IJOTL-TL, Vol. 8, No. 2, May 2023
p-ISSN: 2502-2326; e-ISSN: 2502-8278
Https://soloclcs.org; Email: ijoltl@gmail.com
Center of Language and Cultural Studies, Surakarta, Indonesia
Haryanto, Haryanto. (2023).
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IJOTL-TL (2023, May), 8(2): 72-89. DOI 10.30957/ijoltl.v8i2.733.

Improving the Students' English Learning Outcomes through Team *Game Tournament* Model in English for Islamic Education Course

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Abstract

This research aims to increase the students' ability of semester 2 of Islamic Education Study Program in English course through the learning model of Team Game Tournament (TGT). The subjects of this classroom action research were second-semester students of the Islamic Religious Education study program. The variables of this study consist of student scores and lecturer activity variables. The student variables were taken from the ability to solve English questions and student activities in class. The results of the study showed that the performance of the lecturers following the criteria on the indicators, this was shown from the results of observations in the first cycle and the second cycle was good. This means that the lecturer's performance in learning has increased. Student activity is following the indicators, this is shown from student activity in cycle I with a percentage of 66.67% and cycle II with a processing rate of 93.33%, this means that student activity during learning is very good. Student learning outcomes are following the criteria on the indicators, as indicated by the average student evaluation results in cycle I was 6.88, and cycle II was 8.62. In cycle, I, 17 students, or 47.22% completed their studies and 19 students or 52.78% did not complete them, and 47.22% classical learning completeness. In cycle II, 36 students completed their studies and there were no students who did not complete their studies, and the classical learning mastery was 100.00%. This means that the evaluation results of cycle II are better (increase) than cycle I and do not need to be continued in the next cycle. In addition, the student's response to the implementation of the learning model of Team Game Tournament (TGT) was relatively high, that reached 81.25%.

Keywords: *learning model, Team Game Tournament, CAR*

1. Introduction

Learning is essentially reading, reading texts, reading situations, reading conditions, reading problems, reading experiences and at the same time looking for a way out of the experiences and problems encountered. Reading is the main pillar of

learning. Lecturers are required to have a learning model that can motivate each student to be actively involved in their learning experience (Ali, 2014).

The process of learning English will feel monotonous and boring if the lecturers who teach lack creativity and do not master English teaching methods. Teaching English subjects is not only to write vocabulary on the blackboard and then students copy it in notebooks after that students imitate the lecturer in saying the words or vocabulary that has been written earlier (Arifin, 2021; Mulyadi, 2022).

Before teaching, the lecturer must provide students with an overview and objectives of the themes and points to be studied. Lecturers build knowledge and matters relating to the material to be conveyed. It's the same as building knowledge The point is before students learn more in detail and deeper into a topic or theme or discussion, they will be given an introduction or matters related to the theme students will learn. In starting a new material or theme, the lecturer will conduct questions and answers to students about that theme even though it is in Indonesian. Students will get an overview of the material to be studied (Dimyati and Mudjiono, 2022).

There are so many methods that can be applied in conveying material to students and lecturers. One way is to end the English lesson with an English song or chant (*English Songs*). In this way, students will end their English lessons with a happy heart. When starting the lesson, there is an opening greeting, then when you want to close, the lecturer should familiarize himself with the farewell greeting. For example "*Thanks for your attention. Goodbye students, see you next time*", the students would also respond to the greeting just now (Purwanto, 2022; ISMPil, 2018).

The problem faced by second-semester students of the Islamic Religious Education study program in the English for Islamic Education course is feeling bored with the learning model applied by the lecturers. As a result, students feel bored in the learning process. As a result of which learning outcomes cannot be improved. For this reason, it is necessary to apply a learning model that involves the active role of students so that it can increase student enthusiasm for learning. One of the learning models that can involve students actively is the model of *Team Games Tournament* (TGT).

Model learning *Team Games Tournament* (TGT) is a type of cooperative learning. Broadly speaking, TGT in learning is a STAD activity (*Student Team Achievement Divisions*) added to the game. So, to increase the score the team/group gain is given again with a game. Thus, the lecturer must prepare a game that students play after the quiz (Slavin, 2005: 24).

This research aimed to increase the students' ability of semester 2 of Islamic Education Study Program in English course through the learning model of *Team Game Tournament* (TGT). This classroom action research was carried out by lecturers (researchers) by applying the learning model of Team Game Tournament (TGT) which will be carried out with several cycles to obtain the expected level of success. To carry out the learning above, learning tools are also made, which include teaching plans using learning models *Team Game Tournament* (TGT), the

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observation sheet is to find out the activity and cooperation of students in the process of implementing the learning process. The learning outcomes test is to determine student competency in working on evaluation questions and the level of success can be seen at the end of each cycle. If the results obtained are not satisfactory, then a further cycle is held, namely cycle II and so on.

