

Teams Games Tournament (TGT) Method to Improve Students' Motivation in Learning Islamic Religious Education

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ABSTRACT: *Learning motivation plays an important role in the student learning process, and learning methods can strategically increase it. This study aims to examine the increase in students' learning motivation through the use of the Teams Games Tournament (TGT) method in the learning process of Islamic Religious Education and Ethics. The research method used is qualitative, with a case study approach, to gain an in-depth understanding of how the TGT method is implemented in the classroom. Data collection was carried out through interviews, documentation observations, and questionnaires, which were then validated using triangulation techniques to ensure the accuracy and consistency of the findings. Data analysis is carried out using a flow method developed by Miles & Huberman, which includes data reduction, data preparation, and conclusions drawn. The study's findings show that the TGT method can create a more active, dynamic, and fun learning environment and increase student participation in learning activities. Before TGT was implemented, students' learning motivation was moderate, tended to be passive, and showed low initiative. After implementing TGT, there was a significant increase in enthusiasm, the courage to give opinions, involvement in discussions, and student confidence. Playing academic games and collaborating in groups also help students better understand the material.*

Motivasi belajar memainkan peran penting dalam proses belajar siswa, dan metode pembelajaran dapat secara strategis meningkatkannya. Penelitian ini bertujuan untuk menguji peningkatan motivasi belajar siswa melalui penggunaan metode *Teams Games Tournament* (TGT) dalam proses pembelajaran Pendidikan Agama Islam dan Etika. Metode penelitian yang digunakan adalah kualitatif, dengan pendekatan studi kasus, untuk mendapatkan pemahaman mendalam tentang bagaimana metode TGT diimplementasikan di kelas. Pengumpulan data dilakukan melalui wawancara, observasi dokumentasi, dan kuesioner, yang kemudian divalidasi menggunakan teknik triangulasi untuk memastikan keakuratan dan konsistensi temuan. Analisis data dilakukan menggunakan metode alur yang dikembangkan oleh Miles & Huberman, yang meliputi reduksi data, persiapan data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa metode TGT dapat menciptakan lingkungan belajar yang lebih aktif, dinamis, dan menyenangkan serta meningkatkan partisipasi siswa dalam kegiatan belajar. Sebelum TGT diimplementasikan, motivasi belajar siswa moderat, cenderung pasif, dan menunjukkan inisiatif rendah. Setelah

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implementasi TGT, terjadi peningkatan yang signifikan dalam antusiasme, keberanian untuk menyampaikan pendapat, keterlibatan dalam diskusi, dan kepercayaan diri siswa. Bermain game edukatif dan berkolaborasi dalam kelompok juga membantu siswa lebih memahami materi.

Keywords: *Teams Games Tournament (TGT), Islamic Education, Learning Motivation, Cooperative Learning.*

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I. INTRODUCTION

Decline in student learning achievement is a problem that often occurs in many schools and is an important focus in education. This incident not only affects students' learning outcomes but also illustrates the overall quality of learning at the institution. This decline in academic achievement can be attributed to various factors, such as students' lack of motivation to learn (Nuriyah et al., 2025). This can be observed from the focus of the students when the teacher describes the teaching material, the involvement of students in the teaching and learning process is still relatively low, there are still few students who ask questions during the learning session, when the teacher asks the students to solve the given questions, the students do not do it to find answers to the questions, but instead joke with their friends (Andeka et al., 2021). If the drive to learn is low, then the mastery of knowledge will not go well. The teacher's ability to provide subject matter will also be affected by the lack of student responses and participation, which is the main focus of the teaching and learning process (Nirwana et al., 2025). Preliminary data indicate that students' enthusiasm for learning is influenced by two categories: internal factors arising from within students and external factors from the surrounding environment (Rambe & Nukman, 2025). These internal factors include a lack of inner drive, a lack of interest in learning materials, and low levels of confidence.

On the other hand, external factors such as the family atmosphere, the impact of friends, unattractive teaching methods, and interference from technology also play an important role (Sriwahyuni et al., 2024). Some external factors that affect these conditions include teachers' less varied, repetitive teaching methods, which make students less active during the learning process. In addition, the use of engaging learning models in Islamic Religious Education subjects remains limited, resulting in suboptimal student attention and involvement (Hidayati et al., 2023).

