

Implementation Team Games Tournament Learning Model Based on Wordwall Media to Improve Primary School Students Islamic Religion Education Learning Outcomes

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Abstrak

Salah satu faktor yang menyebabkan ketidakefektifan dalam proses pembelajaran adalah pembelajaran yang monoton, terutama dalam pembelajaran Pendidikan Agama Islam. Hal ini menyebabkan banyak hambatan untuk mencapai atau mencapai tujuan pembelajaran seperti hasil belajar. Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar siswa dalam penerapan model pembelajaran Team Games Tournament berbasis media Wordwall pada mata pelajaran Pendidikan Agama Islam. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subjek yang dituju pada penelitian ini merupakan siswa kelas 5 SDN 2 Bakalanpule sebanyak 30 siswa. dalam pelaksanaan penelitian ini menggunakan satu tahapan pra siklus dan dua tahapan siklus. Dalam tahapan pra siklus menggunakan metode ceramah, sedangkan dua siklus berikutnya menggunakan model pembelajaran Team Games Tournament berbasis media Wordwall. Penelitian setiap siklusnya dilakukan untuk mengetahui peningkatan hasil belajar siswa melalui model Team Games Tournament berbasis media Wordwall. Hasil yang didapatkan pada pra siklus adalah nilai rata-rata siswa sebesar 78. Kemudian di siklus kedua nilai rata-rata siswa mengalami peningkatan namun masih cukup rendah yakni 80. Dan pada siklus yang terakhir hasil nilai rata-rata siswa mengalami peningkatan yang cukup pesat yakni sebesar 95, yang artinya hasil belajar siswa mengalami peningkatan. Simpulan dari penelitian ini adalah penerapan model penelitian Team Games Tournament berbasis media Wordwall dapat berpengaruh positif dalam meningkatkan hasil belajar siswa. Hasil penelitian ini menunjukkan bahwa penerapan model pembelajaran Team Games Tournament berbasis media Wordwall dapat meningkatkan hasil belajar siswa, oleh karena itu disarankan untuk penelitian selanjutnya dapat mengembangkan model pembelajaran dan media pembelajaran yang lebih efektif.

Kata kunci: Hasil Belajar; Model Pembelajaran; Team Games Tournament; Wordwall

Abstract

One of the factors that causes ineffectiveness in the learning process is monotonous learning, especially in Islamic Religious Education learning. This causes many obstacles to achieving learning goals, such as learning outcomes. This research aims to determine the improvement in student learning outcomes in implementing the Team Games Tournament learning model based on Wordwall media in Islamic Religious Education subjects. The method used in this research is Classroom Action Research (CAR). The target subjects in this research were 30 students in grade 5 at SDN 2 Bakalanpule. In carrying out this research, one pre-cycle stage and two cycle stages were used. The pre-cycle stage uses the lecture method, while the next two cycles use the Team Games Tournament learning model based on Wordwall media. Research is carried out for each cycle to determine the improvement in student learning outcomes through the Team

Games Tournament model based on Wordwall media. The results obtained in the pre-cycle were an average student score of 78. Then in the second cycle, the average student score increased but was still relatively low, namely 80. And in the last cycle, the average student score increased quite rapidly, namely by 95, which means student learning outcomes have increased. The conclusion of this research is that applying the Team Games Tournament research model based on Wordwall media can positively improve student learning outcomes. The results of this research indicate that the application of the Team Games Tournament learning model based on Wordwall media can improve student learning outcomes. Therefore, it is recommended that further research be conducted to develop more effective learning models and learning media.

Keyword: Learning Outcomes; Learning Model; Team Games Tournament; Wordwall,

INTRODUCTION

One of the factors that causes ineffectiveness in the learning process is monotonous learning, especially in Islamic Religious Education learning. Therefore, learning must be different. The Islamic Religious Education Learning process still tends to be passive because the teacher only explains, and the students listen. In addition, the learning methods used by the teacher are not diverse, so students are confused and bored with learning. (Salsa & Sulistiani, 2023). Boredom is a factor that inhibits students from learning. The classroom environment or learning space also influences the smoothness of the teaching and learning process. Factors such as inadequate ventilation and cold or too hot room temperatures can cause a decrease in students' concentration and appreciation of the material being presented (Pamungkas et al., 2019). The learning model used is too monotonous, making students bored and uninterested in learning. This causes many obstacles to achieving learning goals. Both in public and private schools, this challenge is there (Anggelia et al., 2022).

