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Learning Interest: How Does The Experimentation of the Team Games Tournament Learning Models?

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Abstrak: Rendahnya minat belajar siswa, khususnya dalam hal keterlibatan dan minat saat belajar, menjadi latar belakang penelitian ini. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Teams Games Tournament (TGT) terhadap minat belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) kelas VIII SMP Negeri 23 Bandar Lampung. Penelitian ini menggunakan teknik quasi eksperimen quasi kuantitatif. Sampel terdiri dari dua kelas, yaitu kelas eksperimen dengan model TGT dan kelas kontrol dengan pembelajaran konvensional. Metode basic random sampling dapat digunakan dengan program spin-the-wheel. Dengan nilai signifikansi kelas TGT sebesar 0,04 ± 0,05, uji normalitas menunjukkan dari hasil penelitian bahwa kelas eksperimen dan kontrol berdistribusi normal. Uji homogenitas menghasilkan data yang homogen serta hasilnya 0,341 > 0,05. Data diperoleh melalui angket dan dilakukan analisis uji-t. Hasil penelitian menunjukkan bahwa siswa di kedua kelas memiliki minat belajar yang agak berbeda; Siswa yang belajar dengan pendekatan TGT menunjukkan antusiasme yang lebih tinggi dalam belajar. Dengan demikian, model TGT membantu meningkatkan rasa ingin tahu siswa SMP tentang PAI.

Keywords:
Team Games Tournament, Learning Interest, IRE

Abstract: The low interest in learning of students, especially in terms of involvement and interest in learning, is the background of this study. This study aims to determine the effect of the Teams Games Tournament (TGT) learning model on students' interest in learning in the subject of Islamic Religious Education (PAI) in class VIII of SMP Negeri 23 Bandar Lampung. This study uses a quasi-experimental quasi-quantitative technique. The sample consists of two classes,

namely the experimental class with the TGT model and the control class with conventional learning. The basic random sampling method can be used with the spin-the-wheel program. With a significance value of the TGT class of 0.04 ± 0.05, the normality test shows from the results of the study that the experimental and control classes are normally distributed. The homogeneity test produces homogeneous data and the results are 0.341> 0.05. Data were obtained through a questionnaire and t-test analysis was carried out. The results showed that students in both classes had slightly different learning interests; Students who studied with the TGT approach showed higher enthusiasm in learning. Thus, the TGT model helps increase junior high school students' curiosity about PAI.

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INTRODUCTION

Education is a conscious and systematic effort to foster the comprehensive development of students' potential, including spiritual, cognitive, and practical dimensions, while embedding cultural values and character (Annur et al., 2021; Hakim & Darojat, 2023; Intania & Sutama, 2020; Rahman & Fitriani, 2022). In the 21st century, technology and industry are advancing rapidly. According to data from the World Population Review, Indonesia ranks 54th out of 78 countries, indicating that our level of education is still relatively low on a global scale. (Maimuna, 2023). This is certainly a concerning condition. Despite having a large human resource base, education in Indonesia should ideally serve to enhance the quality of its workforce. However, the reality has yet to meet expectations.(Kurniawati, 2022).

Indonesia is not only trying to raise the caliber of education but also overhauls its current system in order to meet the demands of the modern society. Improving the caliber of education depends on having qualified human resources.(L. E. Wahyudi et al., 2022). In determining the success of education, students' learning interest plays a crucial role. However, this interest has been declining across various educational levels. A range of issues within the learning process contributes to students' low motivation to learn. One of the main factors originates from the students themselves, such as a lack of motivation, disinterest in certain subjects, or low self-confidence, all of which significantly affect their enthusiasm for learning (Rahma et al., 2024).

