# Enhancing Learning Enthusiasm of *Muthala'ah* Through Team Games Tournament (TGT) at Islamic Junior High School Malang

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**ENGLISH ABSTRACT**

This study aims to analyze the impact of using the Team Games Tournament (TGT) learning model in improving students' enthusiasm for learning Arabic, especially *muthala'ah*. This study employs a quantitative approach. Data was collected through a post-test questionnaire administered at the end of the learning process. The research design used is a true experiment design, utilizing an experimental class and a control class as a comparison, with each class comprising 30 students. The data analysis used was an independent sample t-test. The results of the independent sample t-test analysis yielded a sig value (two-tailed) of 0.000, which is less than 0.05 (0.000 < 0.05), meaning that H0 is rejected and H1 is accepted. This indicates a significant increase in students' learning motivation. Thus, there is a difference in students' learning motivation when using the Team Games Tournament (TGT) learning model. Students' activities during the learning process also showed active participation, resulting in positive differences before and after the intervention. This indicates that the TGT learning model can create an active and effective learning environment and support students' learning motivation.

**Keywords**: Team Games Tournament, Enthusiasm for Learning, Arabic Language, *muthala'ah*

## INDONESIAN ABSTRACT

*Penelitian ini bertujuan untuk menganalisis dampak penggunaan model pembelajaran Team Games Tournament (TGT) dalam meningkatkan semangat belajar siswa pada pembelajaran Bahasa arab, khususnya muthala'ah. Penelitian ini menggunakan pendekatan kuantitatif. Data penelitian dikumpulkan melalui post angket yang dilaksanakan di akhir pembelajaran. Jenis penelitian yang digunakan adalah eksperimen murni (true experiment design) yang menggunakan kelas eksperimen dan kelas kontrol sebagai pembanding dengan populasi setiap kelas berjumlah 30 siswa. Analisis data yang digunakan adalah independent sample t-test. Hasil analisis uji independent sample t-test, diperoleh nilai sig (2-taliled) sebesar 0,001 yang lebih kecil dari 0,05 (0,001<0.05) yang artinya H0 ditolak dan H1 diterima. Artinya terdapat peningkatan yang signifikan terhadap semangat belajar siswa. Dengan demikian terdapat perbedaan semangat belajar siswa yang menggunakan model pembelajaran Team Games Tournament (TGT). Aktivitas siswa selama proses pembelajaran juga menunjukkan peran aktif sehingga menyebabkan perbedaan positif sebelum dan sesudah perlakuan. Hal ini menyatakan bahwa model pembelajaran TGT dapat menciptakan suasana dan lingkungan belajar yang aktif dan efektif serta mendukung semangat belajar siswa.*

***Kata Kunci**: Team Games Tournament, Semangat Belajar, Bahasa arab, Muthala'ah*

## Introduction

Arabic language learning is an important component of Islamic education. The significance of the Arabic language in Islamic education stems from the fact that Arabic is the language of the primary sources of Islamic teachings (Al-Qur'an and Hadith) and serves as the means of religious communication for Muslims. Moreover, Arabic is an international language and is widely used in various educational settings, both Islamic and non-Islamic (Nasution & Lubis, 2023). To use Arabic, one must have four main skills: listening *(maharah istima')*, speaking *(maharah kalam),* reading *(maharah qira'ah),* and writing *(maharah kitabah)*. Everyone must learn these four elements to interact more easily with others (Asria et al., 2021).

In *muthala'ah* lessons, students can learn all four *maharah* at once. The lesson begins with the teacher announcing the title of the text and reading it in excerpts to develop listening skills *(maharah istima')*. Then the students reread the text, improve their reading skills *(maharah qira'ah)*, and attempt to understand it. Next, they read the text aloud to practice their speaking skills *(maharah kalam)*. In the final step, students answer questions about the text, write their answers in their notebooks, and practice writing skills *(maharah kitabah)* (Zhafira et al., 2023). Therefore, experts claim that students are expected to gain a better understanding, because these lessons cover

elements of conversation, grammar, and vocabulary; students are expected to accelerate their mastery of Arabic (Musthofa et al., 2024).

