

APPLICATION OF TEAMS GAMES TOURNAMENT (TGT) LEARNING MODEL IN JURISPRUDENCE LESSON TO INCREASE LEARNING INTEREST OF CLASS X STUDENTS OF MADRASAH ALIYAH NEGERI (MAN) 2 BOGOR CITY

***Aden Ardiansyah¹, Gunawan Ikhtiono² Salati Asmahasanah³**

^{1,2}Pendidikan Agama Islam, Universitas Ibn Khaldun Bogor, Indonesia

³Pendidikan Guru Madrasah Ibtidaiyah, Universitas Ibn Khaldun Bogor, Indonesia

*Email korespondensi: adenardiansyah51@gmail.com

Riwayat Artikel:

Diajukan: Mei 2025

Diterima: Juni 2025

Diterbitkan: Juni 2025

Abstract

This study aims to examine the application of the Teams Games Tournament (TGT) learning model in the subject of Fiqh in class X-10 at Madrasah Aliyah Negeri 2 Kota Bogor, as well as to determine the extent of improvement in students' interest in learning the subject after the implementation of the TGT learning model. The type of research used is Classroom Action Research (CAR), conducted in two cycles, with a total of 31 students as subjects. The data collection methods in this study included observation to monitor teacher and student activities, interviews with Fiqh teachers regarding the implementation of the TGT learning model, and the distribution of questionnaires to measure students' interest in learning Fiqh through the TGT approach. The results of this study show a significant increase in teacher and student activities, as well as in students' interest in learning. Teacher activity in cycle I scored 84, which is classified as "good," and increased to 91 in cycle II, classified as "very good." Meanwhile, student activity also increased, from 77 in cycle I to 85 in cycle II. Similarly, student learning interest, which was initially at 71 in cycle I, increased to 82 in cycle II.

Keywords: Teams Games Tournament (TGT) learning model; learning interest; Jurisprudence learning

Abstrak

Penelitian ini bertujuan untuk mengkaji penerapan model pembelajaran Teams Games Tournament (TGT) pada mata pelajaran Fiqh di kelas X-10 Madrasah Aliyah Negeri 2 Kota Bogor, serta untuk mengetahui sejauh mana peningkatan minat belajar peserta didik terhadap mata pelajaran tersebut setelah diterapkannya model pembelajaran TGT. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dengan jumlah subjek sebanyak 31 siswa. Metode pengumpulan data dalam penelitian ini meliputi observasi untuk memantau aktivitas guru dan siswa, wawancara dengan guru Fiqh mengenai implementasi model pembelajaran TGT, serta penyebaran angket guna mengukur minat belajar siswa terhadap mata pelajaran Fiqh melalui pendekatan TGT. Hasil dari penelitian ini menunjukkan adanya peningkatan yang cukup berarti dalam aktivitas guru dan siswa, serta dalam minat belajar peserta didik. Aktivitas guru pada siklus I memperoleh skor sebesar 84 yang tergolong dalam kategori "baik", dan meningkat menjadi 91 pada siklus II dengan kategori "sangat baik". Sementara itu, aktivitas siswa juga mengalami kenaikan, dari 77 pada siklus I menjadi 85 pada siklus II. Demikian pula, minat belajar siswa yang semula berada pada angka 71 pada siklus I, meningkat menjadi 82 pada siklus II.

Kata kunci: Teams Games Tournament; minat belajar; pembelajaran Fikih

INTRODUCTION

The learning process plays a crucial role in the world of education. The nature of education itself is a conscious and planned effort to create a conducive learning environment, so that students can actively develop their potential. This potential includes religious spiritual aspects, personality character, intellectual intelligence, self-control ability, character, and skills that are relevant both for themselves and for the benefit of society (Pristiwanti et al., 2022). Meanwhile, learning is a series of actions consciously designed by educators, with the aim of facilitating student learning activities so that learning objectives can be achieved optimally and efficiently (Festiawan, 2020).

Effective and interesting learning is not solely measured by the final achievement obtained by students, but rather how the learning process is able to provide a deep understanding and encourage the creation of intelligence, learning opportunities, perseverance, quality, and real behavioral changes in everyday life (Rofiq & Mahmud, 2019). In this case, the teacher plays an important role as the party responsible for determining the right learning method. Given the importance of methods in supporting the learning process, their selection and application must be taken seriously so that the interactions that occur during learning activities can run optimally.

