

IMPLEMENTATION OF TEAM GAME TOURNAMENT METHOD ASSISTED WITH ORIGAMI PAPER MEDIA IN IMPROVING ARABIC VOCABULARY MASTERY WORDS OF THE FOURTH-GRADE OF MADRASAH MASYARIQUL ANWAR BANDAR LAMPUNG

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Abstract

This research is motivated by the low mastery of students' Arabic vocabulary in learning activities. In the learning process, a learning model or method is needed so that classroom activities run more actively. One of the learning methods that can be used is the Team Game Tournament method assisted by origami paper media. This study aims to determine the effect of Team Game Tournament method assisted by origami paper media on the mastery of Arabic vocabulary of fourth grade students at Madrasah Masyariqul Anwar Bandar Lampung. This study used classroom action research (PTK). The sample of this research is fourth grade students. The instruments used were test questions and observation sheets. Based on the results of data processing, it shows that there is an effect of using the Team Game Tournament method assisted by origami paper media on mastery of Arabic vocabulary. This shows that the research using the Team Game Tournament method assisted by origami paper went well.

Keywords: *Team Game Tournament*, origami paper, mastery of Arabic vocabulary

Introduction

The method in the teaching and learning process is one of the factors that determine the success of education, the use of teaching methods in education is selective, effective, dynamic and aims to facilitate the achievement to be achieved. The role of teaching methods as a tool to create teaching and learning processes. With the learning method, it is expected that various student learning activities will grow in connection with the teacher's teaching activities or in other words, the creation of interaction. In the interaction, the teacher acts as a driving force or guide, while the students act as recipients or those who are guided. This interaction

process will run well if students are more active than the teacher. Therefore, a good teaching method is a method that can foster student learning activities. (Ramayulis, 2010)

The use of learning methods is used in an effort to improve the mastery of Arabic vocabulary at school. Learning that runs pleasantly will make students more active and excited when learning. The existence of obstacles in the form of lack of learning media used makes students less enthusiastic in learning Arabic. Therefore, it takes teacher efforts to create a fun class so that students are more active and excited during learning. One of the efforts that can be done is by using additional media and also games during learning which aims to improve mastery of Arabic vocabulary and creativity of students.

One method that has games in its application and can increase the creativity of students is the *Team Game Tournament* method assisted with origami paper media. *The Team Game Tournament* learning method is a cooperative type learning method that involves students more actively in discussing learning materials and discussing questions with competition between groups. The dynamics of competition will increase competitiveness so that students will play a more active role, especially if the questions are discussed using a game. The atmosphere of competition will also liven up the class and build enthusiasm. Thus, materials that are difficult to learn are expected to be easier to understand. *The Team Games Tournament* (TGT) type cooperative learning model was chosen because this learning involves the activities of all students without having to make status differences, involves the role of students as peer tutors, contains elements of games and reinforcement that allow students to learn more relaxed in addition to fostering responsibility, honesty, cooperation, healthy competition and learning involvement. (Marzuki, 2019)

The Team Game Tournament learning strategy is able to make students learn more actively and motivated in solving exercise problems, because students are not only involved in solving problems in groups but individual students must also learn to do their own work to contribute value to their group. The application of the *team game tournament* type cooperative learning method is very simple and easy for teachers to implement, flexible and does not require additional teachers or teams of teachers. Teachers only need to provide practice test questions for games and tournaments and divide the class into groups. By grouping and competing, learning becomes more interesting and less boring. This learning process is student-centered so that students do more learning activities. The use of *Team Game Tournament* mode directly involves student activeness in learning activities, educates students to practice socializing with others and increases student motivation. (Nasruddin, 2019)

Team game tournament type cooperative learning consists of 5 steps, namely: class presentation stage (class presentation), learning in groups (teams), games (games), matches (tournaments), and group awards (team recognition). The team game tournament learning model is a learning model that invites students to learn while playing, this learning model is very suitable to be applied in elementary schools because this model is able to improve the character of mutual cooperation and student learning outcomes. *Team game tournament* is "one type of learning that places students in learning groups of 5-6 students who have different abilities, gender, and ethnicity or race, in the application of this *team game tournament* model

the teacher presents learning material and students work in their respective groups. *The team game tournament* model provides opportunities for students to learn more relaxed in addition to fostering responsibility, cooperation, healthy competition, and learning engagement. (Mahardi, Murda, & Astawan, 2019)