*Muthala'ah* (*tarbiyah dzatiyah*) is very important in education because it promotes autonomy in learning by ensuring that personal development continues even without the supervision of a teacher (nur hidayat et al., 2025). The purpose of *muthala'ah* is not only to enhance knowledge but also to shape character and moral values. Students do not merely learn to read texts technically but also to understand their implied meanings, relate them to daily life, and apply the moral messages contained within (Nabila et al., 2024).

However, *muthala'ah* lessons often lack creative teaching approaches, which can lead to students becoming bored or struggling to understand the material. As a result, students' enthusiasm for learning and their desire to study *muthala'ah* diminish or even disappear entirely (Rizkia et al., 2021).

This is also because teachers habitually rely on traditional methods or teacher-centered lectures and lack creative teaching approaches, which ultimately fail to meet the needs and abilities of students (Istiqomah et al., 2025). The teaching and learning process in the classroom becomes boring, and students' motivation to participate in learning decreases (Siddik Nugroho & choirul umam, 2025). Therefore, enthusiasm for learning or motivation is essential for students to achieve the best learning outcomes (Rahman, 2021)

Based on observations and discussions with Arabic teachers at the junior high school, Thursina International Islamic Boarding School, the researcher identified several problems in learning Arabic, particularly in reading lessons. These problems are as follows: *First*, teachers continue to use traditional or lecture-based teaching models; *second*, students' interest in learning Arabic remains low; *third*, teaching methods lack diversity; *fourth*, students lack enthusiasm or motivation for learning, so some have difficulty understanding narrative texts in reading lessons.

After analyzing the obstacles and challenges of *muthala'ah* learning, researchers found an effective and varied learning model as an approach to increase students' enthusiasm for learning and create a different atmosphere in the classroom. The application of the Cooperative Team Games Tournament (TGT) model aims to increase students' enthusiasm for learning by integrating group work, academic competition, and

playful learning, which promotes active participation and a deeper understanding of the subject matter (Juli & Khasanah, 2024).

According to research conducted by Nadra et al. (2017), the TGT method has been proven to be the most effective teaching method for students. It enables students to achieve the best results and work fully as part of a team. Therefore, this cooperative learning model is an effective solution for motivating students and improving their academic performance (Luo et al., 2020). Previous studies have comprehensively discussed various problems in the learning process

A previous study on "The Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Method towards the Arabic Language Learning Achievement of Students at SMP Muhammadiyah 2 Kalasan." This study combines the TGT model with crossword puzzles to improve Arabic language proficiency. The results of this study indicate a significant difference in students' achievement using the TGT model. The focus of this study is on integrating educational games relevant to the learning topic (Wati & Wahyuni, 2024)

Previous research on "Improving Nahwu Learning Outcomes Using the TGT Model in Home Schooling in Bekasi." This study employed the PTK method based on the Kemmis and Taggart model, conducted over two cycles. The results showed an increase in average scores from Cycle I (70.87) to Cycle II (88.52), with a difference of 17.65 points. This study emphasizes the effectiveness of the TGT model in a home-schooling environment (Bin Abdul Hakim et al., 2019)

Another study investigated the *"Development of Quiz Wheel Media in the TGT Cooperative Learning Model to Improve Learning Motivation in Fourth Grade Elementary School Students."* This study aimed to develop a quiz wheel media in the TGT cooperative learning model to enhance students' learning motivation. The results showed an increase in motivation from Cycle I to Cycle II, with the overall percentage score reaching 85.3%, categorized as high. This study points toward the application of creative and innovative learning models (Sentia et al., 2025).

Another study conducted by Siti Wahyuni titled "Implementation of the Cooperative Learning Model Team Games Tournament-Giant Ladder Snake in Arabic Speaking Instruction." This study aims to develop students' Arabic speaking skills. The results of this study indicate an increase in students' speaking skills from Cycle I to Cycle

II, with the initial percentage of 35.51% increasing to 85.2%. This study focused on creating a unique and enjoyable learning atmosphere by utilizing the interesting features of the Giant Ladder Snake media (S. Wahyuni, 2023)

Another study was also conducted with the title "Team Games Tournament Cooperative Learning Model in *Maharah Kitabah* Learning in Higher Education." The results of this study show an improvement in students' Arabic language skills, with students becoming active and enthusiastic participants in the learning process. This study confirms that the TGT model is an alternative learning strategy that increases student motivation and creativity in learning Arabic (Naseha, 2022).