Fikih subject is one of the important components in Islamic Religious Education which aims to equip students to be able to recognize, appreciate, and practice Islamic laws as a basis for living life. The Fikih learning process is carried out through guiding, teaching, and providing relevant learning experiences. Jurisprudence is directly related to students' daily activities, such as purification, prayer, zakat, fasting, and various other forms of worship (Basuki, 2022). Therefore, a deep understanding of Jurisprudence is very important, considering its substance which touches on various aspects of Muslim life. However, the reality in the field shows that there is a serious problem, namely the low interest of students in learning Jurisprudence subjects, especially at Madrasah Aliyah Negeri 2 Bogor City.

Interest is a tendency felt by someone who is relatively fixed to always focus and remember something on an ongoing basis (Dias Alvy Pratama et al., 2023) According to Roro Kurnia, interest is a desire or encouragement to pursue one's potential. Usually, students' interests are strongly influenced by the situation around them or the trends that are currently prevailing in a particular environment (Rahmawati, 2024)(Pritandhari & Ratnawuri, 2018). From some of the opinions

above, the researcher can conclude that interest in learning is a very strong inner drive that reflects the desire, interest and enthusiasm of students towards a learning activity.

There are several causes of low student interest in learning Jurisprudence subjects at Madrasah Aliyah Negeri 2 Bogor city, namely the lack of mastery of innovative learning methods. The application of learning methods that are often monotonous and lack of active involvement of students which causes learning to be bored, lack of opportunities for students to interact with their friends to digest the material being studied so that students lose their motivation to learn. Learners mostly listen to the explanation of the material from the teacher passively and are less given the opportunity to exchange ideas and discuss to solve a problem.

The problem of low student interest in learning at Madrasah Aliyah Negeri 2 Bogor city in Jurisprudence is a complicated problem that requires a wise solution. Problems that occur in Madrasah Aliyah Negeri 2 Bogor city not only affect the learning achievement of students, but also affect the practice of Islamic teachings in everyday life. Therefore, an effective way is needed to fix these problems. One way to fix the problem is with an innovative learning model approach and in accordance with the needs of the characteristics of Madrasah Aliyah Negeri 2 Bogor city students. One approach that can be an option to increase the learning interest of Madrasah Aliyah Negeri 2 Bogor city students in Jurisprudence subjects is the teams games tournament (TGT) learning model approach.

According to Slavin Teams Games Tournament (TGT) is a cooperative learning model that places students in small groups of 5 to 6 people who have different skills, race, ethnicity and gender. Teams Games Tournament applies academic tournaments using quizzes and individual point systems, where teams with different academic abilities compete with each other (Raikhan, 2018). According to Kurniasari, the Teams games Tournament learning model is a cooperative learning model that forms heterogeneous small groups (3 to 5 students) based on academic skills, gender, race and ethnicity. This learning model is based on games and academic tournaments with an individual point system where students compete on behalf of their teams who have balanced academic skills (Rofiq & Mahmud, 2019). While Rusman defines that the Teams Games Tournament learning model is a cooperative learning model that uses heterogeneous learning groups (5 to 6 students) that are diverse in terms of academic skills, gender and ethnic background. Learners compete in quiz-based academic tournaments and individual point systems representing teams that have different ability levels (Fauziyah, 2020).

Based on some of these statements, it can be concluded that the Teams Games Tournament type learning model is one of the cooperative learning models that includes academic tournaments.

The purpose of this study was to determine the extent to which the application of the Teams Games Tournament (TGT) learning model could increase students' interest in learning Fiqh in grade X at Madrasah Aliyah Negeri (MAN) 2 Bogor. This study is motivated by the low level of student interest in participating in Fiqh lessons, which is attributed to teaching methods that tend to be monotonous and fail to actively engage students. Through the TGT learning approach, the researcher aims to create a more enjoyable, competitive, and interactive classroom environment, enabling students to engage not only cognitively but also emotionally and socially. The TGT model was chosen because it is believed to enhance learning motivation through educational games and group collaboration. This study also aims to observe changes in teacher and student activities during the learning process. Teachers are expected to become more active in managing the classroom, while students are encouraged to be more motivated in understanding the lesson material through an approach different from the usual.

