

Improving Students' Interest and Learning Outcomes in *Maharah Qira'ah* through the TGT Model in Senior High School

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ABSTRACT

This study aims to describe the implementation of the Teams Games Tournament (TGT) model in teaching maharah qira'ah and to enhance students' interest and learning outcomes in maharah qira'ah through the application of the TGT model among high school students. This classroom action research was conducted in two cycles with the participants being students of class XI-E at SMA Islam Malang. Data were collected through observation, learning interest questionnaires, and achievement tests. The findings indicate that the TGT model was implemented in five stages: class presentation, team work, games, tournament, and team recognition. This approach fostered collaborative and competitive learning, helping students comprehend Arabic texts, both explicit and implicit. Students' interest in learning increased from an average of 73.8 in the pre-cycle to 82.7 in cycle I and 83.5 in cycle II, supported by innovative learning media such as question cards and the Arabic Monopoly game. Students' learning outcomes also showed significant improvement, from 88.5 in the pre-cycle to 91.6 in cycle I and 93.5 in cycle II. These findings suggest that the TGT model is not only effective in increasing students' learning interest but also has a positive impact on their maharah qira'ah achievement.

Keywords: TGT Model, Maharah Qira'ah, Learning Interest and Outcomes

الملخص

يهدف هذا البحث إلى وصف تطبيق نموذج الفرق والألعاب والمسابقة في تعليم مهارة القراءة (مهارة القراءة العربية)، وكذلك إلى رفع مستوى اهتمام الطلبة وتحصيلهم الدراسي في هذه المهارة من خلال تطبيق نموذج TGT بين طلاب المرحلة الثانوية. أُجري هذا البحث الإجرائي الصفّي على مرحلتين (دورتين) بمشاركة طلاب الصف الحادي عشر في مدرسة الإسلام الثانوية بمدينة مالانج. جُمعت البيانات من خلال الملاحظة، واستبيان اهتمام التعلم، واختبارات التحصيل الدراسي. أظهرت النتائج أن تطبيق نموذج TGT تم في خمس مراحل، وهي: العرض الصفّي، والعمل الجماعي، والألعاب، والمسابقة، وتقدير الفرق. وقد ساهم هذا النموذج في تعزيز التعلم التعاوني

والتنافسي، مما ساعد الطلاب على فهم النصوص العربية فهماً صريحاً وضمناً. كما ارتفع متوسط اهتمام الطلاب بالتعلم من ٧٣,٨ في المرحلة القبلية إلى ٨٢,٧ في الدورة الأولى، و ٨٣,٥ في الدورة الثانية، مدعوماً بوسائل تعليم مبتكرة مثل بطاقات الأسئلة ولعبة المونوبولي العربية. كذلك تحسّنت نتائج تعلم الطلاب بشكل ملحوظ من ٨٨,٥ في المرحلة القبلية إلى ٩١,٦ في الدورة الأولى و ٩٣,٥ في الدورة الثانية. وتشير هذه النتائج إلى أن نموذج TGT لا يقتصر على زيادة اهتمام الطلاب بالتعلم فحسب، بل له أيضاً أثر إيجابي في تحسين تحصيلهم في مهارة القراءة العربية.

الكلمات المفتاحية: نموذج TGT، مهارة القراءة، الاهتمام بالتعلم، نتائج التعلم.



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A. INTRODUCTION

Arabic is a language that holds a special position in the Islamic world, as it is the language of the Qur'an, Hadith, and other sources of Islamic teachings. Therefore, mastery of Arabic is a crucial key to gaining a deep understanding of Islamic teachings. Among students, Arabic proficiency serves not only as a means of communication but also as a tool for accessing both classical and contemporary Islamic literature. (Marni, 2021)

