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Available at:
https://journal.nahnuinisiatif.com/index.php/ARJI
Volume 7 Number 3 Year 2025
DOI : 10.61227
E-ISSN : 2775-0787
P-ISSN : 2774-9290

ARJI
Action Research Journal Indonesia

1458 – 1471

Team Assisted Individualization: Efektivitas Model Pembelajaran Cooperative Terhadap Minat Belajar Peserta Didik

Team Assisted Individualization: The Effectiveness Cooperative Learning Models on Student Learning Interests

Article Submitted : 2025-05-03
Article Received : 2025-05-22
Article Pusblished : 2025-07-01

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Kata Kunci:
Team Assisted Individualization; PAI; Minat Belajar

Abstrak: Rendahnya minat dan hasil belajar peserta didik seringkali disebabkan oleh penggunaan model pembelajaran konvensional, perbedaan latar belakang peserta didik, rendahnya motivasi, serta kurangnya fleksibilitas dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Team Assisted Individualization (TAI) terhadap minat belajar Pendidikan Agama Islam pada peserta didik di SMP Negeri 23 Bandar Lampung. Pendekatan yang digunakan adalah kuantitatif dengan desain eksperimen semu. populasi penelitian terdiri dari 250 peserta didik kelas VIII, dengan pengambilan sampel secara acak menggunakan aplikasi Spin the Wheel. Kelas VIII F ditetapkan sebagai kelas eksperimen dan kelas VIII E sebagai kelas kontrol. Data dikumpulkan melalui kuesioner post-test dan dianalisis menggunakan uji normalitas, homogenitas, dan uji-t. Hasil penelitian menunjukkan bahwa peserta didik yang mengikuti pembelajaran dengan model TAI memiliki minat belajar yang lebih tinggi dibandingkan dengan peserta didik yang mengikuti pembelajaran konvensional. Hal ini dibuktikan melalui nilai signifikansi 0,000 < 0,05. Temuan ini menunjukkan bahwa model pembelajaran TAI efektif dalam meningkatkan minat belajar peserta didik. Oleh karena itu, pendidik disarankan untuk mulai menerapkan model seperti TAI guna

menciptakan suasana belajar yang lebih menarik dan kolaboratif, yang pada akhirnya dapat berdampak positif terhadap peningkatan hasil belajar secara keseluruhan.

Keywords:
Team Assisted Individualization; PAI; Interest in Learning

Abstract: The low interest and academic performance of students are often caused by the use of conventional teaching methods, differences in student backgrounds, low motivation, and a lack of flexibility in the learning process. This study aims to examine the effect of the Team Assisted Individualization (TAI) learning model on students' interest in Islamic Religious Education at SMP Negeri 23 Bandar Lampung. A quantitative approach was employed using a quasi-experimental design. The research population consisted of 250 eighth-grade students, with the sample selected randomly using the Spin the Wheel application. Class VIII F was designated as the experimental group, while Class VIII E served as the control group. Data were collected through a post-test questionnaire and analyzed using normality, homogeneity, and t-tests. The results showed that students who participated in learning through the TAI model demonstrated a higher level of interest compared to those who experienced conventional learning. This was evidenced by a significance value of 0.000 < 0.05. These findings indicate that the TAI learning model is effective in enhancing students' learning interest. Therefore, it is recommended that teachers begin implementing models such as TAI to create a more engaging and collaborative learning environment, which can ultimately have a positive impact on overall academic achievement.

Available at : https://journal.nahnuinisiatif.com/index.php/ARJI
DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

INTRODUCTION

Education plays a central role in shaping a brighter future for the nation. To achieve this goal, the educational process must go beyond the mere transmission of knowledge; it must also cultivate ways of thinking that shape individuals into innovative, independent, creative, and active persons. In this context, learning and instruction are conscious activities at the core of education, deliberately designed to transform individuals toward personal and intellectual growth (Gusti & Neti, 2021; Haizatul & Rahmat, 2024; Yemima & Novi, 2021). However, based on the PISA survey conducted by the OECD, there are three major issues in Indonesia's education system that require urgent attention. First, the low level of student achievement. Second, the high number of students who are required to repeat a grade. Third, the significant rate of student absenteeism from school (Pitra et al., 2025). In addition, disparities in equitable access to education across different regions and the continued reliance on conventional teaching methods remain key factors contributing to the low quality of education in Indonesia (Eko, 2023; Elvira, 2021; Siti, 2021)

The learning process does not always run smoothly, as it is influenced by various factors. These include the characteristics of instruction, the learning environment, curriculum structure, the use of technology, and the level of student motivation (Patandung & Panggua, 2022). In addition, learning difficulties are often associated with low academic achievement, which is largely triggered by students' lack of seriousness in studying and their limited interest in the learning process itself (Zega Jerniawan, 2023). In addressing this situation, the role of educators is crucial-not only in delivering the material, but also in selecting appropriate teaching methods and media, as well as demonstrating sensitivity to issues that arise during the teaching and learning process (Amelia et al., 2023).