Based on the five previous studies, it can be concluded that there are several differences in each of these studies, including: the first study focused on integrating the TGT model with relevant educational games to enhance the appeal of the TGT model, the second study focused on the effectiveness of the TGT model in a home-schooling learning environment, the third study focused on developing innovative and creative learning, the fourth study focused on creating a unique and enjoyable learning atmosphere, while the last study confirmed that the TGT model can serve as an alternative learning strategy in Arabic language instruction. However, no study has specifically addressed the use of the TGT model to enhance students' learning motivation in *muthala'ah* instruction. Therefore, this study was conducted to complement previous studies by measuring students' learning motivation in *Muthala'ah* instruction. The novelty of this study lies in the modification of the Team Games Tournament (TGT) model through the development of a specialized game-based tool designed to aid comprehension of Arabic texts in the *Muthala'ah* course at Thursina IIBS secondary school. This innovative framework has proven effective in improving academic performance, stimulating enthusiasm in learning, and creating a positive classroom environment for students.

This study aims to determine the increase in students' learning enthusiasm in *Muthala'ah* learning using the TGT learning model at Thursina International Islamic Boarding School, Malang. This study was conducted to increase students' learning enthusiasm, knowledge, and understanding of Arabic, especially in *muthala'ah* lessons. By applying a cooperative and creative learning model, students are expected to be

active in learning activities using the TGT model, which will be used as a means of comprehensively understanding Arabic texts.

**Methods**

This method used in this study is a quantitative approach with data sourced directly from the field. The type of research used is a True Experimental Design with one experimental class and one control class as a comparison (Suwardi et al., 2023). The design technique used in this study is a Posttest-Only Control Group Design. With this design, only a posttest is conducted on the experimental and control groups. Subjects are placed in each group with random tasks (Arib et al., 2024).

The population used in this study was all 106 eighth-grade students at the junior high school, Thursina International Islamic Boarding School, in the 2024/2025 academic year, using random sampling as the sampling technique. Each experimental and control class consists of 30 eighth-grade students selected randomly, with subjects having similar characteristics. The researchers chose this school because it had several problems with its *muthala'ah* learning.

The research data were collected using a validated post-questionnaire instrument. The questionnaire used was a closed survey consisting of 15 statements developed by the researcher on a four-point Likert scale (strongly agree, agree, disagree, strongly disagree). The post-questionnaire instrument was then administered to students in the experimental class who had received special treatment based on the "Team Games Tournament" training model, as well as to students in the control class who had not received any special treatment or had only been taught using the conventional model. The results of this analysis can be generalized to the relevant population (Salafudin & Dewi, 2021).

Data collection was carried out in three stages: observation, implementation, and final data processing. In the observation stage, the researcher observed all eighth-grade classes, determined the research sample. In the implementation stage, the researcher administered the special treatment to the designated experimental class and distributed the post-questionnaire. In the final stage or data processing stage, the researcher processed the data, analyzed the sample data, and drew conclusions from the final results of the data analysis.

**Results and Discussion**

The results of this study explain the research objectives, which were to determine the increase in student learning motivation through the Team Games Tournament (TGT) learning model for eighth-grade students at the Thursina International Islamic School in Malang and to determine the effect of applying the TGT learning model on eighth-grade students at the Thursina International Islamic School in Malang. The results of this study were obtained from a series of data collected using a questionnaire after the implementation of the TGT learning model

The research data were obtained using a questionnaire method. The questionnaire, which served as a pilot test, was administered to 30 students and contained 15 statements with a rating scale corresponding to students' learning motivation using the TGT learning model.

Before being distributed to the students, the researcher conducted a validity test of the instrument by expert validators. The validators appointed by the author as experts in consulting on the instruments created and in line with the field of this research. The instrument proposed by the researcher was a questionnaire on student learning enthusiasm. The results obtained during the instrument validation process led to several improvements, such as the removal of words deemed inappropriate and the addition of negative statements, which were increased from one to four.

