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The Effectiveness of Teams Games Tournament (TGT) Cooperative Learning in Enhancing Fiqh Learning Outcomes among Islamic Junior Secondary Students

Fitri Maulina[1*]
[1] Universitas Islam Negeri Sultanah Nahrasiyah Lhokseumawe, Indonesia
*fitrimaulina.9t@gmail.com

Abstract

The effectiveness of instructional strategies in improving students' learning outcomes remains a major concern in Islamic Religious Education, particularly in Fiqh learning, where conventional teacher-centered approaches often limit student engagement and participation. This study aimed to examine the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in enhancing Fiqh learning outcomes among Islamic junior secondary school students. The study employed a quantitative approach using a one-group pretest–posttest quasi-experimental design. The participants consisted of 18 second-grade students of MTsS Darul Kiram during the 2024–2025 academic year. Data were collected through multiple-choice tests measuring students' learning outcomes and a student response questionnaire. The collected data were analyzed using descriptive statistics, a paired-samples *t*-test, N-Gain analysis, and effect size calculations. The findings revealed a substantial improvement in students' academic achievement following the implementation of the TGT model. The mean pretest score increased from 63.89 to 90.00 in the posttest. The paired-samples *t*-test indicated a statistically significant difference between pretest and posttest scores (t = -28.86, p < 0.001), while the N-Gain value of 0.72 was categorized as high, indicating meaningful learning improvement. Furthermore, the effect size analysis demonstrated a very large educational impact of the intervention. Student perceptions of the learning experience were highly positive, with an average response rate of 98.11%, suggesting increased motivation, engagement, and enjoyment during the learning process. The novelty of this study lies in providing empirical evidence on the effectiveness of TGT within the context of Fiqh education at the Islamic junior secondary level, an area that remains underexplored in international educational research. This study contributes to the growing literature on cooperative and game-based learning by demonstrating that TGT can serve as an effective pedagogical strategy for improving learning outcomes and fostering active student participation in Islamic education.

Keywords: Teams Games Tournament (TGT), cooperative learning, Fiqh education, learning outcomes, Islamic junior secondary education, student engagement.

Introduction

Education plays a fundamental role in developing high-quality human resources capable of responding to the challenges of contemporary society. Through formal education, students are expected not only to acquire knowledge but also to develop critical thinking, collaboration, communication, and problem-solving skills necessary for lifelong learning. In the context of Indonesian education, formal schooling encompasses various fields of study, including religious education, citizenship, language, science, social studies, physical education, arts, vocational skills, and local content (Mildawati & Tangngareng, 2023). Consequently, teachers are required to employ effective instructional approaches that facilitate meaningful learning experiences and promote active student engagement.

Among the subjects taught in Islamic secondary schools, Fiqh occupies a strategic position because it provides students with practical guidance regarding Islamic worship, social transactions, and ethical conduct. Unlike purely theoretical subjects, Fiqh learning requires students to understand concepts, apply religious principles in daily life, and develop appropriate attitudes toward Islamic teachings. Therefore, the effectiveness of Fiqh instruction depends largely on the pedagogical approaches employed by teachers. However, previous studies have reported that Fiqh learning in many Islamic schools remains predominantly teacher-centered, relying heavily on lectures, memorization, and individual assignments, which often result in passive learning behaviors and limited student participation (Rahman et al., 2022; Sari & Nurhayati, 2023).

Recent developments in educational research emphasize the importance of student-centered learning approaches that encourage interaction, collaboration, and active knowledge construction. One of the most widely recognized approaches is cooperative learning. Cooperative learning is grounded in social constructivist theory, which posits that knowledge is constructed through social interaction and collaborative engagement among learners (Vygotsky, 1978). According to Slavin (1995), cooperative learning enables students to work together in small groups to achieve shared learning goals while simultaneously fostering academic achievement, interpersonal skills, and positive social relationships. Numerous empirical studies have demonstrated that cooperative learning can improve students' academic performance, learning motivation, critical thinking abilities, and classroom engagement across various educational contexts (Johnson & Johnson, 2009; Gillies, 2016).