In addition, this study aims to contribute to learning practices in madrasah environments, particularly in the field of Islamic religious education. With the results obtained, the researchers hope to provide practical recommendations for teachers to implement innovative learning models that are tailored to students' needs. The long-term goal of this study is to strengthen students' interest in learning as an important indicator in improving the overall quality of education in madrasahs.

RESEARCH METHODOLOGY

This study used a Classroom Action Research (PTK) approach which was carried out in two learning cycles. Based on Kemmis' view, Classroom Action Research is a form of reflective research conducted by practitioners in social contexts, including in the world of education, with the aim of improving their practices. Through this approach, researchers are expected to be able to gain a deep understanding of the practices carried out and the situation in which these practices take place (Aqib & Chotibuddin, 2018). The subjects in this study were class X students in the 2024/2025 school year, totaling 31 students.

The data collection methods used include observation aimed at assessing the activities of teachers and students during the learning process, interviews with Jurisprudence teachers to obtain information about the application of the Teams

Games Tournament (TGT) learning model, and distributing questionnaires to students to measure their level of interest in learning Jurisprudence subjects when using the learning model.

In analyzing the data from observations of teacher and student activities during the learning process using the Teams Games Tournament (TGT) model, the researchers used a formula adapted from (Putri et al., 2024). The formula was designed to calculate the percentage of engagement and the quality of activities that emerged during the learning process. The formula used is as follows: the value is obtained by dividing the total score achieved by the maximum possible score, then multiplying by 100. The results of this calculation are then categorized into five quality levels. Scores between 80 and 100 are classified as “excellent,” scores between 70 and 79 as “good,” scores between 60 and 69 as “adequate,” scores between 50 and 59 as “poor,” and scores below 50 as “failed.” This classification is used to assess the effectiveness of teachers' and students' activities during the learning process.

In addition, to measure students' interest and response to the application of the TGT model in Fiqh learning, the researcher used a questionnaire instrument with a Likert scale approach. The assessment in this scale consists of two types, namely a positive scale and a negative scale. For positive statements, the assessment is given with the following weights: “Strongly Agree” is given a value of 5, “Agree” is given a value of 4, “Disagree” is given a value of 3, “Strongly Disagree” is given a value of 2, and “Agree” is given a value of 1. Meanwhile, for negative statements, the scale is reversed, with “Strongly Disagree” receiving a value of 5, “Disagree” receiving a value of 4, “Somewhat Disagree” receiving a value of 3, “Agree” receiving a value of 2, and “Strongly Agree” receiving a value of 1.

To determine the overall level of student interest in learning, a formula adapted from (Sholehah et al., 2018) was used, namely the total score obtained divided by the maximum score and then multiplied by 100. The results of these calculations were then classified into four categories. Scores between 80 and 100 indicate that students' interest is very high, scores between 66 and 79 indicate that students' interest is high, scores between 56 and 65 indicate that students' interest is moderately high, and scores between 40 and 55 indicate that students' interest is relatively low. With this analytical approach, researchers can obtain a comprehensive and objective picture of the effectiveness of the TGT learning model in enhancing student activity and interest in learning the subject of Fiqh.

RESULT and DISCUSSION

This class action research was carried out in two cycles with the aim of increasing students' interest in learning through the application of the Teams Games Tournament (TGT) learning model in Jurisprudence subjects. The focus of learning is directed at the material "Nafaqah, Shadaqah, and Hibah" which is often considered abstract and less attractive to students. The TGT strategy is applied as a form of learning innovation that emphasizes elements of cooperation, healthy competition, and active involvement of students in the teaching and learning process.

Cycle I

The first stage in cycle I is planning, in which the researcher prepares learning tools in the form of a Learning Implementation Plan (RPP) which contains scenarios for using the TGT model systematically. The learning material raised was "Nafaqah, Shadaqah, and Hibah" with a collaborative and competitive approach. Researchers also prepared observation sheets of teacher and student activities, as well as a learning interest questionnaire consisting of 15 statements using a Likert scale. This document was prepared to evaluate the process and measure changes in students' interest in learning quantitatively.