The learning conditions of Islamic Religious Education and Ethics in class VIII A at SMP Negeri 44 Semarang indicate that students' learning motivation has not yet reached the expected level. This can be seen in students who pay less attention to the teacher's explanations and talk more often with friends during the learning process. In addition, the lecture method, which remains dominant, also affects the learning atmosphere, which tends to be monotonous, leading students to feel bored more easily and to be less active in learning. This condition underscores the need for learning-method innovation to create a more engaging, interactive, and active learning environment for students.

From several reasons that have been mentioned, there are several signs of low motivation to learn in students, such as a lack of enthusiasm in participating in class, often delaying the completion of homework, quickly becoming discouraged when facing lesson problems, inability to concentrate when the teacher is teaching, and

thinking that the subject matter is not interesting (Rusniyanti et al., 2021). Therefore, an innovation in education is needed to make the classroom atmosphere more interesting and lively, such as by implementing a unique learning model. Where the model used fosters a positive competitive spirit, it can be a fun and efficient approach to improve students' cognitive, collaborative and social skills while increasing their motivation to learn (Ilmi et al., 2025). One form of innovation that can be applied is the Teams Games Tournament (TGT) Learning Model (Wahida et al., 2025). The TGT learning model can be used as an option that integrates game-based and discussion-based activities into teaching and learning (Qoirina & Hidayah, 2025).

In various studies, the TGT learning method has been recognized as one of the most effective collaborative learning methods; its implementation in the context of Islamic Religious Education and Ethics learning remains an understudied, rare area. Most studies focus on more areas of science and sociology (Bargas et al., 2024; Saraswati & Pamujo, 2025; Wahida et al., 2025), so there is still limited exploration of the impact of TGT on students' motivation to learn in Islamic Religious Education (IRE) lessons. In addition, much research has focused solely on improving student learning achievement (Nurhayati et al., 2018; Ratnasari et al., 2025; Sya'adah et al., 2023), so the role of student motivation in learning often receives less attention. The novelty of this research lies in applying the TGT method to the learning of Islamic Religious Education and Ethics, with a focus on increasing students' motivation to learn. In contrast to other studies, this study specifically examines the motivational aspect of IRE and presents a simple, context-based application of TGT. This TGT method was chosen because it is easy to implement and can create a more enjoyable learning atmosphere through games and student cooperation (Rahmawati et al., 2025). In addition, TGT also has the potential to increase students' motivation to learn. Thus, this research not only expands knowledge of the application of the TGT method in Islamic Religious Education but also offers a simple alternative strategy that educators can directly apply in the classroom (Thalita et al., 2019).

Therefore, this study aims to gain an in-depth understanding of the conditions of student motivation in Islamic Religious Education, describe the process of applying the TGT method, and reveal the relationship between its implementation and student learning motivation. In its implementation, this study aims to observe how the TGT method can be applied efficiently in the classroom and to describe students' learning motivation before and after its application. The focus of this research is on the implementation of TGT through group formation, academic games and tournaments involving all students. This method is used not only during the formal learning process but also in students' interactions when collaborating, discussing, and responding to the game's dynamics. With this research, it is hoped that a clear picture can be created of how TGT can foster a more enjoyable learning environment, encourage active engagement, and support increased student motivation to participate in IRE learning.

The TGT method plays an important role in increasing students' motivation to learn. It is one of the cooperative educational approaches that can create a more dynamic and enjoyable learning environment. Slavin (1990) explained that TGT integrates group collaboration, academic competitions, and tournaments into the teaching process, so that students not only gain an understanding of the material but also practice competitive skills in a healthy, well-balanced manner. Through game activities and group discussions, students are encouraged to be more proactive in asking questions, providing answers, and engaging in the learning process of Islamic Religious Education, thereby

increasing students' confidence and motivation to learn (Arif et al., 2025). Implementing TGT also teaches important values, such as helping others, respecting friends' views, and taking responsibility for group tasks (Anjani et al., 2024). Therefore, the application of the TGT method in IRE teaching is expected to foster stronger learning motivation, build a more positive classroom atmosphere, and support student growth.

II. METHOD

The method used in this study is qualitative, focusing on a deep understanding of people, actions, and social events. In contrast to quantitative approaches that rely on numerical data, qualitative research uses nonnumerical data such as interviews, observations, and document analysis (Creswell, 2019). Its main focus is to explore meaning, understand the social context, and present a comprehensive perspective from the individuals involved. In this study, the researcher used a case study approach to thoroughly explore the application of the Teams Games Tournament method in the teaching of Islamic Religious Education and Ethics in class VIII A at SMP Negeri 44 Semarang.

