school, the daily test result of Islamic and Civic Education is lower than the standard score, so the teachers apply remedial course to overcome this problem.

The interview result with one of the students of SMAN 6 Wangi-Wangi highlighted that the teacher tends to use discussion, question-answer, and assignment as the instructions in the classroom. This type of learning activity makes the learners bored which makes them struggle to understand the lesson. As a result, the students' score is low because they have less interest in engaging themselves in the lesson. As the impact, they tend to be less motivated and less enthusiastic in learning.

The Teams Games Tournament (TGT) is a type of cooperative learning model chosen to be applied in Islamic Education and Civic Education subject for class XB of SMAN 6 Wangi-Wangi, so students can explore their potential and develop their abilities optimally. TGT not only teaches how to work in groups but also increases students' motivation to focus more on doing things and enhances their confidence so that they will get satisfying results at the end. By using this model, it is expected that learning process can be more active and enjoyable.

To reach the above goals, Teams Games Tournament (TGT) model is considered as one effective way. It could encourage the students to actively participate in the lessons. This learning model is widely applicable for any subjects, especially in high schools where the teachers may encourage their students to work together and share their own

thoughts. The purpose of taking this model is it enables the students to improve their learning achievement and to work together in a team.

The research with the use of TGT in improving student learning achievement have basically been done massively, but it has never been applied in the Islamic Education classroom in Wangi-Wangi context. Puput Sulistiani (2013) did a research entitled "Application of Teams Games Tournament Learning Model (TGT) in Increasing Competence of Creative Thinking in Islamic Education Learning for Class IV Students at SD Negeri 1 Kenteng Nogosari Boyolali in the 2009/2010 school year. The results indicate that student learning achievement is increase after the application of the TGT learning model. In cycle I and cycle II, it appears that an increase in student learning achievement. In the first cycle the average score obtained was 83.62% compared to the preliminary test which only reached 53.30%. As for the second cycle, the average score obtained was 91.56%. However, this study is different from the current study in terms of context, subjects, and location.

This current research was conducted to improve the students' learning achievement using the application of the Teams Games Tournament (TGT) learning model, especially for Islamic Education subject at Class XB of SMAN 6 Wangi-Wangi.

B. LITERATURE REVIEW

The Teams Games Tournament (TGT) learning model is one of the cooperative learning models that is easy and very relevant to implement because this learning model involves the activeness of all students without any differences in status by implementing elements of the game. Teams Games Tournament (TGT) cooperative learning, originally developed by Devries and Keith Edwards hopkins' was johns first learning method. In this model, students are divided into teams of four to five people of different levels of ability, gender, and ethnic background. The teacher delivers the lesson, then the students work in their team to ensure that all team members have mastered the lesson.Next held a tournament, where students play academic games with other team members contribute points for their team's score.

Teams Games Tournamet (TGT) adds a dimension of excitement gained from the use of the game. Teammates will help each other in preparing for the game by studying the activity sheet and explaining each other's problems, ensuring that individual responsibilities have occurred. Slavin (2005) suggests that teams Games Tournament (TGT) type cooperative learning is one type of cooperative learning that is easy to implement, involves the activities of all students without any status differences, involves the role of students as peer tutors and contains elements of games and reinforcement. Based on that opinion, it can be assumed that in essence in learning Teams Games Tournament (TGT) involves all students to work together, actively, without any differences between each other.

This Teams Games Tournament (TGT) model is one of the many methods used to achieve the goals of learning itself. Like other models, this Teams Games Tournament (TGT) learning model has advantages and disadvantages. Silbermen (2009) suggests that the advantages of this model are as follows:

1. In cooperative classrooms students have the freedom to interact and use their opinions.
2. Students' confidence becomes high.
3. Disruptive behavior toward other students becomes smaller.
4. Students' learning motivation increases.
5. A deeper understanding of the subject matter.
6. Increase kindness, sensitivity, tolerance between students and

students and between students and teachers.

7. Cooperation between students will make the interaction of learning in the classroom come alive and not boring.

Based on the explanation above, it can be concluded that the learning model of Teams Games Tournament (TGT) has advantages but the shortcomings in this model do not reduce the activeness of students because in this team games tournament (TGT) model students are required to join a game so the Teams Games Tournament (TGT) model is classified as a fun model.