From the background of the problems described above, the formulation of this research is: (1) What is the implementation of the learning model of *Team Game Tournament* can improve the English learning outcomes of second-semester students of the Islamic Religious Education study program in the English for Islamic Education course?; (2) Is the implementation of the learning model of the *Team Game Tournament* can increase the activity of second-semester students of the Islamic Religious Education study program in the English for Islamic Education course?

2. Literature Review

2.1. Cooperative Learning

Cooperative learning (*cooperative learning*) is a form of learning in which students study and work in small groups collaboratively whose members consist of four to six people with a heterogeneous group structure. Essentially *cooperative learning* is the same as group work. Rusman (2021:203) says that cooperative learning is carried out through *sharing process* between learning participants, to realize a shared understanding among the learning participants themselves.

Cooperative learning is a student learning activity carried out in groups. The group learning model is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated *learning* is an approach that emphasizes cooperation in groups (Rusman, 2021:203). In this study, a broader interaction will be created, namely interaction and communication between lecturers and students, students and students, and students and lecturers (*multi-way traffic communication*). Cooperative learning is a learning strategy that involves student participation in a small group to interact with each other (Nurkhozainillah & Nurzaelani, 2019; Sanjaya, 2008:239).

Cooperative learning strategies are a series of learning activities carried out by students in groups, to achieve predetermined learning objectives. There are four important things in cooperative learning strategies, namely: (1) the presence of students in groups; (2) there are rules of the game (*role*) in Group; (3) there are learning efforts in groups; (4) there are competencies that must be achieved by the group (Rusman, 2021:204; Chaira, 2017).

Each group is allowed to meet face to face and discuss. This interaction activity will give students a form of synergy that benefits all members. Lecturers schedule time for groups to evaluate the process of group work and the results of their collaboration so that they can work together more effectively. In line with this explanation, there are five essential elements emphasized in cooperative learning,

namely: (1) positive interdependence; (2) face-to-face interaction (*face to face interaction*); (3) individual responsibility (*individual responsibility*); (4) social skills (*social distinction*); and (e) processes that occur in groups (*group processing*) (Rusman, 2021:205; De Vega et al, 2018).

2.2. Cooperative Learning Model Team Game Tournament (TGT)

Team Games Tournament (TGT) is a type of cooperative learning. Activities in TGT are almost the same as in STAD (*Student Team Achievement Divisions*). Broadly speaking, TGT in learning is STAD activities coupled with games. So, to increase the score the team/group gain is given again with a game. Thus, the lecturer must prepare a game that students play after the quiz (Slavin, 2005: 24; Umar, 2021).

The distinctive feature of the TGT type of cooperative learning with other cooperative learning is the existence of tournaments. With the tournament, it is hoped that it can instill sportsmanship in students and can motivate students to try better for themselves and other members. Tournaments can also shape students to become ordinary and then dare incompetence so that students always try to be in a superior position because they have high competitiveness (Fauzi & Fikri, 2018; Pratiwi et al, 2018).

In TGT-type cooperative learning there are five components, namely class presentations, teams or groups, games, and tournaments. The tournament is the time when the game takes place. The illustration reflects the relationship between teams with heterogeneous members and tournament tables with homogeneous members. The determination of students at the tournament table is based on the ranking of students in each team. Tournament Table I is a table where the competence of students with the highest initial ability is the team as the "highest" level table, higher level than tournament table II. Table II has a higher level than tournament Table III. The IV tournament table is the "lowest" level tournament table (Slovin, 2005:168; Sugiata, 2018).

After the tournament is over and an assessment is carried out, the lecturer re-arranges the student's position at each tournament table. Except for the winner at the "highest" table, the winner at each table is "raised" or shifted one level to a table with a higher level. And those who get the lowest score at each tournament table other than those at the "lowest" table have their level "dropped" one level to a lower level table. In the end, they will experience increases or decreases so that they will arrive at a table that suits their performance. Teams that manage to get an average exceeding certain criteria are rewarded in the form of a certificate or other form of award (Merti, 2020).

