

Comparison Results of Islamic Education Learning Using Teams Games Tournament (TGT) in Indonesia and Thailand

Mohammad Sadid Hidayat¹, Abdul Kadir² and Herman³

¹Institut Agama Islam Negeri Kendari, Jl. Sultan Qaimuddin No 17 Baruga, Kendari, Sulawesi Tenggara, 93563, Indonesia

Email: sadidhidayat94@gmail.com

²Institut Agama Islam Negeri Kendari, Jl. Sultan Qaimuddin No 17 Baruga, Kendari, Sulawesi Tenggara, 93563, Indonesia

Email: abdiredu@gmail.com

³Institut Agama Islam Negeri Kendari, Jl. Sultan Qaimuddin No 17 Baruga, Kendari, Sulawesi Tenggara, 93563, Indonesia

Email: hajiherman@gmail.com

Abstract: The purpose of this study is to know; the learning result of the students of Islamic religion lessons in Indonesia in the implementation of Team Game Tournament (TGT), and the learning result of the students of Islamic religion lesson in Thailand in the implementation of Team Game Tournament (TGT), as well as to find out the difference of students in Indonesia and Thailand in the implementation of Team Game Tournament (TGT). This experimental research employ post-test group design both in Indonesia and Thailand. The sample of research in Indonesia is the students of Senior High School 01 Kendari, Southeast Sulawesi province and Khamphree Witaya School of South Thailand Province. The research instrument is a valid and reliable post-test. The test material is faith in the angel of Allah. Data analysis techniques used descriptive and inferential statistical analysis. Inferential analysis using three tests is; Normality test using Kolmogorov-Smirnov Test, homogeneity test using Levine Test, and hypothesis test using t-test at 5% significance level by comparing significance probability value (ρ) with significance level (α) = 0,05 using SPSS-20. The results of this study are: 1) the learning outcomes of the students of Islamic religion in Indonesia by using Team Game Tournament (TGT) is very good with an average score of 90.31, 2) the learning outcomes of Islamic religious lessons in Thailand using Team Game Tournament (TGT) are is good with an average score of 83.12, and 3) there are differences in student learning outcomes in Islamic religious lessons in Indonesia and Thailand using Team Game Tournament (TGT), the difference is the result of learning in Indonesia is higher than the results of study in Thailand.

Keywords: Team games tournament, comparison, learning outcomes, Thailand, Indonesia.

1. Introduction

Education is a vital role in the development and progress of a country. The role of education of a country can be seen in the states that exist in the world. These countries are progressing, and it cannot be separated from the success of education. So, every nation required the good education. The teaching and learning process is the core of education with the teacher as the primary role holder. The success of the learning process is determined by the teacher, because the teacher is the leader in the learning process. So the teacher must always develop the ability of himself to motivate the students to study seriously. For learning materials that can be appropriately processed, then educators need to apply various methods, and ways appropriate for learning materials can be achieved effectively and efficiently by learners.



The reality that exists in the learning activities are monotonous in the role of educators (teachers) thoroughly in the learning process, thus causing saturation in students in the process of learning and results achieved not maximally as expected. So teacher especially religious teachers are expected to always improve the achievement of teaching and learning outcomes of their students so that the learning objectives can be achieved well. One of the factors supporting the success of teachers is to master and apply learning methods in accordance with the characteristics of students and materials to be taught. This is what makes teachers are required to master a variety of methods following the characteristics of the material and students, and able to create conducive learning conditions. This guidance is in line with Winkel's opinion that student success is largely determined by the quality of teaching managed by the teacher. So, supporting factors play an essential role to support the achievement of the goal. Supporting factors that play a role are innovative and fun learning methods, thus building learners' motivation in following lessons, liveliness in the classroom, classroom order, comfortable atmosphere and appropriate classroom inventory. One of the several factors is the author's concern is the method of learning is fun in building the motivation of learners in following the lesson. So the authors are interested in research used a fun learning method namely Team Games Tournament (TGT).

The reality that exists in teaching activity of educator role (teacher) totally monotone, so that cause saturation in student learners (student) in the course of the learning process and result that achieved not maximal as expected. Religion Lessons in Indonesia and Thailand are examples of lessons in the less desirable students, so that student learning outcomes have not been as expected. This happens because of the discussion of the dull subject matter, unprofessional teachers and learning methods that have not been optimal. A teacher especially Islamic teacher is always expected to improve student learning outcomes so that learning objectives can be achieved well. One of the factors that support the success of teachers is to apply learning methods following the characteristics of students and existing materials. This is what makes teachers demanded a fun learning method, to create conducive learning conditions. This guidance is tailored to Winkel's opinion that student achievement is mostly determined by the quality of teaching managed by the teacher.