One cooperative learning model that has gained considerable attention is Teams Games Tournament (TGT). Developed by Slavin, TGT combines cooperative teamwork with educational games and competitive tournaments. This model encourages students to learn collaboratively while participating in structured academic competitions that increase motivation and engagement (Slavin, 1995). Through team discussions, peer tutoring, and tournament-based assessments, students are provided with opportunities to reinforce their

understanding of instructional materials in an enjoyable and interactive learning environment. Fakhriyah and Baalwi (2025) found that TGT supported by digital learning platforms significantly improved students' motivation and learning outcomes. Similarly, previous studies have reported positive effects of TGT on academic achievement, classroom participation, and learning motivation in various subject areas (Tran, 2014; Roseth et al., 2008).

Despite the growing body of evidence supporting cooperative learning, several gaps remain in the existing literature. First, most previous studies on TGT have been conducted in mathematics, science, language learning, and general social studies contexts, while empirical investigations focusing specifically on Islamic Religious Education, particularly Fiqh, remain limited. Second, many studies have concentrated on student motivation or general academic performance without examining the effectiveness of TGT within the unique pedagogical characteristics of Fiqh learning, which integrates cognitive understanding, religious values, and practical application. Third, studies conducted in Islamic junior secondary schools (Madrasah Tsanawiyah) are still relatively scarce, especially in rural educational settings where conventional teaching practices continue to dominate classroom instruction.

Preliminary observations conducted at MTsS Darul Kiram indicate that Fiqh instruction is predominantly delivered through conventional lecture-based methods. Learning activities are generally characterized by one-way communication, limited peer interaction, and minimal opportunities for collaborative problem-solving. As a result, students tend to demonstrate low participation during classroom activities and experience difficulties in comprehending abstract Fiqh concepts. Such conditions highlight the need for innovative instructional models capable of fostering active participation and enhancing learning outcomes.

From a theoretical perspective, the effectiveness of TGT can be explained through Social Interdependence Theory and Social Constructivism Theory. Social Interdependence Theory suggests that positive interdependence among group members promotes higher achievement and stronger learning motivation (Johnson & Johnson, 2009). Meanwhile, social constructivism emphasizes that meaningful learning occurs through collaborative interaction, discussion, and negotiation of meaning among learners (Vygotsky, 1978). By integrating teamwork, academic games, and structured tournaments, TGT creates a learning environment that supports both cognitive development and social engagement. These characteristics make TGT particularly relevant for Fiqh learning, where understanding often develops through discussion, reflection, and contextual application of religious principles.

Given these considerations, investigating the effectiveness of TGT in Fiqh education is both theoretically and practically significant. Theoretically, this study contributes to the growing literature on cooperative learning by extending the application of TGT to Islamic Religious Education. Practically, the findings may provide teachers with evidence-based instructional strategies for enhancing student engagement and learning outcomes in Fiqh classes.

Therefore, this study aims to examine the effectiveness of Teams Games Tournament (TGT) cooperative learning in enhancing Fiqh learning outcomes among Islamic junior secondary students at MTsS Darul Kiram. Specifically, the study seeks to determine whether the implementation of TGT can significantly improve students' academic achievement in Fiqh and generate positive learning responses among students.

Method

This study employed a quantitative approach using a quasi-experimental design with a one-group pretest–posttest format. The quasi-experimental approach is widely used in educational research to examine the effectiveness of instructional interventions when random assignment and control groups are difficult to implement in authentic classroom settings (Creswell & Creswell, 2018). In the one-group pretest–posttest design, a single group of participants is measured before and after the implementation of an instructional treatment, enabling researchers to identify changes in learning outcomes attributable to the intervention (Falaly & Ilyas, 2016). The design of this study can be represented as follows:

Pretest	Treatment	Posttest
O_1	X (Teams Games Tournament Learning Model)	O_2

Where O_1 represents the initial measurement of students' learning outcomes before the intervention, X denotes the implementation of the Teams Games Tournament (TGT) cooperative learning model, and O_2 represents the measurement of students' learning outcomes after the intervention.