3. METHOD

This study is a Classroom Action Research (CAR) carried out in class XB of SMAN 6 Wangi-Wangi of Wakatobi targeting 25 students. This research uses the Kemmis and McTaggart spiral model which includes planning, implementation or observation, and reflection. This research is an analytical, systematic and reflective study conducted by teachers to improve or enhance learning practices in their classrooms (Erihadiana, 2016).

The independent variable used in this study is the TGT (Team-Games-Tournament) learning model, while the dependent variable is student achievement in Islamic religious education subjects. Teams – Games - Tournaments (TGT) was originally developed by DeVries and Edwards (1972) at Johns Hopkins University. This method is a type of cooperative learning method where students compete with other team members to contribute points to their team scores. The research data were obtained through observation, documentation, and test done in two cycles. The population as well as the sample in this study were class XB students of SMA Negeri 6 Wangi-Wangi in the 2017/2018 academic year, taking up to 25 students consisting of 10 men and 15 women. Class XB was chosen as the subject of this study because the Islamic Religious Education subject learning outcomes of class X B students of SMA Negeri 6 Wangi-Wangi were still low, which could be shown by the average daily test score which was still far below the KKM (standard of minimum completeness of learning mastery), which for the Islamic Religious Education subject in class X is 73.

4. RESULTS AND DISCUSSION

Before applying the TGT learning model, researchers first conducted an initial test on 25 students of class XB. This aims to determine background knowledge of Islamic Education of the students. The test result shows the students' average score up to 72.28 which consists of eleven students (44%) considered low, while fourteen students (56%) reached the standard score. So, it can be said that the student learning achievement before applying TGT is still low because they have not reached the standard minimum score, which is 73. For more details, the results of the scores on the Pre-Test obtained by students can be seen in the table below:

Table I. Students' Pre-test Score

No	Students	Score	Pass	Fail
1	Erwin	76	Pass	
2	Fahmi	79	Pass	
3	Fidayana	80	Pass	
4	Hasria	83	Pass	
5	Jafirudin	66		Fail
6	Jamil	76	Pass	
7	La Aco	76	Pass	
8	La Janu	77	Pass	

9	Maswi	76	Pass	
10	Novi Yanti	67		Fail
11	Rezal	78	Pass	
12	Risna	73	Pass	
13	Sarni	65		Fail
14	Sarwan	67		Fail
15	Sofitri	56		Fail
16	Tri Wandi	69		Fail
17	Watima Mega	86	Pass	
18	Wa Julia	67		Fail
19	Wa Nisa	71		Fail
20	Yuni	73	Pass	
21	Yusria Purnama	74	Pass	
22	Yuyun Saputra	63		Fail
23	Wa Ode Rismawati	77	Pass	
24	Ferdi	65		Fail
25	Iksan	67		Fail
	Total	**1807**	**14**	**11**
	Mean	**72,28**		
	Learning Completeness	**56%**		

Based on the table above, it shows that in the pre-test many students did not pass the standard of minimum completeness taking up to 11 students or 44%. The students who passed were 14 students or 56%, before using the TGT type of cooperative learning model. Thus, the teacher plans to continue the lesson by using the TGT type of cooperative learning model. The fact that the students have low learning achievement is probably because they have low self-motivation. The teachers tend to use conventional method like discussion, question and answer, and giving assignment to the students. As a result, students tend to be bored and less enthusiastic to the lesson. Uno (2012) states that learning motivation is the internal and external drive to make a change in behaviour, in general with some positive indicators, such as: (1) The existence of desire and willingness to succeed; (2) the existence of encouragement and needs in learning; (3) The existence of hopes and ideals in the future, (4) The existence of appreciation in learning, (5) the existence of interesting desires in learning; (6) The existence of a conducive learning environment that allows students to learn well.

Therefore, a teacher is required to be able to create a conducive learning situation which is active, effective, creative, and innovative. Creating this supportive atmosphere is not an easy task due to many obstacles that may hamper the learning process. These obstacles may derive either from the students who tend to be passive or from teachers who are less innovative so that learning activities tend to be monotonous. This will make students feel bored in learning (Oemar, 2004).