Students' interest in learning is an internal drive that fosters enthusiasm and enjoyment in the learning process, as reflected in their curiosity, attention, and active engagement during lessons. (Sya'adah et al., 2023). Interest is a form of one's attraction to something external, which becomes stronger as the connection to it grows (Halawa & Malaisari, 2023; Farahmand, 2022; Gharibshah, 2020). Interest also reflects curiosity, a desire to learn, attraction, admiration, or the longing to possess something. (Setiawan & Soraya, 2020; Aulia & Araniri, 2021; Sholehatin & Wirdati, 2021; Salsabilla et al., 2021). According to William James, students' interest is a crucial factor that influences their participation in learning. This interest motivates students to choose activities that align with their desires and fosters enthusiasm, as reflected in their enjoyment, curiosity, and active engagement. (Azis & Pertiwi, 2021). One's learning results are better the more interested they are in a given subject. Strong interest motivates more effort in comprehending the content, thus improving academic performance. (Sulisworo et al., 2024; Suwandi et al., 2023; Siburian et al., 2023)

Several problems with the learning process were found in the preliminary research that took place on May 17, 2024, at SMP Negeri 23 Bandar Lampung, Indonesia, and was observed and interviewed with Mr. Rian Saputra, M.Pd., an Islamic Religious Education teacher, and three eighth graders. Among these issues are: 1) Students are not actively participating in Islamic Religious Education (PAI) classes when traditional models are employed, which is probably due to a lack of possibilities for students to be involved. 2) If teachers don't switch things up with their lesson plans and pedagogical tools, the classroom could become boring and uninspiring for the students. 3) The minimal enthusiasm among students could be influenced by the perception that PAI subjects are uninteresting and tend to be boring. 4) Limited flexibility in the learning process possibly arises from the conventional model's strict adherence to rigid spatial and temporal structures. 5) A number of students have yet to reach the Minimum Competency Criteria (KKM) or have scored below 75, which is likely due to low student activity and engagement in classroom learning activities.

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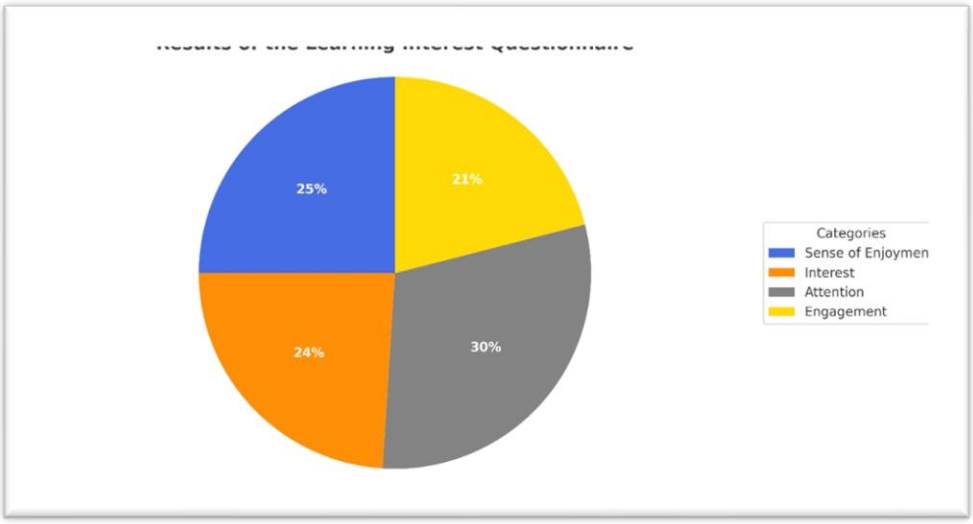

Figure 1.
Summary of the Pre-Research Learning Interest Questionnaire

Based on Figure 1, the indicators of involvement and interest show the lowest percentages, at 21% and 24% respectively. Students do not appear to be actively participating or invested in their own learning if this is the case. Students' lack of enthusiasm for studying can be due in part to this. We need a learning model that may greatly increase students' enthusiasm in learning, especially in Islamic Religious Education (PAI), according to the findings of the questionnaire distribution, first observations, and interviews.