The results of the validity test of the questionnaire on student motivation to learn showed that the r-hit value was higher than the Rtabel value, i.e., 0.991 > 0.361, indicating that the questionnaire used is valid. A reliability test was also conducted, in which the questionnaire is considered reliable if the Cronbach alpha value is > 0.70. In this test, the Cronbach alpha value was 0.98 > 0.70, meaning that the questionnaire tested on 30 students is reliable and can be used as a research tool.

The research results are based on the data collected, which was then analyzed by the researcher using IBM SPSS software. After checking for validity and reliability, the data underwent a preliminary check. The data normality check was used to determine whether or not the sample used was normally distributed (Isnaini et al., 2025). In this study, the statistic used was the one-sample Kolmogorov-Smirnov Normality Test using IBM SPSS. The following are the results of the data normality test using IBM SPSS.

**Table 1.** Normality Test

| One-Sample Kolmogorov-Smirnov Test | | |
|---|---|---|
| | | Unstandardized Residual |
| **N** | | 30 |
| **Normal Parameters[a,b]** | Mean | 0.0000000 |
| | Std. Deviation | 1.57155238 |
| **Most Extreme Differences** | Absolute | 0.119 |
| | Positive | 0.119 |
| | Negative | -0.070 |
| **Test Statistic** | | 0.119 |
| **Asymp. Sig. (2-tailed)** | | .200[c,d] |

**Source: IBM SPSS Statistics 26**

Based on the results of the analysis using IBM SPSS Statistics 26, the post-questionnaire score was 0.200. This means that 0.200 is greater than 0.05, or 0.200 > 0.05. Therefore, it can be concluded that the data is normally distributed, because the significance value is greater than 0.05. From this test, the normality test is deemed to be met, and can proceed to the homogeneity test stage.

The homogeneity test is conducted to ensure that the variance (diversity) of data between groups (experimental and control classes) is the same/uniform (Sianturi, 2022). In addition, the homogeneity test is also conducted to avoid bias that can affect the statistical test results. The homogeneity test is also conducted as one of the requirements for parametric testing, such as the Independent Sample t-Test. The following are the results of the group homogeneity test.

**Table 2.** Homogeneity Test

| Test of Homogeneity of Variances | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| **Questionnaire** | Based on Mean | 0.371 | 1 | 58 | 0.545 |
| | Based on Median | 0.204 | 1 | 58 | 0.653 |
| | Based on Median and with adjusted df | 0.204 | 1 | 57.955 | 0.653 |
| | Based on the trimmed mean | 0.444 | 1 | 58 | 0.508 |

**Source: IBM SPSS Statistics 26**

Based on the results of the analysis using IBM SPSS Statistics 26, a mean value of 0.545 was obtained. The basis for determining the value is that if p > 0.05, then H0 is accepted, which means that the paired data (experimental and control classes) have homogeneous variance (Rahmat et al., 2018). This means that 0.545 is greater than 0.05 or 0.545 > 0.05. Therefore, it can be concluded that the data is homogeneous because the

significance value is greater than 0.05. From this test, the homogeneity test is deemed to have been met.

After passing the prerequisite tests, it was found that the results of the normality test and homogeneity test exceeded the p-value >0.05, meaning that the prerequisite tests in this study were met. Next, a hypothesis test was conducted using the independent sample t-test.

The independent sample t-test is one of the most commonly used statistical methods in experimental research due to its ability to compare the means of two naturally formed groups, namely the experimental class and the control class, which use randomization for sampling (Fegi & Ali, 2021).

**Table 3.** Independent Sample t-Test

| | | Levene's Test For Equality of Variences | | 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 |
| Angket | Equal variances assumed | 0.371 | 0.545 | 8.387 | 58 | 0.000 | 12.633 | 1.506 | 9.618 | 15.649 |
| | Equal variances not assimed | | | 8.387 | 57.994 | 0.000 | 12.633 | 1.506 | 9.618 | 15.649 |

**Variable Test Hypothesis:**

**H0**: There is no difference in students' learning enthusiasm after *muthala'ah* learning using the TGT model.

**H1**: There is a difference in students' learning enthusiasm after *muthala'ah* learning using the TGT model.

Based on the results of the Independent Sample t-test, it was found that the two-tailed significance value was 0.000 (p < 0.05) with a mean difference of 12.633. These results indicate that H0, which states that "there is no difference in learning enthusiasm between students who apply the TGT model and those who do not," is rejected. Thus, it can be concluded that there is a significant difference in students' learning motivation

between the group using the TGT learning model and the control group. The 95% confidence interval [9.618, 15.649], which does not include the value 0, further supports this conclusion. This finding suggests that the TGT model in muthala'ah learning has a positive impact on significantly enhancing students' learning motivation compared to conventional learning methods.