Accordingly, it is necessary to implement an active learning model, one of which is the Teams Games Tournament (TGT) learning model. This model is very effective in improving student learning achievement and promoting students' activities in the learning process. Hamdani (2012) argues that student activities with the Teams Games Tournament (TGT) learning model enable them to learn more

relaxed while growing responsibility, cooperation, fair competition, and learning involvement.

In the application, the researchers carried out two cycles in two meetings using the TGT learning model which was then evaluated using tests to determine the level of understanding and development of students after applying the learning model.

The first cycle of classroom action research was carried out in two meetings with the following stages. The first is action planning, namely (1) Reviewing the Lesson Plan (RPP) for two meetings which will be used as a reference for researchers in the implementation of Teams Games Tournament (TGT) cooperative learning; (2) Prepare Student Worksheets (LKS); (3) Prepare question cards for games and tournaments; (4) Prepare and compile observation sheets about learning activities; (5) Prepare cameras to document activities during learning activities; (6) Arrange groups for cycle I. Second, the implementation of actions started which includes several steps as follows:

a. Pre-activities, including: the teacher is (1) starting the lesson with greetings; (2) Checking student attendance; (3) Delivering learning objectives; (4) Doing apperception by investigating students' knowledge about the meaning of Faith in the Messengers of Allah SWT; (5) Dividing the students into several heterogeneous groups forming a tournament consisting of 5 students. The division of groups based on the academic level of students, which is taken or grouped based on the results of the pre-test carried out previously. In addition to preparing the tournament group, the teacher also prepares questions used in tournament activities.

b. The while-activities include: (1) The teacher explained the steps of the Teams Games Tournament (TGT) type of cooperative learning process; (2) The teacher explained about Faith

in the Messengers of Allah SWT. In class presentations, some students do not pay attention to the explanation given by the teacher, especially male students. Some male students were seen teasing other students who were paying attention to the teacher's explanation. Therefore, those students tend to be unfocused in the learning process and the class became less conducive. To restore students' concentration and attention to the explanation given, the teacher greets students with the word "*Assalamualaikum*" and students respond with the word "*Waalaikumsalam*". This is able to make students' concentration back to follow the learning process; (3) During the lesson, each group was administered by a Student Worksheet (LKS) to be discussed with a group. Before the students discuss the questions they get, the teacher reminds each group to read the instructions for working on the Student Worksheet (LKS). It was seen that several groups had discussed well, they divided each other's tasks into groups. Activities in group discussions using the Teams Games Tournament (TGT) type cooperative model were impressive; 4) The following activity is a game or games. However, before the game starts, the teacher explains in advance the rules that each student must obey. Games are held in groups. Each group representative determines in advance the duties of its members by lottery. The student who gets the biggest lottery number becomes the first player, the second largest becomes the second player and so on. In one group there are also those who are assigned as the question readers and the score-taking teacher while the other students become challengers if the first player is wrong in answering the questions. In each group, each student scrambles to answer the question, if in the game,

the first player to answer the question correctly gets a score of 10, if the first player is wrong in answering the question then the question is thrown to the second player / challenger.

c. Post-activities, including; (1) The teacher and the students calculate the score of each group to get a reward for the group with the highest score; (2) the teacher provides test progress of learning outcomes; (3) The teacher and students make conclusions and end the lesson with greetings.

The results of the test in the first cycle showed a percentage of mastery learning by 76% with an average score of 79.96. As for the highest score is 93 and the lowest is 63. The number of students categorized as pass up to nineteen students while those who did not taking up to six students. For more details, the results of the scores in Cycle I obtained by students can be seen in the table below:

Table II. Students' Score in Cycle 1

No	Students	Score	Pass	Fail
1	Erwin	80	Pass	
2	Fahmi	85	Pass	
3	Fidayana	90	Pass	
4	Hasria	83	Pass	
5	Jafirudin	68		Fail
6	Jamil	79	Pass	
7	La Aco	82	Pass	
8	La Janu	88	Pass	
9	Maswi	86	Pass	
10	Novi Yanti	70		Fail
11	Rezal	90	Pass	
12	Risna	68		Fail
13	Sarni	80	Pass	
14	Sarwan	88	Pass	
15	Sofitri	63		Fail
16	Tri Wandi	83	Pass	
17	Watima Mega	93	Pass	
18	Wa Julia	71		Fail
19	Wa Nisa	83	Pass	
20	Yuni	80	Pass	
21	Yusria Purnama	86	Pass	
22	Yuyun Saputra	79	Pass	
23	Wa Ode Rismawati	81	Pass	
24	Ferdi	67		Fail
25	Iksan	76	Pass	
	Total	1999		
	Mean	79,96		
	Learning Completeness	76%		

The results of tests in this first cycle indicate that the Teams Games Tournament (TGT) learning model can improve students' learning achievement.