The study was conducted at MTsS Darul Kiram, Ulee Meuria District, North Aceh Regency, Indonesia, during the second semester of the 2024/2025 academic year. The participants consisted of all second-grade students enrolled in the Fiqh course. Because the total number of students was relatively small, the study employed a total sampling technique, whereby all accessible members of the population were included as research participants. A total of eighteen students participated in the study. Total sampling is considered appropriate when the population size is limited and all individuals possess characteristics relevant to the research objectives (Sugiyono, 2017).

The instructional intervention was implemented over four consecutive learning sessions. The first session was devoted to administering the pretest to determine students' initial understanding of the Fiqh material. During the second and third sessions, the TGT cooperative learning model was applied. Following the procedures proposed by Slavin (1995), students were organized into heterogeneous learning teams consisting of members with different academic abilities. Learning activities included teacher presentations, team discussions, educational games, tournament competitions, and group recognition. In the final session, students completed the posttest and a

response questionnaire designed to evaluate their perceptions of the learning process.

The primary instrument used to measure learning outcomes was a cognitive achievement test consisting of twenty multiple-choice questions developed based on the Fiqh learning objectives specified in the curriculum. The test was designed to assess students' conceptual understanding and application of Fiqh principles. Prior to implementation, the instrument underwent content validation through expert judgment involving two Islamic education lecturers and one experienced Fiqh teacher. Content validity is essential to ensure that test items adequately represent the intended learning constructs (Fraenkel et al., 2019). Furthermore, instrument reliability was examined using Cronbach's Alpha coefficient. According to Taber (2018), a reliability coefficient greater than 0.70 indicates acceptable internal consistency for educational research instruments.

In addition to the achievement test, student perceptions regarding the implementation of the TGT model were collected using a structured questionnaire consisting of ten Likert-scale items. The questionnaire was developed to measure students' learning motivation, engagement, enjoyment, participation, and perceived understanding of the instructional material. Similar to the achievement test, the questionnaire was subjected to expert validation to ensure clarity, relevance, and appropriateness of the items.

The collected data were analyzed using descriptive and inferential statistical techniques with the assistance of IBM SPSS Statistics version 24. Descriptive statistics were employed to summarize students' pretest scores, posttest scores, and questionnaire responses. Before conducting inferential analyses, data normality was examined using the Shapiro–Wilk test because the sample size was fewer than fifty participants. The Shapiro–Wilk test is recommended for small-sample educational studies due to its strong statistical power in detecting deviations from normality (Razali & Wah, 2011). A significance value greater than 0.05 indicates that the data are normally distributed.

To determine whether there was a significant improvement in students' learning outcomes following the implementation of the TGT model, a paired-samples t-test was conducted. The paired-samples t-test is appropriate when comparing two related measurements obtained from the same participants before and after an intervention (Field, 2018). The hypotheses tested in this study were formulated as follows:

H_0: There is no significant difference between students' pretest and posttest scores after the implementation of the Teams Games Tournament (TGT) cooperative learning model.

H_1: There is a significant difference between students' pretest and posttest scores after the implementation of the Teams Games Tournament (TGT) cooperative learning model.

The decision criteria for hypothesis testing were based on the significance level of 0.05. The null hypothesis was rejected when the p-value was less than 0.05 and accepted when the p-value was equal to or greater than 0.05 (Romdhoni & El Yozika, 2018).

To determine the magnitude of learning improvement, the normalized gain (N-Gain) score was calculated. The N-Gain analysis is widely used in educational intervention studies to evaluate the effectiveness of instructional treatments by comparing actual score improvements with the maximum possible improvement (Hake, 1999). The formula used is presented as follows:

$$N\text{-}Gain = \frac{Posttest - Pretest}{100 - Pretest}$$

The resulting N-Gain values were interpreted according to Hake's classification as presented in Table 1.