Table 2.1 Team Game Tournament Game Rules

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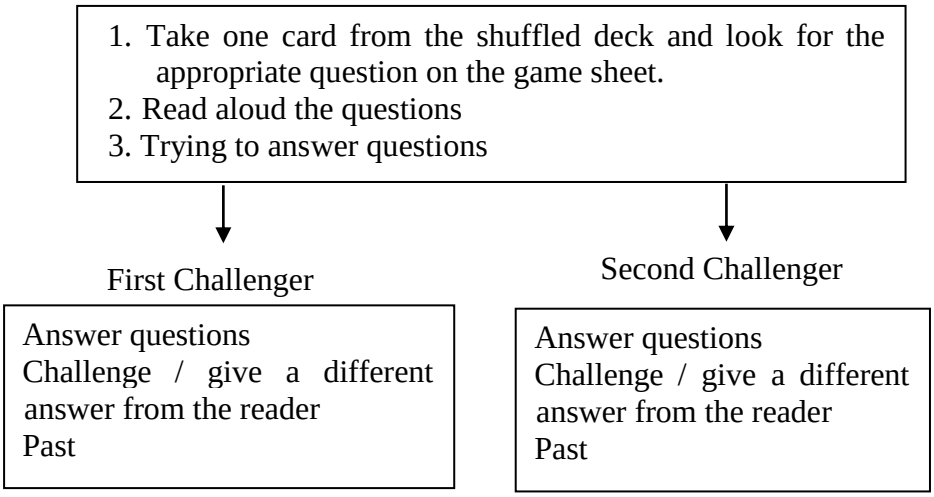

At the end of each round, the winner gets one numbered card, scoring is based on the number of cards obtained, with the provision that a card gets 10 points. At the end of the tournament, students return to their respective teams. Each student contributes the score to the tournament results and the sequence is calculated. Teams that are awarded the following criteria:

Table 2. 2 Criteria for Awarding

Criteria (team average score)	Award
Highest average team score I	SUPER – TEAM (Tim Super)
Highest average team score II	GREAT – TEAM (Team Hebat)
Highest average team score III	GOOD – TEAM (Good Team)

2.3. Learning Outcomes

Learning Outcomes are changes in behavior obtained by students after experiencing learning activities. The acquisition of these aspects of behavior change depends on what is learned by students. Bloom in Sudjana (2002: 50) argues that the types of learning outcomes can be divided into 3, namely: (1) Types of Cognitive Learning Outcomes, related to intellectual learning outcomes which consist of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis, and evaluation; (2) Types of Affective Learning Outcomes, related to attitudes from the basic level to the complex level (*Receiving/Attending, Responding, Valuing, dan* Organizing), (3) Types of Psychomotor Learning Outcomes, which consists of 6 levels of skills, namely reflex movements (in unconscious movements), skills in conscious movements, perceptual skills, abilities in the physical field, skill movements, abilities related to non-discursive communication such as expressive and interpretive gestures.

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The three types of learning outcomes are the object of learning outcomes assessment. Among the three types of learning outcomes, it is the type of cognitive learning outcome that is most widely assessed by lecturers at school because it relates to the ability of students to master the content of teaching materials.

From the background of the problem, problem formulation, and problem-solving that has been described above, the research hypothesis of this action research can be formulated as follows:

1. Implementation of learning models *Team Game Tournament* can improve the ability of semester 2 students in English courses in the even semester of the academic year 2022/2023.
2. Implementation of learning models *Team Game Tournament* can increase the activities of semester 2 students in English courses in the even semester of the academic year 2022/2023.

3. Research Methodology

This research method is in the form of classroom action research; this research was carried out in several cycles. Each cycle consists of planning, implementing, observing, and reflecting. The research results focused on students' ability to work on learning evaluation questions so that learning outcomes and learning mastery could be achieved (Arikunto, 2016). The flow in this classroom action research consists of 4 series of activities carried out in repeated cycles. The four main activities in each cycle are planning, action, observation, and reflection.

3.1. Planning

In planning, researchers plan to learn using Model Team Game *Tournament (TGT)* by making lesson plans, compiling worksheets for students to solve problems/evaluation questions, dividing classes into several groups by paying attention to the balance of abilities in groups and compiling observation sheets that will be used by researchers to observe communication activities of students and researchers/lecturers in *Model Team Game Tournament (TGT)*.

3.2. Implementation

In the implementation, the researcher explained the material according to the lesson plan and referred to the steps *Model Team Game Tournament (TGT)*, dividing students into several groups, distributing worksheets to students, distributing questions to each group, and completing evaluation questions in groups by students, going around guiding, supervising and helping students who have difficulty solving questions, motivating students to carry out discussions in groups to find as much information as possible in solving the problems given, inviting one of the group representatives to come forward and present the results of their work in front of the class, evaluate the results of student work.

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3.3. Observation

Observations made included observing the activities of students and researchers/lecturers during the implementation *Model Team Game Tournament (TGT)* going on. Researchers/lecturers carry out activities in accordance with Model Team Game *Tournament (TGT),* which includes the steps: conveying goals and motivating students, presenting information, organizing students into study groups, guiding group work and study, evaluating, and giving awards. Observation of students includes students' attention during the learning process, namely lecturer explanations, cooperation in groups, asking questions between students and lecturers, activeness in completing evaluation questions; and presentation skills (Arikunto, 2020).

3.4. Reflection

Reflection is an analysis of the results of observations based on the data obtained. The constraints in cycle I will become problems in cycle II, which will then be followed by designing actions in the next cycle, namely cycle II.