This result is based on the results comparison between the preliminary test and the test done in cycle 1 indicating and increase up to 20%. This result is followed by the cycle 2 because not all students have reached the predetermined standard score of 80.

Based on the analysis and reflection results on the first cycle of action, the researcher and the teacher planned actions in the second cycle. Weaknesses during the implementation of the first cycle of action will be sorted out in this second cycle hoping that students' understanding of learning can be improved. The following stages were included in the second cycle of action: First, action planning, which refers to planning what activities would be carried out in the second cycle by paying attention to the analysis and reflection results the first cycle, such as (1) Develop a lesson plan (RPP) on the material studied. This lesson plan is used as a reference in carrying out learning activities in the classroom; (2) Compile and prepare card questions that will be used in games and tournament activities and then submit their validity to the teacher; (3) Use time efficiently by providing time limits for discussion and presentation tasks; (4) Add rewards for the best group so that students are more motivated to take part in learning; (5) Explain the material more detail. In addition, teacher guided all groups equally; (6) Form a new group for the second cycle, so that activities can run better. Students were regrouped heterogeneously based on the results of the first cycle post-test, but students were given direction and understanding in advance of the importance of working together in a group even though some students might not be comfortable in the group.

Second, the implementation of the action, which is carrying out learning activities with the following steps::

   a. Pre-activities include: (1) The teacher started the lesson with greetings; (3) The teacher checked the students' attendance; (3) The teacher did apperception by asking students about the meaning of *hasud* behavior in their surrounding environment; (4) The teacher conveyed the learning objectives; (5) the teacher motivated the students so they would be more enthusiastic in participating in learning.

   b. While-activities include: (1) Students were required to be ready to follow the learning process. They were asked to join the group that had been formed based on the results of the tournament in the first cycle; (2) The teacher developed material about the nature of Hasud's behavior from apperception and question and answer with previous students; (3) The teacher repeated the stages in the implementation of the second cycle using the Teams Games Tournament (TGT) type cooperative model; (4) The teacher distributed worksheets for each group; (5) the teacher guided the students to work together in groups to complete tasks; directing the group to read the instructions in the worksheet, directing the group to discuss the answers in the worksheet, and directing the group so that in completing their tasks all group members are actively involved in giving ideas or opinions.

   c. Post-activities, which is the most favourable steps for students. The activities include: (1) The teacher recalled the rules in the implementation of games and tournaments; (2) The teacher distributed the tournament questions given to students. It seemed the students were very serious in tournament activities; (3) Teachers were assisted by students

in calculating the scores for each group; (4) The teacher gave awards to the group that gets the highest points in the second cycle; (5) The teacher gave a test of the learning progress.

The cycle 2 was carried out during two meetings then an evaluation was conducted with a test aimed at finding out the level of understanding and improvement of learning achievement from cycle I. The results of the cycle 2 test with a percentage of success reached 88% with an average score of 85.04. 22 students reached the standard minimum score, while three of them did not due to lack of students' ability to understand the lesson. For more details, the results of the scores in Cycle I obtained by students can be seen in the table below::

Table III. Students' Score in Cycle II

No	Students	Post Test Score (Cycle II)	Pass	Fail
I	Erwin	86	Pass	
2	Fahmi	80	Pass	
3	Fidayana	95	Pass	
4	Hasria	87	Pass	
5	Jafirudin	73	Pass	
6	Jamil	81	Pass	
7	La Aco	90	Pass	
8	La Janu	100	Pass	
9	Maswi	93	Pass	
10	Novi Yanti	76	Pass	
11	Rezal	95	Pass	
12	Risna	85	Pass	
13	Sarni	73	Pass	
14	Sarwan	95	Pass	
15	Sofitri	65		Fail
16	Tri Wandi	87	Pass	
17	Watima Mega	100	Pass	
18	Wa Julia	70		Fail
19	Wa Nisa	86	Pass	
20	Yuni	83	Pass	
21	Yusria Purnama	95	Pass	
22	Yuyun Saputra	86	Pass	
	Wa Ode	90	Pass	
23	Rismawati			
24	Ferdi	70		Fail
25	Iksan	85	Pass	
Total		**2126**		
Mean		**85,04**		
Learning Completeness		**88%**		

