

The Efforts Of Islamic Religious Education Teachers In Improving The Learning Outcomes Of Fifth-Grade Students At Alam Pelopor Elementary School On Hajj Material Using The Tgt (Team Games Tournament) Cooperative Learning Method

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Abstract

Many fifth-grade students have not yet achieved the expected competency standards in understanding Hajj material, so it is important to take action to improve student understanding. This study used TKP, more specifically the TGT (Team Games Tournament) type, with a sample of 26 students, consisting of 14 boys and 12 girls. In the first test, quite a few students did not achieve the standard score. However, after implementing the TGT method in Cycle I and Cycle II, there was significant progress among the fifth-grade students at SD Alam Pelopor, indicating that the TGT method is effective for use in teaching students.

Keywords: TGT; Hajj; Learning

INTRODUCTION

A teacher is an educator who imparts knowledge to their students in school. In addition to providing knowledge, a teacher is also responsible for instilling values and attitudes in students so that they develop good character. In the learning process, a teacher does not merely act as a provider and transmitter of information but also plays a key role in determining the success of learning. Therefore, teachers must continuously enhance their professionalism and competence in carrying out their daily duties, including their roles as educators, instructors, and mentors.

Many students still fail to meet the expected competency standards in understanding the material, as is the case with fifth-grade students at Alam Pelopor Elementary School. Here, they struggle to grasp the concepts of Hajj worship, making it crucial to take action to improve their understanding.

Factors contributing to students' lack of comprehension include: The teaching methods used are still traditional and lack interactivity. Students are less engaged in the learning process. There is insufficient use of effective learning media.

Figure 1.

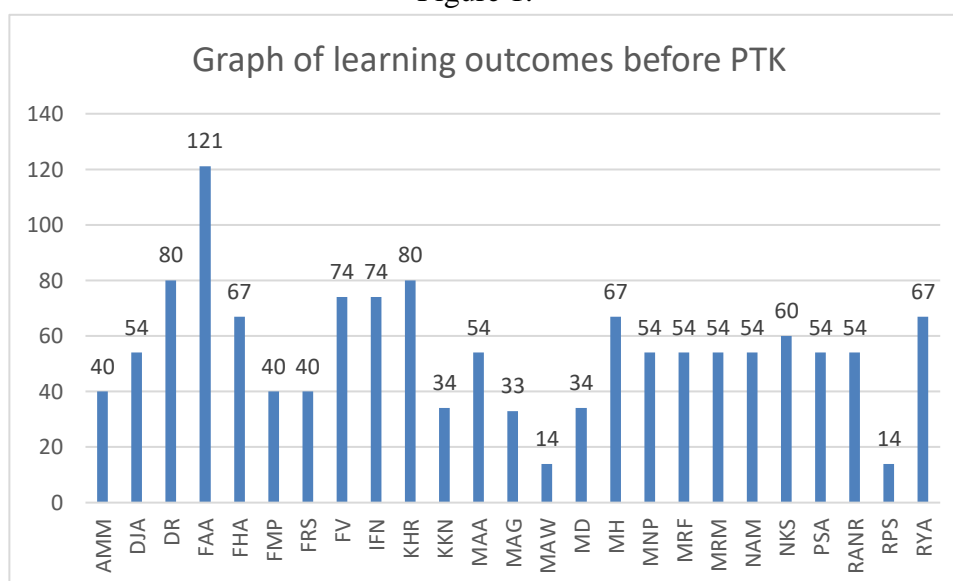
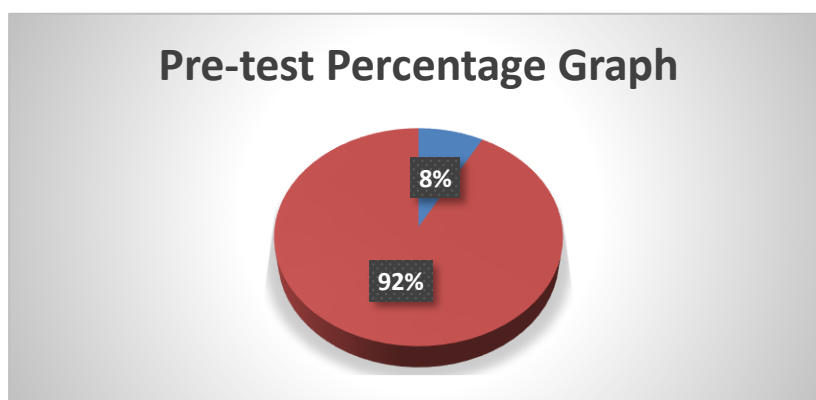


Figure 2



Since the topic of Hajj is one of the most important subjects in Islamic Religious Education (PAI), every student must improve their understanding of it. Besides serving as essential knowledge for their future, Hajj is also one of the pillars of Islam that must be performed by those who are capable.