This highlights the need of developing a teaching strategy that piques students' curiosity about PAI (Islamic Religious Education). The Teams-Games-Tournament (TGT) cooperative learning model is one example of an engaging and effective learning paradigm that teachers should use with their students. One cooperative learning paradigm is the Teams-Games-Tournament (TGT) model, which mixes group work with games with an academic focus(Wijaya, 2025). This learning model is considered relevant for addressing the issue of students' learning interest. (Alawiyah et al., 2023; Hidayah, 2020). Students learn actively, think critically, and compete in tournaments to test their knowledge, with the aim of enhancing motivation, understanding, and outcomes.(Primadani et al., 2020; Wahyudi & Maigina, 2022; Fauziyah et al., 2020; Fahrurrozi et al., 2024; Haryono, 2021). The Teams-Games-Tournament (TGT) model has several benefits, one of which is its capacity to raise students' interest in and mastery of course material.(Amtiran, 2025).

The efficacy of the Team Games Tournament (TGT) model of learning has been the subject of several prior investigations. According to studies conducted by Dina Laelatul Fadhilah at SDN 1 Kebarepan and SDN Tegalwang, using TGT to teach mathematics substantially enhanced students' comprehension when contrasted with more traditional approaches. (Fadhilah et al., 2024). Meanwhile, Endang, in her research at SMA Negeri 3 Gorontalo, found that students taught using an integrated TGT and STAD model performed better on the topic of disaster mitigation than those taught using STAD alone (Endang et al., 2020). On the other hand, Rizqi Nur Yahya, in his research at SD Negeri 1 Bareng, found that the TGT model effectively engages students and fosters their creative thinking skills. This indicates that teachers should adopt creative and innovative teaching methods to enhance learning. (Yahya et al., 2023).

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However, there are differences in the subjects and courses studied. Previous research was conducted at the high school level focusing on social studies, whereas this study is carried out at the junior high school level with Islamic Religious Education (PAI) as the subject, and utilizes Educaplay-based learning media. (Ranialini et al., 2024)(Azizah et al., 2025). These differences represent the novelty of this research, as they have not been previously explored by other researchers. The purpose of this study is to examine how the Teams-Games-Tournament (TGT) learning model compares to the more traditional approach to Islamic religious education (PAI) in terms of its impact on students' engagement with the subject. Eighth graders at the middle school level can benefit from the cooperative Teams-Games-Tournament (TGT) learning paradigm, according to earlier studies. Reflections performed at the conclusion of each cycle demonstrate this improvement. When it comes to teaching mirror subjects, the TGT approach really shines since it captivates pupils and helps them learn the content better.

Research on the impact of the Teams-Games-Tournament pedagogical approach on PAI enrollment at SMP Negeri 23 in Bandar Lampung is crucial. Reason being, how effective a learning process is depends heavily on pupils' level of interest in it. As a result, teachers must select a learning model that can be easily adjusted to meet their needs. To pique students' interest in PAI, this study must focus on creating a learning paradigm that incorporates technology. Teachers also need to be able to adapt their teaching methods to the current climate and their pupils' individual requirements. (Sutama et al., 2023). Islamic Religious Education (PAI) instructors can use the study's findings to spark their students' curiosity and enthusiasm for studying.

METHODOLOGY

During the odd semester of the 2024/2025 academic year, researchers from SMP Negeri 23 in Bandar Lampung carried out this investigation. This study takes a quantitative tack because of the data it uses and the methods it employs for analysis. Measurements, computations, and numerical data are the backbone of quantitative research, which includes steps such as planning, executing, hypothesis generation, technique selection, data analysis, and conclusion drawing.(Charismana et al., 2022) The research strategy used in this work is a quasi-experimental one. Education frequently uses quasi-experimental design due to the inherent difficulty of fully controlling human subjects (e.g., pupils and teachers). This method is used when researchers can't control every variable, especially when there are outside influences on the control group that might affect the results.

A total of 250 kids from 8 different eighth grade classrooms made up the population in this research. Class VIII E served as the control group and class VIII H as the experimental group; the sample comprised pupils from both classes. Due to the fact that the sampling was performed at random without taking into account levels or groupings within the population, a "spin the wheel" application was utilized to aid in the process of simple random sampling.