This research was conducted in class VIII A at SMP Negeri 44 Semarang, located in Mijen District, Semarang City, with 32 students participating. This research process took place on Thursday, October 2-16, 2025. This research was conducted in this location because it has the characteristics of a rural area with fairly good infrastructure. Yet, the environment, surrounded by forests, limits movement and social interaction, making it an interesting context for educational research. In addition, the status of a school that was once a filial school, with diverse learning conditions, further underscores the importance of this research for analyzing the application of learning methods and their relationship with students' learning motivation in practice. The class VIII A studied was chosen because it indicates low motivation and student participation in learning, which requires a deep understanding of the learning process, as well as a tendency to use unvaried learning methods that affect student involvement in learning activities.

Data for this study were obtained through semi-structured interviews, participant observation, questionnaires and documentation. In addition, interviews were conducted with subject teachers and several students from class VIII A to explore their perspectives, experiences, and responses to the application of the TGT method. Then, participant observation was carried out directly in class VIII A during the learning process, with the researcher involved in activities to witness students' activities, interactions, and the application of TGT measures, during 3 meetings lasting 120 minutes each. In addition, a Likert-scale questionnaire consisting of 10 questions was used to assess their motivation for learning and their response to the implementation of TGT. Documentation is also used as a complement, which is in the form of activity forums, field notes, learning tools and students' work results.

With this, the data sources used consist of primary data, namely teachers and students from class VIII A and secondary data, namely activity documentation, field notes, learning tools, and student work results. This technique is used to obtain a comprehensive overview of TGT implementation in the classroom (Romdona et al., 2025).

The data validation technique in this study is carried out through triangulation, which involves comparing and verifying data from the same source collected through different

methods, such as interviews, observations, questionnaires and documentation (Scott, 2023). In the data collection stage, the data obtained through interviews is then confirmed using other methods, such as observation, documentation or questionnaires, to ensure consistency with the original data sources. However, if the findings from these techniques indicate data inconsistencies, the researcher will conduct additional checks with the relevant data sources. Therefore, the information obtained can be identified as the most appropriate, or perhaps all of it is considered valid given the variation in viewpoints across sources. According to Wijaya (2019), the goal is to ensure the accuracy and consistency of the information obtained, thereby enhancing the credibility of the research results.

The data analysis technique used is the model by Miles et al. (2014), which consists of three main stages. The first stage is data reduction, which is the process of selecting, focusing, and simplifying data obtained through observation, interviews, and documentation, so that only relevant data is used in the research. The second stage is data presentation, which involves compiling data into a systematic form, such as descriptive text, tables, or charts, to make the information easier to understand. The third stage is drawing conclusions and verification, which is the process of identifying patterns, themes, or relationships from the data presented, then verifying the findings to ensure their accuracy and consistency.

III. RESULT AND DISCUSSION

The findings of this study show that the application of the Teams Games Tournament method in learning Islamic Religious Education and Ethics in class VIII A at SMPN 44 Semarang can create a more active, dynamic, and fun learning atmosphere compared to the previous approach, which was more focused on teacher-led teaching. Through observation, interviews and documentation, it was found that students reacted positively to the implementation of TGT, especially because of the elements of games, group collaboration, and competitions that made them more involved and excited in the learning process.

Before the implementation of TGT, students' motivation to learn was moderate, and signs of saturation were evident. Students tended to be passive, lacked concentration, and showed little initiative in responding. However, after several TGT implementation sessions, there was a significant increase in enthusiasm, the courage to speak up, and student participation in discussions and competitions. Students also show improvements in confidence when competing on behalf of their group. Another aspect identified was the improvement of students' ability to understand the material through group discussions and academic game activities that encourage them to process information quickly and precisely. Overall, the study's results show that TGT positively affects students' motivation to learn across behavior, emotions, and cognition.

The Importance of Student Learning Motivation in IRE Learning and Ethics

In the Great Dictionary of the Indonesian Language, motivation is defined as the impulse that arises in a person, consciously or unconsciously, to act toward a certain goal. Learning motivation refers to the motivations that drive students to engage in the learning process. This encouragement ensures the continuity of learning activities and guides the learning process, enabling students to achieve the goals they set (Rosmayati

et al., 2020). Based on observations and interviews, students' motivation to learn before the implementation of the TGT method is sufficient, but enthusiasm remains low.