One of the most essential skills in learning Arabic is *maharah qira'ah*, or reading skill. The reading skill (*maharah qira'ah*) refers to the ability to recognize and comprehend the content of written symbols, either by articulating them aloud or by processing them silently in one's mind. (Fuadah, 2021) In essence, reading is a communicative process between the reader and the writer through the written text, in which a cognitive relationship naturally occurs between spoken and written language. (Hermawan, 2013, p. 143) This skill serves as a fundamental foundation for understanding Arabic texts, both in religious and academic contexts. (Meiliyanti & Ilmiani, 2025) Without adequate mastery of *qira'ah*, students will find it difficult to comprehend the content of texts, grasp the intended messages, and develop other language skills such as writing and

speaking. (Ningsih et al., 2024) Therefore, strengthening *maharah qirā'ah* is crucial in shaping learners who are literate in Arabic and capable of accessing knowledge directly from its original sources. (Fajriyah et al., 2025)

Based on the results of observations conducted in Class XI-E of Islamic Senior High School Malang, it was found that students' learning interest was considerably low. Most students showed little enthusiasm in participating in *maharah qirā'ah* (reading) learning activities, as indicated by their low level of engagement and minimal feedback during the learning process. Learning interest can be defined as an internal inclination or strong desire within students to engage in learning activities with joy and full attention. This interest is influenced by various factors, both internal such as motivation, needs, desires, talents, interests, and physical or psychological conditions and external factors, including family environment, school environment, community, as well as the teaching methods and learning media used by teachers. (Nurhayati, N., Agustin, D., & Purnamasari, 2020) The characteristics of students who demonstrate learning interest include: 1) a consistent tendency to pay attention and recall what has been learned; 2) a sense of attraction and enjoyment toward the subjects they like; 3) feelings of pride and satisfaction in their area of interest, along with an emotional attachment to related activities; 4) a stronger preference for activities that align with their interests over others; and 5) visible involvement in various activities that correspond to their interests. (Slameto, 2010, p. 180)

The low level of students' learning interest also leads to low learning outcomes. Learning outcomes are the results of the interaction between teaching and learning activities, which bring about comprehensive and meaningful changes in students' abilities. (Khairani et al., 2024) These outcomes can be measured through students' test scores obtained after the learning process, for instance, through the implementation of a cooperative learning model such as the Team Games Tournament (TGT) type. (Dimiyati & Mudjiono, 2015, p. 3)

The low level of students' interest and learning outcomes in *maharah qirā'ah* (reading) can be attributed to several factors, including students' low motivation toward learning Arabic. (Jami'atur Rohmah, 2024) Their difficulty in understanding Arabic materials or texts, as well as the use of teaching methods

that tend to be monotonous and unengaging, which makes students less interested in participating in the learning process. (Zulkarnain et al., 2024)

Developing students' learning interest is a crucial first step toward improving their learning outcomes. A high level of interest encourages students to be more active in the learning process and more enthusiastic about studying *maharah qirā'ah* (reading skills). One effective way to foster interest is by employing more varied and engaging teaching methods that align with students' characteristics. Furthermore, learning outcomes can be enhanced by applying instructional techniques that build students' self-confidence and provide constructive feedback to help them correct their mistakes. (Anak Agung, 2021)

One of the teaching methods that can be used to enhance students' interest and learning outcomes is the TGT (Teams Games Tournament) model. The TGT model is a type of cooperative learning that is easy to implement and involves the active participation of all students without status differences. It engages students as peer tutors and incorporates elements of games and reinforcement. Learning activities through the TGT model allow students to learn in a more relaxed atmosphere while fostering responsibility, cooperation, healthy competition, and active engagement in the learning process. (Hamdani, 2011, p. 92) The TGT (Teams Games Tournament) learning model consists of five stages: class presentation, team study, games, tournament, and team recognition (Slavin, 2020). In this model, the teacher first presents the lesson, after which students work within their respective teams to ensure that all members have mastered the material. Once the learning process is completed, a tournament is conducted where students from different teams participate in academic games, contributing points to their team's overall score. At the end of the activity, the teacher gives recognition or rewards as a form of appreciation for the winning teams. In the context of *maharah qirā'ah* (reading skills) instruction, the use of the TGT model provides a more engaging and enjoyable learning approach that encourages students to participate more actively and improve their learning outcomes.