Allah says in Surah Al-Ma'idah, Verse 2

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَحِلُّوا شَعَائِرَ اللَّهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا الْهَدْيَ وَلَا الْقَلَائِدَ وَلَا
أَمِينَ الْبَيْتِ الْحَرَامِ يَبْتَغُونَ فَضْلًا مِّن رَّبِّهِمْ وَرِضْوَانًا وَإِذَا حَلَلْتُمْ فَاصْطَادُوا وَلَا
يَجْرِمَنَّكُمْ شَنَا نُ قَوْمٍ أَن صَدُّوكُمْ عَنِ الْمَسْجِدِ الْحَرَامِ أَن تَعْتَدُوا وَتَعَاوَنُوا عَلَى الْبِرِّ
وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

"you who believe, do not violate the sanctity of the symbols of Allah, nor the sacred months, nor the sacrificial animals (hadyu), nor the garlanded offerings (qalā'id), nor those coming to the Sacred House (Baitulharam) seeking the bounty and pleasure of their Lord. But when you have ended the state of ihram (by completing Hajj or Umrah), you may hunt. And do not let the hatred of a people who once barred you from the Sacred Mosque provoke you to transgress. Cooperate with one another in righteousness and piety, and do not cooperate in sin and hostility. Fear Allah, for surely Allah is severe in punishment."

(Surah Al-Ma'idah, 5:2)

فِيهِ آيَةٌ بَيِّنَةٌ مَّقَامِ إِبْرَاهِيمَ هَ وَمَنْ دَخَلَهُ كَانَ آمِنًا وَلِلَّهِ عَلَى النَّاسِ حِجُّ الْبَيْتِ مَنِ اسْتَطَاعَ
إِلَيْهِ سَبِيلًا وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ عَنِ الْعَالَمِينَ

"Among the obligations of mankind to Allah is the performance of Hajj to the Sacred House (Baitullah) for those who are capable of undertaking the journey. Whoever denies (this obligation of Hajj), then surely Allah is Self-Sufficient (free from need) of all the worlds."

(Reference: Quran, Surah Ali 'Imran 3:97)

To address this issue, an effective teaching method is needed to enhance student engagement in the learning process. One such method that can be employed is the Team Games Tournament (TGT) cooperative learning approach.

RESEARCH METHODS

This study employs Classroom Action Research (CAR). CAR was selected as it aims to improve student learning outcomes by implementing a specific teaching method, namely the TGT (Team Games Tournament) cooperative learning method. CAR is reflective and

participatory in nature, with the researcher—acting as an Islamic Education (PAI) teacher—directly involved in the teaching-learning process.

The research subjects consisted of 26 fifth-grade students at Alam Pelopor Elementary School, comprising 14 male and 12 female students. The researcher identified problems, planned interventions, implemented actions, observed outcomes, and reflected on the results. This study was conducted in multiple cycles to achieve the desired improvements

RESULTS AND DISCUSSION

Legal and Conceptual Framework:

Based on *Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 103 Year 2014, Article 1 Paragraph 1*, learning is defined as an interactive process between students, and between students and educators within a learning environment that incorporates educational resources.

According to Choiri & Fitriani (2011), Islamic education constitutes a subsystem of national education as stipulated in *Law No. 2 of 1989 concerning National Education* (Hardiyanti et al., 2023). Islamic Religious Education in schools aims to cultivate, develop, and enhance faith through: imparting and reinforcing Islamic knowledge

Fostering spiritual appreciation and practical application Developing students into devout Muslims who continuously progress in faith (iman) and piety (taqwa) Preparing them for civic life and higher education (Kamila, 2023).