The implementation of the action was carried out on March 11, 2025, which coincided with the schedule of Jurisprudence class X MAN 2 Bogor City. Prior to the implementation of the action, the researcher consulted with the Jurisprudence subject teacher who also acted as an observer, namely Mrs. Efi Haryutsi, S.HI, to equalize the understanding of the mechanism of the TGT model and the criteria for observing activities during learning. In the implementation of learning, the teacher acts as a facilitator and motivator, while students are divided into several teams to participate in educational games based on the material they have learned.

In the observation stage, the observer records various teacher and learner activities using the prepared instruments. In addition, the teacher distributed learning interest questionnaires to all students at the end of the lesson to determine the extent to which the TGT model influenced their interest in the material. Based on the observation and questionnaire filling, it was found that some students began to show interest in this learning method. However, there were still obstacles in time management because some activities exceeded the specified time limit, and there were still students who did not fully understand the mechanism of the TGT model. This became an evaluation material at the reflection stage, which then became the basis for improvement in the next cycle.

Cycle II

In planning cycle II, the researcher improved the lesson plan based on the results of the reflection from cycle I, especially related to time management and providing clearer instructions on the flow of TGT. Consultation was again carried out with Mrs. Efi Haryutsi, S.HI as the subject teacher as well as the observer, to ensure harmony between the learning design and its implementation. Researchers also adjust learning media to make it more interesting and easy to use by students.

Cycle II action was carried out on April 22, 2025, taking into account all the improvements that had been designed. The teacher opens the lesson by giving appreciation to students for their participation in the previous cycle. This was done to build enthusiasm and motivation before entering the TGT learning session. In the implementation of learning, the teacher tried to manage time more effectively and provided clearer instructions on team roles, game mechanisms, and assessment methods.

The observation stage was again conducted by the same observer, looking at changes in teacher and learner activities. It was seen that the learners showed more enthusiasm compared to cycle I. They began to actively engage in group discussions, and began to play the game. They began to be actively involved in group discussions, understood the rules of the TGT game well, and were able to solve problems competitively in a fun atmosphere. At the end of the lesson, the teacher again distributed the learning interest questionnaire, and the results showed a significant increase in interest.

In the reflection stage, it can be concluded that the application of the TGT model in cycle II runs more optimally. The obstacles that previously arose such as ineffective time management, the lack of students' understanding of the TGT model, and the lack of active participation, have been successfully overcome. Improved learning quality can be seen from a more dynamic and focused classroom atmosphere, as well as higher student interest in learning based on the results of the questionnaire. This can be seen based on the table presented below:

Table 1. Table of TGT Model Implementation Results

Aspects Assessed	Cycle I	Cycle II	Improvement
Teacher Activity (%)	84	91	+7
Average Learner Activity (%)	77	85	+8
Average Learner Interest (%)	71	82	+11

Based on the results of observations and data analysis from two learning cycles using the Teams Games Tournament (TGT) model, it was found that there was a significant increase both in terms of teacher activities, student activities, and

students' interest in learning Jurisprudence in class X MAN 2 Bogor City. In the aspect of teacher activity, there was an increase from a score of 84% in cycle I to 91% in cycle II. This shows that teachers are increasingly optimal in managing the class, utilizing learning media, providing clear direction for the game, and being able to guide students more effectively during learning activities.

The increase was also seen in the activities of students. From an average value of 77% in cycle I, it increased to 85% in cycle II. This shows that students became more active in participating in group discussions, more involved in quiz activities and educational games, and more enthusiastic in expressing opinions and answering questions given. As for the aspect of students' interest in learning, there was a significant increase from an average score of 71% to 82%. Most learners experienced an increase in learning interest scores, there were even some participants who showed a drastic increase, reaching a difference of more than 20 points. Only one participant experienced a decrease, while the other 30 showed an increase in learning interest.

This proves that the game-based learning approach in the TGT model is able to create a fun, competitive, and educational learning atmosphere. Overall, this data indicates that the TGT model succeeded in creating a more lively learning dynamic, encouraging active student involvement, and fostering higher interest in Jurisprudence. Thus, this model is worth recommending as one of the innovative strategies in collaborative and competitive-based learning at the madrasah level.