As one of the educational institutions oriented toward character building and religious skills development, Islamic Senior High School Malang is committed to nurturing a generation that is not only academically competent but also proficient

in reading and understanding the Qur'an. Therefore, this study focuses on improving students' interest and learning outcomes in maharah qirā'ah (reading skills) through the implementation of the TGT (Teams Games Tournament) learning model at Islamic Senior High School Malang. It is expected that this research will contribute to the development of more effective and enjoyable teaching methods for enhancing students' competence—particularly in maharah qirā'ah—and serve as a reference for other teachers in applying innovative learning models.

Several previous studies are relevant to this research. One was conducted by M. Anas and Muassomah, titled "The Teams Games Tournament (TGT) Learning Model as an Alternative for Teaching Maharah Kitabah" (Anas & Muassomah, 2021). Another study was carried out by Latifatul Husna et al., entitled "The Implementation of the TGT (Team Games Tournament) Model in Arabic Language Learning for Grade IX Students at DTBS Darussalamah Braja Dewa." (Khusna, Revita, & Yaqin, 2023) Another study relevant to this research was conducted by Eko Purwati, entitled "Improving Students' Interest and Learning Outcomes on the Concept of the Human Movement System through Cooperative Learning Using the TGT Model in Class VIIID of SMP Negeri 1 Bandungan." (Purwanti, 2015)

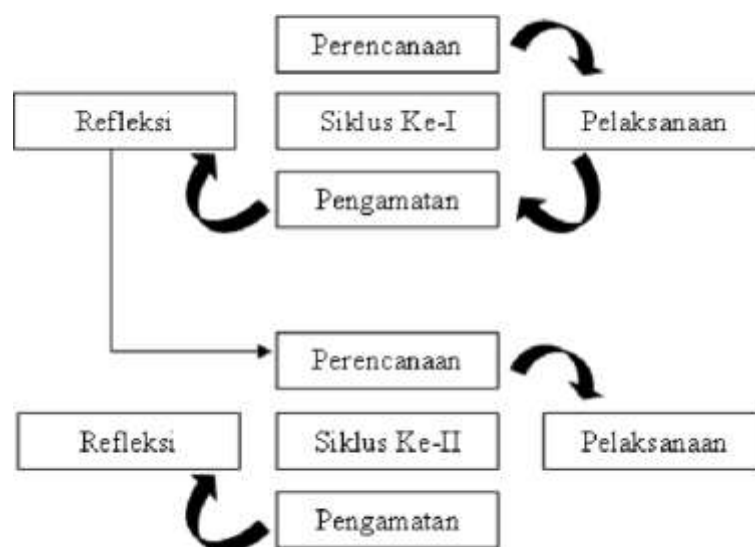
From the three studies mentioned above, it can be concluded that research on the TGT model has been widely conducted; however, no study has specifically applied the TGT model to improve students' interest and learning outcomes in Arabic learning, particularly in maharah qirā'ah (reading skills). Therefore, the objectives of this study are to describe the implementation of the TGT learning model in maharah qirā'ah instruction and to enhance the learning interest and outcomes of Class XI-E students at Islamic Senior High School Malang through the application of the TGT model. The benefits of this research are as follows: for students, it is expected to improve their interest and learning outcomes in maharah qirā'ah; for teachers, it provides a more effective teaching method for maharah qirā'ah instruction; and for the school, it contributes to improving the overall quality of Arabic language learning.

B. METHOD

This research was conducted in Class XI-E of Islamic Senior High School Malang, located at Jl. Kartini No. 2, Klojen, Malang City, as part of the PPL II (Teaching Practice II) program for pre-service PPG students. The implementation of the action took place from April 8, 2025, to May 9, 2025. The subjects of this study were 30 students of Class XI-E at Islamic Senior High School Malang. Observations were carried out by the supervising teacher and fellow PPL II participants. The focus of this research was on improving students' motivation and learning outcomes in maharah qirā'ah (reading skills).