The question points in this study are; (1) how is the result of the study of the students of Islamic religion lesson in Indonesia in the implementation of Team Game Tournament (TGT) method; (2) how is the learning result of the students of Islamic religion lesson in Thailand in the application of Team Game Tournament (TGT) method, and (3) how is the comparison of student learning result Islamic religious lessons in Indonesia and Thailand in the implementation of Team Game Tournament (TGT) method.

2. Method

2.1 Test Requirements Analysis

Before testing the hypothesis, first test requirements analysis; normality test using Kolmogorov-Smirnov (KS) test and homogeneity test using Levene's statistic test as follows:

- **Normality Test**

Table 1. Summary of Test Results Normality of Research Data

Class	Data Group	(ρ)	α	Information
Control	Indonesia	0.263	0,05	Normal Distribution
Experiment	Thailand	0.322		Normal Distribution

Criteria:

- If $\rho > \alpha$ then Normal Distribution
- If $\rho < \alpha$ then Normal Distribution

• **Homogeneity Test**

Table 2. Summary of Homogeneity Test Results

The Variance Group	(α)	(ρ)	Information
- Indonesia - Thailand	0,05	0,162	Homogeneous

Criteria:

- If $\rho > \alpha$ then homogeneous
- If $\rho < \alpha$ then homogeneous

2.2 Hypothesis test

To test the difference of learning result of the students of religion lesson in Indonesia and Thailand using Team Game Tournament (TGT) used t-test at 5% significance level by comparing significance probability value (ρ) with significance level (α) = 0,05, Hypothesis testing (t-test) can be seen in the following table:

Table 3. Summary of Hypothesis Testing Results (t-test)

Compared groups	(ρ)	(α)	Information
- Indonesia - Thailand	0.646	$\alpha = 0.05$	HoDiterima

Criteria:

- If $\rho > \alpha$ then homogeneous
- If $\rho < \alpha$ then homogeneous

3. Findings and Discussion

3.1 Description of Research Data Result

Data of student learning result of Islamic religion lesson in Indonesia using Team Game Tournament (TGT) was obtained by test instrument then processed and analyzed descriptively as in following table:

Table 4. Description Data Student Learning Results

Statistics	Student Learning Outcomes	
	Indonesia	Thailand
Mean	90.31	83.12
Median	95.00	85.00
Mode	95.00	85.00
Std. Deviation	01.15	10.29
Variance	103.12	106.04
Range	40.00	40.00
Minimum	55.00	55.00
Maximum	95.00	95.00
Sum	2890.00	2660.00

The table above shows the description of student learning outcomes of Islamic religious lessons in Indonesia and Thailand using Team Game Tournament (TGT) method. Description of the learning outcomes of the students of Islamic religion in Indonesia by using Team Game Tournament (TGT) is very good with an average score of 90.31. While the description of the learning outcomes of Islamic religious lessons in Thailand using Team Game Tournament (TGT) is good with an average score of 83.12. The result of descriptive analysis of student learning result data of Islamic religion in Indonesia using Team Game Tournament (TGT) can also be seen in histogram chart below:

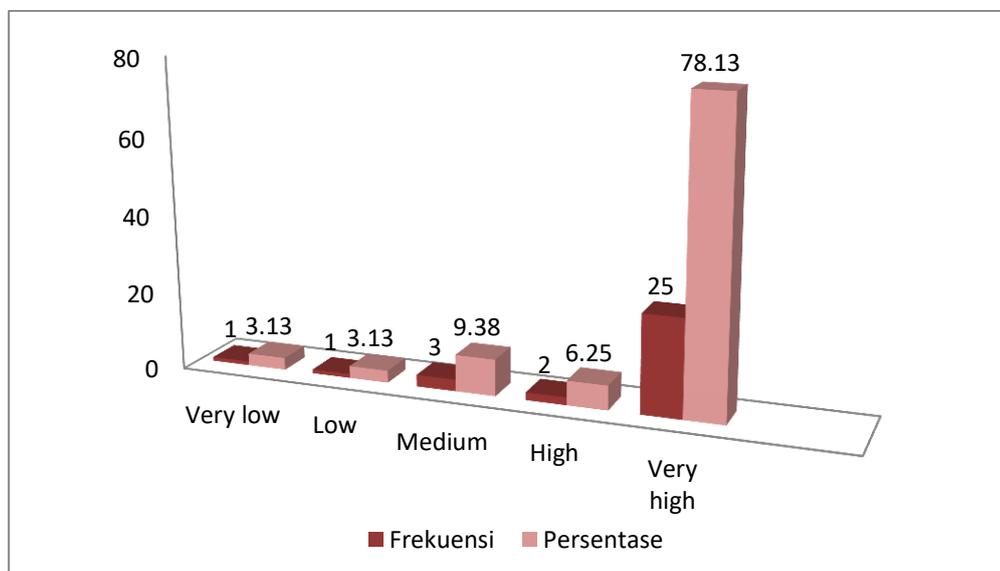


Figure 1. Graphics Distribution of student learning outcomes of Islamic religious lessons in Indonesia using Team Game Tournament