The results obtained in the cycle 2 indicate that the application of the TGT learning model is very effective in improving students' learning achievement. This can be seen from the score obtained by students starting from the initial test (pre-test), cycle I, and cycle II. For more details, a comparison of the score can be seen in the table below:

Tabel IV. Score Comparison between Pre-test, Cycle 1, Cycle 2

No	Students' name	Pre-test	Post Test (Cycle I)	Post Test (Cycle 2)	Notes
1	Erwin	76	80	86	Pass
2	Fahmi	79	85	80	Pass
3	Fidayana	80	90	95	Pass
4	Hasria	83	83	87	Pass
5	Jafirudin	66	68	73	Pass
6	Jamil	76	79	81	Pass
7	La Aco	76	82	90	Pass
8	La Janu	77	88	100	Pass
9	Maswi	76	86	93	Pass
10	Novi Yanti	67	70	76	Pass
11	Rezal	78	90	95	Pass
12	Risna	73	68	85	Pass
13	Sarni	65	80	73	Pass
14	Sarwan	67	88	95	Pass
15	Sofitri	56	63	65	Fail
16	Tri Wandi	69	83	87	Pass
17	Watima Mega	86	90	100	Pass
18	Wa Julia	67	72	70	Fail
19	Wa Nisa	71	83	86	Pass
20	Yuni	73	81	83	Pass
21	Yusria Purnama	74	87	95	Pass
22	Yuyun Saputra	63	79	86	Pass
23	Rismawati	77	81	90	Pass
24	Ferdi	65	67	70	Fail
25	Iksan	67	76	85	Pass
	Sum	**1807**	**1999**	**2126**	
	Total	**72,28**	**79,96**	**85,04**	
Percentage of Success		**56%**	**76%**	**88%**	

In addition to conducting tests, researchers also observed teacher activities during the implementation of Cycle I and Cycle II. Based on the description of the data from the observation of teacher activities, it can be concluded that the implementation of the second cycle of actions has a significant effect on the way the teacher gets used to Teams Games Tournament (TGT) type of cooperative learning model. in the first cycle. The results of the observation percentage in the second cycle of the first meeting were 95.83%, an increase in the second meeting was 100%, and all aspects have been implemented and run very well. The following comparison of the increase in teacher activity from the first cycle to the second cycle can be seen in the diagram table below:

Figure I. Comparison Teacher's Activities between Cycle I and Cycle II
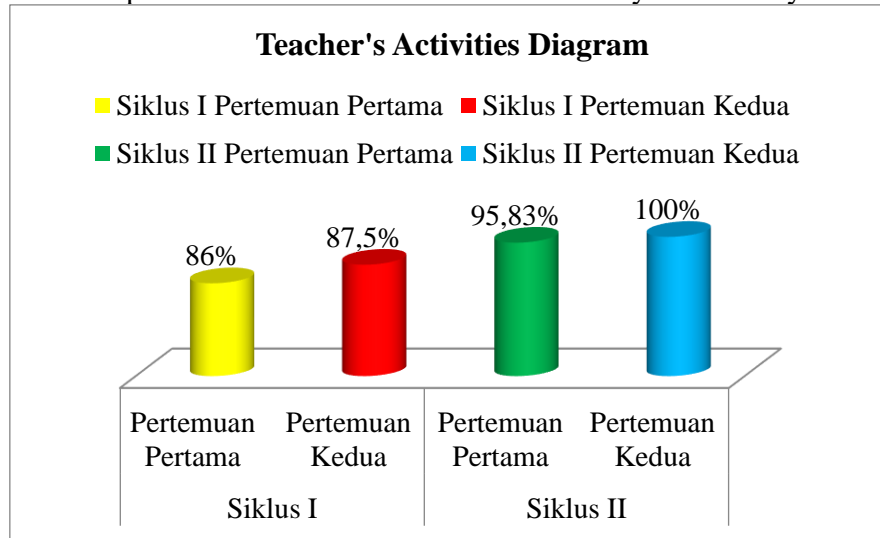
Based on the diagram above, it shows that the teacher's activities in each cycle always increase. This is because the teacher has implemented a very good learning model according to the scenario in the Teams Games Tournament (TGT) model learning. Therefore, it can be concluded that the percentage of teacher activity in the first cycle of the first meeting was 86% and the second meeting was 87.5%. In the second cycle the first meeting increased to 95.83% while in the second meeting it increased to 100%.

