

The Effect of TGT (Teams Games Tournament) Type Cooperative Learning Assisted by Wordwall on Student Learning Activity in Islamic Religious Education Subject at SD IT Al Ghazali

Dina Rahmawati^{*1}, Mazrur², Istiyati Mahmudah³

¹ Institut Agama Islam Negeri Palangkaraya; dinaarahwi@gmail.com

² Institut Agama Islam Negeri Palangkaraya; mazrur@iain-palangkaraya.ac.id

³ Institut Agama Islam Negeri Palangkaraya; istiyati.mahmudah@iain-palangkaraya.ac.id

ARTICLE INFO

Keywords:

Cooperative Learning; TGT;
Learning Activity

Article history:

Received. 2025-01-14

Revised. 2025-03-12

Accepted. 2025-11-08

ABSTRACT

In the current era, every educational institution is expected to implement innovations to prepare students with quality human resources. One effort that can be made is to create and innovate within classroom learning processes. This study aims to determine the effect of applying Teams Games Tournament (TGT)-type cooperative learning assisted by Wordwall on student learning activity. The research method used is a quasi-experimental design with the Nonequivalent Control Group Design model. The population and sample consisted of all third-grade students at SDIT Al Ghazali, Palangka Raya. Data were collected using test techniques, including pretests and posttests. The data analysis techniques used include calculating mean scores, testing data normality and homogeneity, and performing a two-sample t-test (Assuming Unequal Variance). The results show that the average pretest score of the experimental class was 61.17 with a standard deviation of 17.09, while the average posttest score increased to 89.70 with a standard deviation of 10.22. Based on the hypothesis test using the Welch test, the obtained p-value was 0.00467, which is smaller than the significance level of 0.05. It indicates a significant difference between the two sample groups, with the posttest average being higher. Additionally, an 82.35% increase in student learning activity was recorded. Therefore, the implementation of TGT-type cooperative learning, assisted by Wordwall, significantly enhances the learning activities of grade III students at SDIT Al Ghazali Palangka Raya.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

*Dina Rahmawati

Institut Agama Islam Negeri Palangkaraya; dinaarahwi@gmail.com

INTRODUCTION

Education is one of the essential needs that has a significant impact on human survival. Education is a fundamental right that should be accessible to every individual (Rohmadi et al., 2024). Humans serve as the benchmark for a nation's progress, as reflected in the quality of its human resources. Therefore, it is essential to provide innovative, creative, excellent, and competitive human resources to support Indonesia's advancement. However, this can be hindered due to the low quality of education (Yudhistira et al., 2020). To achieve quality education, a learning process is required that develops the potential of each student. However, this potential cannot yet be developed because efforts must first be made to improve the quality of existing education (Syarnubi, 2024).

Issues related to educational quality can be adapted to changing times. One of the solutions proposed to enhance the quality of education in Indonesia is the development of a new paradigm in learning activities (Elitasari, 2022). Therefore, one way to improve educational quality is to be open to the developments of the times, especially in terms of technology, combined with the creativity of teaching staff. In 21st-century learning development, there has been a shift in the learning process from initially focusing on teachers to one that inspires students to be actively engaged in the learning process. It is because, in 21st-century learning, technology and innovation have become integral elements in the learning process (Hamdanah, 2024).

Therefore, the use of cooperative learning results in students being more confident in learning subject matter, and students can develop social skills such as cooperation, communication, and leadership. The potential in students needs to be brought out gradually, balanced by technology. In addition, the lack of diversity in available learning media is also a contributing factor to declining learning motivation, which is also linked to students' learning activities (Simatupang, 2021), communication established between teachers and students, as well as among fellow students, is necessary to unify existing understandings. In learning, teachers play an active role in providing direction to students (Dewi & Mahmudah, 2024). In this case, teachers play a crucial role in determining the quality of student learning, which encompasses student engagement, the ability to motivate students, and providing facilities that support success in the learning process.

Based on the observation results conducted in Grade III of SDIT Al Ghazali, several students still struggle to focus on learning, which limits their ability to answer or complete given tasks. Therefore, it is necessary to test the implementation of cooperative learning to help improve student learning activity, both in individual and group learning. It is intended to train students in cooperation and interactive communication using cooperative learning methods among their peers.

One of the efforts to achieve the goals in learning is that teachers must be able to design learning flows that are interesting and memorable for students (Aji, W.P.A & Mahmudah, 2025). From the many types of learning conducted, this research focuses on cooperative learning with the TGT (Teams Games Tournament) type. The definition of cooperative learning is a generic term for various instructional procedures that involve small interactive groups (Mazrur, 2023). Therefore, it can be concluded that cooperative learning is a form of learning that is directly centered on students to solve given questions in groups. Cooperative learning is chosen because it is adapted by observing the conditions experienced by students. The characteristics of cooperative learning are: conducted in teams, based on cooperative management, having the ability to work together, and having skills to collaborate (Hasanah & Himami, 2021).

By using cooperative learning, it is expected to have an impact on reducing students' lack of focus on the learning delivered by the teacher. It occurs because the cooperative learning system trains students to work together with other members, aiming for students to foster a sense of mutual help among group members in learning. What is meant by mutual help in learning is the activity of students teaching each other, which is known as peer teaching (Hasanah & Himami, 2021). Winoto states that the low level of critical thinking ability is caused by the implementation of learning models that are less innovative and only centered on students. Therefore, innovative learning is needed to make students active and develop critical thinking abilities (Sidiq & Prasetyo, 2020).