The graph above shows the student learning outcomes of Islamic religious lessons in Indonesia using Team Game Tournament (TGT). The data is obtained from post-test results. Student learning outcomes of Islamic religious lessons in Indonesia using Team Game Tournament (TGT) are categorized very low is 3.13% with frequency 1, low category is 3.13% with frequency of 1 respondent, medium category is 9.38% with frequency 3 respondents, high category was 6.25% with frequency of 2 respondents and very high category was 78,13% with frequency of 25 respondents. Thus the learning outcomes of students of Islamic religious studies in Indonesia using Team Game Tournament (TGT) in general is categorized very high (very good) with an average score of 90.31.

The results of this study are supported by the results of research Shirajuddin Nur which states that Team Game Tournament method can improve student learning outcomes. Team Game Tournament method is a cooperative learning method that uses system group or team in learning. So that makes students can solve problems together. This is supported by in Slavin which states that students who work together can understand the material better than those who work alone. Also, the statement is supported by Huda in his research that is about human behaviour in the group have a significant effect on individual social behaviour [10]. So by using Team Game Tournament method can improve student learning outcomes. Furthermore, descriptive analysis of student learning outcomes of Islamic religious lessons in Thailand using Team Game Tournament (TGT) can be seen on the histogram chart below:

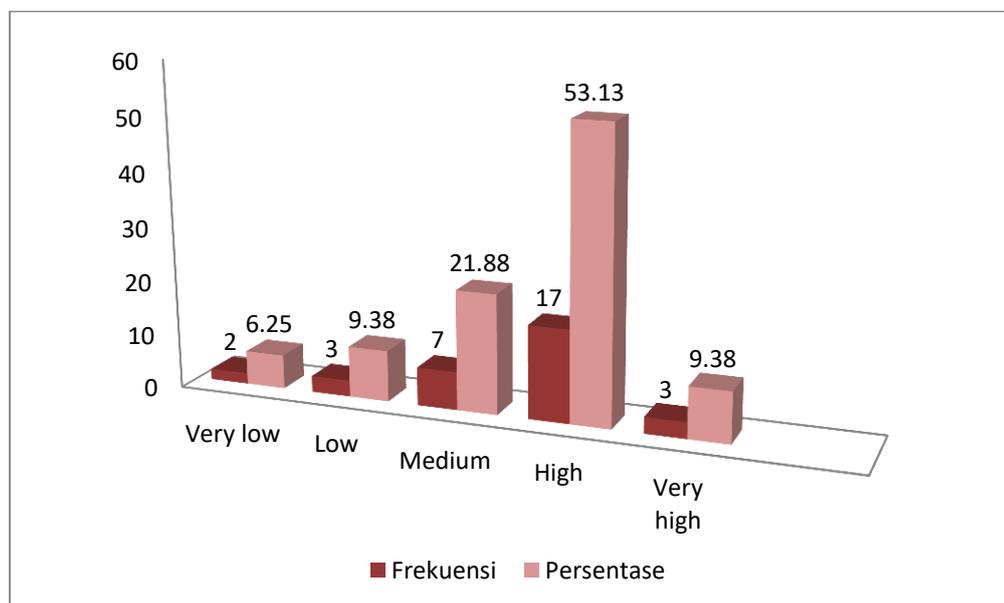


Figure 2. Graphics Distribution of student learning outcomes of Islamic religious lessons in Thailand using Team Game Tournament

The graph above shows the student learning outcomes of the Islamic religious lessons in Thailand's Teaming Game Tournament (TGT). The data is obtained from post-test results. Student learning outcomes in Islamic religious lessons in Thailand using Team Game Tournament (TGT) are categorized very low is 6.25% with frequency 2, low category is 9.38% with frequency 3 respondents, moderate category is 21.88% with frequency 7 respondents, high category was 53.13% with frequency of 17 respondents and very high category was 9.38% with frequency of 3 respondents. Thus the learning outcomes of students of Islamic religious studies in Thailand using Team Game Tournament (TGT) in general is categorized high (good) with an average score of 83.12.

The result of this study is supported by the results of research Fitria Wahud which concluded that Team Game Tournament method can improve student motivation and achievement. Team Game Tournament Method is a cooperative learning method that uses Tournament system. So that makes the impression a challenge for students. This is supported by the statement Anita Lie argues that the competition model can cause anxiety that can spur students to improve learning activities. Increased learning activities are likely to increase students' learning outcomes. Besides, Team Game Tournament Method is a cooperative learning method that uses Game system. The statement was supported by Elizabeth B. Hanlock in the book Child Development that is playing significantly to make learning more fun can improve student learning outcomes.

