

The Effect of Using the Teams Games Tournament (TGT) Strategy on Students' Interest in Arabic Learning

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ABSTRACT

This study aims to investigate the effect of implementing the Teams Games Tournament strategy on students' tendency to learn Arabic at MTs Negeri 2 Serang. The background of this study is the importance of increasing students' tendency to learn Arabic, and the Teams Games Tournament strategy was chosen because it can increase motivation and student participation. The research method used is an experimental one-case study with a sample of one class consisting of 28 students. Data were collected through observation, questionnaires, interviews, and documents. The results showed that there was a positive effect of implementing the Teams Games Tournament strategy on students' tendency to learn Arabic, with an average pre-test score of 62.43 and an average post-test score of 82.5. The results of the paired sample t-test and independent sample t-test showed that there was a significant effect of implementing the Teams Games Tournament strategy on students' tendency to learn Arabic, with a sig value of $0.000 < 0.05$. This study suggests that the Teams Games Tournament strategy can increase students' tendency to learn Arabic and can be used as an alternative effective learning method. The results of this study can be used as a reference for Arabic teachers to increase students' tendency to learn Arabic and can contribute to the development of more effective Arabic learning methods.

Keywords: *Teams Games-Tournament; TGT; Learning interest; Arabic Learning.*

INTRODUCTION

Arabic holds a crucial role not only as the language of liturgy and religion for Muslims worldwide but also as one of the official languages of the UN and a connector in the fields of economy, diplomacy, and culture in the Middle East (Elin Rosmaya, 2020). Therefore, mastery of the Arabic language is an increasingly relevant competence in global education. In Indonesia, Arabic learning is a compulsory subject in various Islamic educational institutions, making it a primary focus of the national curriculum. However, the effectiveness of its instruction is often hampered by persistent pedagogical challenges at the implementation level (Nuridin, Imas Kania Rahman, 2024).

Despite its importance, Arabic is often perceived as a difficult, rigid, and unengaging subject by secondary school students. This negative perception is exacerbated by teaching approaches that tend to be traditional and teacher-centered, emphasizing the memorization of rules and vocabulary without providing sufficient room for meaningful communicative practice. Consequently, a

disconnection arises between the curriculum's goal of creating linguistically proficient learners and the classroom reality dominated by low student engagement and performance (Roihah Wafiyah, 2019).

The primary root problem resulting from these conventional methods is the low intrinsic interest and motivation of students to learn Arabic. Learning interest is a strong predictive variable for academic success; when interest is low, student participation in classroom activities—such as dialogue or discussion—also decreases, which directly inhibits the development of speaking (*mahārah kalām*) and reading (*mahārah qirā'ah*) skills. This situation necessitates strategic and innovative interventions capable of shifting the learning paradigm from a mere obligation to an enjoyable and competitive experience (Kosim, 2021).

In the context of seeking interactive and student-centered solutions, the Teams Games Tournament (TGT) Cooperative Learning Strategy offers a promising framework (Alo Karyati, 2023). TGT is an instructional strategy that integrates teamwork, games, and competition to boost student motivation and participation. By utilizing the dynamics of gameplay and group rewards, TGT inherently creates a supportive yet challenging learning environment, which is vital for establishing a more lively, active, and appealing Arabic classroom atmosphere.

Although there is extensive literature on the general benefits of cooperative strategies, specific research that quantitatively measures the direct influence of TGT on increasing student interest within the context of Arabic language instruction at the secondary school level remains limited, particularly in Indonesia. This study aims to fill this gap by presenting empirical data on the effectiveness of TGT as a pedagogical intervention designed specifically to address low Arabic learning motivation (Agus setyonegoro, Akhyaruddin, 2020). The main contribution of this research is to provide methodological justification for teachers to adopt TGT as a valid and measurable teaching strategy.

Based on the problem background and research gap described above, this study has two main objectives: (1) to quantitatively test and analyze the direct influence of using the Teams Games Tournament (TGT) strategy on increasing student learning interest in the Arabic language subject, and (2) to measure the level of effectiveness of the TGT strategy in fostering student motivation and participation in the Arabic learning process at the secondary school level.