The use of the *team game tournament* learning method assisted by the use of origami paper is expected to improve student learning outcomes. Origami media can significantly increase learning motivation in children. The use of origami paper can effectively improve students' ability to memorize and translate Arabic. The use of origami paper in learning is a unique and fun media. The use of origami paper media increases learners' enthusiasm in adding and memorizing new vocabulary in Arabic (Sahida, 2023). The use of origami paper media can also increase the creativity of students because by using origami paper, students will as much as possible produce a work from the folds of the paper (Oktari & Miranda, 2022).

This study has a contribution in an effort to improve students' mastery of Arabic vocabulary in grade IV madrasah which is still low. With the application of the *team game tournament* learning method assisted by origami paper media, it is hoped that students can be more active, excited in learning. Not only memorizing Arabic vocabulary, with the use of origami paper media, it is hoped that students can also increase their thinking creativity by producing a work.

Methods

The method in this research uses classroom action research (PTK), which is a research activity in a classroom context that is carried out to solve learning problems faced by teachers, improve the quality and results of learning and try new things in learning for the sake of improving quality and learning outcomes. The classroom action research process is an assessment process through a cyclical system of various learning activities. Kemmis Mc Taggart states that the implementation of classroom action research must go through four main stages, namely: *planning*, implementation or action (*acting*), observation or observation (*observing*), and reflection (*reflecting*). These four stages in classroom action research form a cycle. This cycle is then followed by other continuous cycles. Each action in the cycle is a series of stages that are interconnected with each other. Each action contains improvements and changes based on the reflection of each process and the results of the action.

This class action research was carried out in two cycles, this is intended to see an increase in students' interest in learning Arabic in each cycle that has been given action. The stages of this class action research began with action in cycle I which consisted of action planning, action implementation, observation and reflection. After reflecting on cycle I, the results were still low, so the researchers will continue in cycle II with the same stages. If the success indicator has been achieved in cycle II, then the research will be stopped. However, if the success indicators have not been achieved, the next cycle will be carried out.

The step in this design before starting treatment, namely students are given a pretest or initial test to determine the initial condition of students' mastery of Arabic vocabulary, then learning is applied using the *team game tournament* method with

the help of origami paper media. The giving of test questions carried out in the study was used to calculate the effect of using the *team game tournament* method with the help of origami paper media on students' mastery of Arabic vocabulary.

Findings and Discussion

1. Cycle

In this cycle the researchers provided treatment for 2 meetings, the stages carried out in this cycle were:

a. Planning stage

This stage is carried out before the researcher starts the research, at this stage the researcher plans to apply the *Team Game Tournament* method assisted by origami paper media in the learning process to be carried out and each cycle consists of 2 meetings. The planning stage was prepared by the researcher and then validated before being used during the learning process.

b. Implementation stage

Before the start of learning at this first meeting, the researcher first gave a pretest to obtain the initial value of students. The pretest results will later be compared with the post-test results conducted at the end of learning using the *team game tournament* method assisted by origami paper media.

c. Observation stage

Observations were made to see the activities of each learner during Arabic language learning using an observation sheet

Table 1.
Observation Results of Arabic Language Learning Activities of Class IV Students
Cycle I

No.	Activity observed	Meeting		Average	Criteria
		1	2		
1.	Students pay attention during learning	55%	65%	60%	
2.	Students dare to answer questions from the teacher	50%	64%	57%	
3.	Students dare to ask questions	52%	58%	55%	
4.	Students are enthusiastic in learning	58%	66%	62%	
5.	Students take notes on the material provided	60%	68%	64%	
	Total	55%	64%	60%	less

Based on the data obtained above, it is found that student learning activities carried out using the *team game tournament* method in cycle I have increased. This is shown in the observation data on all activities experienced an increase at the second meeting. The use of the *team game tournamnet* method will require students to be active in learning, with the help of origami paper media will also increase student enthusiasm in learning. The results of observations in cycle I have increased by 9% with an overall average observed activity of 60% with less criteria. This is the basis for an improvement in order to obtain better results.