The Team Games Tournament (TGT) learning model is a cooperative learning model that combines games, competition, and teamwork to improve student learning outcomes. One of the important elements in the educational process is the learning strategy. Previous research has shown that TGT, a component of cooperative learning strategies, yields better learning outcomes for students ( ade sri Wahyuni et al., 2024).

Cooperative TGT learning differs from other types, as it involves tournaments or competitions where each team member must contribute individual points that are accumulated into team points (Setianingsih et al., 2021). This encourages students to collaborate and share responsibility. The TGT model can increase the desire to learn, make learning enjoyable yet challenging, and enhance conceptual understanding through healthy competition.

As the primary actors in the learning process, teachers play a crucial role. Given that one of the national education goals is creativity, teachers must create or implement diverse learning models that align with the subject matter and students' conditions. This prevents monotony and increases students' interest in lessons, which indirectly boosts their motivation and impacts learning outcomes (Safitri & Santosa, 2018). Additionally, according to Islamic teachings, a teacher is not merely tasked with imparting knowledge in the classroom; rather, they must act as intellectual, moral, and social leaders and train their students' skills. Teachers have the roles of *mu'allim* (teacher), *mursyid* (guide), *muddaris* (instructor), and *mu'adib* (educator). As *mu'allim*, teachers must have intellectual sensitivity and be able to update students' knowledge so that they do not become people who bring disaster to their environment; as *mursyid*, teachers must be role models and consultants; and as *mu'addid*, teachers must be able to shape students' personalities so that they do not become people who bring disaster to their environment. Therefore, an educator must be able to transform classroom learning into creative learning. One of the educator's efforts is to create a good learning process

(teaching and learning activities) to achieve meaningful educational goals and produce graduates with the potential to solve related problems (Warni et al., 2025).

Similarly, when teaching Arabic, teachers must understand learning methods and models, ranging from cooperative learning models, project-based learning, problem-based learning, conventional learning, and so on. In addition to understanding learning models, teachers must also master skills such as listening, speaking, reading, writing, and Arabic grammar, which must be applied in learning, especially in *muthala'ah* lessons, where the learning material consists of Arabic texts. By understanding and studying learning models and strategies, teachers can select and apply the appropriate learning model to ensure that the learning process runs effectively. and achieves optimal results, based on the learning objectives that must be achieved according to the needs and conditions of the students.

In addition, teachers need to understand the characteristics of their students in order to facilitate the application of appropriate learning models and strategies. Dewey, J. (1938) states that learning through direct experience and play can make students more actively involved, because they see things directly in a real context. Where learning is done through cooperation and responsibility to complete a challenge, this is in line with the social context that introduces students to one another.

Based on this statement, Arabic language learning, especially *muthala'ah* at Thursina International Islamic Boarding School in Malang, must provide students with real experiences and impacts on the learning process using games that are not only considered entertainment but also as a tool for building meaning, cooperation, and responsibility in learning. Additionally, students also find it easier to socialize with their classmates, creating a comfortable learning environment and actively motivating them to continue learning. Therefore, Arabic language teachers, especially those responsible for *muthala'ah* instruction, must be able to incorporate elements close to daily life so that students can more easily understand the lessons and apply them in their daily lives.

**The Essence of the Team Games Tournament Learning Model**

A learning model is a systematic framework designed to organize the teaching and learning process effectively, from planning and implementation to evaluation. This model includes the approaches, strategies, methods, and techniques used by teachers to

achieve specific learning objectives, taking into account student characteristics, teaching materials, and the learning context. It differs from more technical methods or strategies. One learning model designed specifically for learning is TGT. This model can be used at all levels of education because its design is in the form of a game, thereby encouraging student activity.