Likewise, student activities experience changes in learning so that learning is more enjoyable and fun. This can be seen from the percentage of student activity in the second cycle of the first meeting, which is 93.33%, increasing at the second meeting of the second cycle, which is 100%, so it can be said that the student activity in the second cycle is in the very good category because all aspects are carried out well. This also has an impact on student performance in answering questions, namely learning completeness reaches 88%. The following is a comparison of the increase in teacher activity from the first cycle to the second cycle in the diagram below:

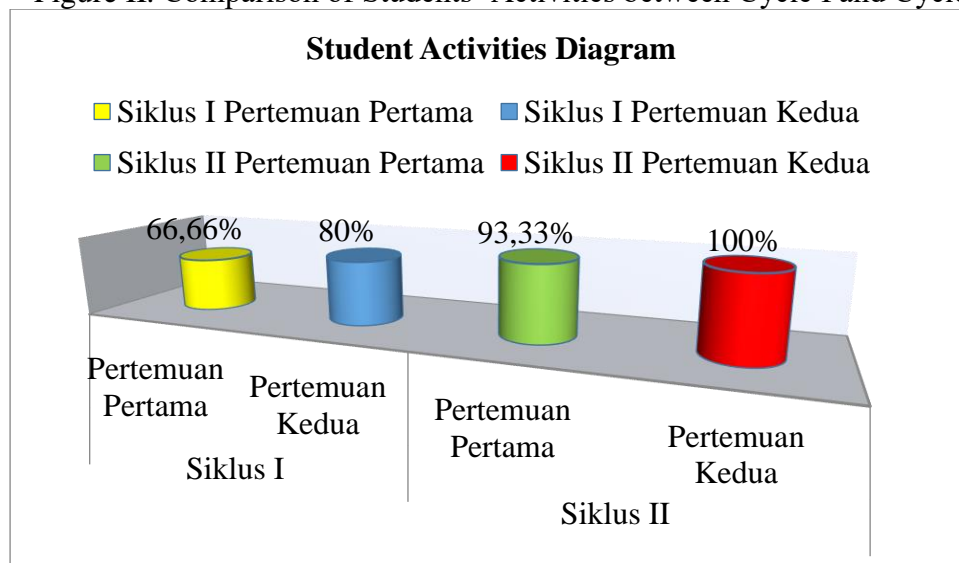Figure II. Comparison of Students' Activities between Cycle I and Cycle II

Table IV (Score Comparison between Pre-test, Cycle 1, Cycle 2) above shows that the Teams Games Tournament (TGT) learning model can improve student learning achievement and promote students' activities in the learning process so that students can achieve the minimum successful standard criteria in Islamic Education subject. The results obtained in the cycle 2 have exceeded the success indicator by 80%, which is obtained by 88%. That is, this research is said to have succeeded so that this study did not administer cycle 3 since the students' learning achievement have been improved significantly through the application of the Teams Games Tournament (TGT) learning model.

The increase in student learning achievement from cycle I to cycle II is due to the effective implementation of the learning scenarios which make students understand more because of TGT learning model used. The increase in student learning outcomes can be seen from the number of students who reach the minimum standard score before and after the application of the Teams Games Tournament (TGT) learning model. Improving the quality of the learning process can be seen from the activities of students and teachers during the learning process. So, this study was only employing two cycles since 80% of students have reached the standard minimum of success criteria.

The results obtained in this classroom action research clearly show that teachers have a very strategic role in increasing the ability of students through the application of effective learning models. One of them is through the application of the Teams Games Tournaments (TGT) model. That is because the TGT type learning model has many advantages, namely the existence of academic tournaments in the learning process where each group member represents his group to conduct the tournament (Damayanti and Apriyanto, 2017). TGT also has other characteristics in which the students learn in small groups where in the learning process there are games tournaments in which the success group will receive group awards (Respati, Adi, and Muhtar, 2013). Learning activities with games designed in the TGT model of cooperative learning enable students to learn more relaxed while growing responsibility, confidence, respect for others, being discipline, competitive, supportive, building cooperation and learning involvement of all students (Yudianto, Sumard, and Berman, 2014) .