Teachers can measure the success of their learning by helping students learn actively and creatively, motivating them to reach their potential, and guiding them socially and academically. If teachers do not understand well, students will have difficulty accepting what they teach or convey. Because students are often bored or sleepy in class, it is difficult for them to remember the material. Poor student learning outcomes are one of the problems faced by the world of education. The results of student learning achievement show poor quality of student learning outcomes. Many learning theories can be used. However, they will not be effective if we do not connect the learning theory with the material to be delivered. Because all learning processes require preparation (Arlina et al., 2023).

Active learning process is defined as learning that involves essential elements of learning, such as teachers, students, and teacher-student interaction, as well as other things such

as the learning models and media used. Teachers play an essential role in the learning process because they are expected to be able to design interactive learning activities. However, interactive learning activities do not necessarily run well if the models and media used are not appropriate (Toifur & Kurniawan, 2022).

The learning model functions as a guideline for every teacher, so it is very important to determine the learning model to achieve the goals of effective learning (Julaeha & Erihadiana, 2021). Learning model is a pattern teachers choose to design appropriate and practical learning to achieve the expected learning objectives. Learning model is the process of organizing learning experiences to achieve certain goals. Serves as a guideline for learning designers and teachers in planning and implementing the learning process (Purnomo et al., 2022)

Since the 1970s, many academics have developed educational models for cooperative learning, one of which is the team game tournament (TGT) (Luo et al., 2020). Team Games Tournament (TGT) is a type of cooperative learning that can motivate students not to be passive and not bored while learning. Because they occupy a dominant position in the learning process, students in each group must try to master the material and not be passive when working on group assignments. In this way, students can give scores to their groups when they show their answers (Ulfia & Irwandani, 2019). As part of the TGT type cooperative learning model, students will be divided into small groups, each of which will be conditioned by the teacher to become a heterogeneous group. At this stage, students study the topic and work in groups to complete the tasks given in the worksheet. This activity involves each group in discussions to solve problems and help each other understand the topics being studied (Yudianto et al., 2019). This shows peer tutoring activities. However, there is reinforcement to encourage students to learn TGT (Oktaffi et al., 2022).

Learning media are all tools teachers use as intermediaries to convey learning materials so that students learn effectively and correctly (Pagarra H & Syawaludin, 2022). Learning media in teaching and learning activities must be used with various innovations so that students are interested in the material presented. Media also facilitates teaching and learning, helps students receive information, and makes learning more interesting. In the process of implementing it, teachers must be able to create a fun and engaging learning atmosphere by using innovative and creative learning media so that students can fully absorb the lesson (Resti et al., 2022)

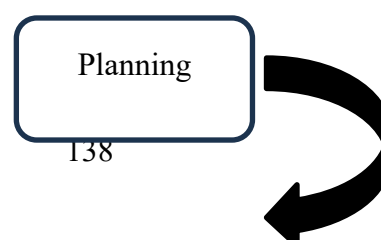
Wordwall is an interactive learning medium that is easy to use and can increase students' interest and desire to learn. It can be used in today's learning. This media is not only cheap and easy to use but also has many options for presenting materials and questions. Educators can use this option as another way to package their learning materials. Students will be more active and motivated to follow the learning process if the media is fun and varied. (Faizatun, 2022). Although digital games have existed for a long time, they have not been used as an educational medium. (Safitri et al., 2022)

Barumbun, in his conclusion, said that cooperative learning of the Times Games Tournament type, based on flat snakes and ladders media, can improve students' conceptual understanding (Barumbun, 2021). In other research, the Team Game Tournament (TGT) learning model using monopoly and TTS games helped students understand the material faster (Prameswari et al., 2023). Learning outcomes also significantly increased when the TGT cooperative learning model using Snakes and Ladders media was applied (Prastika, 2024).

There have been several studies on applying the Team Games Tournament learning model, but many still use other offline learning media. In this study, the author tried to use online media and the Wordwall media was chosen because it was considered very suitable to help as a media tool in the application of this learning model. Therefore, the author is interested in knowing the application of the Team Games Tournament learning model with interactive learning media Wordwall.net in attracting students' interest in learning, in the subject of Islamic religious education on learning outcomes in the classroom. Based on the matters explained above, this study aims to determine the improvement in student learning outcomes by applying the Team Games Tournament learning model based on Wordwall media in the subject of Islamic Religious Education.

METHOD

The Classroom Action Research (CAR) method was used in this study. CAR is a type of research conducted by teachers or research using certain actions in the classroom to improve the learning process and outcomes (Azizah, 2021). *CAR* consists of steps that begin with planning, action, observation, and reflection. Each step must be carried out carefully and thoroughly to achieve optimal research results (Norton, 2018).