This study aims to determine the effectiveness of the Teams Games Tournament (TGT) learning model in improving teacher activities, students' activities, and students' interest in learning Jurisprudence subjects at MAN 2 Bogor City. Based on the results of observations and evaluations conducted during two cycles, the data obtained that the three aspects experienced a significant increase. Teacher activities increased from 84% in cycle I to 91% in cycle II. Students' activities increased from 77% to 85%, while students' interest in learning increased from 71% to 82%. The increase shows that the application of the TGT model has a positive contribution to the learning process and outcomes. The TGT model, which combines group work with competition through academic games, is proven to create a learning atmosphere that is fun, challenging, and motivates students to be more active in participating in lessons (Juaini, 2023).

Theoretically, these findings are consistent with the views of Slavin (1995) who developed the TGT model as part of a cooperative learning approach. Slavin explained that TGT is able to improve learning outcomes because it provides

opportunities for students to learn together in small groups, while competing healthily through challenging tournaments. In the tournament, students are encouraged to understand the subject matter because the success of the team depends on the contribution of each member. Galuh Ningtiaz et al., (2023) Furthermore, Vygotsky (1978) in his sociocultural theory emphasizes the importance of social interaction in the learning process (Säljö, 2023).

Characteristics of Teams Games Tournament (TGT) Learning model: 1) Learners are grouped in small groups with provisions for the ability level of diverse learners (low, medium and high), groups of 3 to 5 people. 2) Game tournament. This game competition is pitted between one group and another. 3) Group awards. Award the group (team) with a score value when it reaches certain criteria (Prasetya, 2023). The advantages of the Teams Games Tournament (TGT) learning model are 1) Encouraging active interaction between students, providing space for students to express opinions and increase self-confidence. 2) Disruptive behavior towards other students becomes smaller. 3) Healthy competition in this team games tournament increases students' learning motivation. 4) Cooperative learning helps learners understand the subject matter more deeply. 5) Foster positive values such as kindness, caring, and tolerance among learners and teachers. 6) Providing opportunities for learners to explore the material and actualize their potential. 7) Creating a lively and not boring learning atmosphere (Rahmat et al., 2018).

The Teams Games Tournament (TGT) learning model is a simple and easy-to-implement collaborative learning strategy that involves all students without discrimination (Izzatunnafiza Bustami et al., 2024). Teams Games Tournament (TGT) is a learning strategy that helps students to analyze and master subject matter. The Teams Games Tournament (TGT) learning model has provided positive effects on learner learning outcomes such as achievement, race relations, giving joint attention, and mutual respect. The effectiveness of Teams Games Tournament (TGT) using teamwork has provided a perception of success in cognitive scores (Harianja et al., 2022).

The TGT model facilitates this interaction through group discussions, collaboration in understanding the material, and active participation in academic games. Thus, learners are in the zone of proximal development, which is the ideal condition to develop through the guidance of peers and teachers. (Nurhayati, 2023) This research is also in line with the results of previous studies which show that the TGT model effectively increases student engagement and learning outcomes. Amir Pada & Faizal Amir (2022) in his research stated that the use of the TGT model

significantly increased active participation and learning achievement of junior high school students. The same thing was found by active and learning achievement of junior high school students significantly. A similar thing was found by (Sulaeman et al., 2023) which states that the TGT model in learning Islamic Religious Education is able to increase student understanding meaningfully because of the fun and interactive learning atmosphere.

This finding also strengthens the results of research by (Marhamah Nasution, 2023) which shows that students who learn using the TGT model tend to show higher learning motivation compared to students who learn using conventional methods. Tournament activities make students more enthusiastic, competitive, and responsible for their own and group learning. When compared to conventional learning methods such as lectures, the TGT model is more effective in activating students. In learning Jurisprudence, which is often theoretical and memorized, the TGT approach provides refreshment because it involves elements of games and discussions that demand understanding, not just remembering (Wardani et al., 2022).

Based on the data obtained, almost all students experienced an increase in activity scores and interest in learning. Only one learner showed a decrease in the learning interest aspect, which was most likely due to individual factors such as psychological conditions, health, or personal interest in the material. In general, the data trend shows that the TGT model has a positive impact on students' internal motivation in learning Jurisprudence. In terms of teacher activities, improvements also occurred in the aspects of media use, evaluation implementation, conclusion giving, and learning reflection. This shows that teachers as facilitators are also encouraged to be more active, creative, and structured in designing and implementing learning with the TGT model.