In addition, the results obtained in this classroom action research are also in accordance with the description of several various experts applying the Teams Games Tournaments (TGT) learning model developed by Robert Slavin. This learning model is easily applied by involving the activities of all students without having differences in status which prioritizes group learning to improve student learning achievement. Purnawana says that TGT type of cooperative learning is effective in enhancing learning achievement or students' learning satisfaction and is even more effective when compared to the Numbered Head Together (NHT) learning model (Purnawan and Soenarto, 2015). Dargito (2014) also points out that the use of TGT cooperative learning models in learning optimally can improve student learning achievement. Likewise, Widhiastuti (2014), Subroto (2012), Aryani (2016), Fitrianawati (2016), and Munawaroh (2016) confirm that the TGT learning model is very effective in increasing the activity and learning achievement of students.

In various other research results, the Teams Games Tournaments (TGT) learning model can also empirically increase student learning achievement for any general subjects. For example, Mathematics, specifically in geometry (Wilujeng, 2013), Refrigeration System

Arrangement for Vocational School students (Yudianto, Sumard, and Berman 2014), Natural Sciences (Widayanti and Slameto, 2016), and accounting (Susilowati, 2013). Therefore, the results of this study have empirically confirmed that student learning achievement is improved through the application of the Teams Games Tournaments (TGT) learning model which can not only be applied to any general subjects but also to Islamic Education.

Slavin (2015) defines cooperative learning as an instructional method in which teachers organize students into small groups, and then they work together to help each other learn academic content. In cooperative learning, students work together in small groups on structured activities. They are individually responsible for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team. An empirical study conducted by Whicker, Bol, and Nunnery (1997) revealed the need for cooperative learning to encourage improved learning outcomes. This learning pedagogy has been widely practiced throughout the world, especially in developed countries. Studies have found positive effects on the learning achievement of primary and secondary school students through the use of cooperative learning strategies (Slavin 2005).

Various studies in several have also proven the impact of the application of the Teams Games Tournaments (TGT) cooperative learning model on the learning process in schools. In Bangladesh, TGT experimental group students have achieved a significant learning outcome than the lecture based control group students (Salam, Hossain, and Rahman, 2015). In Malaysia, TGT learning was more effective than drills in promoting chemistry performance, and the playful competitiveness among students promoting students' critical thinking also

creates an active learning environment in solving problems and discussions among students and teachers (Bolhassan and Taha, 2017). This finding is in line with the opinion of Kaddoura (2013) which asserts that active learning techniques are recommended to improve the development of Critical Thinking (CT). Nelson and Crow (2014) also concluded that the active learning process and the development of CT are closely related, with active learning strategies because the process is able to trigger students' cognitive power.

In Taiwan, the TGT learning strategy was able to significantly increase students' motivation but not on motor skill acquisition (Luo et al., 2020). This finding is in line with the conclusions of Tombak and Altun (2016), and Johnson and Johnson (1987) which have described that cooperative learning has a positive impact on student motivation, effectiveness, and student motivation. In Africa, the TGT cooperative learning model was also found to be able to improve student achievement (Wyk, 2011).

5. CONCLUSION

The results of the classroom action research conducted in two cycles indicate that the application of the Teams Games Tournaments (TGT) learning model significantly improves the learning achievement of students at class XB of SMA 6 Wangi-Wangi, Wakatobi. This is based on the results of the initial tests conducted before the first cycle, the number of students who achieved the standard minimum score was only 14 people (56%) with an average score of 72.28. After the first cycle, students who reached standard minimum score were 19 people (76%) with an average score of 79.96. However, this result has not been reached the success indicator of 80, so the researchers did cycle 2. In this cycle, students who achieved standard minimum score were increase up to 22 people or 88% with an average score of 85.04. So, this research has empirically proven and

confirmed that the application of TGT learning can improve students' learning achievement not only in general subject such as Mathematics and Accounting but also in Islamic Education.

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