One type of cooperative learning that can make students active and develop critical thinking abilities is by using the TGT (Teams Games Tournament) type of cooperative learning. When the teacher has delivered learning using this method, the next step is for students to deepen the material in groups, so that when given assignments, over time, it will meet students' needs in the learning process, thus motivating students, helping them focus, and making it easier to understand the knowledge of the explained material. With a cooperative learning system organized into several small groups, it certainly adds enthusiasm to the learning process.

TGT (Team Games Tournament) is a cooperative learning approach that involves group representatives participating in academic tournaments and quizzes to enhance academic abilities. Robert E. Slavin developed this learning method at Johns Hopkins University. TGT (Teams Games

Tournament) is a learning model that has characteristics of group-based learning (Lestari et al., 2024). The implementation of Cooperative Learning expects active involvement and cooperation within learning groups. Learning with this type focuses on improving students' learning methods by developing helpful attitudes and good social interaction. Thus, the focus of each student can be maintained, especially when solving game-based problems together. By using cooperative learning, several benefits are obtained, including improvement of academic ability, development of critical thinking skills, formation of friendships, gathering of diverse information, learning proper manners, increased student motivation, improved attitudes toward the learning process, and reduced negative behavior (Hamdanah, 2024).

There are several techniques in cooperative learning. One of them is the Teams Games Tournament type, often known as TGT. Learning with the TGT (Teams Games Tournament) type involves all students, regardless of status differences. It incorporates the role of students as peer tutors, combined with game elements and reinforcement (Surawan, 2024). In implementing TGT (Team Games Tournament) type cooperative learning, learning tools can be used to eliminate boredom and make students feel directly involved during learning (D. Wulandari, 2022). From this statement, learning using TGT is learning that is suitable for use in lower grades of elementary school, because it provides a fun impression, especially in the learning process that contains games that can make students participate in completing learning. The benefits of using TGT (Teams Games Tournament) learning are that it can help students in the learning process, as the games conducted make them enthusiastic about understanding, discovering, and solving problems during the learning process (Alawiyah et al., 2023). Moreover, one way to make students more active in learning is when learning is focused on students (Asniyati & Kusuma, 2022). It is the reason TGT type cooperative learning is used, especially when collaborated with digital-based interactive media, one of which is Wordwall.

Media that educators can apply to maximize TGT-type cooperative learning is Wordwall. It is supported by Alamsah's opinion that Wordwall is a web-based platform that features several engaging games and promotes learning, particularly when utilizing TGT learning (Alamsah et al., 2023). It aligns with the opinion that the combination of learning selection and technological advancement is one of the efforts to achieve the learning objectives that have been prepared (A. P. Wulandari et al., 2023). Wordwall is an application that can serve as a learning medium, resource, and assessment tool for teachers and students (Enggar et al., 2025).

From this statement, the definition of Wordwall is a website that offers various educational games, serving as both a fun learning aid and an assessment evaluation tool for students. The advantage of this feature is that it is equipped with a combination of colors, moving images, and sounds, all designed to facilitate learning. Wordwall facilitates educators' creativity in evaluating material for students (Nisa & Susanto, 2022). In addition, another advantage of Wordwall is that it is a website that offers various attractive game and quiz features, which educators utilize for learning and student evaluation (Nissa & Renoningtyas, 2021). From the several statements above, learning combined with Wordwall can make students easily and happily understand the material presented because of its attractive appearance. TGT (Team Games Tournament) is one type of cooperative learning that groups students into teams of 5-6 people who are different in terms of gender, ability, race, or ethnicity (Inajati, 2023). TGT (Team Games Tournament) type cooperative learning has several stages, including classroom presentations, group work/discussion, games, and tournaments in the form of quizzes/word guessing between groups, as well as awards for participating in activities with enthusiasm.

The use of learning media can help students understand the material delivered by the teacher (Mahmudah & Zaelani, 2024). Learning in the form of TGT (Team Games Tournament) type cooperative learning, assisted by Wordwall media, is expected to enhance student learning activity compared to before. Activity or active participation is the active involvement of students in all activities within learning (Wa Souvi Raaziqal Ningtyas, dkk, 2024). Activity has several characteristics, including students becoming more diligent, enthusiastic, and effective, and not

feeling bored or disengaged in their participation in learning. The indicators of learning activity include student participation in learning, having questioning skills, and being able to work together to solve problems (Abrori et al., 2023). In this writing, the author attempts to examine the influence of TGT (Team Games Tournament) type cooperative learning activities, assisted by Wordwall, on student learning activities in Islamic Religious Education subjects at SDIT Al Ghazali. By implementing this learning model, it can positively influence students' interest in learning and avoid giving a boring impression. It is due to several functions, including an evaluation tool and daily assessment using various types of exciting games available on web-based media. Therefore, the learning process will become effective when conducted in an enjoyable atmosphere (Sholicha et al., 2021).