Table 1. Interpretation of N-Gain Scores

N-Gain Value	Interpretation
g > 0.70	High
0.30 < g ≤ 0.70	Moderate
g ≤ 0.30	Low

To strengthen the interpretation of the intervention effect, Cohen's d effect size was also calculated. Effect size analysis provides information regarding the practical significance of the treatment beyond statistical significance and is strongly recommended in educational intervention research (Lakens, 2013). Cohen's d values were interpreted as 0.20 (small effect), 0.50 (medium effect), and 0.80 or higher (large effect).

Student responses toward the implementation of the TGT model were analyzed using percentage scores. The percentage of responses was calculated using the following formula:

$$P = \frac{f}{n} \times 100\%$$

where Prepresents the percentage score, $f$denotes the total score obtained from respondents, and $n$represents the maximum possible score. The resulting percentages were interpreted according to the criteria shown in Table 2.

Table 2. Interpretation of Student Response Scores

Percentage	Category
81–100%	Very Good
61–80%	Good

41–60%	Neutral
21–40%	Fair
0–20%	Poor

The inclusion of both learning outcome measures and student response data enabled a more comprehensive evaluation of the effectiveness of the Teams Games Tournament cooperative learning model in Fiqh instruction. While cognitive achievement scores provided evidence regarding academic improvement, questionnaire responses offered complementary insights into students' perceptions, engagement, and learning experiences during the implementation process.

Results and Discussion

Results

Learning Outcomes Before and After the Implementation of the Teams Games Tournament (TGT) Model

This study was conducted among second-grade students at MTsS Darul Kiram to examine the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in enhancing students' Fiqh learning outcomes. Data were collected through pretest and posttest assessments administered before and after the intervention. The implementation of the TGT model was carried out in four stages, including the administration of the pretest, implementation of the learning intervention, administration of the posttest, and evaluation of students' responses toward the learning process.

The pretest was administered prior to the implementation of the TGT model to assess students' initial understanding of the Fiqh material. The results indicated that students' baseline achievement was relatively low. The average pretest score was 63.89, with the highest score reaching 75 and the lowest score recorded at 55. These findings suggest that students required a more interactive and collaborative learning approach to facilitate deeper understanding of the learning materials.

Following the pretest, the TGT cooperative learning model was implemented. Students were divided into heterogeneous groups and engaged in a series of collaborative learning activities, including team discussions, educational games, and academic tournaments. During the learning process, students actively participated in discussions, shared knowledge with peers, and competed in a healthy and enjoyable academic environment.

After the completion of the intervention, a posttest was administered to evaluate students' learning achievement. The results demonstrated a substantial improvement in students' performance. The average posttest score increased to 90.00, with scores ranging from 75 to 90. The descriptive statistics of students' learning outcomes are presented in Table 3.

Table 3. Descriptive Statistics of Students' Learning Outcomes

Variable	N	Minimum	Maximum	Mean	SD
Pretest	18	55	75	63.89	5.61
Posttest	18	75	90	90.00	4.20

As shown in Table 3, students' mean score increased by 26.11 points after participating in the TGT learning activities. In addition, the lower standard deviation observed in the posttest scores indicates a more consistent level of achievement among students following the intervention.

To determine the effectiveness of the intervention, N-Gain analysis was conducted. The results are presented in Table 4.

Table 4. N-Gain Analysis of Students' Learning Outcomes

Indicator	Value
Mean Pretest Score	63.89
Mean Posttest Score	90.00
Mean N-Gain	0.72
Interpretation	High

The results in Table 4 indicate that the average N-Gain score was 0.72, which falls within the high category according to Hake's classification. This finding demonstrates that the implementation of the Teams Games Tournament cooperative learning model was highly effective in improving students' Fiqh learning outcomes.