The implications of these findings are quite broad, both academically and practically. Academically, this research contributes to the development of active learning strategies, especially in the context of religious learning in madrasah. Practically, these findings can be used as a reference for teachers to develop more interesting and effective learning models, especially to increase students' interest in learning subjects that are considered difficult or boring such as Jurisprudence. Thus, it can be concluded that the Teams Games Tournament (TGT) model is proven to be effective in improving teacher activities, learner activities, and student learning interest. These findings support the research hypothesis and are in line with theory and previous research. The application of the TGT model is highly recommended to

improve the quality of learning, especially in Jurisprudence subjects at the secondary education level.

CONCLUSION

From the results of this study, it can be concluded that the application of the Teams Games Tournament (TGT) learning model in Jurisprudence subjects at Madrasah Aliyah Negeri (MAN) 2 Bogor City shows a significant increase in teacher activity as seen from cycle I and II activities. The teacher activity score increased from 84 in cycle I to 91 in cycle II. This proves an increase in the quality of teaching and classroom management. There was an increase in learner activity from cycle I to cycle II. The increase can be seen from the average value of learner activity, namely from 77 in cycle I, to 85 in cycle II. This shows an increase in understanding of the material, participation and interaction of students towards the Teams Games Tournament (TGT) learning model. There is a significant increase in students' interest in learning Fikih subjects by using the Teams Games Tournament (TGT) learning model. This is indicated by an increase in students' interest in learning which was initially at 71 with the "high" category in cycle I to 82 with the "very high" category in cycle II. The data shows that the TGT model can increase the learning interest of MAN 2 Bogor City students in Jurisprudence subjects.

BIBLIOGRAPHY

- Amir Pada, & Faizal Amir. (2022). Elevating Social Sciences Learning Outcomes: TGT Type Cooperative Learning Model. *Jurnal Ilmiah Sekolah Dasar*, 6(4), 620–626. <https://doi.org/10.23887/jisd.v6i4.54046>
- Aqib, Z., & Chotibuddin, M. (2018). *Teori dan Aplikasi Penelitian Tindakan Kelas*. CV BUDI UTAMA.
- Basuki, B. (2022). Analysis of the Systematic Subject Matter for Fiqh in Islamic Religious Education Lessons at Schools in the 2022 Prototype Curriculum. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3019–3028. <https://doi.org/10.35445/alishlah.v14i3.2207>
- Dias Alvy Pratama, Agus Suprijono, & Defit Ekawati. (2023). Upaya Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Sejarah Menggunakan Model Pembelajaran Teams Games Tournament (Tgt) Berbasis Qr Code Pada Kelas X-11 Sma Negeri 8 Surabaya. *Jurnal Tinta*, 5(02), 12–21.
- Fauziah, N. (2020). Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament (Tgt) Melalui Media Powerpoint Guna Meningkatkan Hasil Belajar Sejarah Peserta Didik. <https://www.researchgate.net/publication/340930795>, 5(3), 248–253.
- Festiawan, R. (2020). Belajar dan pendekatan pembelajaran. *Universitas Jenderal*

Soedirman, 1–17.