Methodological Implementation The TGT (Team Games Tournament) cooperative learning model features: Academic tournaments with quizzes ,Individual progress scoring systems Student representatives competing against academically comparable peers Emphasis on teamwork, positive competition, and educational games (Slavin, 2005). Research Methodology The study adopted Kurt Lewin's Action Research Model: *Cycle I*: Planning → Implementation → Observation → Reflection. *Cycle II*: Repeated process until satisfactory outcomes are achieved. Findings Initial assessments revealed many students failing to meet competency standards. After implementing TGT across two cycles Significant score improvements were observed Demonstrated student comprehension Validated TGT's effectiveness for Hajj material instruction

Figure 3. Graph of Learning Outcomes - Cycle 1

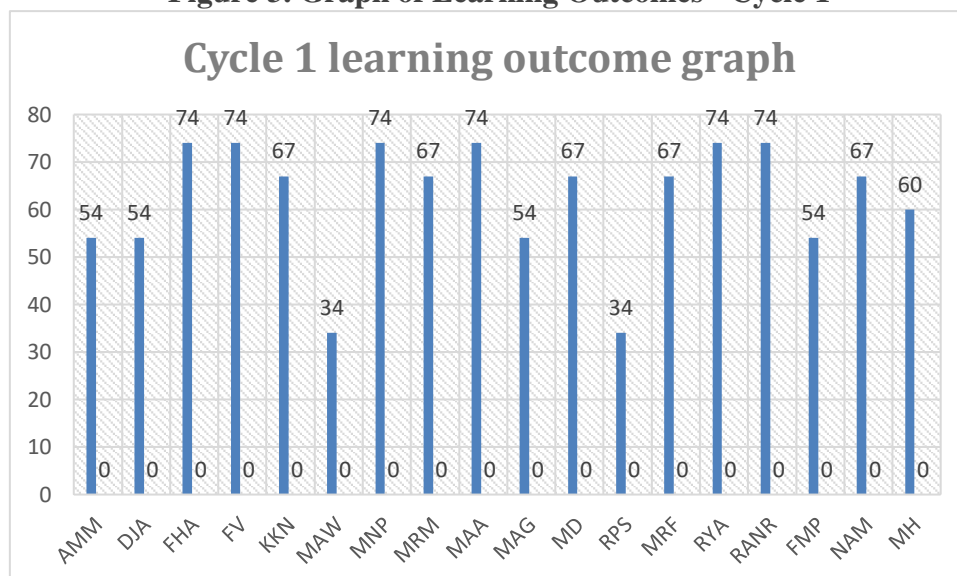
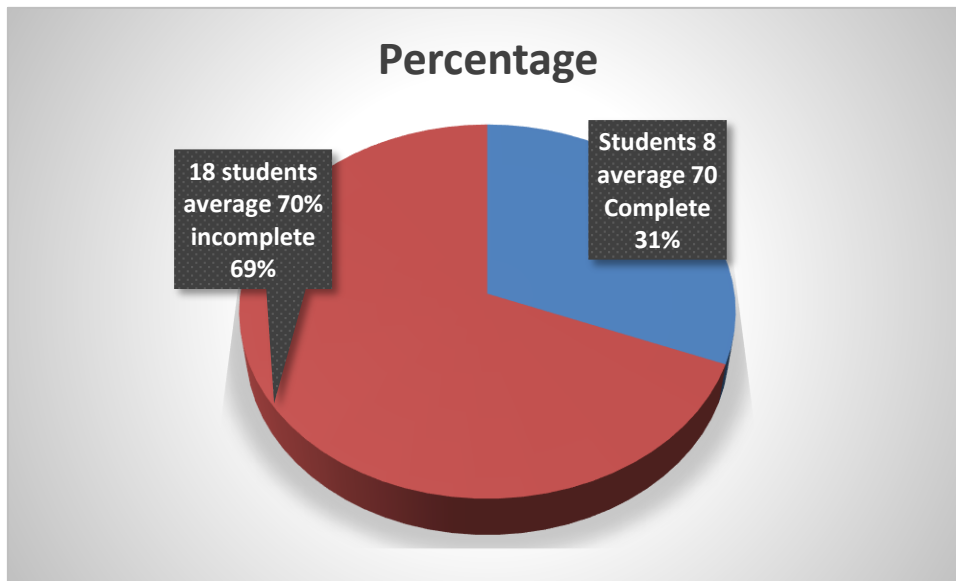


Figure 4.



Following the initial implementation of the TGT (Team Games Tournament) learning method in Cycle 1, student outcomes revealed: Average score: 70, Students meeting Minimum Mastery Criteria (KKM): 8 students (31%), Students below KKM: 18 students (69%), These results indicated the necessity for pedagogical refinement, prompting progression to Cycle 2.