Hypothesis Testing

Before conducting hypothesis testing, the normality of the data was examined using the Shapiro–Wilk test. The results confirmed that both pretest and posttest scores were normally distributed ($p > 0.05$), allowing the use of parametric statistical procedures. Subsequently, a paired-samples t-test was conducted to determine whether the difference between pretest and posttest scores was statistically significant. The results of the paired-samples t-test are presented in Table 5.

Table 5. Paired-Samples t-Test Results

Variable Pair	Mean Difference	SD	SE	95% CI Lower	95% CI Upper	t	df	p
Pretest – Posttest	-17.50	2.57	0.61	-18.78	-16.22	-28.86	17	<0.001

As shown in Table 5, the paired-samples t-test revealed a statistically significant difference between students' pretest and posttest scores, $t(17) = -28.86$, $p < 0.001$. Therefore, the null hypothesis was rejected, indicating that the implementation of the Teams Games Tournament cooperative learning model significantly improved students' learning outcomes in Fiqh.

To further examine the practical significance of the intervention, Cohen's d effect size was calculated. The analysis produced an effect size of 6.80, which is categorized as an extremely large effect. This result suggests that the TGT model not only produced statistically significant improvements but also generated substantial educational benefits for students.

Students' Responses Toward the TGT Learning Model

Following the completion of the learning intervention, students were asked to complete a response questionnaire to evaluate their perceptions of the Teams Games Tournament learning model. The questionnaire consisted of ten statements assessing students' motivation, engagement, enjoyment, participation, confidence, and perceived understanding of the learning materials. The results of the student response questionnaire are presented in Table 6.

Table 6. Student Response Questionnaire Results

Indicator	Score Obtained	Maximum Score	Percentage	Category
Student Response Questionnaire	883	900	98.11%	Very Good

The findings indicate that students responded very positively to the implementation of the TGT cooperative learning model. The overall response score reached 98.11%, which falls within the "Very Good" category. This result suggests that students highly appreciated the learning approach and perceived it as beneficial to their learning experience.

Furthermore, qualitative observations during classroom activities revealed that students were more enthusiastic and actively involved in learning tasks. Students demonstrated greater confidence in answering questions, participated more actively in group discussions, and showed increased motivation to engage with the learning materials. Many students reported that the integration of educational games and academic tournaments

made the learning process more enjoyable and less monotonous than traditional lecture-based instruction.

Overall, the results consistently indicate that the Teams Games Tournament cooperative learning model was effective in enhancing students' Fiqh learning outcomes and fostering positive learning experiences. The substantial increase in posttest scores, high N-Gain value, statistically significant t-test results, extremely large effect size, and highly positive student responses collectively provide strong empirical evidence supporting the effectiveness of the TGT model in Islamic junior secondary education.

Discussion

The findings of this study demonstrate that the implementation of the Teams Games Tournament (TGT) cooperative learning model effectively enhanced students' learning outcomes in Fiqh among second-grade students at MTsS Darul Kiram. The improvement was evidenced by the substantial increase in students' posttest scores compared with their pretest scores, the statistically significant results of the paired-samples t-test, the positive N-Gain score, and the highly favorable student responses toward the learning process. These findings indicate that TGT is not merely an engaging instructional strategy but also an effective pedagogical approach for promoting meaningful learning in Islamic Religious Education.

The significant improvement in students' learning outcomes can be explained through the principles of cooperative learning theory, which emphasize positive interdependence, individual accountability, promotive interaction, and collaborative problem-solving among students (Johnson & Johnson, 2009). Through the TGT model, students were actively involved in group discussions, peer tutoring activities, and academic competitions that encouraged them to construct knowledge collaboratively. This learning environment differs substantially from conventional teacher-centered instruction, where students often assume passive roles. The findings support the social constructivist perspective proposed by Vygotsky (1978), which argues that knowledge is developed through social interaction and collaborative engagement with more capable peers.