What distinguishes this research from other research is that the implementation of cooperative learning is conducted in Islamic Religious Education subjects. Most research that combines TGT (Teams Games Tournament) type cooperative learning with Wordwall assistance is used for Natural Science and Mathematics subjects. It is rare for Islamic Religious Education subjects. As research conducted on learning using the TGT (Teams Games Tournament) type cooperative model has shown, there are results indicating that implementing TGT-type cooperative learning models can improve the activity and learning outcomes of Mathematics for sixth-grade elementary school students (Mahayasa, 2023). In addition, according to research conducted by Saputra and Harjono, it was concluded that the activity and learning outcomes of fifth-grade students at SD Negeri Randuacir 03 Salatiga in the Science subject content with the theme "Harmony in Ecosystems" experienced improvement after implementing the team games tournament type cooperative model (Saputra & Harjono, 2024). According to research conducted by Fitri regarding the use of Teams Games Tournament (TGT) type cooperative learning models assisted by Group Card learning media, it has been proven to provide a significant increase in learning activity of fourth-grade elementary school students in Pancasila Education subjects (Fitria et al., 2023).

According to the theory of Prasetyo and Abduh, they state that the background of students' lack of activity in learning activities is partly caused by teachers still using lecture methods and not utilizing learning media to their maximum potential. Constructivist theory and social learning support the finding that social interaction and activity through games help students build knowledge and skills (Prasetyo & Abduh, 2021). This research was conducted at one of the schools in Palangka Raya, specifically at SDIT Al Ghazali, located on Jl. Garuda IV No.51, Palangka, Kec. Jekan Raya, Kota Palangka Raya. Based on the phenomena mentioned above and some existing data, the researcher is interested in conducting a study with the title "The Effect of TGT (Teams Games Tournament) Type Cooperative Learning Assisted by Wordwall on Student Learning Activity in Islamic Religious Education Subjects at SDIT Al Ghazali." This research aims to determine the process and effect of implementing TGT-type cooperative learning assisted by Wordwall on student learning activity in Islamic Religious Education subjects at SDIT Al Ghazali Palangkaraya.

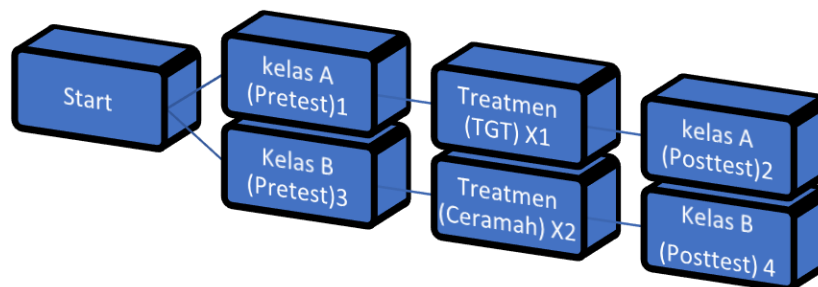
RESEARCH METHODS

This research is a descriptive, quantitative study with a direct observational component (survey). The approach used is experimental, where the experimental method involves research conducted with individuals or groups as study subjects (Supriadi, 2021). It serves the purpose of allowing researchers to observe the effect of a specific treatment on one group compared to another group receiving different treatments (Priadana & Sunarsi, 2021). In this research, the effects of implementing cooperative learning, commonly known as the Quasi-Experimental Design with the Nonequivalent Control Group Design type, are examined. This approach involves administering pretests and posttests to two class groups: the experimental class and the control class. This research utilizes two classes, where Class III Al Aziz is chosen as the experimental class, which is a class or group that receives specific treatment using the TGT (Teams Games Tournament) type of cooperative learning, assisted by Wordwall. In contrast, class III Al Quddus is chosen as the control

class, which is a class that does not receive treatment and uses the general lecture method, with a total population of 35 people.

Information was received from students as respondents, who used questionnaires to assess their activeness and learning outcomes for the TGT (Teams Games Tournament) learning model. This model was used to investigate the effect of using WordWall-assisted cooperative learning on student learning activeness. This study consists of two variables: the independent variable (X), namely TGT (Teams Games Tournament), and the dependent variable (Y), namely student learning activity. The sample in this study used a purposive sampling technique. The data collection technique used was observation first in the school environment to analyze existing problems, followed by interviews with ustadzah regarding teaching and learning activities in class using the cooperative learning type TGT (Teams Games Tournament) and after preparing a questionnaire used to measure activeness in cooperative learning, followed by documentation related to the implementation of TGT (Teams Games Tournament) learning assisted by Wordwall on learning activeness in PAI class III subjects.

The technique used in research is to test the questions that have been formulated first to determine whether they are valid or not, before they are tested on the control and experimental classes. The class used is the control class. After obtaining valid question data, the next step before applying the TGT (Teams Games Tournament) learning style is to administer a pretest to both classes to determine the students' initial ability. In the experimental group, students use TGT (Team Games Tournament) learning, whereas the control group employs conventional learning. At the end of the learning phase, a posttest was given to compare the results of the experimental and control groups.



Quasi-Experimental Design Research Flow

01 = *Pretest* experimental class before treatment

X1= Cooperative learning TGT

02 = *Posttest* experimental class after treatment

03 = *Pretest* control class before treatment

X2 = lecture learning

04 = *Posttest* control class after treatment

The data collection techniques employed in this study include test and observation methods. The test technique is used to measure students' concept understanding ability by administering pretest and posttest tests, which are first carried out through expert testing. Observation is used to assess the implementation of learning through the TGT (Teams Games Tournament) model, assisted by Wordwall media, in the experimental class. The data analysis technique involves prerequisite tests, specifically the normality test and the homogeneity test. If the prerequisite test is fulfilled, the study proceeds with hypothesis testing using parametric statistics, specifically the independent sample t-test. The basis for decision-making is that H_0 is accepted if there is no effect of using the

TGT (Teams Games Tournament) learning model assisted by Wordwall media on understanding PAI concepts. Ha is accepted if there is an effect of the TGT (Teams Games Tournament) learning model, assisted by Wordwall media, on student learning activity.