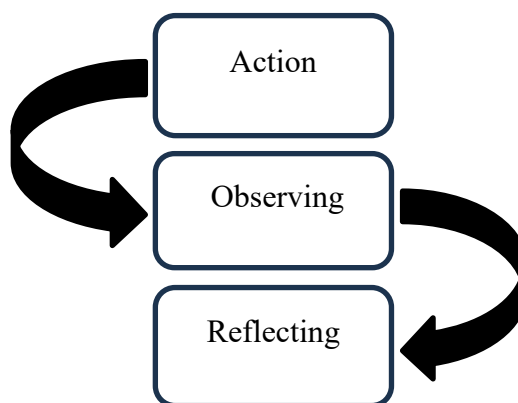


Figure 1

Stages of Classroom Action Research

The stages carried out in the Classroom Action Research method are: planning, Planning is the first step in *CAR*. With good planning, teachers will find it easier to overcome problems and encourage teachers to act more efficiently. The second step is action, when taking action the teacher must encourage students to become agents of change for themselves and the class. The program that has been planned and decided with colleagues is used by the teacher as the implementer of the action intervention during the implementation. To improve learning, teachers implementing the action must accept criticism from their colleagues about their shortcomings or weaknesses. The third is observation; the principle of observation in classroom action research is not much different from the principles used in other types of research. In other words, the principles used in formal research can also be used in classroom action research. In classroom action research, quantitative and qualitative data are usually used to show changes in various aspects, including teacher performance, student achievement, student performance, and classroom atmosphere. Good tools must be made to obtain good data. The final stage is reflection, an activity to review (reflectively) the changes that occur in students, the classroom atmosphere, and teachers. At this point, as a researcher, the teacher must answer questions about why, how, and how much the intervention or action has produced significant or convincing changes (Nuraeni et al., 2023).

The benefits of classroom action research include creating innovation in learning, creating a better classroom climate, assisting in the development of established unit-level curricula, and improving the quality of education (Azizah, 2021). Classroom action research aims not to identify factors that contribute to various learning problems, such as students' difficulties in learning a particular topic. Instead, the purpose of this research is to provide

solutions to problems in the form of specific actions that can improve the learning process and outcomes (Asrori & Rusman, 2020).

This study's subjects were 30 grade 5 students of State Elementary School 2 Bakalanpule Lamongan. The study's object was to apply the Team Games Tournament (TGT) learning model based on Wordwall learning media to improve learning outcomes in Islamic Religious Education subjects.

RESULTS AND DISCUSSIONS

This study uses the Classroom Action Research (CAR) method, which was conducted on Islamic Religious Education for class 5 at Bakalanpule 2 Public Elementary School. Classroom action research-based learning emphasizes that the research process consists of two parts, namely the research process and research results. (Meesuk et al., 2020). This research was conducted up to two cycles; this was done because in the first cycle, there were usually still obstacles that prevented the research objectives from being achieved. Then, in the second cycle, it is expected to get results according to the research objectives. If you still do not get the expected results, it is carried out until the next cycle. And in this study, only two cycles were carried out, because in the second cycle, there was already an increase in student learning outcomes, which was the goal of this study. Before cycle I and II began, the researcher conducted pre-cycle observations. This was done to facilitate the analysis of research results between the pre-cycle and the post-cycle (Patra, 2020).

Pre-Cycle Conditions

In this pre-cycle condition, the researcher conducted observations on the teaching and learning activities that were usually carried out. Initial observations aim to collect data on current learning activities, such as learning models, teacher difficulties in the learning process and student achievement during the learning process (Asrori, 2020). At the first meeting, the teacher conducted an analysis to determine the steps to be taken next (Saptono et al., 2023). And in this condition, the research subjects have not used the Team Games Tournament model and Wordwall media in learning activities. The results obtained when the observation took place were that the class conditions were not conducive, because students were not focused on learning. In this learning, the teacher used the lecture method so that students felt bored and did not pay attention when the teacher delivered the material. Learning was also not interactive, and there was no communication between students regarding the material delivered by the teacher.