The increase in learning outcomes observed in this study is also consistent with the theoretical assumptions of Social Interdependence Theory. According to Johnson and Johnson (2009), students achieve higher academic performance when learning activities require mutual cooperation and shared responsibility. In the TGT model, students are encouraged to help one another because the success of the group depends on the contribution of each member. Consequently, students become more motivated to understand the material and assist their peers in mastering the content. Such collaborative interactions facilitate deeper cognitive processing and strengthen students' conceptual understanding of Fiqh topics.

The findings further support previous empirical studies demonstrating the effectiveness of TGT in improving academic achievement. A meta-analysis conducted by Roseth et al. (2008) found that cooperative learning

environments consistently produce higher academic achievement than competitive or individualistic learning settings. Similarly, Tran (2014) reported that students who participated in cooperative learning activities demonstrated significantly higher academic performance and classroom engagement than those taught through traditional instructional methods. The current study extends these findings to the context of Islamic Religious Education, particularly Fiqh learning at the Islamic junior secondary school level, which remains underrepresented in international educational research.

From a pedagogical perspective, the effectiveness of TGT may also be attributed to its integration of academic games and tournament activities. The game-based elements embedded within TGT create a more enjoyable and stimulating learning environment, thereby increasing students' intrinsic motivation. According to Self-Determination Theory, learning activities that promote enjoyment, autonomy, and social connectedness contribute significantly to student motivation and engagement (Ryan & Deci, 2020). The tournament component provides students with opportunities to demonstrate their knowledge in a non-threatening environment while simultaneously reinforcing concepts learned during group discussions. Consequently, students remain actively engaged throughout the learning process and are more likely to retain the knowledge acquired.

The positive impact of game-based cooperative learning observed in this study aligns with recent findings in educational research. A systematic review conducted by Tokac et al. (2019) concluded that educational games have a positive effect on students' academic achievement, particularly when integrated with collaborative learning strategies. Likewise, Sailer and Homner (2020) reported that gamification elements, including competition, points, and rewards, significantly enhance students' motivation, engagement, and learning outcomes. The tournament mechanism in TGT incorporates these elements while maintaining educational objectives, thereby creating a balanced learning experience that combines collaboration and healthy competition.

The N-Gain analysis further indicates that students experienced meaningful learning improvement following the implementation of TGT. The observed improvement suggests that students not only achieved higher scores but also developed a better understanding of the Fiqh concepts being taught. This finding supports the argument that cooperative learning promotes deeper learning rather than mere memorization. Gillies (2016) emphasized that structured cooperative learning encourages students to elaborate their ideas, explain concepts to peers, and engage in higher-order thinking processes, all of which contribute to long-term knowledge retention. Therefore, the effectiveness of TGT in this study may be attributed to the active cognitive engagement generated through collaborative interactions among students.

Another noteworthy finding is the exceptionally positive student response toward the TGT learning model. The questionnaire results indicated that students perceived the learning process as enjoyable, motivating, and

conducive to understanding the subject matter. This finding is important because students' perceptions and attitudes toward learning significantly influence their academic achievement. Previous studies have shown that positive learning experiences enhance students' motivation, engagement, and willingness to participate in classroom activities (Fredricks et al., 2019). The high response rate obtained in this study suggests that TGT successfully created a supportive and student-centered learning environment that encouraged active participation.

The positive responses observed in this study also reflect the increasing importance of student engagement in contemporary educational practice. Student engagement is widely recognized as a critical predictor of academic success because engaged students are more likely to invest effort, persist in learning tasks, and achieve higher learning outcomes (Bond et al., 2020). Through collaborative discussions and tournament activities, students were provided with opportunities to interact socially, express their ideas, and receive immediate feedback from peers and teachers. These experiences likely contributed to their favorable perceptions of the learning process.