Following the researchers' ideas, this classroom action research was designed to be carried out in several cycles to achieve the expected results. This classroom action research was conducted within 3 (three) months, from February to April in the even semester of the 2022/2023 school year with activities in the form of initial observation, planning, implementation of cycle I, implementation of cycle II, and preparation of reports.

The subjects of this classroom action research were second-semester students of the Islamic Religious Education study program in the even semester of the 2022/2023 academic year. The source of the data is students and researchers. The types of data in this study are qualitative data and quantitative data. Qualitative data is the result of observing the activities of researchers/lecturers and students through observation sheets. Quantitative data is in the form of observations about students' cognitive abilities from the evaluation results.

The data collection method was carried out using the questionnaire method (which is related to data about students' responses to the application of the learning model, obtained from student questionnaires), the observation method (which is related to data about the results of observations of research implementation is used to determine student activity during the learning process, obtained from student observation sheets, and test methods (which are related to the data on the value of learning outcomes after learning with the learning model, while the tests are in the form of description questions).

Data analysis techniques include data on student activities, student learning outcomes, and student interests. Student activity data aims to find out how active students are in participating in the learning process, so this analysis is carried out on the evaluation instrument using descriptive techniques through percentages (Ali, 1984: 184). Data on learning outcomes were taken from students' cognitive abilities

in solving problems and were analyzed by calculating the average value of classical learning completeness. Student interest data aims to determine student responses in learning through *Model Team Game Tournament (TGT).*

To find out the success of increasing student learning outcomes in their cognitive abilities (learning outcomes) by applying *the Model Team Game Tournament (TGT),* used indicators of success: (1) the ability of students in answering questions on the evaluation of learning materials can increase with a value above 7.5 reaching at least 80% of the number of students; (2) student activity in the learning process can increase with a score between 60%-75% achieving moderate activity; and (3) the activity/performance of researchers/lecturers in carrying out learning in the classroom as seen from the observation sheet of the activities of researchers/lecturers is increasing.

4. Research Result

In conducting research, it is necessary to carry out research preparations so that the results achieved are truly optimal. Some things that need to be done by researchers before conducting research are as follows: (1) Make observations to identify problems through interviews with fellow lecturers, (2) Researchers ask permission from school principals to conduct research, (3) Determine which class is selected as research subjects based on consideration of fellow lecturers, (4) Making research instruments in the form of lesson plans, lecturer observation sheets, student activity observation sheets, LKS and evaluation questions, (5) Compiling student interest questionnaires on learning models *Team Game Tournament (TGT).*

This research was designed in several cycles, each cycle consisting of four stages, namely planning, action, observation, and reflection. And if it has achieved the expected results, then the cycle is considered sufficient.

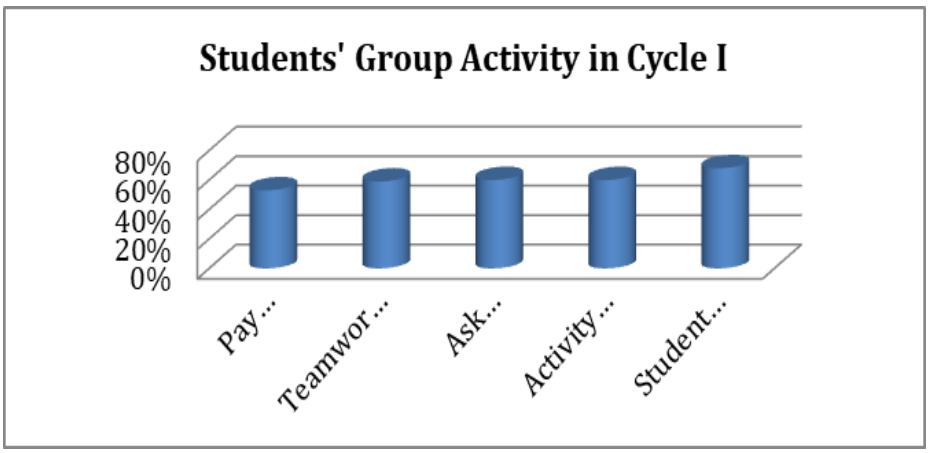
4.1. Cycle I

From observations made on student activities in groups in cycle I, the following results were obtained:

Table 4. 1 Students' Groups Activity in Cycle I

TABLE OF STUDENTS' GROUP ACTIVITY IN CYCLE I					
No		Student Activity	Score	%	Description
1	A.	Pay attention to the lecturer's explanation	77	53%	Average
2	B.	Teamwork in group	85	59%	Average
3	C.	Ask between students and lecturers	87	60%	Average
4	D.	Activity Solve questions	87	60%	Average
5	E.	Student presentation skills	98	68%	Average

The chart of the students' group activity in Cycle I is as follows:



The activeness of students in cycle I in participating in teaching and learning activities using learning models *Team Game Tournament (TGT)* is still low, a score of 20 is obtained from a maximum score of 30 with a percentage of 66.67%. Observation results on performance/*performance* researchers/lecturers in cycle I obtained a score of 22 or 56.41% of the maximum score of 39 with learning criteria ***"Enough"*** in conveying the material, but at the beginning of the lesson it is less able to motivate students so that in the learning process students are still lacking. Observation of the results of the competency test/evaluation of cycle I obtained the following results:

Table 4. 2 Evaluation Results of Cycle I

CYCLE I EVALUATION TABLE CICLE I			
No	Evaluation Results	Score	%
1	Average	6,88	68,78%
2	Highest Score	8,80	88 %
3	Lowest Score	4,80	48 %
4	Completed number of students	17	47,22%
5	Incomplete Number of students	19	52,78%
6	Classical Completeness		52,78%

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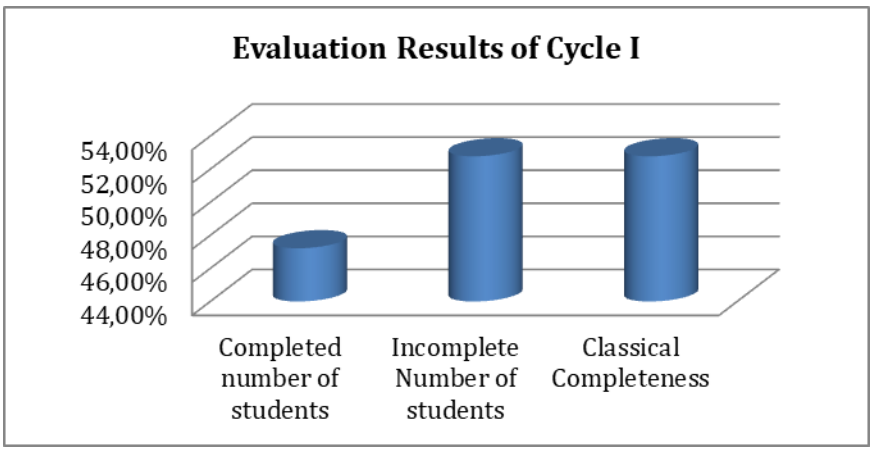
The chart of evaluation results of Cycle I is as follow:



Because the percentage of completeness in classical learning has only reached 47.22%, it has not met the expected results from the completeness/success indicators.

After observing the learning actions, a reflection is then held on the actions that have been implemented. In the activities in cycle I, the reflection results were obtained as follows: (1) During the discussion the lecturer/researcher monitored the work of each group, but it was still not optimal and the guidance carried out by the lecturer on the group was still uneven so some groups could not solve problems/questions properly. Individual guidance is also given less attention so that there are students who are not involved in solving problems/questions. If done optimally, the lecturer will know the characteristics and weaknesses of students, so that students can understand the learning material at that time; (2) Lecturers/researchers in fostering student learning motivation to foster student interest in the learning model process *Team Game Tournament (TGT)* still not optimal; (3) Student attention to the lecturer's explanation is still low; (4) In working on the questions students are still less active; (5) During group work students are less able to interact with others; (6) Students are still reluctant to make presentations. Students still point fingers at each other to make presentations in front of the class; (7) The attitude of students in paying attention to presentations and the opinions of friends is still lacking; (8) The calmness of the class in learning is still not good or there are still many who are alone.

The results of the competency test in cycle I obtained the highest score of 8.8; lowest value of 4.8; average value of 6.88; students who complete the study as many as 17 students or 47.22%; and students who did not complete their studies as many as 19 students or 52.78%; and obtained mastery learning classical 47.22%. From the results of the first cycle, it means that the learning process has not been successful or has not fulfilled the classical learning completeness criteria. Therefore, it is necessary to carry out corrective actions that will be carried out in cycle II.