Then at the end of the learning process, the teacher evaluated by ordering students to work on the questions in the LKS book. And when working on the questions, most students did not work on their own, and most students did it by cheating with other students. Of the 30 students who got a score above 80, only 3 students, while the other 27 got scores below 80, with an average score of 78. The learning outcomes in the pre-cycle are summarized in the following table:

Table 1
Student Learning Outcome Value Data
In Pre-Cycle

No	Characteristics	Score
1	The number of students	30
2	Number of students who scored >80 on the evaluation	3
3	Number of students who scored <80 on the evaluation	27
4	The average score per individual on the evaluation	78

And with the results of observations on the pre-cycle conditions, researchers can create strategies that will be used in the first cycle later. In classroom action research, planning strategies are very important to note because they function as determinants to achieve research objectives and implement desired changes (Nuraeni et al., 2023)

First Cycle Conditions

In this first cycle, the researcher used the Team Games Tournament model and Wordwall media in learning activities. The material used in this first cycle was Aku Anak Saleh. The first thing the researcher did during the learning process was to divide the group into 6 groups, each with 5 students. After the students gathered according to their groups, the researcher ordered them to read books about the material to be taught while the researcher prepared the learning devices and Wordwall learning media. The characteristics of Team Games Tournament are that students learn in small groups with tournament games during the learning process. (Yudianto et al., 2019). The device used in this study was a school-owned Chromebook laptop. After the learning device and Wordwall learning media were ready, the researcher then divided the learning device to each group, one group was given one laptop as a learning device. Then the researcher ordered the students to work on the question game on the Wordwall learning media by discussing among the students in the group. The template used in Wordwall in this cycle is *Match Up Games*, by matching keywords with randomly available definitions. This Match Up template improves students' critical and analytical reading skills and enhances their understanding of their reading material. In addition, students are tasked with finding relationships between information in the text and understanding the context more deeply

(Afiyah & Wahyuningsih, 2023). There are many interesting game features in this Wordwall, such as quizzes, matching, pairing, anagrams, word scramble, word search, grouping, and so on (Pinta et al., 2024).

The results obtained in this first cycle are that when the group division takes place, students tend to be confused, because students have never learned with the team games tournament model. Second, students are also confused with the Wordwall learning media, because students are using this learning media for the first time. Third, the enthusiasm of students in learning in this first cycle has not been seen enthusiastically, both in groups and between groups, this can be seen in the data on the Wordwall which shows that the average time used by each group to work on 10 games of questions on the Wordwall is 4 minutes with an average score of 82. Fourth, at the end of the learning, the researcher evaluated the students by ordering them to work on the questions in the LKS book individually. Of the 30 students, 21 got a score of 80, 7 got a score below 80, and 2 got a score of 100. The learning outcomes in the first cycle are summarized in the following table:

Table 2
Student Learning Outcome Value Data
In First Cycle

No	Characteristics	Score
1	The number of students	30
2	Average score per group on Wordwall	82
3	Number of students who scored >80 on the evaluation	23
4	Number of students who scored <80 on the evaluation	7
5	The average score per individual on the evaluation	80

From the learning in the first cycle, it can be concluded that the students did not appear enthusiastic, because the students were not used to it, and it was the first time using the Team Games Tournament learning model and Wordwall learning media in learning activities. The results of the grades obtained by the students have not been seen to increase significantly from the pre-cycle conditions. The results of this first cycle will be used later to plan improvements in implementing the second cycle. *CAR* is a continuous cycle activity (A. Azizah, 2021).

Second Cycle Conditions

This cycle should show an improvement from the previous cycle (Ali Ramadhan, 2022). The material used in this second cycle is about Living Spaciously by Sharing. The model, media, and learning tools used in this second cycle are still the same as in the first cycle. The groups are still the

same as the groups in the first cycle, namely, they are divided into six groups, but there is a change in the students in each group. After the students gathered in their respective groups, the researcher ordered the students to read the material, then the researcher gave the students easy questions before working on the questions on the word wall. Next, the researcher began to order each group to work on the Wordwall question games. The Wordwall template used in this second cycle is Group Sort Games, namely, students group random sentences according to the existing pictures.

The results obtained in this second cycle were first, the students were seen to be significantly active in their groups, both actively discussing between students and actively working together on questions on the Wordwall media. It is hoped that Wordwall will help create a more interactive, enjoyable, and efficient learning environment (Anggrainy, 2024). Between one group and another group, competition began to show to get high scores. This is because students are starting to get used to the Team Games Tournament learning model and understand how to use Wordwall media. In cooperative learning, the Team Games Tournament model allows students to learn in a more relaxed manner and increases responsibility, self-confidence, respect for others, discipline, competitiveness, cooperation, and overall student involvement (Yudianto et al., 2019). Second, the average time per group to complete 10 games of questions on the Wordwall in the second cycle was 2 minutes with an average score of 95, This shows very rapid progress from the first cycle. Third, students' scores in working on evaluation questions in the LKS book individually at the end of learning also experienced very rapid changes from the first cycle, namely, all students got scores of more than 80, 28 students got scores of 95, and 2 others got scores of 100. The learning outcomes in the second cycle are summarized in the following table:

Table 3
Student Learning Outcome Value Data
In Second Cycle

No	Characteristics	Score
1	The number of students	30
2	Average score per group on Wordwall	95
3	Number of students who scored >80 on the evaluation	30
4	Number of students who scored <80 on the evaluation	0
5	Average score per individual on the evaluation	95

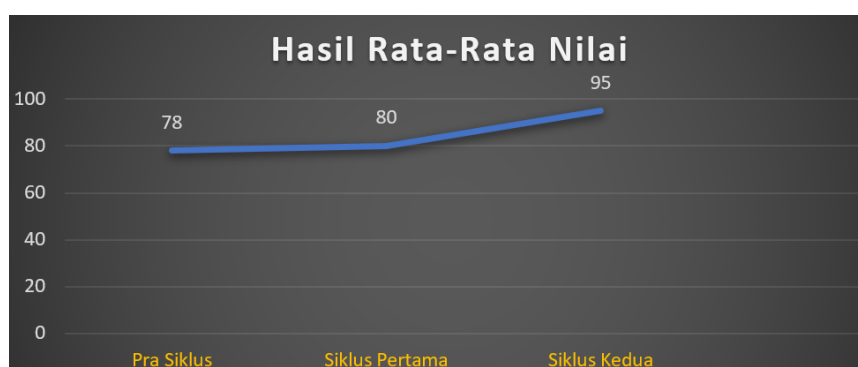
It can be concluded that in this second cycle, it went smoothly according to the research expectations, starting from the students' enthusiasm in learning, to the students' increasing grades. From this, the researcher limited the research to two cycles. The research was limited only to the

second cycle because all students had experienced increased learning outcomes in the Islamic Religious Education Subject. If in the second cycle, the actions given can solve the problem, the research can be completed. Conversely, if the research has not achieved the goal and solved the problem, the researcher will enter the next cycle(Asrori, 2020). The results of the learning scores in each cycle are in the following table:

Table 4
Student Learning Outcome Value Data
In Each Cycle

Cycle	Average Score Results
Pre-Cycle	78
First Cycle	80
Second Cycle	95

Figure 2
Average Line Diagram of Student Learning Outcome Values



One of the objectives of using the Wordwall-based Team Games Tournament model in Islamic Religious Education subjects at SDN 2 Bakalanapule is to find out how student learning outcomes correlate with applying the model and media. The Team Games Tournament learning model effectively develops children's social skills. The Team Games Tournament type selection is right to meet the need for learning through play without eliminating the child's play world. By looking at the objectives of the learning model, namely working together, helping each other, and solving problems, this learning has been proven to develop children's social skills (Azizah & Diana, 2022). Wordwall, as an interactive digital learning platform, has succeeded in making classes more lively and fun, especially thanks to its interactive features such as quizzes, word games, and interactive exercises (Anggrainy, 2024).

CONCLUSION

Based on the results of the application of the Team Games Tournament learning model based on Wordwall media in Islamic Religious Education subjects at SDN 2 Bakalanpule, the following conclusions can be drawn. First, in the Classroom Action Research, before the application of the Team Games Tournament learning model based on Wordwall media, the learning process in the classroom was monotonous, so that students felt bored and unfocused when studying. The average score obtained by students also tended to be relatively low. Second, there was a significant increase when the Team Games Tournament learning model based on Wordwall media was applied to Islamic Religious Education subjects at SDN 2 Bakalanpule. Third, based on this, it can be seen that there is an increase in student learning outcomes. In the learning outcomes in the Pre-Cycle, the average student score is 78. Then, in the first cycle, there was an increase in the average score, but only slightly, namely, to 80. In the third cycle, student learning outcomes experienced a fairly rapid increase, increasing to 95. Based on this, it can be concluded that student learning outcomes have increased rapidly, from an average student score of 78 to 95. And with that, it can be concluded that applying the Team Games Tournament learning model based on Wordwall media can improve student learning outcomes. Fourth, in the application of the Team Games Tournament learning model based on Wordwall media, in addition to improving learning outcomes, it can also meet learning needs through playing so that students do not feel bored and enjoy learning, and also train student cooperation in solving problems. Fifth, the results of this study indicate that the application of the Team Games Tournament learning model based on Wordwall media can improve student learning outcomes. Therefore, it is recommended that further research be conducted to develop more effective learning models and learning media.

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