RESULTS AND DISCUSSION

The research data were obtained through concept understanding tests on pretest and posttest activities, as well as questionnaire sheets assessing activeness in learning. Pretest data refers to the information collected before treatment is administered to the control and experimental classes. At the same time, posttest data refer to the final results obtained after treatment in the control and experimental classes. The results of the pretest and posttest were shared with both groups to evaluate the progress made in PAI lessons, particularly in completing PAI course assignments. The results are presented in the following table.

Table 1. Descriptive Statistics of Islamic Religious Education Problem-Solving Ability Test Data

POST TEST KELAS KONTROL		PRE TEST KELAS KONTROL	
Mean	79,16666667	Mean	71,94444444
Standard Error	2,59618876	Mean	2,715812114
Median	77,5	Standard Error	72,5
Mode	75	Median	65
Standard Deviation	11,01469607	Mode	11,52221497
Sample Variance	121,3235294	Standard Deviation	132,7614379
Kurtosis	-0,911786961	Sample Variance	-0,679970386
Skewness	0,385848141	Kurtosis	0,111490316
Range	35	Skewness	40
Minimum	65	Range	55
Maximum	100	Minimum	95
Sum	1425	Maximum	1295
Count	18	Sum	18

Table 1 presents descriptive statistics on the ability of control class students to complete Islamic Religious Education subject assignments before and after learning without any treatment (conventional learning/lecture). The control group had an average pretest score of 71.94 and a posttest score of 79.16. According to the data obtained, there is an increase in the average score from 70.

Table 2. Descriptive Statistics of Islamic Religious Education Problem-Solving Ability Test Data.

Post Test - Experimental Class		Pre Test - Experimental Class	
Mean	89,70588	Mean	61,17647059
Standard Error	2,48046	Standard Error	4,146432994
Median	90	Median	60
Mode	100	Mode	60
Standard Deviation	10,2272	Standard Deviation	17,0961812
Sample Variance	104,5956	Sample Variance	292,2794118
Kurtosis	0,476507	Kurtosis	2,446851854
Skewness	-0,95338	Skewness	-1,173493888
Range	35	Range	70
Minimum	65	Minimum	15

Maximum	100	Maximum	85
Sum	1525	Sum	1040
Count	17	Count	17

Table 2 displays descriptive statistics of the ability of experimental class students to complete Islamic Religious Education subject assignments both before and after treatment (learning using the TGT (Teams Games Tournament) method). The experimental group had an average pretest score of 61.17 and a posttest score of 89.70. Based on the existing data, there was a significant increase in the value obtained after applying the TGT-type cooperative learning model, assisted by WordWall. Based on the scores obtained by both classes, it can be concluded that the experimental group has a higher average posttest score than the control group.

The overall average was 79.16 in the control group and 89.70 in the experimental group. The problem-solving tendencies of the PAI subjects in the experimental and control groups were compared using a t-test for mean difference analysis, based on the calculated results. The t-value was 0.32, while the t-table value is 1.66. Based on the criteria for hypothesis testing with a significant level of 5% ($\alpha = 0.05$), H_0 is rejected. So it can be concluded that both classes have the same initial ability. When compared with the normative sample, the experimental group has the highest standard deviation of 17.09. It can be concluded that the experimental group exhibits significant variation in value, indicating a greater difference between the values of individual data points.

Table 3. Data Statistics of PAI Learning Activity

NO	STATEMENT										TOTAL SCORES	SCORE %	CATEGO RIES	CODE
	1	2	3	4	5	6	7	8	9	10				
1.	4	2	3	2	3	3	3	4	3	3	30	75	Agree	2
2.	3	3	3	1	3	2	3	3	3	3	31	77	Strongly Agree	1
3.	4	4	1	2	4	4	3	4	1	3	30	75	Agree	2
4.	4	3	0	3	4	0	3	1	3	4	34	85	Strongly Agree	1
5.	1	1	1	1	1	0	3	4	4	4	20	50	Disagree	3
6.	4	3	4	4	4	3	4	4	4	3	37	92	Strongly Agree	1
7.	4	4	0	4	3	4	4	4	4	4	35	87	Strongly Agree	1
8.	3	3	3	3	3	3	3	3	3	3	32	80	Strongly Agree	1
9.	4	3	4	4	3	3	3	4	3	3	34	85	Strongly Agree	1
10.	4	3	3	3	4	4	3	4	4	3	35	87	Strongly Agree	1
11	4	3	4	2	3	4	2	2	3	4	31	77	Strongly Agree	1
12	4	0	1	4	4	1	3	1	3	4	33	82	Strongly Agree	1
13	4	3	4	3	3	4	3	4	3	3	34	85	Strongly Agree	1
14	3	3	3	3	3	3	4	4	3	3	32	80	Strongly Agree	1

15	4	3	4	3	3	3	4	4	4	4	36	90	Strongly Agree	1
16	3	2	4	2	2	3	1	4	3	4	32	80	Strongly Agree	1
17	4	3	4	1	2	3	2	2	3	4	32	80	Strongly Agree	1

Table 3 presents descriptive findings from the initial to the final scale administered directly to the experimental class, assessing learning activity in Islamic Religious Education subjects. The experimental group performed better on the initial scale than the control group. From the data obtained, it can be concluded that the experimental class has a significant increase, assisted by a word wall containing a quiz to test understanding of the lessons that have been delivered. It is because almost all students strongly agree that cooperative learning, assisted by Wordwall, increases student learning activity by as much as 82.35%.