Cycle 2

The researcher implemented enhanced instructional strategies including: Modified teaching modules with improved learning media, Group-based learning divisions Audiovisual instructional materials, Structured review sessions, Written formative assessments. The subsequent learning outcomes demonstrated significant improvement, as illustrated in the accompanying graph.

Figure 5.

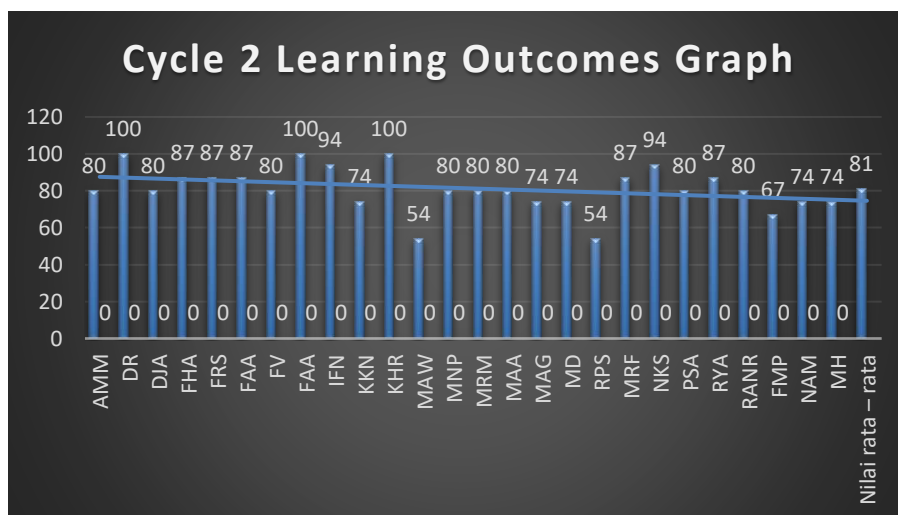
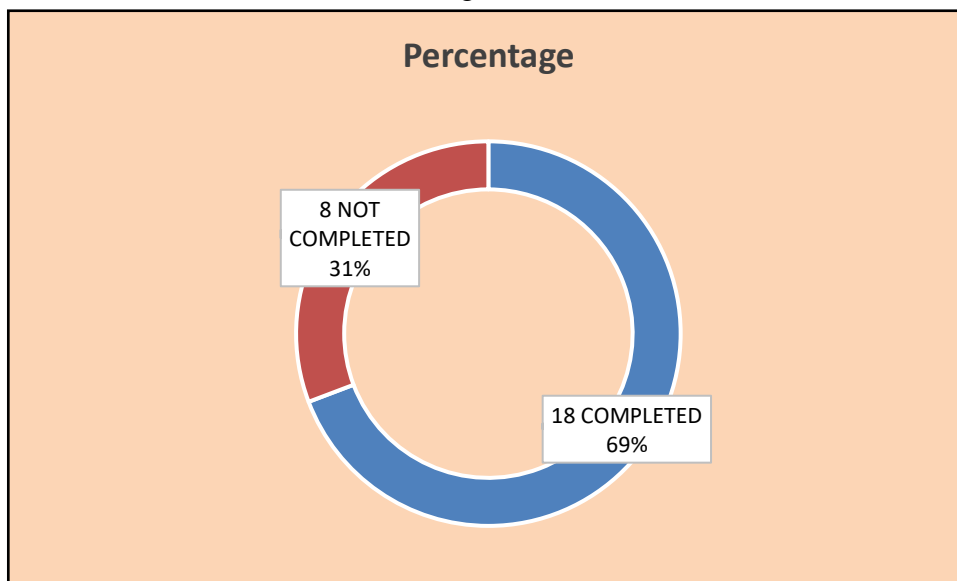


Figure 6



Researcher's Reflection, The researcher expressed dissatisfaction with the learning outcomes, as some students remained below the Minimum Mastery Criteria (KKM). This necessitated further intervention, leading to the implementation of Cycle 3.

Cycle 3

Enhancement Strategy Building upon previous cycles, the researcher introduced: A more diversified TGT (Team Games Tournament) methodology Enhanced teaching modules with innovative elements Targeted interventions for students who failed to meet KKM in Cycle 2, including, Intensive small-group sessions, Individualized learning plans Progress monitoring mechanisms

Figure 7.