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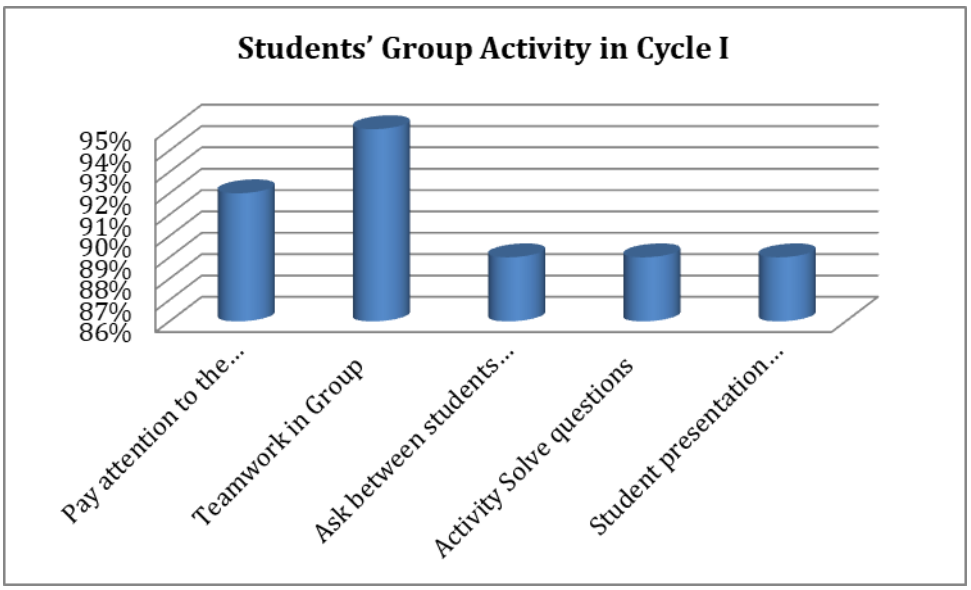
4.2. Cycle II

From observations made on student activities in cycle II which were carried out in groups, the following results were obtained:

Table 4. 4 Students' Groups Activeness in Cycle II

TABLE OF STUDENT ACTIVITY IN CYCLE GROUP II					
No		Student Activity	Score	%	Description
1	A.	Pay attention to the lecturer's explanation	133	92%	High
2	B.	Teamwork in Group	137	95%	High
3	C.	Ask between students and lecturers	128	89%	High
4	D.	Activity Solve questions	128	89%	High
5	E.	Student presentation skills	128	89%	High

The chart of the students' group activity in Cycle I as follows:



The activeness of students in cycle II in participating in teaching and learning activities using the Team Game Tournament (TGT) learning model can be said that "high" activity obtained a score of 28 or 93.33% of the maximum score of 30. Observations on the performance of researchers/lecturers in cycle II a score of 38 or 97.44% was obtained from a maximum score of 39 with the "good" criteria. The chart of evaluation results of the cycle II competency test obtained the following results:

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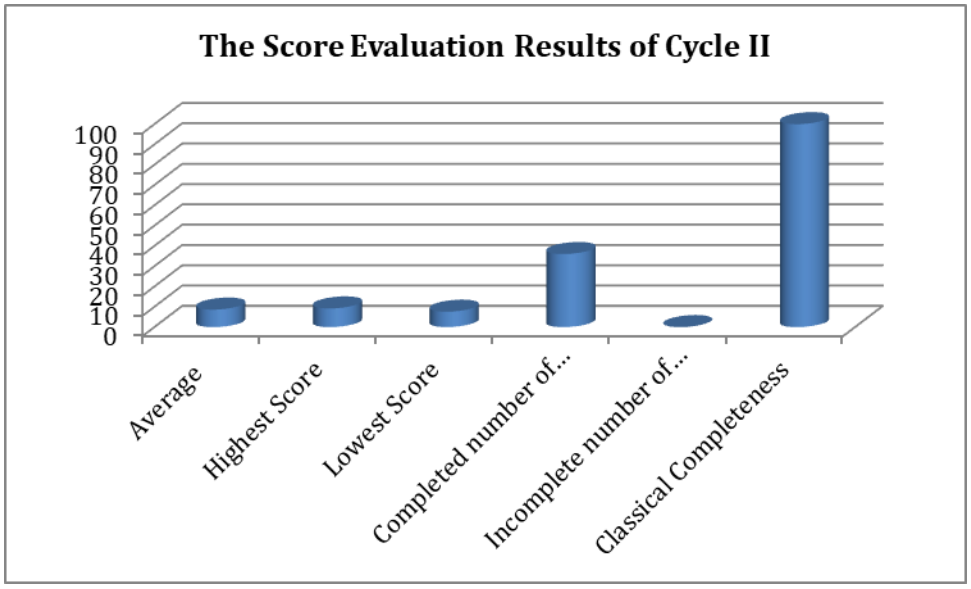

Table 4.5 below reflects the evaluation results of the cycle II as follows:

Table 4. 5 Evaluation Results of Cycle II

CYCLE EVALUATION TABLE II			
No	Evaluation Results	Score	Percentage
1	Average	8,62	86,22%
2	Highest Score	9,20	92 %
3	Lowest Score	7,60	76 %
4	Completed number of students	36	100%
5	Incomplete number of students	0	0%
6	Classical Completeness	100	100%

The completeness has reached 100.00% as following the criteria to be achieved and has met the learning completeness indicators. After observing the learning actions, a reflection is held on the actions that have been carried out. In the activities in cycle II, the reflection results are obtained as follows: (1) During the discussion the lecturer/researcher monitors the work of each group, it is maximized and the guidance carried out by the lecturer on the group is evenly distributed, so that several groups can solve problems/questions well. Individual guidance has been considered so that all students are involved in problem-solving; (2) Lecturers/researchers in fostering student learning motivation to foster student interest in the process *Team Game Tournament (TGT) learning model* already optimal; (3) Student attention to the lecturer's explanation has increased; (4) In

working on the questions students are active; (5) During group work students can already interact with others; (6) The students do not feel embarrassed to make presentations; (7) The attitude of students in paying attention to presentations and the opinions of friends has improved; (8) The class calm in learning is good.