Interest is an intrinsic attraction that arises without coercion, formed through the interaction between internal and external factors; the stronger this interaction, the greater the interest that develops (Anisa & Mukh, 2023). In the context of Islamic Religious Education (PAI), learning interest is a crucial aspect because PAI not only transfers religious knowledge but also instills moral and spiritual values (Asri et al., 2022). Learning interest is the intrinsic enthusiasm or drive within an individual to learn without external coercion. It is reflected in the enjoyment and engagement of students during the learning process (Herlina et al., 2024). Thus, learning interest is understood as an attraction to a particular subject matter, which motivates an individual to be enthusiastic in engaging in learning activities (Maulida et al., 2024; Milanda & Yenni, 2021).

Based on the initial observations and interviews conducted with Mr. RS, M.Pd., as well as three eighth-grade students-RS, MAK, and NDP at SMP Negeri 23 Bandar Lampung, the following main issues were identified: (1) lack of student participation due to a conventional teacher-centered model, (2) varied levels of interest influenced by students' religious backgrounds, (3) low motivation hindering engagement, (4) rigid learning

structures limiting flexibility, and (5) low grades falling below the minimum competency criteria (KKM, <75). These challenges highlight the need for innovative teaching approaches

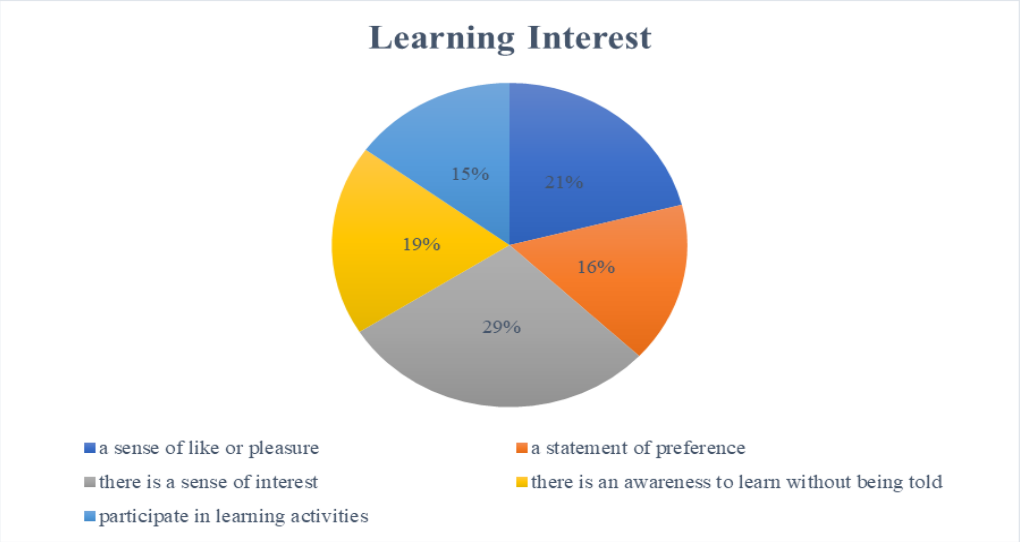

Figure 1.
Recapitulation of Pre-Research Results on Students' Learning Interest in SMP Negeri 23 Bandar Lampung

Based on the above table indicate that students' learning interest varies. One prominent indicator is curiosity, which stands at 29%, reflecting positive potential. However, active participation remains relatively low, with a percentage of only 15%. Other indicators such as enjoyment in learning (21%), self-directed learning awareness (19%), and personal preference for learning activities (16%) still require greater attention. These findings underscore the importance of implementing more interactive and student-centered teaching methods to enhance their engagement in the learning process.

There are still some educators who tend to use traditional teaching approaches, possibly because they have not yet found or implemented more suitable and innovative instructional models. These approaches often involve merely reading or explaining the material without paying attention to intonation, expression, or interaction with students. This results in a learning process that is less engaging and feels rigid. A common issue is that the classroom atmosphere becomes unconducive, as students feel bored. During instruction, educators often deliver material in a one-way manner using conventional, teacher-centered methods. Consequently, students frequently become drowsy, talk to themselves, or engage in other activities during the lesson (Ayu, 2021; Wahab et al., 2022).