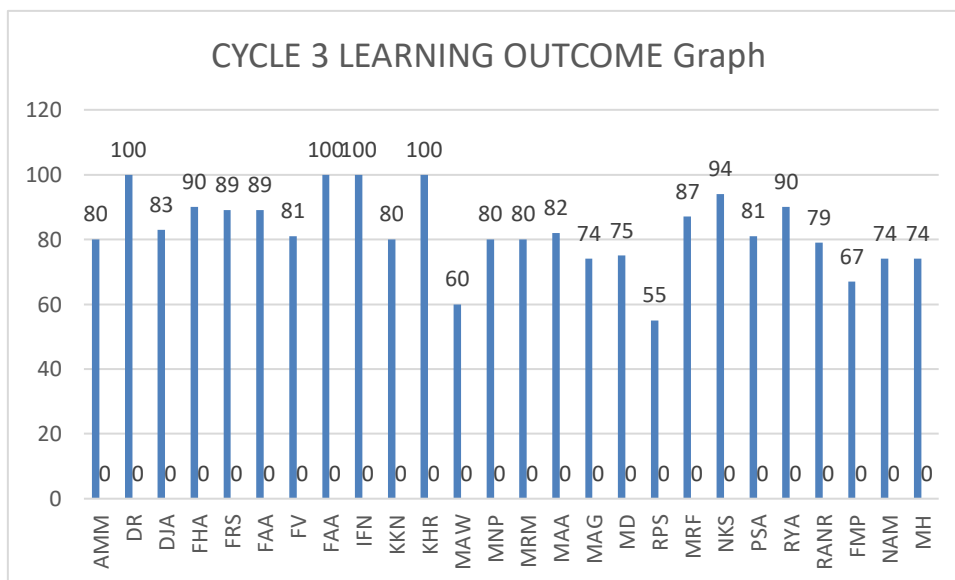
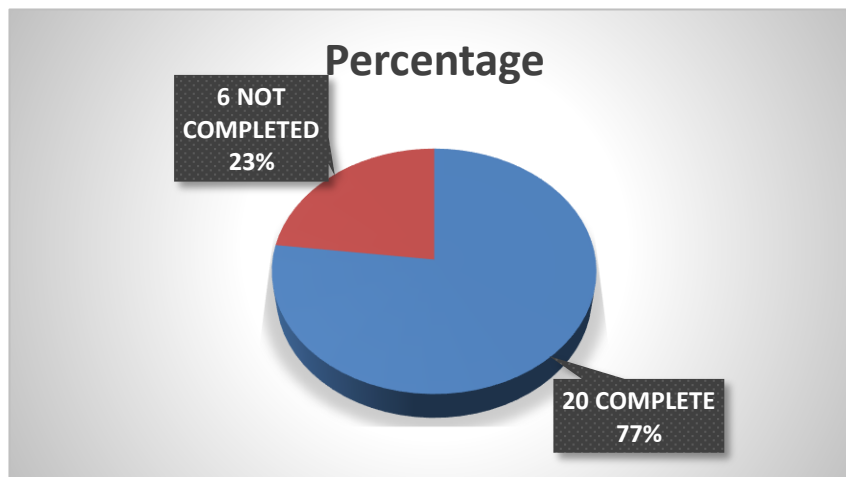


Figure 8



CONCLUSION

Islamic Religious Education in schools aims to develop piety (*taqwa*) in students, with the Hajj being one of its essential subjects. The implementation of the Team Games Tournament (TGT) method in teaching Hajj to fifth-grade students demonstrated a clear improvement in comprehension across Cycle I, Cycle II, and Cycle III, proving its effectiveness as a learning strategy.

This study highlights the efforts of Islamic Education (PAI) teachers in enhancing students' understanding and academic performance through innovative methods like TGT. The results confirm that the TGT learning model successfully improved both comprehension and learning outcomes progressively over the three cycles.

TGT yields optimal results when supported with appropriate learning media tailored to students' needs.

However, if hindering factors (such as inadequate teacher training or institutional support) remain unresolved, the TGT method may fail to deliver effective outcomes in any learning context., For Educators: Continuously adapt TGT with engaging and relevant teaching aids. For Schools: Provide necessary training and resources to overcome implementation barriers. For Further Research: Explore TGT's long-term impact on other Islamic education topics.

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