A learning interest questionnaire, which was given to students in both classrooms as a post-test, was used as the data collecting instrument. Using Slameto's theory as a foundation, this survey aimed to measure four key aspects of student engagement: enjoyment, interest, acceptance, and the quality of the learning experience (Suyanto, 2025). Experts in both content and construct validation reviewed and approved the questionnaire's fifteen statements, which were administered using a Likert scale with five possible responses (validators).

Subsequently, the questionnaire was tested on a class that had not previously used the TGT learning model. The trial data were analyzed using SPSS version 26 to test the validity of the

15 statements, with 9 statements found to be valid. The validity of each item in this study was determined through a validity test conducted using SPSS version 26. In order to ensure the validity of the test, we used the Pearson Product Moment correlation method to examine the relationship between each statement item and the total score. If, at a certain significance level, say 5%, the calculated correlation coefficient (r-calculated) is greater than the crucial value of the correlation coefficient (r-table), then the item is valid. It is the quantity of respondents that determines the r-table value. An item is considered genuine if its calculated r-value is higher than its r-table value; otherwise, it is judged invalid. Nine of the fifteen statement items evaluated in this study were deemed valid and appropriate for inclusion in the research instrument since they fulfilled the criterion validity by showing a substantial correlation value. The data were deemed reliable with a reliability coefficient of 0.696, which was obtained after the validity test. After that, both the control and experimental groups received the trustworthy and validated questionnaire. After collecting the survey responses, SPSS 26 was used to tabulate and analyze the data.

After that, we ran the necessary tests to make sure everything was in order. First, we checked for normalcy by comparing the two groups using the Mann-Whitney U test. To further confirm that the two sets of data were statistically equivalent, we ran a homogeneity test. Finally, a hypothesis test was performed on the treatment's impact on the experimental and control groups using a T-test.

The Teams-Games-Tournament (TGT) model consists of the following steps: The first step is for the instructor to provide the news text information in a way that is easy for pupils to grasp by using instructional media like presentations. The class then breaks into smaller groups of five or six students and goes over how to work together in groups to learn the content. The instructor then makes a quiz out of the content, complete with questions that students must answer. The teacher also guides students in developing strategies and choosing the order in which group members will take turns answering the questions. After that, the teacher leads a tournament activity where each group answers questions in turn and presents the results of their discussions. Finally, the teacher calculates each group's score, determines the average, and gives awards to the best-performing group as a form of appreciation and motivation for learning.

RESULTS AND DISCUSSION

Results

Students' learning interest was measured using indicators based on Slameto's theory, namely feelings of enjoyment, engagement, interest, and attention (Nugroho et al., 2020). A questionnaire with nine statements was used as the non-test instrument for the measurement. Eleven students from eighth grade E and thirty-one students from eighth grade H participated in the data collection process. Eleven students were taught using the Team Games Tournament (TGT) methodology, while thirty-one students were taught using a more traditional approach. In order to find out whether the TGT model was successful in piqueing students' interest in learning, a post-test was given at the last session.

We performed a validity test before we tested the hypothesis. Discovering how well the study instrument assessed the target variables was the main goal of the validity test. (Anshari et al., 2024). In this study, the instrument used was a non-test instrument in the form of a learning interest questionnaire. The validity test was conducted using IBM

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SPSS version 26.0, with an item considered valid if the calculated *r* value (*r_{count}*) is greater than the table *r* value (*r_{table}*) at a 5% significance level (α = 0.05). The measurement data were checked for consistency and reliability by a reliability test after the validity test. (Ramadhan et al., 2024). When the alpha value is higher than 0.6, the instrument is deemed reliable according to the reliability requirements. In the table below, you can see the reliability test results:

Table 1.
Summary of the Results of the Reliability Test on Students' Interest in Islamic Education at SMP Negeri 23 in Bandar Lampung, Eighth Grade.

Reliability Statistics

Cronbach's Alpha	N of Items
.696	15

A reliability value of 0.696 was achieved from the reliability test on the questionnaire items. There is a high level of reliability for all eligible items because this value is greater than the table value.

In addition, the following interpretations are based on data analysis of eighth graders' desire in acquiring Islamic education (PAI), an investigated variable at SMP Negeri 23 Bandar Lampung:

The following example shows one possible format for presenting study results: tables, graphs, figures, or formulae.