Susanto. A (2016) explained that TGT is a cooperative learning model in which student learning activities are carried out in several stages as part of the learning process. These stages include listening to the teacher's explanation in class, working in groups, games, tournaments, and finally, team recognition or awarding prizes to the winning team according to predetermined criteria. Through these stages, students can increase their participation in group discussions and enhance their learning enthusiasm through games, making the learning process less monotonous. In addition to improving cooperation in group discussions, this model also enhances students' understanding of the subject matter (Sari et al., 2023).

Team Games Tournament (TGT) is a learning model that uses games as its main activity. Slavin (2014) states that the concept of the TGT model involves placing students in groups of 4-6, each with varying levels of ability, gender, and ethnicity or race. Academic-based team tournaments involve quizzes and an individual progress scoring system, where students compete against each other as they do with other team members (Poerwanti, 2024; Wijaya et al., 2021).

The TGT model was originally developed in the 1970s by Robert E. Slavin for mathematics and science education. Slavin designed this learning model by combining elements of group or team work, academic competition or contests, and games to enhance student motivation and learning outcomes. However, in recent times, the TGT model has been applied across various subject areas. The systematic use of the Team Games Tournament model involves games that can take the form of questions written on paper or cards with numbers. To collect group points, each student takes turns coming to the front and picking a card with a number, then answering the question on the paper (Handayani, 2022; Capinding, 2021).

Lie (2008) explains one of the benefits of the TGT method as follows: (1) increasing confidence in one's ability to think independently; (2) improving the ability to express ideas or concepts; (3) fostering respect for others; (4) improving academic

performance and social skills with peers; (5) teaching students to communicate well with their friends; and (6) increasing students' desire to learn and produce children (Amni et al., 2021).

At Thursina International Islamic Boarding School, the TGT model is used as a bridge to increase students' enthusiasm for learning *muthala'ah* lessons or Arabic story texts. The TGT model aims to hone students' collaboration skills and build team spirit so that they can create a greater sense of responsibility by working together to achieve victory for their team or group.

In implementing the TGT learning model, the researcher conducted learning activities through three steps. The first step involved explaining the vocabulary related to the *muthala'ah* material about *al-'ainu* using conventional methods during the first meeting to assess students' active participation in learning. The topic al-'ainu was chosen because it covers a larger vocabulary than the other topics. In the second step, in the second meeting, the researcher began to apply the TGT learning model by warming up and reviewing the material first, then the teacher formed students into several teams of 5 people and explained the rules of the game. Finally, the researcher conducted a team recognition to determine which team would be the winner. At this stage, the researcher also provided a test sheet to reinforce the mastery of the material that had been learned.

By applying the TGT cooperative learning model, students' enthusiasm for learning in *muthala'ah* lessons can be increased, and group members can help each other in understanding the material being studied. This learning model has proven to be successful in significantly increasing students' enthusiasm for learning in *muthala'ah* lessons.

From the perspectives of enthusiasm, social interaction, and cognitive development, the TGT model emphasizes the process of student group work. The rewards given by the group are referred to as the motivational perspective. The social perspective states that every student will help one another in learning by working together because they want all group members to succeed. The cognitive development perspective states that interactions between group members can enhance students' ability to think and process data (Musdalifah, 2023).

The TGT method has a major advantage in that it can make learning more enjoyable and actively engage students. Students not only learn individually but also

learn to work together in groups, communicate, and compete in a healthy environment. This motivates students to better understand the lesson (Amtiran, 2025).

The results of this study support the theoretical review on the application of the team games tournament model in increasing students' enthusiasm for learning in *Muthala'ah* learning. Several factors that influence the success of the TGT model in increasing students' enthusiasm for learning include: The role of teachers and students. Teachers who use interesting, innovative, and interactive learning approaches will be able to increase student engagement in learning so that students can participate actively. Classroom Environment: A learning atmosphere that is enjoyable, competitive, and based on group collaboration has been proven to make students more enthusiastic about learning (Matitaputty et al., 2023).