The results of the initial observation on October 2, 2025, in class VII A showed that:

1. Most students prefer to remain silent and follow the learning process without being actively involved.
2. Students showed boredom with the lecture method that went on for quite a long time.
3. Some students appear to be less concentrated, seen talking to friends or engaging in other activities.
4. When teachers ask questions, few are willing to give answers.
5. The enthusiasm of students in completing tasks seems low and tends to be individual, without any collaboration between them.

This is in line with the results of an interview with one of the students of grade VIII A at SMPN 44 Semarang, namely DL, who stated that:

"Before using the TGT method, learning Islamic Religious Education and Ethics felt quite boring because the learning activities were less varied and made students bored quickly. However, after the implementation of the TGT method, the teaching and learning process becomes much more exciting, interactive, and fun. Game activities and group cooperation make students more excited to participate in learning and not easily feel bored".

In addition, interviews conducted with IRE subject teachers also supported the findings. The teacher said that students quickly grew bored when learning only through the lecture method, without variety.

"Yes, the children seem bored if learning only uses the usual lecture method without any variety of activities. Usually they become less focused and less active in the lessons. If learning is made more interactive, such as there are games or discussions, they look more enthusiastic. So it is indeed necessary to vary methods so that students do not get bored quickly. That way, the learning atmosphere in the classroom also becomes more lively."

Based on observations and interviews, the findings are also supported by a Likert-scale questionnaire measuring students' motivation to learn. The results of the questionnaire can be seen in the following table:

Table 1. Results of the student learning motivation questionnaire (before TGT)

No	Statement	STS (%)	TS (%)	N (%)	S (%)	SS (%)
1	IRE learning before using the TGT method feels less interesting	0	10%	26,7%	36,7%	26,7%
2	I often feel bored when taking IRE lessons	3,3%	13,3%	33,3%	30%	33,3%
3	I am less active in IRE learning in class	6,7%	33,3%	23,3%	30%	6,7%
4	I rarely ask or answer questions during IRE lessons	0%	26,7%	36,7%	30%	6,7%
5	I find it difficult to understand the IRE material	0%	33,3%	26,7%	30%	10%

Based on Table 1, students' learning motivation before the implementation of the TGT method remains suboptimal. This is evident in the high percentage of students who stated that IRE learning was less interesting, with 36.7% agreeing and 26.7% strongly agreeing. In addition, some students admitted feeling bored during learning, with 30% agreeing and 20% strongly agreeing.

In terms of activity, 30% agree they are less active in learning, and 23.3% are neutral, as well as the tendency for students to rarely ask or answer questions in class. On the other hand, some students also have difficulty understanding IRE material.

Teams Games Tournament Method in IRE Learning and Ethics

The Teams Games Tournament method involves all students in the classroom regardless of social status, uses peers as tutors and incorporates elements of games and reinforcement (Kurniawan et al., 2022). The application of TGT techniques in the IRE learning process in this study was carried out with a series of steps structured on October 9, 2025. The following are the steps to learn IRE using the TGT method:

1. Delivery of Initial Material

The teacher concisely conveys the core material by using relevant stories and case examples from students' daily lives. This presentation lasts for 15–20 minutes as a basis for initial understanding before students engage in game activities. Based on the observations, at this stage students seem to pay close attention to the teacher's explanation, although some students occasionally respond to the examples presented. Teachers also use simple triggering questions to ensure student engagement from the beginning of learning. This helps create a more interactive learning atmosphere, so that students not only passively receive the material, but begin to actively engage before entering the game stage.

2. Formation of Heterogeneous Groups

Students are grouped into four diverse groups based on learning achievement, activeness, and gender. The formation of this group aims to create a balance in the group's dynamics and ensure that each student can support the others in the learning process. Based on the observations, the teacher directly guided the formation of the group to avoid the dominance of certain students in one group. After the group is formed, students begin to adjust to their group members, characterized by initial interactions such as light discussions and the determination of seating or standing positions. Some students with more visible abilities begin to take on the role of director, while others gradually follow and participate. This condition shows that heterogeneous group formation can encourage more equal cooperation and interaction among students.