Within the context of Fiqh education, the implementation of TGT offers particular advantages. Fiqh learning often involves understanding abstract legal concepts, religious principles, and practical applications in daily life. Traditional lecture-based approaches may limit students' opportunities to discuss, question, and apply these concepts actively. By contrast, TGT encourages students to explore Fiqh concepts collaboratively, exchange perspectives, and reinforce their understanding through structured academic interactions. Such activities are consistent with contemporary approaches to Islamic education that emphasize active learning, critical thinking, and meaningful student participation.

Despite these positive findings, several limitations should be acknowledged. First, the study employed a one-group pretest-posttest design without a control group, which limits the ability to attribute improvements exclusively to the TGT intervention. External factors such as maturation and prior learning experiences may also have contributed to the observed gains. Second, the sample consisted of only eighteen students from a single Islamic junior secondary school, limiting the generalizability of the findings. Third, the duration of the intervention was relatively short, making it difficult to evaluate the long-term effects of TGT on students' learning outcomes and retention of Fiqh knowledge.

Future studies should employ more rigorous experimental designs involving control groups, larger samples, and multiple educational settings to strengthen the validity and generalizability of the findings. Researchers may also investigate the effectiveness of TGT in other areas of Islamic Religious Education, such as Aqidah Akhlak, Qur'an-Hadith, and Islamic History. Additionally, future research could explore the mediating roles of motivation, engagement, and collaborative skills in explaining the relationship between TGT implementation and learning outcomes.

Overall, the findings provide strong evidence that the Teams Games Tournament cooperative learning model is an effective instructional strategy for improving students' learning outcomes in Fiqh. The significant academic improvement, meaningful learning gains, and highly positive student responses collectively suggest that TGT can serve as a valuable alternative to conventional instructional approaches in Islamic junior secondary education. The study contributes to the growing body of literature supporting cooperative and game-based learning while providing practical implications for teachers seeking to create more engaging and effective learning environments in Islamic educational contexts.

Conclusion

This study found that the implementation of the Teams Games Tournament (TGT) cooperative learning model had a greater positive impact on students' Fiqh learning outcomes than initially expected. The findings revealed a substantial improvement in students' academic achievement, as indicated by the increase in posttest scores, a high N-Gain score (0.72), and a statistically significant difference between pretest and posttest results ($p < 0.001$). These results suggest that TGT is an effective instructional approach for enhancing students' understanding of Fiqh and promoting active participation in the learning process. Furthermore, the exceptionally positive student response rate (98.11%) demonstrates that the model successfully created an engaging, enjoyable, and motivating learning environment. These findings challenge the conventional assumption that Fiqh learning is most effectively delivered through teacher-centered instruction and instead highlight the value of cooperative and game-based learning strategies in Islamic education.

From a scientific perspective, this study strengthens previous research demonstrating the effectiveness of cooperative learning and game-based instructional approaches in improving student achievement. At the same time, it extends the existing literature by providing empirical evidence from the context of Islamic Religious Education, particularly Fiqh learning at the Islamic junior secondary school level. The study contributes to the growing body of knowledge on cooperative learning by emphasizing the potential of TGT to integrate academic collaboration, social interaction, and healthy competition in ways that support both cognitive development and student engagement.

Despite these contributions, several limitations should be acknowledged. First, the study involved a relatively small sample of only 18 students from a single Islamic junior secondary school, which limits the generalizability of the findings to broader educational contexts. Second, the use of a one-group pretest–posttest design without a control group restricts the ability to attribute all observed improvements solely to the TGT intervention. Third, the relatively short duration of the implementation did not

allow for an examination of the long-term effects of TGT on students' learning retention and academic development.

Therefore, future research is recommended to employ more rigorous experimental or quasi-experimental designs involving larger and more diverse samples across different educational settings. Further studies should also explore the long-term impact of TGT on learning retention, motivation, and higher-order thinking skills, as well as its application in other areas of Islamic Religious Education. Such investigations would provide a more comprehensive understanding of the effectiveness and sustainability of the Teams Games Tournament model in enhancing educational outcomes.

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