Normality Test

Before conducting hypothesis testing, first perform the prerequisite tests, namely the normality test and the homogeneity test. The normality test is used to determine whether the data used is usually distributed. The results of the normality test can be seen in the following table:

Table 4. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest kontrol	.177	17	.164	.935	17	.261
Posttest kontrol	.155	17	.200*	.923	17	.165
Pretest eksperimen	.145	17	.200*	.936	17	.274
Posttest eksperimen	.170	17	.200*	.918	17	.137

In this study, the Shapiro-Wilk test was used because the population is below 50 people. The decision-making criteria of the Shapiro-Wilk test are that if the significance value is greater than 0.05, then the data distribution meets the assumption of normality. If the significance value < 0.05 , then the data distribution does not meet the assumption of normality. Based on Table 3, since the significance of the four tests is greater than 0.05, it can be concluded that the data distribution meets the assumption of normality.

Homogeneity Test

The homogeneity test is used to ensure that the samples used are comparable to collect data, so a homogeneity test is carried out. The following are the details of the homogeneity test results, which analyze homogeneity.

Table 5. Homogeneity Test Results

	Levene Statistic	df1	df2	Sig.
Based on Mean	5.052	1	33	.031
Based on Median	1.560	1	33	.220
Based on Median and with adjusted df	1.560	1	19.748	.226
Based on the trimmed mean	3.241	1	33	.081

Using hypothesis testing criteria with significance (Sig) is as follows:

1. If the Sig. Based on Mean > 0.05 , the data variance is homogeneous

2. If the Sig. Based on the P-value < 0.05 , the data variance is not homogeneous.

Based on Table 4, the mean is $0.031 < 0.05$, so it can be concluded that the variance of the experimental class posttest group and the control class posttest is homogeneous. Based on the given criteria, only the mean test indicates that the data variance is not homogeneous. Since the data used is normal but does not have the same variance, we need to examine the difference between the two groups being tested. The results obtained are as follows:

Table 6. t-Test: Two-Sample Assuming Unequal Variances
t-Test: Two-Sample Assuming Unequal Variances

	75	75
Mean	79,41176471	90,625
Variance	127,7573529	96,25
Observations	17	16
Hypothesized Mean Difference	0	
df	31	
t Stat	-3,048384784	
P(T<=t) one-tail	0,002338247	
t Critical one-tailed	1,695518783	
P(T<=t) two-tail	0,004676494	
t Critical two-tailed	2,039513446	

The test used is a two-sample test with the assumption of unequal variances, which is used when the variances of the two populations being compared are not assumed to be equal. The Welch test is one method for testing hypotheses when the assumption of homogeneity of variance is not met. The basis for this test is that the data comes from a normal distribution and the variances are not equal. Based on the P-value (0.00467), which is smaller than the general level of significance (0.05), it is sufficient to reject the null hypothesis that there is no significant difference between the two sample means. There is a significant difference between the two groups of data tested, with the mean of the second sample being higher than that of the first sample.

The results showed that using the cooperative learning type TGT (Teams Games Tournament) assisted by WordWall had a positive impact on learning activity in the experimental class. It is due to the difference in treatment given to the experimental class, namely the application of the TGT (Teams Games Tournament) learning model, which is assisted. The application of this learning model encourages students to work together in teams, discuss, and share knowledge to strengthen their understanding of PAI learning. Learning with TGT (Teams Games Tournament) can test understanding through games and tournaments that help develop personal potential and socialization skills. TGT (Team Games Tournament) learning will make students happier to participate in the lesson because it involves a tournament game. (Qurrotulayunsufyan & Mohammad Sugi Hartono, 2024).

It is corroborated by the opinion expressed by Rahayu & Suryani (2022), who stated that TGT (Teams Games Tournament) cooperative learning can help students take on an important role in their group, allowing all students to be actively engaged in the learning process and develop the ability to socialize effectively. Another opinion that also suggests related advantages in learning using TGT is that it emphasizes the development of students' concept understanding and ability to socialize. In addition to using TGT (Teams Games Tournament), Wordwall Media is also utilized as an interactive tool by teachers to support learning, such as creating quizzes that align with the subject matter. Wordwall can be used as a very effective tool to test understanding.

The combination of TGT (Team Games Tournament) cooperative learning and Word Wall not only increases learner engagement but also helps to understand the material in a non-boring

way. The results of this study align with research conducted by Widodo (Ni'am & Widodo, 2023), which concluded that the use of TGT (Teams Games Tournament) learning, assisted by Wordwall media, was effective in increasing students' activity and involvement in learning. The syntax used in PAI learning activities is cooperative learning type TGT (Teams Games Tournament), namely: 1) material delivery, 2) group division, 3) games, 4) matches, and 5) awards.

The first syntax is the delivery of material by the Islamic Religious Education teacher to students. At this stage, the teacher explains the process of preaching the Prophet Muhammad in Mecca clearly and systematically, allowing students to pay close attention to the explanation. To avoid boredom and make learning more interesting, teachers also utilize Wordwall media. The use of this media makes learning more interactive and less boring.