This study employed a Classroom Action Research approach. Classroom Action Research is a form of action-based research conducted within the classroom by the teacher or in collaboration with other educators. Its primary objective is to improve and enhance the quality of the learning process so that students' learning outcomes can be significantly increased (Mangkoso, 2024, p. 3). Classroom Action Research is implemented through a series of cyclical stages, with each cycle consisting of four steps: planning, action (implementation), observation, and reflection (Darmadi, Rifai, Rositasari, & Haryati, 2024, p. 5), as illustrated in the following diagram:

Figure 1. The Cycle of Classroom Action Research



In the planning stage, the teacher identifies the problems that occur in the classroom, formulates the issues, and then plans the actions or interventions to be implemented to address these problems. This stage includes the preparation of lesson plans, instructional media, and learning materials, as well as the development of data collection instruments that will be used to measure the effectiveness of the actions taken.

The implementation stage is the realization of the plan that has been previously prepared. At this stage, the teacher applies the strategies, methods, or instructional media that have been designed to address the identified problems. The implementation of the action should be carried out systematically and consistently in accordance with the established plan.

The observation stage is carried out simultaneously with the implementation stage. At this stage, the teacher or collaborator observes and records all events that occur during the implementation of the action. The data collected in this stage serve as the basis for reflection and evaluation of the effectiveness of the actions that have been taken.

The reflection stage is the phase of evaluation and analysis of the data collected during the observation stage. In this phase, the teacher analyzes the successes and shortcomings of the implemented actions and identifies the factors that influenced them. The results of this reflection then serve as the basis for planning the actions in the next cycle. If the identified problem has not yet been resolved, the teacher may plan a new action or modify the previous one. However, if the problem has been successfully addressed, the teacher may conclude the research and prepare the classroom action research report.

The data in this study consisted of two types: qualitative and quantitative data. The qualitative data included descriptions of students' activities during the learning process, their responses to learning using the TGT (Teams Games Tournament) model, as well as the teacher's observation notes and reflections. Meanwhile, the quantitative data comprised the scores of students' learning interest and learning outcomes in the Arabic language subject, particularly in the *maharah qira'ah* (reading skills) component.

The primary data sources were the students of class XI E at SMA Islam

Malang, who served as the subjects of this study. Additional data were obtained from the supervising teacher, peers, and students' learning outcome documents.

The instruments used in this study included an observation sheet (to record students' and teachers' activities during the learning process), a learning interest questionnaire (to assess students' level of interest in *maharah qira'ah* lessons), a learning achievement test (in the form of Arabic reading comprehension questions to measure students' cognitive attainment), and field notes and reflection journals (used to document significant events during the implementation process). All instruments were developed based on the indicators of Arabic reading skills and the principles of the TGT (Teams Games Tournament) learning model.

Data collection techniques were carried out through several methods, namely: a) Direct observation of the learning process during the implementation of the action, conducted by both the researcher and the observers (the supervising teacher and peer collaborator). b) Administration of a learning interest questionnaire to students before and after the intervention to identify changes in their learning interest. c) Formative tests at the end of each cycle to determine improvements in students' learning outcomes. d) Interviews and reflective notes, conducted to enrich the qualitative data and to gain a deeper understanding of students' responses.

Qualitative data were analyzed using a descriptive qualitative technique, which involved data collection, data presentation, data condensation, and drawing conclusions (Fadjarajani et al., 2020, p. 203). The analysis was carried out continuously throughout each cycle. Meanwhile, quantitative data were analyzed by calculating the average scores of students' tests and learning interest questionnaires in each cycle. The results of the analysis were then compared to observe improvements from Cycle I to Cycle II and subsequent cycles. The criteria for success were determined based on the increase in students' average scores and a significant rise in their learning interest.

C. RESULTS AND DISCUSSION

Implementation of TGT in Teaching Maharah Qira'ah

As an effort to improve students' interest and learning outcomes in reading

skills (*maharah qira'ah*), the researcher implemented the Teams Games Tournament (TGT) learning model in class XI E of SMA Islam Malang. This model was chosen because it is considered effective in encouraging student activeness, fostering teamwork, and creating a learning atmosphere that is both competitive and enjoyable.