From the results of cycle II data processing, it can be seen that student activity can be categorized as high, obtaining a score of 28 or 93.33% of the maximum score of 30 and fulfilling the predetermined success indicators. This increase was due to the lecturer's ability to motivate and foster interaction between students better than in cycle I. Meanwhile, the performance/*performance* lecturers in cycle II obtained a score of 38 or 97.44% of the maximum score of 39. From the results of the student competency test in cycle II, the highest score was 9.20; the lowest value was 7.60; and the average value is 8.62. Students who complete learning as much as 36 or 100% and there are no students who do not complete. This shows an increase compared to cycle I, thus there is no need for a third cycle.

4.3. Comparison of Cycle I and Cycle II

Based on the description above, a comparison table for cycle I and cycle II can be made as follows:

a. Comparison of Student Activeness in Groups

Table 4. 7 The Comparison of Student Activeness in Groups

TABLE OF STUDENT ACTIVITY IN GROUP					
No		Student Activity	Cycle I	Cycle II	Description
1	A.	Pay attention to the lecturer's explanation	53%	92,36%	Increased
2	B.	Teamwork in Group	59%	95,14%	Increased
3	C.	Ask between students and lecturers	60%	88,89%	Increased
4	D.	Activity Solve questions	60%	88,89%	Increased
5	E.	Student presentation skills	68%	88,89%	Increased

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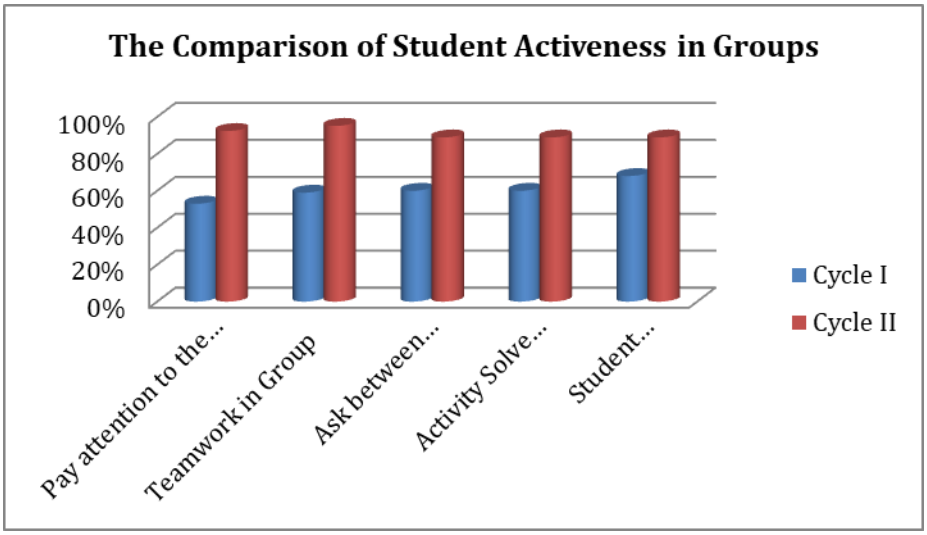
The chart of comparison of student activeness in groups for cycle I and cycle II



b. Cumulative Comparison

Table 4. 8 Cumulative Comparison of Cycle I and Cycle II

CUMULATIVE TABLE OF COMPARISON OF CYCLE I AND CYCLE II			
No	Indicator	Cycle I	Cycle II
1	Student Activity	67%	93%
2	Activeness in groups	60%	91%
3	Student grade point average	69%	86%
4	Students complete	47%	100%
5	Students don't finish	53%	0%
6	Classical mastery	47%	100%
7	Lecturer Performance	56%	97%
8	Student Interests	81,25%	