As an effort to address the aforementioned issues, it is advisable to begin implementing innovative teaching models by integrating conventional methods with contemporary instructional innovations that are relevant to current educational needs (Ainiyah et al., 2023). This study aims to offer a solution through the implementation of the Team Assisted Individualization (TAI) instructional model. The cooperative learning

model TAI, developed by Slavin, is designed to replace conventional approaches by creating a more participatory learning environment (Vina et al., 2024; Wulandari et al., 2023). The learning process involves collaboration within small groups composed of members with diverse abilities. In its implementation, students are divided into small heterogeneous groups of 4-5 members and given the same material to study. This instructional model not only enhances students' active participation but also supports the independent development of their knowledge, attitudes, and skills (Lesmana et al., 2023; Nurul, 2021; Rizqy et al., 2021).

(Elsinta et al., 2021; Kiki & Zainal, 2020; Sukirno, 2022) Previous studies have shown that the TAI approach is effective in increasing students' interest and motivation to learn. These findings are consistent with the results of studies conducted (Ayu, 2021; Tani et al., 2024; Wendra et al., 2020).

The results indicate that the Team Assisted Individualization (TAI) instructional model is more effective than conventional methods. This approach surpasses traditional teaching by fostering collaboration among students, integrating technology, and enhancing active engagement in the learning process. The implications of this study offer new insights into how the interactive implementation of the TAI model can effectively promote students' knowledge and learning interest. This research is expected to serve as a reference for educators to adopt a more collaborative approach, which not only increases students' motivation to learn but also develops essential skills such as teamwork and communication.

The implementation of the Team Assisted Individualization (TAI) instructional model is expected to create a more comfortable and engaging learning environment for students. This model offers a different approach from conventional teaching methods. Additionally, TAI is designed to enhance cooperation among students while still considering individual abilities. In this way, the shortcomings commonly found in traditional learning models can be minimized. Therefore, TAI serves as an effective alternative to improve the quality of classroom instruction (Gde et al., 2021; Rihesti & Bambang, 2022; Rizqy et al., 2021).

This study aims to examine students' learning interest in Islamic Education (PAI) through the implementation of the Team Assisted Individualization (TAI) learning model. Observations at SMP Negeri 23 Bandar Lampung revealed low student participation and varying levels of motivation due to the continued use of conventional teaching methods. The TAI model is expected to enhance learning interest by creating a more collaborative and engaging classroom environment, encouraging active student involvement based on individual abilities, and ultimately making Islamic Education more effective.

METHODS

The research was conducted during the odd semester of the 2024/2025 academic year at SMP Negeri 23 Bandar Lampung. This study employed a quantitative approach with a quasi-experimental design to examine the causal relationship between the

independent and dependent variables. The population consisted of 250 eighth-grade students from eight classes. The sample was randomly selected using the 'Spin the Wheel' application, with class VIII F assigned as the experimental group and class VIII E as the control group."

The instrument used in this study was a learning interest questionnaire developed based on the theory of Syaiful Bahri Djamarah, referring to five main indicators: (1) feelings of liking or enjoyment, (2) statements of preference, (3) presence of interest, (4) self-directed learning awareness, and (5) participation and attention in learning activities. Initially, the questionnaire consisted of 15 statements, which were then validated by experts. The instrument trial was conducted in a class where the TAI learning model had not yet been implemented. Analysis using SPSS version 26 showed that 10 statements were valid. The reliability coefficient obtained from the reliability test was 0.676. Data collection was carried out by distributing the questionnaire to three classes, comprising two experimental classes and one control class, followed by the administration of a post-test. The questionnaire results were tabulated and analyzed using SPSS 26. Prerequisite tests included normality tests to assess data distribution and homogeneity tests to ensure equal variances between groups. Hypothesis testing was conducted using the t-test.

This study involves several stages in the implementation of the Team Assisted Individualization (TAI) cooperative learning model, which include: (1) the educator assigns tasks for students to study the learning material individually, (2) the educator administers an individual quiz to obtain baseline scores, (3) the educator forms several groups with heterogeneous abilities, (4) the educator asks students to discuss their individual learning results within their assigned groups, (5) the educator facilitates students in creating summaries, provides guidance, and reinforces the studied material, (6) the educator administers an individual quiz again, and (7) the educator awards groups based on the improvement in individual learning outcomes from the baseline to the quiz scores (Mardiyanti, 2024).