3. Learning Activities in the Form of Academic Games

Each group was given six questions covering IRE material. These questions include understanding-concept questions, such as the definition of moral values; applicable questions, such as examples of trustworthy and honest actions in daily life; and simple analytical questions, such as assessing the right or wrong of an action based on Islamic teachings. The preparation of questions is carried out in stages from low to medium difficulty so that all students can be actively involved. Based on the results of observation, at this stage students begin to show more intense involvement through group discussions before determining answers. Each member of the group seemed to contribute by both offering an opinion and responding to a friend's answer. The

discussion was quite active, marked by students' interaction through questions and answers within their groups. Some students seem more dominant in delivering answers, while others remain engaged by offering simple approval or corrections. This shows that academic game activities in the TGT method can encourage more even student participation and train critical thinking skills and group cooperation.



Figure 1. Students are given questions that include IRE

4. Implementation of Tournament

The tournament activities are arranged as a flip bottle game, where each group takes turns trying to flip the bottle so it stands upright. The successful group will have the opportunity to answer one of the six questions prepared by the teacher. This process takes place in turn so that all groups get an equal opportunity to participate. Based on the observations, the tournament took place in an active, dynamic atmosphere. Students were seen standing around the play area, waiting for their turn and showed high enthusiasm when one of the group members experimented. When the bottle stood upright, the other group members spontaneously offered support and encouragement. The classroom atmosphere had become crowded, but it was still under control because the teacher periodically gave directions and maintained order. In addition, students seem more focused when answering questions after winning a turn, because there is an incentive to earn points for their group. This shows that implementing tournaments in the TGT method can increase motivation to learn, active involvement, and a positive competitive spirit among groups.



Figure 2. Each group plays flip bottle

5. Group Rewards

The group with the highest score received a simple award: praise delivered directly by the teacher in front of the class. This award aims to provide positive reinforcement and encourage students to remain enthusiastic in participating in learning activities. Based on the results of observations, students showed mixed responses to the award. The group that scored highest appeared to express joy and pride, while the other group remained attentive and offered positive responses, such as applause or support. In addition, some students from the group that has not yet received the award are seen as motivated to

improve their performance at the next opportunity. The teacher also emphasized that the award does not focus solely on the final result, but also on the process of cooperation and engagement during the activity. This shows that giving awards in the TGT method not only serves as a form of appreciation but also helps build students' learning motivation and sportsmanship.

Overall, the process of implementing the TGT method went well and received a positive response from students. Students look active, enthusiastic, and more focused on learning. This is in line with the results of an interview with one of the students of grade VIII A at SMPN 44 Semarang, namely AF, who stated that:

"In my opinion, all teachers should be able to try the TGT method. You see, during study we also need a fresher atmosphere so that we don't get saturated. With TGT, lessons become more exciting and not boring."

Based on observations and interviews, the application of the TGT method in learning shows that learning activities are active and involve comprehensive student participation. Each stage, from the delivery of materials and group formation to academic game activities and tournament implementation, can foster an interactive, fun learning atmosphere. Students are not only cognitively engaged, but also socially through cooperation and interaction in groups. In addition, the presence of game-like elements and competitions encourages students to be more focused and motivated in understanding the material.

Furthermore, the awarding at the end of the activity also strengthens students' motivation to learn and fosters a sportsmanship attitude during learning. This can be seen in the positive responses of students, both those who received awards and those who did not, who still showed enthusiasm for participating in the activity. Thus, the TGT method can be an effective alternative learning strategy for increasing student involvement and creating a more meaningful learning experience.

Students' IRE Learning Motivation as an Impact of the Application of the TGT Method

Based on the results of observations and interviews, the questionnaire used a Likert scale of 1–5 to determine changes in students' learning motivation after the application of the TGT method. The results of the questionnaire are presented in the following table:

Table 2. Results of the student learning motivation questionnaire (after TGT)

No	Statement	TS (%)	S (%)	N (%)	S (%)	SS (%)
1	Learning with the TGT method feels fun	3,3%	6,7%	6,7%	43,3%	40%
2	I am more active in learning activities after using TGT	3,3%	3,3%	16,7%	43,3%	33,3%
3	I find it easier to understand IRE material with the TGT method	0%	0%	26,7%	46,7%	26,7%
4	I was more excited to take IRE lessons after using TGT	0%	3,3%	20%	33,3%	43,3%
5	The TGT method increased my motivation to study	0%	6,7%	20%	33,3%	40%

According to Table 2, the application of the TGT method significantly increased students' learning motivation. This is evident in the high percentage of students who reported that learning was fun: 43.3% agreed and 40% strongly agreed. In addition,

students' learning activity increased, as shown by 43.3% agreeing and 33.3% strongly agreeing.

