Effect of The Teams Games Tournament Method on Arabic Writing Skills of Student Islamic Junior High School 25 Jakarta

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Abstract

This research is motivated by the condition of students who have difficulty writing Arabic in Islamic Junior High School students and the need to apply learning methods that are in accordance with the expected competencies. This study aims to determine the influence of the Teams Games Tournament learning method on students' Arabic writing ability. This study is an experimental research with a quasi-experimental design type of experimental group design consisting of 31 students and a control group consisting of 27 students. The sampling technique was carried out by cluster sampling. The data analysis technique used to determine the effect of the independent variable on the bound variable is the t-test. The results showed that t count = 2.52 with a significance of 0.007 lower than 0.05. Thus, it was concluded that there was an influence of the Team Game Tournament method on Arabic writing skills in Islamic Junior High School 25 Jakarta students.

Keywords: Learning Methods, Teams Games Tournament, Arabic Writing Skills

1.   INTRODUCTION

The writing skill has the highest level of difficulty for students compared to the other language skills (Setiadi et al., 2022). Writing skill is difficult for most learners because of ignorance of what they want to write and ignorance of techniques or how to write (Hosseinpur & Kazemi, 2022). These two things arise because writing skill requires the ability to think systematically, understand grammar, self-confidence, and good writing habits. In the process of teaching writing skills, students need the ability to apply good writing procedures, effective use of language, and the ability to understand the characteristics of Arabic letters. In this case, the teacher has an important role, which is to guide students to process the information they receive through writing techniques. The teacher

also acts as a figure who determines the most effective learning method for this skill, as well as the teacher becomes a facilitator and motivator (Lee et al., 2019).

The skill of writing in Arabic at Islamic Junior High School is the most difficult skill for students to achieve. Because students come from the previous different schools, most of them students don't know about Arabic. With the diversity of students, teachers need a learning method to facilitate the presentation of materials and writing exercises to students. Therefore, choosing the right learning method will greatly affect students' understanding and success in Arabic writing skills. To effectively run the education process can be obtained through the method. The method is a technique for explaining or transferring materials to students (Amrina et al., 2021). The method of education has a great influence on learners in understanding the material taught by teachers (Lapitan et al., 2021). Regarding writing the skill of writing cannot be taught automatically but there must be exercises and habits.(Imam Purwanto Oktovan, Muhsin Riyadi, 2020). These exercises and habituation can be done in groups with the aim of stimulating

motivation and giving input to each other between students and another. Because if students learn individually, students feel unsure and feel less understanding of the material being written. Group activities are conducted as interesting as possible with various forms of games. Thus, to achieve the learning process in a fun activity, the method of learning a Teams Games Tournament is the right choice. Team Games Tournament is learning that is a synoptic method of learning that is implemented in a group system with delivery in the form of academic games, each group consisting of all students who participate in learning without discrimination of students' background (Kasumovic & Kuznekoff, 2015).

There are many research related to this research. Anas & Muassomah (2021) researched the Teams Games Tournament learning method in teaching Arabic for writing skills, and he found that this method could be a fun alternative to learning Arabic writing. The research conducted by Tresnanda et al. (2022) showed that applying the learning method in the Team Games Tournament can improve the writing skills of eighth-grade students in the Takhassus Al-Qur'an Kalibeber. The results of the study by Naseha (2022) showed that writing

activities using the Team Games Tournament (TGT) method at University Hashim Ashari Tebu Ireng Jombang can make students more active in the learning process and can also increase their activity in thinking. The other research was conducted by Oktarianto & Handayanto (2021) the results showed that using the team games tournament method can increase the skill of writers and reading.

Based on the results of the search for Arabic language scores in MTsN 25 Jakarta students, data was obtained that their average score was below the minimum completeness score of 78, while the scores for writing skills were still mostly between 60-70. This is reinforced by the Arabic teacher's admission that students face difficulties in Arabic because of their lack of activity during learning and lack of motivation to learn. For this reason, it is necessary to make measurable efforts in order to improve Arabic learning, including by using the TGT method.