Based on the summary of T-test results in the above table, it is known that the value $(p) = 0.162 > (\alpha) = 0.05$. So that H_0 can be concluded, then the hypothesis of this research is there is a significant difference between student learning result of Islamic religion lesson in Indonesia and Thailand using Team Game Tournament (TGT). In this case, the learning outcome of students of Islamic studies by using Team Game Tournament (TGT) in Indonesia is better (higher) than in Thailand. The results of this study prove that Team Game Tournament method can improve student learning outcomes. In addition, to using the team system, games and tournament. This method can improve learning outcomes as there are Reward and Punishment. Reward Forms such as Confirmation the statement is supported by Purwanto. He stated that giving belief has more positive implications for the child than the giving of material and unrealistic praise words. In addition, the Reward form is a Gift and Applause. He states that Giving of affection by educators (teachers) manifested through facial expressions and physical actions will be more memorable. In addition to Reward, there is also Punishment. Punishment can provide a mild and threatening effect for students who are not serious learners.

4. Conclusion

Quality learning depends on the creativity of teachers in teaching their students. One of the creative forms of the teacher is to use an interesting method. So the authors are interested in examining the effectiveness of Team Game Tournament method in improving student learning outcomes in two countries that have different characteristics, the state is Indonesia and Thailand. The results of this study are expected to contribute positively to each country, especially in the development of the world of education. The learning outcomes of the study are: 1) the learning outcomes of the students of Islamic religion in Indonesia by using Team Game Tournament (TGT) is very good with an average score of 90.31, 2) the learning outcomes of Islamic religious lessons in Thailand using Team Game Tournament (TGT) is a good with the average score of 83.12, and 3) there are differences in student learning outcomes in Islamic religious lessons in Indonesia and Thailand using Team Tournament (TGT), the difference is the result of learning in Indonesia is higher than the results of study in Thailand.

5. References

- [1] Psacharopoulos G, Woodhall M 1993 *Education for development*. Oxford University Press.
- [2] McIntush HG 2000 Defining education: The rhetorical enactment of ideology in A Nation at Risk. *Rhetoric & Public Affairs*. **3**(3) 419-443.
- [3] Garrison DR, Kanuka H 2004 Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*. **7**(2) 95-105.
- [4] Timperley H, Wilson A, Barrar H, Fung I 2008 *Teacher professional learning and development*.
- [5] Winkel D 2013 The changing face of entrepreneurship education. *Journal of Small Business Management*. **51**(3) 313-314.

- [6] Gunawan F, Humaerah I, Syukri S 2016 Effect of teachers' instructions to speaking classes at Muhammadiyah University, Kendari. In *Proceedings of English Education International Conference*. 1(2) 430-433.
- [7] Marta FN, Supriadie D, Susilana R 2017 Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournaments Berbantuan Media Permainan Ular Tangga Terhadap Peningkatan Motivasi Belajar Siswa. *Educational Technologia*. **3**(2).
- [8] Nur S 2016 Studi Perbandingan Hasil Belajar Pendidikan Agama Islam Menggunakan Metode Team Games Tournament dengan Konvensional Pada Siswa Kelas XI MIA 4 dan XI MIA 2 SMAN 1 Kendari. Thesis. Kendari, IAIN KENDARI.
- [9] Hamuddin, B., 2016. Using blog to Promote English Skills for EFL Students: The Students' Perception. *ELT-Lectura*, 3(2).
- [10] Huda M 2011 *Cooperative Learning Metode, Teknik, Struktur dan Penerapan*. Jakarta, Pustaka Pelajar.
- [11] Wahud F 2013 Peningkatan Motivasi Belajar Bidang Studi Fiqih Melalui Penerapan Metode Team Game Tournament (TGT) Pada Siswa Kelas VIII. 7 MTSN 1 Kendari, Thesis. Kendari, IAIN Kendari.
- [12] Lie A 2002 *Cooperative Learning*. Jakarta, PT Gramedia.
- [13] Hurlock EB 1950 *Child Development*. McGraw-Hill Book Company.
- [14] Purwanto 2009 Evaluasi Hasil Belajar. Jakarta, *Pustaka Belajar*. S
- [15] Wekke, I.S., Yandra, A. and Hamuddin, B., 2017, December. Learning Strategy in Class Management: A Reflection from Manado Case. In *IOP Conference Series: Earth and Environmental Science* (Vol. 97, No. 1, p. 012053). IOP Publishing.
- [16] Hertz-Lazarowitz R, Kagan S, Sharan S, Slavin R, Webb C. (Eds) 2013 *Learning to cooperate, cooperating to learn*. Springer Science & Business Media.