1. Normality Test

Finding out if the data obtained follows a normal distribution is what the normalcy test is all about. (Safitri et al., 2023). Any significance level higher than 0.05 indicates that the data follows a normal distribution. Students' interest in Islamic education (PAI) among eighth graders at SMP Negeri 23 Bandar Lampung was tested for normalcy, and the findings are reported below:

Table 2.

Results of the Normality Test on Pupils' Interest in Islamic Education (PAI) at SMP Negeri 23 in Bandar Lampung, Eighth Grade.

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Minat Belajar	kelas eksperimen	.116	31	.200*	.973	31	.613
	kelas kontrol	.184	30	.011	.906	30	.012

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

a. Lilliefors Significance Correction

The experimental class's post-test data, which utilized the Team Games Tournament learning model, had a significance value of 0.613 > 0.05, suggesting that the data are normally distributed, according to the findings of the normality test using the Shapiro-Wilk technique, as shown in the table. On the other hand, a significant value of 0.012 < 0.05 was found in the post-test data of the control class, which utilized a traditional learning model, suggesting that the data do not follow a normal distribution. Using the non-normal distribution of the control class data, the researcher went ahead and conducted the Mann-Whitney U test.

2. Homogeneity Test

The researcher next ran a homogeneity test to rule out non-homogeneity (data with uneven variance) and homogeneity (data with equal variance). (Suyadi et al., 2022). In the absence of a significance level lower than 0.05, the data is not homogeneous(Usmadi, 2020).

Results of a homogeneity test on eighth graders' PAI (learning interest in Islamic education) at SMP Negeri 23 in Bandar Lampung are detailed in Table 3.

Table 3. Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Minat Belajar	Based on Mean	.920	1	59	.341
	Based on Median	1.131	1	59	.292
	Based on Median and with adjusted df	1.131	1	53.434	.292
	Based on trimmed mean	1.045	1	59	.311

Data are deemed to have equal variances (homogeneous) if the significance value in the homogeneity test is larger than 0.05. On the other hand, data are not deemed homogeneous if the significance value is less than 0.05. (Lumbantobing et al., 2025). The data in the table above has a significance value of 0.341 > 0.05, which means that the learning interest statistics in Islamic Education (PAI) among eighth graders at SMP Negeri 23 Bandar Lampung are quite consistent.

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3. Hypothesis Testing

Soon after, the researcher used the Mann-Whitney U test to assess hypotheses. A statistically significant difference in the average scores between two groups can be found using this test (Putri et al., 2023). Here are the outcomes of the Mann-Whitney U test regarding students' enthusiasm for studying PAI (Islamic Religious Education):

Results of the Mann-Whitney U Test on the Interest of Eighth Grade Students at SMP Negeri 23 Bandar Lampung in Learning Islamic Education (PAI) are detailed in Table 4.

Table 4. Mann-Whitney U Test

Test Statistics[a]	
	Hasil Minat Belajar
Mann-Whitney U	265.500
Wilcoxon W	730.500
Z	-2.894
Asymp. Sig. (2-tailed)	.004
a. Grouping Variable: Kelas	

The experimental group's post-test scores using the Team Games Tournament model were statistically significant (p = 0.004), as seen in the mentioned table from the Mann-Whitney U test. Since the control group relied on more traditional methods of instruction, this proves that the experimental group is significantly different.

Discussion

According to this research, students' motivation to study Islamic education (PAI) increases when they participate in a TGT (Team Games Tournament). Through the promotion of constructive rivalry and collaboration, the TGT model heightens the enthusiasm in learning. Students who thrive when given opportunities to work in groups would be better equipped to learn under the TGT model, according to the results, as it encourages participation and teamwork.(Mohanty et al., 2021). Islamic education (PAI) is notoriously dull, but this approach gives instructors a fresh way to pique their students' interest in the subject. These results suggest that educators should be more flexible in their approach to lesson planning in order to better meet the requirements of their pupils.