The research conducted by the four researchers has similarities and differences compared to my own research. The similarity lies in the use of the Teams Games Tournament as an innovative method for learning Arabic writing skills. However, the studies differ in terms of research topics, research location, research design, and the academic games used in the experimental class. This research was conducted at Islamic Junior High School 25 Jakarta, focusing on seventh-grade students and using a group design research design with a post-test-only approach. In this study, the academic game used in the experimental class was dice. Therefore, I can infer that by using the Team Games Tournament method, I can assess the Arabic writing abilities of students.

2. RESEARCH METHODOLOGY

The method used in this research is an experimental method that is a method that can correctly test the hypothesis regarding causation (Emzir, 2020). The type of research used is a Quasi-experimental design which can be interpreted as a design that contains a set of precise but does not fully work for the exact external variables that affect the execution of the experimental (Sugiyono, 2020). In the two experimental classes using the method of learning the Team Games Tournament in one class as the experimental class and the other is the control class. The form of the chosen research design was the group design

post-test only. In the design of the experimental class, the exact separations are not randomly selected. This design emphasizes the treatment comparison between the two groups, namely the experimental class, where the experimental group is the group that is given special treatment. The design of the research is as follows in table 1.

Table 1. Post-test Group Design

Class	Treatment	Test
Team Games Tournament	0_1	X_1
Control Class	0_2	X_2

The experimental class of Team Games Tournament consisted of 31 students and the control class consisted of 27 students. The implementation of the experiment was carried out in 8 meetings in August-September 2024. The data collection technique is carried out with a test to measure students' Arabic writing skills. Data analysis was carried out with descriptive statistics and t-tests to measure the difference in the average results of the two groups.

3. RESULTS AND DISCUSSION

Learning outcomes of Arabic writing skills in experimental classes

Team Games Tournament is a synoptic method of learning that is implemented in a group system with delivery in the form of academic games, each group consisting of all students who participate in learning without discrimination of students' background. The Teams Games Tournament model of learning is quite effective in the application, according to Robert Slavin, the advantages of the Teams Games Tournament (TGT) method include being able to improve thinking abilities and increase group skills because, in the learning process, students have the opportunity to learn to discuss with their friends and try to solve problems by honest and responsible principles. If students study individually, students feel unsure and do not understand the material written. Group activities are carried out as interestingly as possible with various games. Thus, to achieve a learning process in a fun activity, the team game

competition teaching method Teams Games Tournament is the right choice.

Based on descriptive statistical analysis, an overview of the data for the experimental class Arabic Writing Skills variable was obtained as follows in table 1.

Table 1. The Statistical Description of Arabic Teaching Results in the Experimental Class

	Class		Statistic	Std. Error
Test	Mean		87.0555	1.12958
	95% Confidence Interval for Mean	Lower Bound	84.7486	
		Upper Bound	89.3624	
	5% Trimmed Mean		87.2919	
	Median		88.5100	
	Variance		39.554	
	Std. Deviation		6.28923	
	Minimum		70.14	
	Maximum		98.53	
	Range		28.39	
	Interquartile Range		8.35	
	Skewness		-.676	.421
	Kurtosis		1.013	.821