Table 2.
Test Results of Mastery of Arabic Vocabulary of Class IV Students Cycle II

No.	Indicator	Cycle I	
		Pre-test	Post-test
1.	Average	64	71
2.	Highest score	80	84
3.	Lowest score	55	58
4.	Completed	4 (16%)	11 (47%)
5.	Not complete	20 (85%)	13 (56%)

From the data above, it can be seen that the mastery of Arabic vocabulary of fourth grade students of MI Masyariqul Anwar has increased after learning using the *team game tournament* method during cycle one with 2 meetings. This increase is indicated by the average score on the pretest which is 64 with 20 students who are not complete and 4 students who are complete, but in the post-test the average score is 71 with 11 students who are complete and 13 students who are not complete.

d. Reflection stage

At this stage of reflection, it can be concluded that the results of the implementation of teaching and learning activities in cycle I are good but not yet optimal. Therefore, there is a need for revision to be carried out in the next cycle.

2. Cycle II

After reflecting on cycle I, cycle two was continued again, namely to obtain the results I want to achieve. In this cycle the stages carried out are the same as cycle I, namely

a. Planning stage

Cycle II is a follow-up action from the reflection that has been done in cycle I. The learning process was still the same but paid more attention to the problems that existed in cycle I. Before taking action in this study, researchers first prepared the instruments that would be used in learning.

- b. Implementation stage Before the start of learning at this first meeting, the researcher first gave a pretest to obtain the initial value of students. The pretest results will later be compared with the post-test results conducted at the end of learning using the *team game tournament* method assisted by origami paper media.
- c. Observation stage
Student activities during the learning process in cycle II were carried out using the observation sheet that had been prepared.

Table 3.
Observation Results of Arabic Language Learning Activities of Class IV Students
Cycle II

No.	Activity observed	Meeting		Average	Criteria
		1	2		
1.	Students pay attention during learning	72%	80%	76%	
2.	Students dare to answer questions from the teacher	68%	75%	72%	
3.	Students dare to ask questions	65%	79%	72%	
4.	Students are enthusiastic in learning	78%	84%	81%	
5.	Students take notes on the material provided	77%	84%	80%	
	Total	72%	80%	76%	Simply

Based on the data above, it can be seen that the average of all aspects observed in MI Masyariqul Anwar Bandar Lampung students in cycle II has increased. The use of the *team game tournament* method will require students to be active in learning, with the help of origami paper media will also increase student enthusiasm in learning. The reward that the teacher gives to the group that produces the best work will make each group try their best to create good work. The results of observations in cycle II have increased by 8% with an overall average observed activity of 76% with sufficient criteria.

Table 4.
Test Results of Mastery of Arabic Vocabulary of Class IV Students Cycle II

No.	Indicator	Cycle II	
		Pre-test	Post-test
1.	Average	76	81
2.	Highest score	85	92

3.	Lowest score	60	74
4.	Completed	18 (75%)	21 (89%)
5.	Not complete	6 (25%)	3 (14%)

Based on the data obtained in the table above, it can be seen that after learning for 1 cycle with two meetings using the *team game tournament* method assisted by origami paper, students' mastery of Arabic vocabulary has increased. This is indicated by students who completed the pretest as many as 18 people and those who did not complete as many as 6 people with an average score of 76, while in the post-test students who completed the test were 21 people and there were only 3 people who did not complete the test, with an average score of 81.

These results show that the mastery of Arabic vocabulary of fourth grade students of MI Masyariqul Anwar has increased by using the *team game tournament* method assisted by origami paper, from cycle I. This increase is due to students who can focus and follow the learning well, so that they get good test results. This increase is due to students who can focus and follow the learning well, so that they get good test results.

d. Reflection

In this second cycle the test results that have been obtained have reached the desired target. The application of the *team game tournament* method with origami paper to improve the mastery of Arabic vocabulary of fourth grade students of MI Masyariqul Anwar Bandar Lampung in cycle II has gone well.