Regarding understanding the material, most students found the IRE material easier to understand, with 46.7% agreeing and 26.7% strongly agreeing. The increase was also seen in enthusiasm for learning, with 43.3% of students strongly agreeing and 33.3% agreeing that they were more enthusiastic about learning. In general, most students reported that the TGT method increased their motivation to learn. Thus, the application of the TGT method has been proven to create a more active, enjoyable learning atmosphere and encourage optimal student involvement.

The results of the study show that the use of the TGT method in teaching IRE and Ethics in class VIII A at SMPN 44 Semarang can lead to a more active and interesting learning process compared to previous teaching, which tended to be less participatory. The main findings from observations, interviews, documentation and questionnaires conducted before and after the use of TGT confirm that students react positively to the TGT method. Game activities, group cooperation, and a competitive atmosphere contribute to students' involvement and enthusiasm in lessons. In addition, students' motivation to learn, which was previously moderate, is shown by a lack of focus, interest, and the courage to argue, and has increased after the implementation of TGT. Students are showing higher participation, feel more confident when representing groups, and are more active in discussions and tournaments. The learning process also becomes more dynamic as students actively engage with the material through academic games that encourage quick thinking and collaboration. Thus, the research findings clearly show that TGT can not only be applied effectively in the classroom but can also significantly increase students' motivation to learn.

The research results on the use of the TGT method in class VIII A at SMPN 44 Semarang align with Robert Slavin's theory of cooperative learning. The TGT model developed by Slavin (1990) has five key steps: material delivery, group learning, games, competitions and group rewards. These five steps create a structured framework that enables efficient collaborative learning. In this study, the five stages were implemented well. The material is delivered briefly to provide students with a conceptual basis before entering the main activity. The learning process in groups is effective through the formation of varied groups, encouraging students to support and complement one another. In the play phase, the academic aspect is combined with fun activities, thus attracting students' interest in the material. Then, competitions through tournaments provide opportunities for students to showcase their individual abilities while contributing to the group. Finally, giving awards to groups serves as a motivational driver, both intrinsically and extrinsically. Thus, the implementation in the field shows a strong fit with Slavin's theory, which states that integrating teamwork, gameplay, competition, and rewards can significantly increase student participation and learning motivation.

This study shows that the TGT method in Islamic Religious Education and Ethics learning is used to increase students' learning motivation. These findings are consistent with research by Lesmana & Suarjana (2017), which states that the elements of games and tournaments can encourage students' enthusiasm and motivation to learn. In addition, Fitriyah et al. (2025) show that TGT can increase learning motivation while making it easier for teachers to observe students' competencies.

Other research conducted by Hidayati et al. (2023) found that TGT not only improves learning outcomes but also helps with equitable distribution of material mastery and student participation. Meanwhile, Safitri & Kartika (2025) emphasized that TGT can increase cooperation, participation, and the formation of positive attitudes such as responsibility, honesty, and tolerance. Thus, the findings reinforce that TGT not only affects learning outcomes but also increases student motivation and engagement in learning.

Given the similarity of the findings with previous research, the application of the TGT method should be supported by several aspects to run optimally. In terms of learning, teachers are expected to design varied and interactive activities tailored to students' characteristics, so that the TGT method can maximize motivation and learning engagement. In addition, it is necessary to support a conducive learning environment and adequate facilities to support the implementation of game-based learning and cooperation. With good planning, facility support, and active teacher involvement, the TGT method can be an effective strategy for increasing student motivation and participation in learning.

IV. CONCLUSION

This study found that the TGT method in learning Islamic Religious Education and Ethics in class VIII A SMPN 44 Semarang can be applied effectively through systematic stages, starting from the delivery of material to awarding, to be able to create a more active, interesting, and engaging learning atmosphere compared to the lecture method. The implementation of TGT has also been proven to increase students' motivation to learn, as evidenced by increased activity, enthusiasm, courage, focus, and confidence, supported by observation and interview results indicating that learning becomes more fun and varied. Theoretically, these findings reinforce Slavin's view of the importance of collaboration, individual responsibility, and reward in increasing learning motivation, while, practically, they provide an overview of TGT implementation that can serve as a reference for teachers. However, this study has limitations: it was conducted in a single class with a limited number of respondents and does not include comparisons across classes or schools. Further research is recommended to involve a wider sample to make the results more generalizable.

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