- Galuh Ningtiaz, P., Alfian, M., & Kuncoro, T. (2023). Analysis of the Application of the Teams Games Tournament (TGT) Learning Model in Primary School. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v8i10.13448>
- Harianja, joko krismanto, Subakti, H., Avicenna, A., Rambe, S. anggraini, Hasan, M., Ramadhani, yulia rizki, Sartika, sri hardianti, Nirbata, betanika nila, Chamidah, D., Rahmawati, I., Lestari, H., & Panjaitan, maru mary jones. (2022). *TIPE_TIPE MODEL PEMBELAJARAN KOOPERATIF*. yayasan kita menulis.
- Izzatunnafiza Bustami, S., Fatchiatuzahro, & Asriani. (2024). Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament Dengan Menggunakan Media Puzzle Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswi Kelas Vii Mts Ummul Quro Al-Islami Bogor. *Shawtul 'Arab*, 3(2), 82–96. <https://doi.org/10.51192/sa.v3i2.766>
- Juaini, M. (2023). Model Kooperatif Tipe Teams Games Tournaments (TGT) pada Pembelajaran Materi Trigonometri untuk Meningkatkan Aktifitas dan Prestasi Belajar Siswa SMAN 3 Selong. *Journal on Education*, 5(2), 4326–4339. <https://doi.org/10.31004/joe.v5i2.1148>
- Marhamah Nasution, M. (2023). The Application of Crossword Puzzle in The Team Games Tournament (TGT) Learning Model to Improve Learning Motivation. *Proceedings of the 4th International Conference on Science and Technology Applications, ICoSTA 2022, 1-2 November 2022, Medan, North Sumatera Province, Indonesia*. <https://doi.org/10.4108/eai.1-11-2022.2326218>
- Nurhayati, N. (2023). Penerapan Model Pembelajaran Kooperatif TGT (Teams Game Turnamens) untuk Meningkatkan Motivasi dan Prestasi Belajar Siswa MAN 2 Pesisir Selatan. *Journal on Education*, 5(4), 16786–16809. <https://doi.org/10.31004/joe.v5i4.2875>
- Prasetya, S. P. (2023). *KOOPERATIF LEARNING Menerapkan model pembelajaran Team Games Tournament (TGT)*. Penerbit Lakeisha.
- Pristiwanti, D., Badriah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Bioedukasi*, 4, 2. <https://doi.org/10.33387/bioedu.v6i2.7305>
- Pritandhari, M., & Ratnawuri, T. (2018). ANALISIS PEMBELAJARAN MONOPOLI EKONOMI (MONOKOMI) PADA SISWA BOARDING SCHOOL. *Jurnal Pendidikan Ekonomi UM Metro*, 6(5), 100–101. <https://doi.org/10.7868/s0869565218050249>
- Putri, D. B., Raisya, D., Azizah, N., & Halimatus, F. (2024). *Penerapan Model Cooperative Learning TGT untuk Meningkatkan Keaktifan Siswa*. 6(2), 2–11.
- Rahmat, F. L. A., Suwatno, & Rasto. (2018). Meningkatkan Pemahaman Konsep Siswa Melalui Teams Games Tournament (TGT): Meta Analisis Improving Student S ' Conceptual Understanding Through Teams Games Tournament (TGT): Meta Analysis. *Manajerial*, 3(5), 239–246.
- Rahmawati, R. K. N. (2024). *MINAT BELAJAR konsep dasar, indikator & faktor-faktor yang memengaruhinya*. Literasi Nusantara Abadi.

- Raikhan. (2018). Analisis Perbedaan Hasil Belajar Mata Pelajaran Fiqih Mi Dengan Menggunakan Metode Ceramah Dan Teams Games Tournament (Tgt). *Jurhnal PGMI*, 1(1), 1–21.
- Rofiq, A., & Mahmud, M. E. (2019). Peningkatan Hasil Belajar Fiqih Melalui Model Kooperatif Tipe Teams Games Tuornament. *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan Dan Pembelajaran*, 6(2), 109–130.
- Säljö, R. (2023). Learning from a sociocultural perspective. In *International Encyclopedia of Education(Fourth Edition)* (pp. 36–43). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.14006-0>
- Sholehah, S. H., Handayani, D. E., & Prasetyo, S. A. (2018). Minat Belajar Siswa Pada Mata Pelajaran Matematika Kelas Iv Sd Negeri Karangroto 04 Semarang. *Mimbar Ilmu*, 23(3), 237–244. <https://doi.org/10.23887/mi.v23i3.16494>
- Sulaeman, J., Djubaedi, D., Nurhayati, E., Fatimah, S., & Rosidin, D. N. (2023). Islamic Religious Education Holistic-Integrative Learning in Elementary School. *International Journal of Social Science and Human Research*, 06(03). <https://doi.org/10.47191/ijsshr/v6-i3-51>
- Wardani, D. K., Alaul Huda, S. A., & AL-Adawiyah, R. Al. (2022). Pengaruh Model Pembelajaran TGT Pada Hasil Belajar Siswa Mata Pelajaran Akidah Akhlak di MA Al-Bairuny. *JoEMS (Journal of Education and Management Studies)*, 5(3), 41–47. <https://doi.org/10.32764/joems.v5i3.727>