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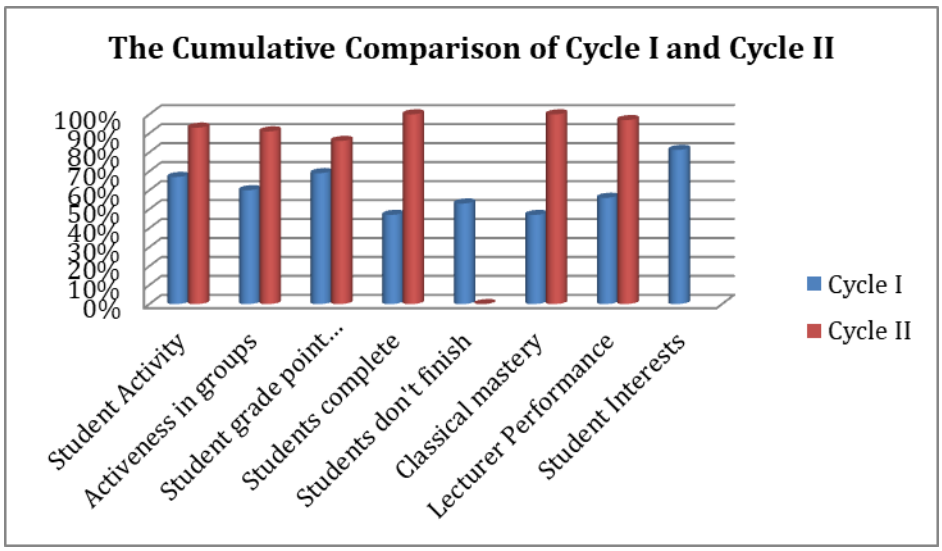
The chart of cumulative comparison of Cycle I and Cycle II as follows:



5. Discussion

The discussion of the results of this study is based on the results of observations and is followed by reflections on cycle I and cycle II. Cycle I, based on observations made on lecturers shows that the lecturer's performance is quite good. It can be seen in the observation sheet of lecturer performance in cycle I showing the score obtained was 22 or 56.41% of the maximum score of 39 while in cycle II it showed that the lecturer's performance was good. It can be seen in the lecturer observation sheet for cycle II, which shows the score obtained is 38 or 97.44% of the maximum score of 39, which indicates that the lecturer's performance has increased in cycle II compared to cycle I.

Observation of student activity scores were obtained from observation sheets of student activity cycle I, namely 20 or 66.67% of the maximum score of 30. This indicates that student activity is classified as low and still does not meet the expected criteria, namely with a minimum percentage of between 60% and -75 %; while cycle II shows that the student's activeness is high. It can be seen in the observation sheet of student activity cycle II, which shows the score obtained is 28 or 93.33% of the maximum score of 30, which means that it meets the expected criteria. This shows that student activity has increased in cycle II compared to cycle I.

The results of observations on the discussion of each group in working on student worksheets have been said to be good. This is shown by the average value in the first cycle reaching 60.3%, and in cycle, II increased to 90.8%. The increase occurred because in cycle II the level of activity and cooperation in the group was higher so they were able to solve the problems given properly.

Haryanto, Haryanto. (2023).
Improving the Students' English Learning Outcomes Through Team *Game Tournament* Model in English for Islamic Education Course.
IJOTL-TL (2023, May), 8(2): 72-89. DOI 10.30957/ijoltl.v8i2.733.

Observations on the results of the evaluation in cycle I can be seen in the evaluation results of the competency test cycle I, which shows the ability of students to solve problems, namely the average score is 6.88, the highest score is 8.8 and the lowest score is 4.8. Students who complete the study are 17 students or 47.22% and those who do not complete are 19 students or 52.78%. This still does not meet the expected criteria, namely the completeness of classical learning must reach a percentage of 75%. While the results of the evaluation of students in cycle II can be seen in the results of the evaluation of cycle II, which shows the ability of students to solve problems, namely the average score is 8.62, the highest score is 9.2 and the lowest score is 7.6. Students who complete learning are 36 students or 100.00% and none are incomplete. This shows that it meets the expected criteria and student learning outcomes have increased in cycle II compared to cycle I.

The results of the student response questionnaire showed that most students liked *Team Game Tournament (TGT) learning model*, with a percentage of 81.25%, or criteria*"height"*. Rusman (2021:219) conducted research on *Team Game Tournament (TGT) learning model* the results show that cooperative interaction has a variety of positive influences on student development.

Thus it can be said that in *Team Game Tournament (TGT) learning model* can improve student learning outcomes so this learning model can be a solution for lecturers to improve student learning outcomes.

6. Conclusion

Based on data analysis from the results of research and discussion, it is concluded that the learning Model Team Game *Tournament (TGT)* has been implemented in second-semester students of the Islamic Religious Education study program in the even semester of the 2022/2023 academic year. There is an increase in students' English learning outcomes, after following the learning model of Team Game Tournament (TGT), this is shown from the results of the evaluation in cycle II is better (increased0 and following predetermined indicators, compared to the evaluation results in cycle I. There is an increase in student activity in the learning model of Team Game Tournament (TGT), this is shown by student activity in cycle II being better (increasing) compared to student activity in cycle I. Student responses to the implementation of the learning model of Team Game Tournament (TGT), show a very good response (high category).

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