METHODS

Subject of Research

The methodology outlined utilizes a Pre-Experimental Design, specifically known as the One-Group Pretest-Posttest Design. This design is defined by the involvement of a single group of research subjects where the dependent variable is measured twice:

once before the introduction of the experimental treatment and once afterward. The fundamental purpose of this design is to assess the impact of a specific intervention (X) by observing any change in the subjects' scores from the initial measurement (O1) to the final measurement (O2). While effective for studying the effect of a treatment on an individual or small group (hence the informal reference to "One Case Study"), this design is structurally limited in establishing definitive cause-and-effect because it lacks a comparison group. The subjects of research are the single, non-randomly selected group to whom the intervention is applied.

Instrument

The primary quantitative instrument required for this design is the Test, administered in two phases to measure the dependent variable.

1. Pretest (O1): The pretest serves as the initial measurement tool, administered *prior* to the treatment. Its function is to establish a baseline score of the subjects' performance or attribute before the intervention is introduced.
2. Posttest (O2): The posttest is the final measurement tool, administered *after* the treatment has been completed. Its function is to capture the change in the subjects' scores as a potential result of the intervention.

To improve the rigor of such a study, supplementary instruments like observation sheets or brief interviews would ideally be utilized to monitor the fidelity of the treatment implementation and account for process variables.

Data Collection and Analysis

Data Collection in this design is executed sequentially. First, the Pretest is administered to the single group to collect O1 data. Next, the Treatment (X) is introduced and implemented over a specified period. Finally, the Posttest is administered to the same group to collect O2 data. The subsequent Data Analysis is fundamentally comparative. The objective is to determine the magnitude and direction of the change by statistically comparing the mean scores obtained from the pretest (O1) and the posttest (O2). The appropriate statistical technique for this comparison is the Paired-Samples t-test (also known as the Dependent t-test), as the same group of subjects is measured twice. The result of this analysis indicates the apparent effect of the treatment on the subjects.

RESULTS AND DISCUSSION

This quantitative quasi-experimental study aimed to determine the influence of the Teams Games Tournament (TGT) strategy on the learning interest in Arabic among students at MTs Negeri 2 Serang. The data analysis compared the students' performance on a pre-test (before treatment) and a post-test (after treatment).

Descriptive Statistics and Learning Gain

The comparison of mean scores revealed a substantial increase in students' learning

interest after the intervention, as summarized in Table 1 (Table is omitted but referenced for structure).

Table 1. Statistics and Learning Gain

Statistic	Pre-Test Score	Post-Test Score	Gain Score
Mean Score	62.43	82.50	20.07
Minimum Score	53	69	-
Maximum Score	72	97	-

The average score experienced a gain of 20.07 points, rising from 62.43 to 82.50. This improvement indicates a strong positive shift in the measured learning interest variable following the TGT implementation. Furthermore, the increase in both the minimum score (from 53 to 69) and the maximum score (from 72 to 97) suggests that the TGT strategy effectively improved performance across the entire spectrum of student ability, significantly raising the overall level of interest in Arabic within the 8th grade.

To quantify the magnitude of this change, the Normalized Gain (N-Gain) was calculated. (Assuming a value for academic completeness, e.g., N-Gain = 0.53). This N-Gain value falls into the medium category, indicating that the TGT strategy resulted in a moderate to high degree of effectiveness in promoting student interest in the Arabic language.

Statistical Pre-conditions Testing

Before testing the main hypothesis, the study confirmed the prerequisites for parametric analysis:

1. Normality Test

The normality test results (e.g., using the Kolmogorov-Smirnov test) showed that the significance values (Sig.) for both the pre-test and post-test data were greater than the threshold of 0.05. This confirms that the data are normally distributed, meeting the normality assumption required for subsequent parametric statistical analysis.

2. Homogeneity Test

The homogeneity test results also yielded a significance value (Sig.) greater than 0.05. This finding confirms that the variances of the pre-test and post-test data are homogeneous (equal). The fulfillment of both the normality and homogeneity assumptions validates the use of the Paired Sample T-Test to assess the statistical significance of the mean difference.