RESULTS AND DISCUSSION

Figure 2.
Research Processing

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DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

Result

Data analysis was conducted to determine the condition of the experimental and control classes after the treatment was applied, in order to assess hether the results met expectations. In this analysis, the data examined consisted of post-test scores following the treatment given to the students. The data analysis included tests for normality, homogeneity, and the t-test.

1. Normality Test

To determine whether the collected data follows a normal distribution, a normality test is conducted. The data is considered normal if the obtained significance value is greater than 0.05 (Ranialini et al., 2024). To test the normality of the sample in this study, the Liliefors test was employed. Based on the normality test criteria at a significance level of , $\propto = 0{,}05$, If $L_{calculated} < L_{table}$ atau Sig. $>\propto$, th H_0 is accepted, indicating that the data are normally distributed. A summary of the normality test results for the control and experimental classes is presented in Table 1 below.

Table 1. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TAI	.114	30	.200*	.956	30	.238
Konvensional	.110	30	.200*	.953	30	.202

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the normality test results above, for the experimental class group 1, the significance value (Sig.) $= 0{,}238$ was obtained from the Liliefors test graph with $\propto = 0{,}05$. This means Sig, $> \propto$ so $0{,}238 > 0{,}05$ H_0 is accepted.

In the control class, a significance value of Sig $= 0{,}202$ was obtained from the Liliefors table at $\propto = 0{,}05$. This means that Sig. $> \propto$ specifically $= 0{,}202 > 0{,}05$,so H_0 is accepted. This indicates that the samples from both the experimental and control classes come from populations that are normally distributed.

2. Homogeneity Test

The test of homogeneity is used to determine whether several population variances are equal or not (Sianturi, 2022; Usmadi, 2020). To test the homogeneity of this study's samples, Levene's test was employed. According to the homogeneity test guidelines with a significance level (Sig.) of $\propto = 0{,}05$, if Sig. $> 0{,}05$, then the null hypothesis $H_0$is accepted, indicating that the data are homogeneous. A summary of the homogeneity test results for the control and experimental classes can be seen in Table 2 below.

Available at : https://journal.nahnuinisiatif.com/index.php/ARJI
DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

Table 2. Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
MinatBelajar	Based on Mean	3.116	10	16	.021
	Based on Median	.478	10	16	.881
	Based on Median and with adjusted df	.478	10	3.379	.838
	Based on trimmed mean	2.792	10	16	.033

From the homogeneity test results, the combined variance of the experimental class and the control class was obtained as 0.021. The figure shows a significance value $\propto > 0{,}05$, $\propto > 0{,}05$, specifically $0{,}021 < 0{,}05$, which means that the null hypothesis is H_0accepted. This indicates that the samples come from populations with equal variances, hence the data are homogeneous.

3. Hypothesis Test

A hypothesis is an opinion or conclusion that is still provisional and has not yet been formally established as a thesis (Rahmawati, 2020). Hypothesis testing is a branch of Inferential Statistics used to statistically verify the truth of a statement and to draw conclusions regarding whether the statement is accepted or rejected (Anuraga et al., 2021). The analysis technique used for hypothesis testing in this study is the t-test. The t-test is one of the parametric statistical tests, so it has assumptions that must be met, namely normality and homogeneity (Rinaldi et al., 2020). The results of the t-test on students' interest in learning Islamic Religious Education (PAI) are presented in Table 3.

Tabel 3. T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MinatBelajar	Equal variances assumed	.046	.831	4.551	59	.000	5.10538	1.12184	2.86057	7.35018
	Equal variances not assumed			4.558	58.814	.000	5.10538	1.12017	2.86377	7.34698

Based on the results obtained from the T-test, it can be seen that the p-value is $0{,}000 < 0{,}05$, therefore H_0 is rejected, indicating that there is a difference between the experimental and control classes.

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DOI : 10.61227
P-ISSN : 2774-9290
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Discussion

This study aims to examine the effectiveness of the Team Assisted Individualization (TAI) learning model in enhancing students' learning interest. Based on data analysis, the implementation of the TAI model demonstrates a significant increase in students' interest in learning. The findings of this study also indicate that classes taught using the TAI model exhibit higher levels of learning interest compared to those taught using traditional teaching methods.

In the Team Assisted Individualization (TAI) learning model, students learn in groups while maintaining individual accountability for mastering the material. This instructional approach encourages collaborative interaction, mutual support among students, and reinforcement of individual understanding, ultimately fostering greater motivation to learn (Indriyani & Sujana, 2021; Mertayasa, 2021; Misastri et al., 2023; Qomaria, 2022). A cooperative and supportive learning environment fostered through the implementation of TAI creates a more engaging learning atmosphere, encourages students to participate more actively in learning activities, and nurtures a sense of enjoyment in the learning process.