The reading theme used was “*Al-‘Amaliyyah fī al-Madrasah*” (Activities at School), which is closely related to the students’ daily lives. This made it easier for them to comprehend the text and connect its content with their personal experiences. The main objective of this lesson was for students to be able to identify both explicit information (directly stated) and implicit information (implied or not directly mentioned) in Arabic reading texts.

The study was conducted in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection. Each cycle applied the distinctive steps of the TGT model, which were adapted to the context of teaching *maharah qira'ah*.

Cycle I

1. Action Planning

The researcher prepared a Lesson Plan (RPP) with the learning objective that students would be able to identify both explicit and implicit information from a reading text themed “*Al-‘Amaliyyah fī al-Madrasah*” (“Activities at School”). The text was designed with a moderate level of complexity, containing both explicit and implicit information. Additionally, the researcher prepared a quiz-based game medium as part of the game activity within the TGT model.

The TGT implementation steps were structured as follows: a) Team Formation: Students were divided into five groups randomly using an online group randomizer application. Each student was then assigned a chest number from 1 to 5 within their respective teams. b) Class Presentation: The teacher explained the lesson and reading text, guided students in reading aloud, and demonstrated how to identify explicit and implicit information in the passage. c) Team Study: Each team discussed the text, interpreted difficult vocabulary, and worked together to find information aligned with the learning objectives. d) Tournament (Games): Students competed in an intergroup quiz competition

according to their assigned numbers. e) Recognition and Reward: The team with the highest points received appreciation as a form of motivation.

2. Action Implementation

The lesson began with an aperception activity and an introduction to the reading theme. Students then read the text “*Al-‘Amaliyyah fī al-Madrasah*” both individually and in groups, reading aloud to enhance pronunciation and comprehension. The teacher guided the process of identifying explicit and implicit information through a question-and-answer session and structured discussion. Next, students participated in a tournament in the form of a quiz using question cards based on the reading text. Students who correctly answered the questions earned the corresponding cards, which were later counted cumulatively at the end of the session to determine the winning team. At the end of the lesson, the teacher administered an individual test to assess students’ achievement of the learning objectives.

3. Observation

The observation results indicated that most students began to show interest in the text and reading activities. However, several students remained passive during team work and had not yet fully understood how to distinguish implicit information. A small number of students also struggled with understanding Arabic question words. Regarding group formation, the random grouping method was found to be less effective, as it resulted in unequal distribution of students’ abilities within each team. Additionally, the use of question cards was considered less efficient, since during the tournament phase, when representatives competed at the front of the class, other students tended to lose focus and paid little attention to the ongoing activity.

4. Reflection

The reflection revealed the need for a deeper instructional strategy to help students recognize explicit and implicit information more effectively, as well as to strengthen their understanding of Arabic question words. The teacher also recognized the importance of forming groups based on students’ initial ability levels, as identified through a preliminary test, in order to create heterogeneous teams that support peer learning. Furthermore, since the quiz questions were only

displayed on cards in this cycle, it was concluded that in the next cycle, it would be more effective to display the questions on an LCD projector so that all students could stay focused and follow the various questions presented during the tournament.

Cycle II

1. Planning

In the second cycle, the reading text still centered on the theme of school activities; however, the researcher adopted a Culturally Responsive Teaching (CRT) approach by incorporating reading materials relevant to the students' school culture and personal experiences. The TGT model was re-implemented with several improvements based on reflections from the previous cycle. These included strengthening the understanding of "explicit and implicit information" through sentence examples and exploratory exercises, grouping students according to their initial ability test results, using a monopoly-style game medium to help students stay focused while their teammates participated in the tournament, and adding individual reflection activities after the tournament session.