Figure 1
Delivery of material after the pretest is conducted

Furthermore, the second syntax is group division. At this stage, the teacher divides the students into five heterogeneous groups, with the aim of encouraging cooperation and collaboration among them. Each group is given LKPD related to the Prophet Muhammad's preaching material in Mecca, which will be done together. Group division enables students to share knowledge and learn from one another. By discussing and working in groups, learners will more easily explain the material they have learned, as well as improve their communication skills and convey their understanding more clearly and systematically.



Figure 2

After the division of groups, discuss the material that has been delivered in order to explore it further.

Next, the third syntax is the game. At this stage, each group will participate in a game designed to test their understanding of the Prophet Muhammad's Da'wah process in Mecca. The game utilizes Wordwall media that has been previously prepared by the teacher, which contains interactive quizzes and challenges related to the material taught. Each group competes with the others to answer questions correctly and quickly. In this activity, learners can be trained to reinforce their understanding in a fun way while improving their critical thinking skills and team collaboration abilities. It also provides an opportunity for participants to learn from their mistakes and offer each other feedback that can deepen their understanding.



Figure 3

Games to test understanding of the material that has been presented

The fourth syntax is tournament. At this stage, each group will compete in a match to test the extent of their understanding of the Prophet Muhammad's preaching material when in Mecca. Each group will answer questions or complete tasks assigned by the teacher, and the results will be assessed based on accuracy and speed of completion. This competition not only aims to measure learners' understanding, but also to motivate them to be more active and enthusiastic in learning. Through a healthy competitive atmosphere, learners are trained to work harder, deepen their understanding, and demonstrate their ability to explain the concepts they have learned.



Figure 4

Answer quizzes quickly and precisely with group cooperation

The last syntax is designed to reward the group that achieves the highest score, which can motivate students. This reward aims to appreciate the efforts and achievements of groups that have demonstrated the best understanding of the material taught. With rewards, learners feel valued for their participation and are encouraged to keep trying to understand the subject matter. Giving rewards also reinforces the concept of learning that has been achieved and increases motivation to learn harder.



Figure 5
Rewarding group members who win the match

In learning activities carried out using TGT-type cooperative learning assisted by Wordwall, this is done to determine the teacher's perception of the student's learning activity level. The presence of TGT (Teams Games Tournament) learning is a distinctive feature that not only forms a working group but also involves a tournament or competition between teams to achieve higher scores. According to the theory presented by Slavin, in TGT (Teams Games Tournament) cooperative learning, students are divided into several study groups, each consisting of 4-6 people. In the application of TGT (Teams Games Tournament) cooperative learning assisted by Wordwall, there are advantages during the learning activities, including: 1) students are actively involved in learning activities, 2) foster a spirit of competition in determining the correct answer, and 3) learning runs with enthusiasm.

These three things can be observed during match activities using Wordwall media, where students discuss and determine answers, listen to each other, and exhibit a high spirit of competition that is evident in their attempts to answer questions promptly. This is supported by research (Nurhayati et al., 2022) and who said the advantages of TGT (Teams Games Tournament) assisted by wordwall media are 1) easy to use without requiring complicated skills, 2) provides many game templates that can be used in learning 3) fosters interactive and collaborative attitudes 4) involves students to be active, train communication, cooperation and decision making through interesting and competitive games.

During the learning process using TGT (Teams Games Tournament), assisted by Wordwall, several obstacles are faced. One of them is that students are less orderly during the game and match process, so the classroom atmosphere becomes less conducive compared to the beginning of the learning process. Conditions like this can disrupt the concentration of other students on learning activities. In addition, the time needed to answer the questions is quite long because it is necessary to discuss to determine the correct answer. Although this is very important, it can reduce the overall efficiency of learning time. In addition, the difference in ability between learners requires additional guidance from the teacher and their group mates.

It requires the teacher to be more active in monitoring, directing, and ensuring that all students participate optimally. Regarding the obstacles experienced in the application of cooperative learning type TGT (Teams Games Tournament) assisted by Wordwall on activeness, it was found to be the same as research conducted by Nurhayati et al. (2022) stated that students were less ready to participate in the learning process because they were not used to TGT (Teams Games Tournament) learning. Additionally, the presence of students who are noisy and disturb their peers is also a barrier to creating a conducive learning environment.

Based on the obstacles faced, the shortcomings of cooperative learning type TGT (Teams Games Tournament) assisted by wordwall are obtained as follows 1) limited time to provide an understanding of students about the rules and flow of the game, 2) requires preparation of wordwall media tailored to the material to be studied both when making and also displaying it 3) requires intensive guidance so that students can understand 5) difficulty in arranging seating 6) ensuring active students in the match. The stages in TGT (Teams Games Tournament) learning are as follows: (Sundari & Setyabudi, 2024)

- a. The teacher places learners in small groups of 4 to 6 learners.
- b. The teacher presents the lesson material.
- c. The teacher gives the group LKPD and asks each group to work on it by discussing and exploring the material until each member clearly understands it.
- d. The teacher displays tournament games between groups.
- e. The teacher provides reinforcement and reflection of learning to students.

CONCLUSION

Based on the research results, it can be concluded that the application of the Teams Games Tournament (TGT) type cooperative learning model, assisted by Wordwall media, in class III at SDIT Al Ghazali Kota Palangka Raya has a significant effect on increasing student learning activity in Islamic Religious Education subjects. Observation findings indicate an increase in learner activity from 70% to 82.35%, reflecting the success of this approach in creating a more dynamic learning environment.