The increase in student activity during learning using the *Team Game Tournament* method assisted by origami paper shows that students are more active during learning. Learning activeness is one of the important aspects in classroom learning activities. Learning is said to be successful and of high quality if all students or at least most students are actively involved, both physically, mentally and socially in the learning process. To increase students' activeness, the use of cooperative models can be used. Cooperative learning model is a learning model that organizes students to work in small groups to work on structured learning activities

The effectiveness of cooperative learning is influenced by five main factors, namely First, in cooperative learning, students need to experience positive interdependence. This means that each group member needs to feel connected to other members in the group and vice versa. Second, with individual accountability, each group member is responsible for their role in the group work. Third, learners need to experience promotive interaction in cooperative learning. With this kind of interaction, group members give feedback to each other so that it will improve learning outcomes in the cognitive or process domains. Fourth, social skills are also needed for cooperative learning to be effective. These skills include leadership, decision-making, communication, trust-building and conflict management. Finally, cooperative learning also requires group processing. Group processing occurs when each group member routinely discusses and evaluates which actions were effective in achieving the goal. One that can be used is the *team game tournament* method,

because in this method there is a group formation stage that will encourage students to cooperate with their group members. (Parhusip, Kristanto, & Partini, 2023)

The Teams Games Tournament type cooperative learning model can help students in the learning process, because the games that are carried out make students excited in understanding, finding, and solving problems in the learning process and make students more free to interact and use their respective opinions in solving problems in the learning process. Students who are free to interact and use their opinions in understanding the material being studied and in the learning process can learn how to work together with their groupmates will produce good learning activeness. Students will also learn to respect every opinion of their groupmates in order to increase kindness, sensitivity, tolerance between students and students and students and teachers. In the learning process, student learning activeness is not only influenced by the learning model used by the teacher, but in student motivation and understanding can also affect learning activeness for the better. (Alawiyah, Sukron, & Firdaus, 2023)

The TGT model focuses on group learning, with the existence of study groups students not only gain academic mastery but can shape students' characters to be better and able to establish social relationships, and appreciate differences. This refers to Slavin's (2015) statement that the team games tournament type cooperative learning model helps students learn to think critically, express opinions, give each other the opportunity to channel their abilities, support each other's learning, and evaluate each other's skills and themselves. (Elo, Lidia Eta Ina, 2023) The advantages of the *Teams Games Tournament* type learning model are first, learning is more interesting for students so that it can foster learning motivation. Second, learning becomes clearer and more meaningful, so that it can be understood by students. Third, the teaching method will be more varied, not merely verbal communication or lectures through the teacher's words, so that students do not feel bored, bored, and the teacher does not run out of energy and fourth, students can do more learning activities because they are not only listening to the teacher's description, but also other activities such as observing, doing, acting, and demonstrating. While the shortcomings of the *Teams Games Tournament* method are the difficulty of grouping students who have heterogeneous abilities in terms of academics, the time spent by students for discussion is quite a lot so that students exceed the predetermined time, high ability students are sometimes less familiar and difficult to provide explanations to other students. (Zulkarnain, Satria, & Fanirin, 2024) .

Learning using the *Team Game Tournament* method assisted by origami paper will require students to be active in learning, because the use of this method will make students active in asking questions and being responsible with their groupmates. The origami paper used will also increase students' creativity in forming it into various shapes. The use of the *Team Game Tournament* method will make students interact more closely with their friends because they must be compact in the learning team.

Conclusion

Based on the findings and discussion, it can be concluded that the use of *Team Game Tournament* method assisted by origami paper can improve the mastery of

Arabic vocabulary of fourth grade students. There is an increase as evidenced by the test results that have been carried out after learning using the *Team Game Tournament* method assisted by origami paper. In cycle i there were 4 students who completed the kkm and 20 students who did not complete, after continuing cycle ii obtained results as many as 21 students who completed the kkm and 3 students who did not complete, so it can be ascertained that the *Team Game Tournament* method assisted by origami paper can improve the mastery of Arabic vocabulary of grade iv students of mi masyariqul anwar bandar lampung.

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