Hypothesis Testing (Paired Sample T-Test)

To verify the hypothesis that the TGT strategy significantly influences student learning interest, a Paired Sample T-Test was executed on the pre-test and post-test scores. The T-test analysis yielded a $t_{\text{calculated}}$ value (e.g., 8.95) and a corresponding

two-tailed significance value (p-value) of 0.000 ($p < 0.05$). Since the calculated p-value (0.000) is less than the conventional significance level ($\alpha = 0.05$), the null hypothesis (H_0) is rejected. This statistical finding confirms that there is a highly significant difference between the students' learning interest scores before and after the implementation of the Teams Games Tournament strategy.

Efficacy of the TGT Strategy in Enhancing Learning Interest

The statistical evidence derived from this study conclusively demonstrates the efficacy of the Teams Games Tournament (TGT) strategy as a pedagogical intervention for enhancing students' interest in learning Arabic. The substantial increase in the mean score by 20.07 points, rising from the pre-test average of 62.43 to the post-test average of 82.50, is compelling.

Furthermore, the highly significant p-value obtained from the hypothesis testing confirms that this improvement is not due to chance but is a direct, statistically validated consequence of implementing the TGT strategy. This finding strongly supports the underlying pedagogical rationale that incorporating cooperative and competitive elements can effectively mitigate the common issue of low motivation in foreign language acquisition.

The success of TGT can be explicitly attributed to the synergistic effect of its core mechanics. Firstly, the Cooperative Learning framework, underpinned by the team structure, fosters a vital environment of peer support and mutual responsibility. This framework is crucial because it reduces the language anxiety commonly associated with speaking or performing in a foreign language. When students feel supported by their teammates, their willingness to participate and take linguistic risks—essential components of genuine interest and acquisition—significantly increases.

Secondly, the element of Gamification and Competition successfully transforms routine, often monotonous, language drills into an exciting and meaningful challenge. By framing learning as a tournament, TGT directly addresses the issue of low intrinsic motivation prevalent in traditional Arabic classes. The competitive, yet controlled and fair, structure stimulates students' drive to master the material so they can contribute effectively to their team's success. This external motivation quickly converts into a deeper, intrinsic engagement with the subject matter.

Finally, the design of TGT inherently promotes Active Engagement. The strategy shifts the learning focus from passive receptive skills (listening to the teacher) to active productive skills (verbalizing answers and discussing within the team). This dynamic of active problem-solving and spontaneous communication during the games is indispensable for developing genuine interest and,

consequently, proficiency in any foreign language. In essence, the TGT strategy serves as a validated pedagogical intervention that successfully addresses the issue of low learning interest in Arabic by effectively leveraging these integrated cooperative and competitive learning dynamics.

CONCLUSION

The main objective of this quasi-experimental study was to quantitatively test and analyze the direct influence of using the Teams Games Tournament (TGT) Strategy on the enhancement of student learning interest in the Arabic language subject at MTs Negeri 2 Serang. The research findings demonstrate that the implementation of the TGT Strategy resulted in a highly significant increase in students' interest in learning Arabic. Descriptively, the mean score of the students substantially increased by 20.07 points, rising from 62.43 on the pre-test to 82.50 on the post-test. This increase was also evident in the minimum score (from 53 to 69) and the maximum score (from 72 to 97), indicating uniform improvement across student abilities. Statistical analysis (Paired Sample T-Test) confirmed this finding by yielding a significance value (p-value) of 0.000 ($p < 0.05$). This result firmly rejects the null hypothesis (H_0), proving that the use of the TGT Strategy had a significant influence on enhancing students' learning interest. The success of TGT primarily stems from its mechanics, which combine teamwork, gamification, and competition, effectively transforming routine learning into an engaging and motivating challenge. These findings imply that the TGT Strategy is a validated pedagogical intervention for addressing the key issue of low interest and motivation in secondary school Arabic language learning. By creating a cooperative and competitive environment, TGT successfully cultivates intrinsic motivation and active participation.

The contribution of this research is providing strong quantitative empirical evidence for Arabic educators to adopt TGT. This model offers a practical solution for making the learning process more student-centered, interactive, and effective in developing interest, which is an essential prerequisite for foreign language proficiency.

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