The TGT learning model offers a fun learning experience, encourages active participation, and promotes cooperation among students. This success is also supported by the teacher's effective role in designing learning, setting clear goals, and directing students to achieve the learning indicators that have been set.

This research contributes to enriching the reference on active learning practices based on digital games suitable for application at the elementary school level, particularly in the context of learning Islamic Religious Education. For future research, the digital media-assisted TGT learning model should be tested at different grade levels, other subjects, or combined with a project-based learning approach to see its effectiveness and sustainability in a broader context.

REFERENCES

- Abrori, A. N., Sumadi, C. D., Telang, J. R., Kamal, K., Bangkalan, K., Jawa, P., & Kode, T. (2023). Pengaruh Model Pembelajaran Kooperatif Tipe STAD Terhadap Keaktifan Belajar Siswa Kelas 2 SDN Morkoneng 1. *Jurnal Inovasi Ilmu Pendidikan*, 1(4), 296–315.
- Aji, W.P.A & Mahmudah, I. (2025). Peningkatan Hasil Belajar Siswa dengan Menggunakan Model Kooperatif Tipe Scramble Berbantuan Media Question Card. *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan* Volume. 4 Nomor. 1 Maret 2025e-ISSN: 2963-542X; p-ISSN: 2963-4997, Hal. 238-248.
- Alamsah, G., Sadiah, A., & Nurdianti, R. R. S. (2023). Penerapan Model Kooperatif Tipe Teams Games Tournament (TGT) Berbantuan Media Word Wall dalam Meningkatkan Hasil Belajar. *Global Education Journal*, 1(3), 219–229. <https://doi.org/10.59525/gej.v1i3.177>
- Alawiyah, A., Sukron, J., & Firdaus, M. A. (2023). Penerapan Model Pembelajaran Kooperatif Times Games Tournament untuk Meningkatkan Keaktifan Belajar Siswa pada Pembelajaran

- Pendidikan Agama Islam. *Fitrah: Journal of Islamic Education*, 4(1), 69–82. <https://doi.org/10.53802/fitrah.v4i1.188>
- Asniyati, A., & Kusuma, N. R. (2022). Penerapan Model Problem Based Learning Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa. *Jurnal Pendidikan Dan Profesi Keguruan*, 1(2), 136. <https://doi.org/10.59562/progresif.v1i2.29477>
- Dewi, R. P., & Mahmudah, I. (2024). Pengaplikasian Model Kooperatif Pada Pembelajaran Matematika Kelas Iv Di Sdit Al-Furqan. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa Volume 13 Nomor 1 Tahun 2024 Halaman 172-181 ISSN: 2715-2723, DOI: 10.26418/jppk.V13i1.72139*, 13(February), 171–181. <https://doi.org/10.26418/jppk.v13i1.72139>
- Elitasari, H. T. (2022). Kontribusi Guru dalam Meningkatkan Kualitas Pendidikan Abad 21. *Jurnal Basicedu*.
- Enggar, S., Dewi, K., Febriaani, Y., Dewi, T. R., & Pertiwi, R. P. (2025). Penggunaan Media Wordwall dalam Pembelajaran Tematik untuk Meningkatkan Motivasi Belajar Siswa di Sekolah Dasar. *JEMARI: Jurnal Edukasi Madrasah Ibtidaiyah*, 7(1), 38–43.
- Fitria, A., Nurlaela, E., & Prajabatan, P. (2023). Model Pembelajaran Kooperatif Tipe Tgt Berbantuan Media Group Card Untuk Meningkatkan Keaktifan Belajar Siswa Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 9(1), 1004–1018.
- Hamdanah. (2024). Menjadi Guru Hebat Dalam Membangun Kesiapan Belajar Perspektif Pendidikan Islam Abad 21. In *K-Media* (Vol. 11, Issue 1).
- Hasanah, Z., & Himami, A. S. (2021). Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 1(1), 1–13. <https://doi.org/10.54437/irsyaduna.v1i1.236>
- Inajati, A. S. (2023). Peningkatan Pemahaman Konsep Siswa Melalui Model Pembelajaran Teams Games Tournament. *Jurnal Of Student Research (JSR)*, 1(1), 1–6.
- Lestari, R. T., Wijayanti, P. S., & Herawati, T. R. (2024). Keefektifan Model Pembelajaran STAD Terhadap Hasil Belajar Siswa di SMP. *MARAS: Jurnal Penelitian Multidisiplin*, 2(1), 599–605. <https://doi.org/10.60126/maras.v2i1.221>
- Mahayasa, I. D. M. (2023). Meningkatkan Keaktifan dan Hasil Belajar Matematika Siswa Kelas VI Melalui Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament. *Indonesian Journal of Instruction*, 4(2), 85–92. <https://doi.org/10.23887/iji.v4i2.60888>
- Mahmudah, I., & Zaelani, A. (2024). The Effectiveness Of Using Digital Media As An Aid In Class IV Mathematics Learning. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(1), 63–72.
- Mazrur. (2023). Inovasi Pembelajaran PAI Berbasis IT. In *K-Media* (Issue July).
- Ni'am, F., & Widodo, W. (2023). Penerapan Model Kooperatif Tipe Team Games Tournament untuk Meningkatkan Hasil Belajar IPA Siswa SMP. *Pensa E-Jurnal : Pendidikan Sains*, 11(3), 219–225.
- Nisa, M. A., & Susanto, R. (2022). Pengaruh Penggunaan Game Edukasi Berbasis Wordwall Dalam Pembelajaran Matematika Terhadap Motivasi Belajar. *JPGI (Jurnal Penelitian Guru Indonesia)*, 7(1), 140. <https://doi.org/10.29210/022035jpgi0005>
- Nissa, S. F., & Renoningtyas, N. (2021). Penggunaan Media Pembelajaran Wordwall untuk Meningkatkan Minat dan Motivasi Belajar Siswa pada Pembelajaran Tematik di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2854–2860. <https://doi.org/10.31004/edukatif.v3i5.880>
- Nurhayati, Egok, A. S., & Aswarliansyah. (2022). Penerapan Model Pembelajaran Kooperatif Tipe TGT pada Pembelajaran IPA Sekolah Dasar. *Jurnal Basicedu*, 6(5), 9118–9126.
- Prasetyo, A. D., & Abduh, M. (2021). Peningkatan Keaktifan Belajar Siswa Melalui Model Discovery Learning Di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 1717–1724. <https://doi.org/10.31004/basicedu.v5i4.991>
- Priadana, S., & Sunarsi, D. (2021). *Metode Penelitian Kuantitatif*. pascalbooks.
- Qurrotulayunusufyan, & Mohammad Sugi Hartono. (2024). Implementasi Model Pembelajaran Kooperatif Tipe Team Game Tournament (TGT) Dalam Melatih Berfikir Kritis Peserta Didik. *Indonesian Journal of Islamic Educational Review*, 1(1), 47–56. <https://doi.org/10.58230/ijier.v1i1.58>
- Rahayu, B. A., & Suryani, E. (2022). Pengaruh Model Teams Games Tournament (TGT) Berbantuan