In the TGT learning model, students are given the opportunity to learn in a more comfortable environment that fosters the development of responsibility, collaboration, and healthy competition. (Murtiyasa & Hidayah, 2022). Characteristics like these inspire pupils to put greater effort into their studies, both on their own and in class. Students' engagement in class is increased since the TGT model encourages them to speak up more in class activities including Q&As, group projects, and debates. Students become more attentive in class, enjoy the learning experience, and demonstrate increased involvement in every lesson (Sari & Trisnawati, 2021).

Both the experimental and control classes were found to have normally distributed data according to the research findings, with a significance value of 0.04 < 0.05 for the TGT class. Since the result was 0.341 > 0.05, the homogeneity test also revealed that the data were homogeneous. Students are able to acquire the content and improve their social skills at the same time through the TGT learning model's emphasis on active student participation and group collaboration. Here, the role of the educator is that of a guide who helps pupils make sense of the world around them.(Amri et al., 2022). However, the TGT model faces several challenges, such as inadequate technological facilities in schools, including unstable internet connections and a lack of projectors. In addition, teachers must be able to manage time effectively to ensure that each stage of the learning process proceeds in an orderly manner.

The study conducted by Hartanto and Nanik Mediatatik presents a contrast to the findings of this research. In their study, the TGT model was proven to enhance student engagement and learning outcomes. (Hartanto & Mediatati, 2023). Another difference lies in the research subjects: the previous study was conducted on elementary school students, whereas this study focuses on junior high school students. Similarly, there are several distinctions in the study by Wahida Agustina and Suci Fariandani. The current study emphasizes the importance of TGT in raising students' interest in learning, while their research showed that the TGT model effectively increased students' enthusiasm to learn. As a result of empowering students to express themselves independently, encouraging accountability, and actively participating in the learning process, TGT also lessens students' reliance on the instructor through this technique. Students are able to think beyond the box and actively participate in their learning because of this. (Nurjamilah et al., 2024).

Finding out how well the TGT learning approach piques students' interest in PAI (Islamic Religious Education) is the primary goal of this research. There is strong evidence from the data analysis that TGT significantly increases students' motivation to study. Additionally, compared to students in the traditional learning model, those in the TGT model class seem more engaged and eager to learn PAI, according to the study. (Winatha & Setiawan, 2020).

This study's results can help raise the bar for Islamic Religious Education (PAI) classes in several significant ways. First, teachers need to be more creative and innovative in selecting instructional models and media to prevent students from becoming bored and to encourage greater engagement in the learning process. Rigid conventional models have been shown to limit student participation, and therefore should be replaced or complemented with more interactive approaches. Second, students are more likely to understand the material and achieve better learning outcomes when they are actively involved in classroom activities. Third, schools should support efforts to enhance the quality of instruction by providing teacher training and ensuring access to engaging and flexible learning resources. Fourth, for future researchers, these findings may serve as a valuable reference in developing more effective PAI teaching models tailored to students' needs. Lastly, the results also highlight the importance of designing curricula that not only

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focus on content but also allow space for active, creative, and enjoyable learning experiences.

CONCLUSION

The research findings indicate that when compared to traditional learning models, the Team Games Tournament (TGT) model is more effective at piqueing students' interest in learning. The TGT approach incorporates aspects of games and group cooperation to encourage students to be more active, engaged, and enthusiastic about learning. Students are more engaged and less likely to get bored in a classroom setting that is fun and encourages participation. Thus, the TGT learning model might be a useful substitute approach to increase students' interest in learning, especially in Islamic Religious Education courses taken by junior high school students.

This study has certain limitations in terms of its narrow scope, as it was conducted on a single subject (Islamic Religious Education) and at only one educational level (junior high school), making it difficult to generalize the findings to other subjects or educational stages. Furthermore, the relatively short duration of the study limited the ability to observe long-term changes in students' learning interest. Therefore, future researchers are encouraged to conduct studies with a broader scope, including different educational levels and subject areas, as well as longer research periods. To further understand the overall success of the Team Games Tournament (TGT) concept, future research may also investigate its effects on other factors, such as social attitudes, critical thinking abilities, or learning outcomes.

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