The implementation of Arabic learning for an experimental class with a total of 31 students using the Teams Games Tournament learning method. The results of the post-test of the Teams Games Tournament method on Arabic writing skills can be described as follows: average 87.06; median 88.51, the highest score is 98,53; the lowest value is 70; the standard deviation is 6.29, and the range of value was 28.29.
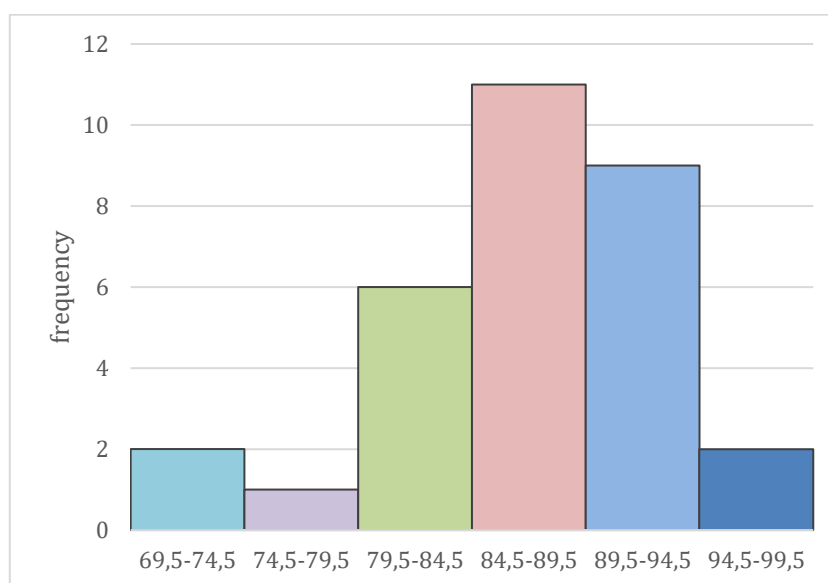
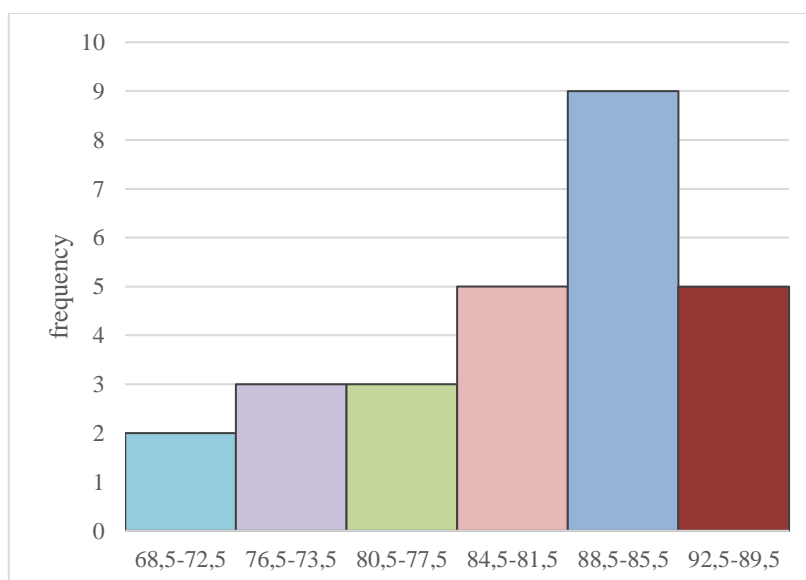**Figure 1. On Writing Skills in Arabic in the Experiment Class**

The data provided in the table indicates that students who learned Arabic using the Teams Games Tournament method achieved good results. The majority of students scored within the range of 70-99, with the highest number of students scoring between 85-89. This assessment was based on a Post-Test that included both multiple-choice and essay questions about various aspects of the house. Overall, the frequency distribution demonstrates that the Teams Games Tournament learning method has been effective in improving students' Arabic writing skills.

Learning Outcomes of Arabic Writing Skills in Control Classes

Teaching Arabic in the control class, with a total of 27 students using the classical method to increase student activeness in Arabic writing material. Implementation of learning in the control class four times. Based on the test results data in the control group in measuring Arabic writing skills, an average score of 83.01 was obtained, the median highest score was 85.17, the maximum was 99, the minimum score was 69, the standard deviation was 5.84, and the range of values was 34.07. The complete descriptive statistics of the control group are as follows.

Table 4, Statistical Description of Learning Outcomes Arabic Writing Results in Control

Test	Mean		83.0052	1.12333
	95% Confidence Interval for Mean	Lower Bound	80.6961	
		Upper Bound	85.3142	
	5% Trimmed Mean		83.2973	
	Median		85.1700	
	Variance		34.071	
	Std. Deviation		5.83701	
	Minimum		68.47	
	Maximum		91.85	
	Range		23.38	
	Interquartile Range		6.68	
	Skewness		-.841	.448
	Kurtosis		.233	.872

Figure 2. Distribution Frequencies on Writing Skills in Arabic in the Control Class

The comparison of the learning outcomes of students' Arabic writing skills in the experimental class with the team's games tournament method and the control class

Based on normality test, it shows that the writing skill after tests in the experimental class and the tuned class has significant values of 0, 127, and 0.062, which are smaller than 0.05 (<0.05). It

can be said that the post-test data for the results of the writing skill in the experimental class and the adjusted class are distributed normally.

Homonity test showed that a significance value of 0.891 was obtained that the post-test data in the experimental category and control class are homogeneous. Based on the results of the normal state test, which shows that the post-test data are distributed in the experimental class, the control class is distributed normally, and the homogeneity test in the experimental class and the control class show that the post-test data are homogeneous.