2. Implementation

Students once again read a new text both individually and in teams, reading aloud to enhance comprehension and pronunciation. The teacher guided students to create a table to record findings of explicit and implicit information from the reading passage. The game activity was conducted in a monopoly-style quiz format, where students were required to answer questions with logical reasoning in order for their teams to earn as many points as possible. At the end of the lesson, students were asked to complete an individual assessment to measure their achievement of the learning objectives.

3. Observation

In the second cycle, students' activeness increased significantly. They demonstrated greater enthusiasm during the tournament, and team collaboration became stronger. Their ability to distinguish between explicit and implicit information also improved noticeably. Many students began to provide logical reasoning to support their identification of implicit information within the text.

4. Reflection

The reflection indicated the success of the TGT model in enhancing students' interest and learning outcomes in *maharah qira'ah*. The learning process became enjoyable yet challenging and meaningful. The combination of contextual reading texts closely aligned with students' school activities along with teamwork and educational competition, effectively motivated students and increased their engagement in the learning process.

The results of this study demonstrate that the implementation of the Teams-Games-Tournament (TGT) model which consists of five stages: class presentation, team work, games, tournament, and team recognition (Slavin, 2020) contributed significantly to students' cognitive, affective, and social engagement. Each stage of the TGT model, implemented across two learning cycles, played a distinct role in enhancing students' active participation and comprehension.

In the class presentation stage, the teacher began by explaining the material and modeling how to identify explicit and implicit information from the reading text. This activity provided students with a strong conceptual foundation for understanding the content of the text. Findings from the second cycle revealed that providing explicit examples and exploratory exercises effectively improved students' ability to distinguish between the two types of information, particularly when supported by a Culturally Responsive Teaching (CRT) approach that linked reading materials to students' real-life experiences.

The second stage, team work, engaged students in group discussions to analyze text content, explore vocabulary meanings, and organize their findings. This process not only strengthened their deep reading skills but also fostered peer collaboration. Although some students remained passive during the first cycle, improvements in grouping strategies based on initial ability in the second cycle successfully created heterogeneous groups that supported more balanced participation.

The games and tournament stages were the most engaging aspects of the TGT model for students. In the first cycle, while the quiz format was effective in generating enthusiasm, the use of question cards proved less effective in maintaining students' overall attention due to limited visual accessibility.

Improvements in the second cycle by transforming the quiz into a text-based monopoly game and displaying questions via LCD projection—significantly enhanced focus and participation. This adjustment made the tournament not only competitive, but also educational and enjoyable.

Finally, the team recognition stage involved rewarding groups with the highest scores, which successfully motivated students to contribute actively to their teams. This form of positive reinforcement encouraged responsibility and engagement in the learning process.

In conclusion, the findings of this study reinforce Slavin's (2020) assertion that the TGT model fosters a fun and collaborative learning environment. When integrated into the Classroom Action Research framework, teachers can continuously evaluate and refine their instructional approaches based on ongoing observation and reflection, as demonstrated across Cycle I and Cycle II of this study.

Improvement of Learning Interest

To measure the extent of the influence of the Teams Games Tournament (TGT) model on students' learning interest in *maharah qira'ah* (reading skills) instruction, observations and learning interest questionnaires were administered across three stages: pre-cycle, Cycle I, and Cycle II. The results are summarized in the following table:

Table 1. Students' Learning Interest

Cycle	Average Learning Interest Score	Description
Pre-Cycle	73.8	Fair
Cycle I	82.7	Good
Cycle II	83.5	Good

At the pre-cycle stage, the *maharah qira'ah* learning process was conducted conventionally using lecture methods and written exercises without employing cooperative approaches or interactive media. The questionnaire results showed that the average student learning interest score was 73.8, which falls under the fair category. However, classroom observations indicated that students tended to be less enthusiastic and passive, perceiving Arabic reading texts as monotonous since the instruction was one-directional and lacked active student engagement.

In Cycle I, the researcher began implementing the Teams Games Tournament

(TGT) model, with main activities centered on group work and the use of question cards. The classroom atmosphere became more interactive and competitive, although the game activities were still limited to simple question-based tasks. The questionnaire results showed an increase in students' learning interest, with an average score of 82.7, categorized as good. Students began to show enthusiasm in discussions and group games. They were also more motivated to read and comprehend texts due to the element of challenge introduced by the games. Nevertheless, interactions among students and the variety of activities were not yet optimal, as the learning media remained relatively simple.