The results of this study demonstrate a significant influence of the Team Assisted Individualization (TAI) learning model on the improvement of students' learning interest at the junior high school level. Based on the data analysis, there is a clear difference in the level of learning interest between students who received instruction through the TAI model and those who were taught using conventional methods. This finding is further supported by the difference in the average scores of learning interest between the two groups, with a significance value of 0.000, which is less than $\propto = 0{,}05$.

Throughout the course of the research, students demonstrated active engagement in group activities, which is a core element of the Team Assisted Individualization (TAI) learning model. This active participation contributed to increased learning interest, reinforced comprehension of the material, and helped students manage their study time more effectively. These findings support the effectiveness of the TAI model in fostering a collaborative learning environment and enhancing students' intrinsic motivation.

Research by (Aningsih et al., 2024; Aprimadei et al., 2024; Berliana, 2022) This highlights a distinction from the present study. While previous research employed different instructional approaches, this study specifically implements the Team Assisted Individualization (TAI) model to examine the enhancement of students' learning interest. TAI is a form of cooperative learning that combines teamwork with individualized learning strategies. In its application, students are grouped heterogeneously to support one another in understanding the learning material, while still maintaining individual accountability for their own academic outcomes. This approach creates a balance between collaboration and independence, both of which are key factors in fostering student engagement and interest in learning.

The influence of the Team Assisted Individualization (TAI) model on learning interest can be explained through several mechanisms. First, cooperative group work

fosters positive social interaction, which contributes to increased learning motivation. Students feel supported by their peers, which boosts their confidence in expressing opinions and asking questions when they encounter difficulties. Second, the division of roles and responsibilities within the group provides each student with an opportunity to make meaningful contributions to the learning process. This leads to greater curiosity and a stronger interest in the subject matter being studied.

Third, the element of individualization within this model allows students to learn at their own pace and according to their individual abilities, ultimately reducing academic pressure and enhancing their comfort in the learning process. This approach helps students build self-confidence and personal satisfaction in their academic achievements. Fourth, the feedback received from peers and teachers during the learning process also plays a significant role in strengthening students' emotional engagement with the subject matter.

The research findings indicate that the implementation of the TAI (Team Assisted Individualization) model effectively encourages students to be more active, enthusiastic, and engaged in the learning process. The majority of students expressed a positive preference for this instructional model, reflecting that TAI not only supports academic development but also fosters an enjoyable and motivating learning environment. Therefore, learning interest, considered the primary variable in this study, can be understood as the direct result of the TAI model's contribution to the cognitive, affective, and social aspects of students within the learning process.

Implications / Impact of the Research Findings

The results of the study indicate that the Team Assisted Individualization (TAI) learning model can significantly enhance students' learning interest. TAI helps create a more active and enjoyable learning environment, making students more engaged and motivated to learn. Through structured group work and individual responsibility, students feel more involved and enthusiastic, particularly in Islamic Education (PAI) classes.

Therefore, it is recommended that students begin adopting learning models like TAI to make the learning process more engaging. Educators are encouraged not only to deliver material but also to facilitate collaboration among students. This approach not only improves students' understanding of the subject matter but also fosters teamwork and a sense of responsibility, which can positively impact overall learning outcomes.

CONCLUSION

In conclusion, the Team Assisted Individualization (TAI) learning model has proven to be effective in increasing students' learning interest. This is evidenced by the results of the T-test, which show a p-value of $0{,}000 < 0{,}05$, indicating that H_0 is rejected. In other words, there is a significant difference between the experimental and control classes. The implementation of the TAI model can serve as an effective alternative to

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DOI : 10.61227
P-ISSN : 2774-9290
E-ISSN : 2775-0787

conventional teaching methods, particularly in promoting active student participation and fostering stronger engagement in the learning process.

This study has limitations in terms of its scope and context, as it focuses on a single subject and was conducted within a specific school environment over a limited period. As a result, the findings cannot yet be generalized to other learning situations or educational levels. Additionally, other variables that may influence learning interest-such as students' backgrounds, learning styles, and social-emotional conditions-were not the primary focus of this research.

Future research should explore the long-term effects of implementing the TAI learning model on students' learning interest, academic achievement, and overall engagement. It is also important to examine the effectiveness of this model across various subjects and educational levels, both in urban and rural settings, to produce more representative results. Additionally, supporting factors such as student motivation, self-confidence, and teacher readiness should be investigated in greater depth to gain a more comprehensive understanding. By considering these aspects, future studies can offer more targeted and practical recommendations, enabling the broader and more sustainable application of the TAI model across diverse educational contexts.

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