- Media Ular Tangga untuk Pemahaman Konsep Siswa pada Pelajaran IPA Kelas 4 SD Negeri Bakalrejo 01. *Media Penelitian Pendidikan: Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 16(1), 14–20. <https://doi.org/10.26877/mpp.v16i1.12038>
- Rohmadi, R., Syarnubi, S., Efriani, A., Suzana Pranita, Zulhijra, Z., Anggara, B., & Alimron Alimron Maryamah Maryamah. (2024). An analysis of student errors in solving HOTS mathematics problems based on the newman procedure. *In AIP Conference Proceedings*, 3058(1).
- Saputra, R. Y., & Harjono, N. (2024). Model kooperatif teams games tournament dalam meningkatkan keaktifan dan hasil belajar IPA siswa SD. *Jurnal Educatio*, 10(1), 88–97.
- Sholicha, M., Indrawati, V., Pangesthi, L., & Bahar, A. (2021). *Jurnal Tata Boga Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament (Tgt) Untuk Meningkatkan Hasil Belajar Siswa Smk*. 10(2), 234–245.
- Sidiq, M. A., & Prasetyo, T. (2020). Efektivitas Model Pembelajaran Problem Solving dan Discovery Learning Terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 361–370. <https://doi.org/10.31004/basicedu.v4i2.358>
- Simatupang, A. (2021). Hubungan motivasi belajar dengan hasil belajar siswa pada mata pelajaran kimia di SMA Negeri 2 Kota Jambi .SECONDARY. *JurnalInovasiPendidikanMenengah*, 1(3), 199–205.
- Sundari, E., & Setyabudi, T. (2024). Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournamen (Tgt) Untuk Meningkatkan Keaktifan Belajar Peserta Didik Pada Pembelajaran Pkn Sd. *Jurnal Ilmiah Pendidikan Dasar*, 09, 1842–1855.
- Supriadi, G. (2021). *Statistik Penelitian Pendidikan*. UNY Press.
- Surawan, L. H. (2024). Pembinaan Pembentukan Media Interaktif Guru Dengan Metode TGT (Teams Games Tournamen) Berbasis Wordwall di MIN 4 Palangka Raya. *Jurnal JP2N Volume: 2; No: 1 (2024); Pp 1-10 EISSN:; 1(September)*, 1–10.
- Syarnubi, S. (2024). *Filsafat Pendidikan Islam Suatu Pengantar Untuk Memahami Filsafat Pendidikan Islam Lebih Awal* (S. Fahiroh, Y. Oktarima, & N. Soraya, eds.). Palembang: Anugrah Jaya.
- Wa Souvi Raaziqal Ningtyas, dkk. (2024). Keaktifan Siswa Melalui Pembelajaran Permainan Edukatif Di Sd Dumas Surabaya. *Walada: Journal of Primary Education*, 3(2), 89–100. <https://doi.org/10.61798/wjpe.v3i2.129>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, 5(2), 3928–3936. <https://doi.org/10.31004/joe.v5i2.1074>
- Wulandari, D. (2022). Metode Pembelajaran Dalam Meningkatkan Keaktifan Belajar. *Jurnal Aksioma Ad-Diniyyah : The Indonesian Journal of Islamic Studies*, 10(1). <https://doi.org/10.55171/jad.v10i1.690>
- Yudhistira, R., Rifaldi, A. M. R., & Satriya, A. A. J. (2020). Pentingnya perkembangan pendidikan di era modern. *Jurnal Prosiding Samasta*, 3(4), 1–6.