In Cycle II, the TGT model was continued with enhanced media quality through the introduction of an Arabic Monopoly Game, specifically designed to improve reading comprehension and critical thinking skills. This medium provided a more enjoyable learning experience by combining elements of strategy, competition, and knowledge. Students' learning interest increased to 83.5, still within the good category, but showing a more stable upward trend. Students appeared more engaged both emotionally and intellectually throughout the learning process. They enthusiastically participated in each session, expressed greater interest in the reading texts, and became more active in sharing their thoughts. This improvement indicates that, in addition to the learning model itself, the use of appropriate and engaging media plays a crucial role in enhancing students' learning interest.

The results of this study indicate that the implementation of the Teams Games Tournament (TGT) model, complemented by interactive media, gradually succeeded in enhancing students' learning interest in maharah qira'ah (reading skills). This increase aligns with the characteristics of students who exhibit learning interest as described by Slameto (2010, p. 180), which include five main indicators: consistent attention, curiosity, emotional attachment, preference for the subject, and active engagement.

First, the improvement in students' attention and retention of learning material was clearly observed from behavioral changes starting in Cycle I. While the pre-cycle lessons were conducted conventionally and led to boredom, in

Cycles I and II students began showing more stable interest and focus on the reading content. This is evidenced by the increase in the average learning interest scores—from 73.8 in the pre-cycle to 82.7 in Cycle I, and 83.5 in Cycle II. Group work and educational games allowed students to continuously recall and reinforce information from the reading texts through discussion, competition, and repetition.

Second, students' curiosity and enjoyment toward Arabic learning increased significantly along with the implementation of TGT. In Cycle I, the classroom atmosphere became more interactive through the use of question-card games. In Cycle II, the introduction of the Arabic Monopoly learning media made the process not only informative but also engaging and challenging. Students displayed enthusiastic expressions, read more actively, and eagerly awaited their turn to play while learning. This shift reflects a newfound enjoyment toward a subject that was previously perceived as monotonous.

Third, a sense of pride and emotional attachment to learning activities became more evident in Cycle II. When students successfully answered questions and contributed to their team's victory, they exhibited feelings of satisfaction and pride. The strategy-based game format, such as Monopoly, provided opportunities for students to engage intellectually and emotionally, strengthening their connection to the learning process itself. They not only enjoyed the activity but also felt that they played an important role within their team, which enhanced their confidence and appreciation for Arabic learning.

Fourth, students' interest was also reflected in their preference for cooperative and enjoyable learning activities. While students were initially passive and indifferent, by Cycles I and II a noticeable shift occurred—students began to favor and look forward to lessons conducted using the TGT format over traditional methods. This change demonstrates a genuine development of learning interest.

Fifth, students' engagement level in classroom activities showed a significant rise. Classroom observations revealed that students were not only active in answering questions but also in participating in group discussions, formulating

strategies during games, and voluntarily expressing their opinions. The tournament activities fostered a competitive yet healthy learning environment, encouraging participation from all students—not only those with higher ability but also those who were previously passive.

In conclusion, the gradual implementation of the TGT model, combined with the use of diverse and engaging media, significantly increased students' learning interest. The improvement—from 73.8 in the pre-cycle to 83.5 in Cycle II—demonstrates that students became more motivated and engaged when learning was conducted in a fun, challenging, and collaborative manner. The TGT model, enhanced with innovative media such as the Arabic Monopoly game, proved effective in creating a lively classroom atmosphere, increasing active student participation, and fostering a healthy spirit of competition in understanding Arabic texts.