Factors that hinder the use of the TGT learning model are that it takes a long time, it is difficult to group high-ability students who are unfamiliar with this model, and it sometimes creates an unfavorable atmosphere in the classroom. In addition, there are some students who are capable but unfamiliar with this model and have difficulty explaining it.

**Students' Enthusiasm for Learning in Class**

Student learning enthusiasm is a psychological and emotional condition characterized by internal, or intrinsic, and external motivation, which encourages students to participate actively, enthusiastically, and continuously in the learning process (Nofriansyah et al., 2025). Learning enthusiasm is understood as a multidimensional dynamic that encompasses, in this study titled "Enhancing Learning Enthusiasm of *Muthala'ah* Through Team Games Tournament (TGT) at Islamic Junior High School Malang."

Sadirman (2018) states that learning enthusiasm is often equated with learning motivation. "Motivation" comes from the Latin word "movere," which means drive, driving force, or the power that drives an action or deed. In English, 'movere' is often equated with "motivation," which means the creation of drive, or that which creates drive, or a situation that creates drive. In language, "motivation" means to motivate.

Motivation can be defined as a driving force that has become active or as an effort that drives someone to do something

Sources of motivation can come from within a person (internal motivation) or from outside (external motivation). These motivational factors can have a positive or negative influence on teachers. In such situations, a teacher must have intrinsic work motivation, external work motivation, and adequate competence to demonstrate adequate ability and results. If the teacher does not understand the material to be taught and the students are only asked to take notes or complete assignments, if the teacher does not have teaching materials they have written (textbooks), if the teacher in question feels uncomfortable and is too proud to use other literature, if the teacher does not understand the foundations of education, if they are unable to carry out their functions and duties as educators and teachers, if they do not prepare lesson materials, and if they do not have the motivation to teach (Abbas, 2013).

Therefore, students' enthusiasm for learning is greatly influenced by the way teachers or educators teach. When teachers apply engaging and effective teaching methods, students tend to be more motivated and interested in the learning process. This enthusiasm is a key factor in successful learning, as motivated students can more easily understand the lessons presented and actively participate in class activities.

**Team Games Tournament Learning Model to Improve Students' Enthusiasm for Learning Muthala'ah at Islamic Junior High Schools**

To increase students' enthusiasm for learning in *Muthala'ah* using the TGT learning model, the following are the steps or activities of the TGT learning model from the previous discussion. In this section, the researcher mentions examples of material found in the *muthala'ah* textbook for grade VIII used at the junior high school, Thursina International Islamic Boarding School, Malang.

The steps of the TGT learning model are as follows: 1) The teacher explains the vocabulary material of *muthala'ah* about *al-'ainu* using conventional methods to assess the level of student engagement in learning, 2) The teacher prepares games to be conducted in the next session, 3) The teacher reviews the material that has been studied and then forms groups consisting of 5 students, 4) The teacher explains the rules and

techniques of the educational game to be conducted, 5) Students begin the game by forming a single line behind each other, then take turns answering questions on the question cards and writing their answers on the answer sheets provided on the blackboard, 6) The teacher corrects each group's answers to determine the winning group, 7) After the correction, the teacher announces the winner and presents the reward to the winning group or team, 8) Conducting a learning evaluation with the students.

Learning at the junior high school, Thursina International Islamic boarding school, is typically taught through various methods and learning models. However, in the *muthala'ah* subject, the teacher still uses conventional methods or lectures, where the teacher explains, and the students follow the teacher's instructions according to the rules. For example, when explaining vocabulary, students repeat the teacher's words, and similarly when reading and interpreting texts. As a result, students often feel bored, so a varied learning model is needed to capture their attention and motivate their learning enthusiasm.

In the teaching and learning process, a learning model or method is required to achieve active and effective learning that aligns with students' needs and the learning objectives to be achieved. The success of learning depends on the learning process undergone by students. The more appropriate the learning model, the more motivated students will be to learn, resulting in active and effective learning supported by various factors, such as the relationship between teachers and students and a supportive learning environment, because the learning model used by teachers can make it easier for students to understand the lesson.

Among the various learning models available, the researcher used the TGT learning model to enhance students' enthusiasm for learning in *Muthala'ah* lessons. The TGT learning model creates an active classroom atmosphere and challenges students to engage in learning. Additionally, students develop a sense of responsibility and cooperation among group members. TGT also encourages students to help one another and appreciate the taught material (Armanda et al., 2024).