Table 6. Difference Between Control Class and Experiment Class Values

Measurement stage	Average		Description of value differences
	Experimental class	Control class	
Tes	87,06	83,01	14,05

Test the hypothesis

The use of the t-test is to determine whether there is a significant difference between the post-test results of the experimental class and the control class. The statistical hypotheses tested in this study are :

Ho: there is no significant difference in the post-test results of the Team Game Tournament class and the control class.

Ha: there is a significant difference in the post-test results of the Team Game Tournament class and the control class.

If the significance value is less than 0.05 then H_0 is rejected and H_1 is accepted means there is a significant influence. The analysis in this study used the SPSS Statistical 23, this hypothesis test was carried out to determine the effect of the Teams Games Tournament learning method on Arabic writing skills. Table 3 is a summary of the test.

Table 3. Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
		F	**Sig.**	**t**	**df**	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Arabic writing skill	Equal variances assumed	.019	.891	2.52	56	.007	.014	4.0503	1.6014	.84230	7.2583
	Equal variances not assumed			2.54	55.7	.007	.014	4.0503	1.5930	.85872	7.2418

Note: Significance columns under "Significance"; 95% Confidence Interval of the Difference columns are Lower and Upper.

Discussion

The present study aimed to compare the effectiveness of the Team Game Tournament (TGT) method on Arabic writing skills of students of Junior High School 25 Jakarta. Our findings indicate that there is significant difference in student performance between the two instructional methods. This section discusses possible reasons for these results, implications for educational practice, and suggestions for future research.

Berdasarkan hasil penelitian diperoleh angka signifikansi sebesar p value $0,007 < 0,05$, yang berarti terdapat pengaruh yang signifikan dari penggunaan metode TGT terhadap keterampilan menulis Bahasa Arab siswa.

The lack of significant difference between TGT methods suggests that it effectives in facilitating student learning. This outcome might be attributed to several factors. The TGT method is interactive teaching methods that actively engage students in the learning process (Promwongsai & Poonputta, 2023; Yusuf et al., 2018). TGT incorporates elements of competition and collaboration. These aspects might contribute to similar levels of student motivation and engagement, leading to comparable academic

outcomes. Furthermore, the effectiveness of instructional methods can vary depending on students' learning preferences. TGT may appeal to students who thrive in competitive and collaborative environments (Luo et al., 2020. The mixed composition of the classroom could result in an overall balance in performance across both methods. Beside that, the success of any teaching method largely depends on how well it is implemented by the teacher. In this study, teachers received training to ensure consistent application of TGT methods. This uniformity in implementation might have minimized potential differences in outcomes.

The findings of this study have important implications for educators and curriculum designers. Since the TGT methods produce similar academic results, teachers can choose the method that best fits their classroom dynamics and students' needs without compromising educational quality. Moreover, integrating both methods within a curriculum might cater to a broader range of learning styles, enhancing overall student engagement and achievement.

4. CLOSING

Based on the results of the study, it can be said that there is an influence of the Teams Games Tournament method on the writing skills of grade VII Islamic Junior High School 25 Jakarta students. This is evidenced by the results of testing using a hypothesis test which shows that the value of the specificity obtained is 2,574. In addition, it can also be seen from the average post-test results using the Teams Games Tournament learning method of 87.06 with the highest score of 98.50 and the lowest value of 69.50. While using the classical method the average value of post-test results was 83.01 with the largest value of 91.50 and the lowest value of 68.50. The results showed that Ho was rejected and Ha was accepted. Therefore, there is an increase in the influence of the Teams Games Tournament method on the Arabic writing skills of grade VII Islamic Junior High School 25 Jakarta students.

From the conclusions and implications above, the researcher provides the following suggestions:

a. As input material for teachers to choose the right learning method in learning Arabic. One of them is by applying the team's games

tournament method in learning Arabic because with this learning method, students are more enthusiastic about following the learning process, students do not feel bored, and students become active in learning, thus improving Arabic learning outcomes.

b. The next researcher should conduct research using the Teams Games Tournament method for junior high school level in Arabic lessons and should not only focus on writing but on khat because not all students can write hijaiyah letters correctly

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