Improvement of Learning Outcomes

To determine the improvement in students' reading skills (*maharah qira'ah*), the researcher measured the class average scores at three stages: pre-cycle, Cycle I, and Cycle II. The summary of the average scores is presented in the following table:

Table 2. Students' Learning Outcomes

Cycle	Average Learning Interest Score	Description
Pre-Cycle	88.5	Good
Cycle I	91.6	Improve and Very Good
Cycle II	93.5	Very Good and Stable

At the pre-cycle stage, learning was still conducted using conventional methods, such as lectures, question-and-answer sessions, and individual exercises, without applying the TGT model. Despite this, the students' average score reached 88.5, indicating that they generally had a fairly good reading ability. However, observations and reflections revealed that most students achieved this score by relying on group discussions or copying from peers. Based on individual reflections and brief interviews, it was found that some students were still unable to independently comprehend the reading content, particularly when faced with new texts. This suggests that the learning outcomes did not fully reflect the mastery of competencies in *maharah qira'ah*.

In Cycle I, the researcher implemented the TGT model with stages including class presentation, team work, games (tournament), and team recognition. The medium used in the tournament was question cards containing exercises related to the reading text. The results showed an increase in the class average score to 91.6. The TGT model encouraged students to actively discuss in groups and answer questions collaboratively. However, because the medium was still simple (question cards), the game dynamics did not fully engage all students. Some students who tended to be passive did not show significant changes in learning behavior. Nonetheless, their ability to comprehend implicit information began to improve, primarily due to team discussions that encouraged them to share perspectives on explicit and implicit content in the text.

In Cycle II, the TGT model was continued with an improvement in the learning media through the introduction of an Arabic Monopoly game. Each square on the Monopoly board contained reading questions, both explicit and implicit, with a point system. This game combined academic content, strategy, and entertainment, creating a more lively learning atmosphere. The students' average score increased to 93.5, indicating a stable and significant improvement. Nearly all students were actively engaged in the game, whether in reading, discussing, answering questions, or formulating team strategies. Learning interest also increased because the game provided challenging and enjoyable variations. More importantly, students' ability to identify implicit information improved sharply, as they became accustomed to discussing hidden meanings in questions presented through the game. Learning became engaging, and students were more confident in expressing their opinions.

The incremental improvement in scores across each cycle indicates that the TGT model successfully created productive and effective teacher-student interactions. The increase from 88.5 in the pre-cycle to 93.5 in Cycle II confirms that a cooperative strategy combined with educational media promotes a more active, enjoyable, and meaningful learning process. Learning outcomes are reflected not only in scores but also in changes in students' attitudes, critical thinking skills, and confidence in expressing opinions and collaborating in groups.

Thus, the findings of this study reinforce the theory of Dimiyati and

Mudjiono, which asserts that learning outcomes are not merely final scores but an accumulation of comprehensive learning interactions that produce meaningful transformations in students' learning abilities (Dimyati & Mudjiono, 2015, p. 3). The TGT model has proven effective as a means of building a holistic learning experience and improving students' learning achievement comprehensively.

D. CONCLUSION

Based on the results of the classroom action research conducted over two cycles, it can be concluded that the implementation of the Teams Games Tournament (TGT) model consists of five stages: 1) Class Presentation providing explanations of the material and modeling how to identify explicit and implicit information from the reading text. 2) Team Work involving students in group discussions to analyze the text, understand vocabulary meanings, and compile information findings. 3) Games explaining the rules of the game. 4) Tournament conducting inter-group competitions, with each group represented by one delegate taking turns. 5) Team Recognition giving awards to the group with the highest score. Students' learning interest increased, as indicated by the rise in average scores from 73.8 in the pre-cycle to 82.7 in Cycle I, and further to 83.5 in Cycle II. This improvement corresponded with innovations in learning media, ranging from no media in the pre-cycle, question cards in Cycle I, to the use of Arabic Monopoly in Cycle II. Students' learning outcomes also showed significant improvement, with average scores rising from 88.5 in the pre-cycle to 91.6 in Cycle I, and reaching 93.5 in Cycle II. These results indicate that the implementation of the TGT model not only enhances learning interest but also has a tangible impact on students' understanding and mastery of the material.

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