**Results of the Student Learning Enthusiasm Questionnaire**

To find out the results of the evaluation during the treatment of the experimental class to measure the increase in student learning enthusiasm. Researchers used a post-questionnaire in the form of a statement equipped with a Likert scale and related to students' feelings during the learning process using the TGT model.

The questionnaire used in this study consisted of 15 statement items that were in accordance with the level of assessment of student learning enthusiasm. The Likert scale used in the questionnaire items includes a 1-4 scale, namely 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, and has gone through a trial stage before being used in research.

Explained in the data analysis in this study shows a two-tailed sign value of 0.000, which is smaller than the p value of 0.005, which means that H0 in this study is rejected because, after data analysis, classes that use learning models with TGT and with conventional learning models experience differences in learning enthusiasm. Which means that the learning spirit in the experimental class has increased after special treatment.

The results of this study indicate that the learning model has a positive effect on increasing students' enthusiasm for learning, both in the learning process and when the learning evaluation is carried out, so that this learning model can be a reference for teachers in teaching to increase students' enthusiasm for learning. Some special factors in learning:

### *The Ability of Teachers to Manage Learning*

The discussion of this section is based on the results of data analysis, obtained from student activities using the team games tournament learning model at each step, starting from the teacher explaining, group formation, game implementation, team recognition, and learning evaluation.

Increased enthusiasm or participation of students during the learning process is a benchmark for teacher performance during learning. So, the model or method plan that the teacher will apply in the learning process must be well prepared to produce good student learning achievement.

### Student performance in the learning process

This learning model allows students with low academic levels to participate in group activities and accentuates students with high academic levels. The sense of solidarity and respect for each other will increase if this model is implemented. This model can also increase students' enthusiasm for learning (Hasryani & Ariani, 2024).

Stolz & Pill's (2014) theory emphasizes the importance of a new game teaching model that involves the concept of play and channeling talent. The TGT learning model can actively and effectively encourage students' enthusiasm for learning. This is an encouragement that is generated from outside a person, or called the emergence of external motivation, from the learning model provided. It can be concluded that the effect of increasing student enthusiasm for learning by using the TGT cooperative learning model. Thus, it can be concluded that this model significantly affects motivation and learning outcomes (Fahrurrozi et al., 2024).

In addition, the benefits of using the TGT model can also develop students' social skills, such as cooperation, discussion, and mutual support. An approach using the TGT model not only makes learning more fun, but also helps students better understand material through teamwork, so TGT is also a tool for building student character and soft skills in a collaborative era (Wahyuningsih et al., 2021).

Thus, TGT is worth considering as a collaborative learning strategy that is oriented towards increasing motivation or enthusiasm for learning and student learning outcomes.

### Learning Environment and Atmosphere

In addition to the roles of teachers and students, creating a comfortable learning atmosphere is also one of the success factors in the learning process. According to Hamalik (2001), a positive learning atmosphere, such as a sense of security, healthy competition, and peer support, can increase students' motivation and enthusiasm for learning. In TGT, team games create a dynamic and interactive learning environment, increasing students' commitment to the learning process.

## Conclusion

Learning Arabic, especially understanding narrative texts in the Arabic language, requires creative and varied models to prevent students from becoming bored. Students' interest in the subject depends heavily on the learning model used. While some students can follow the teacher's explanations attentively, others are easily distracted by an uninteresting teaching style. Before the introduction of the TGT method, student participation in class was rather passive. However, after the introduction of the TGT method in the second session, students began to actively discuss and ask questions. The t-test for independent samples showed a significant increase in enthusiasm for learning (sig. 0.000 < 0.05) with the rejection of H0 and the acceptance of H1. These results confirm the success of TGT in increasing enthusiasm for learning and student participation in *Muthala'ah* learning.

Nevertheless, obstacles such as unequal participation within teams, limited time, and less favorable teaching conditions remained. The conclusion of the research underscores the crucial role of the learning model in the success of understanding the material. Therefore, the researcher recommends TGT to increase enthusiasm for learning, with suggestions for further development through the addition of.

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