Developing Critical and Creative Thinking Skills Through the Cooperative Learning Model of Team Games Tournament in Islamic Education at SMPN 1 Babat Lamongan

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Abstract

Research Objective– This study aims to develop students' critical and creative thinking skills through the implementation of the *Team Games Tournament* (TGT) cooperative learning model in Islamic Education (PAI) at SMPN 1 Babat Lamongan.

Methodology– The research employs a qualitative approach with a descriptive method. Data were collected through observations, interviews, and field notes and analyzed interactively to identify the impact of the TGT model on students' critical and creative thinking skills.

Findings– The findings indicate that implementing the TGT model significantly enhances students' abilities to analyze, evaluate, and generate new ideas. This model also motivates students to actively participate, collaborate within groups, and promote higher-order thinking. Moreover, TGT creates an enjoyable learning environment, increases student engagement, and aids in better understanding of the material.

Research Implications/Limitations– The study highlights the importance of applying cooperative learning models like TGT to support the development of 21st-century skills, including critical and creative thinking, particularly in Islamic Education. However, this study is limited to the context of a specific school and requires further research for broader generalization.

Originality/Value– This research provides an original contribution by integrating the TGT learning model into Islamic education to develop students' critical and creative thinking skills. This approach is relevant for preparing students to face complex challenges in the modern era.

INTRODUCTION

Entering the third millennium, education is faced with complex challenges. If these challenges are not addressed promptly and appropriately, education risks falling behind. Education is an essential aspect of human life, enabling individuals to address the increasingly hedonistic and materialistic problems of modern life. It plays a critical role in the development of human civilization.[1] Quality education can elevate human potential and create well-rounded individuals. High-quality education ensures the formation of a future generation that is equally competent and capable. Success in education can be achieved through structured efforts, such as providing guidance, direction, motivation, advice, and counseling to help students overcome and solve problems effectively.[2]

Teachers, as an integral component of the educational system, hold a central and primary role. They are strategic figures often at the forefront of discussions surrounding educational challenges, as they are intricately linked to the various elements of the system.[3] The role of teachers in the teaching and learning process is substantial. An educator must create active learning environments where students are engaged in various educational activities.[4] Teachers play a critical role in determining students' success, particularly in the learning process. Consequently, any effort to improve the quality of education will be ineffective without the support of professional and competent teachers. In other words, improving the quality of education must begin and end with the teachers.[5]

It is undeniable that teachers are the key to educational success. This is particularly true for Islamic Education (PAI) teachers, whose goal is to shape individuals with strong religious and moral values.[6] However, in reality, many PAI teachers still lack the skills to teach effectively, resulting in misaligned goals and objectives. One visible problem is that the teaching of PAI remains conventional, leading to suboptimal student learning outcomes. Teachers should adapt their teaching methods to the classroom context and dynamics, utilizing a variety of teaching approaches.[7] Learning is a multidimensional activity that involves interpersonal interactions between teachers and students, as well as among the

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[1] A. Ridlwan, M., & Asrori, "Problems of Implementation of Islamic Religious Education at Muhammadiyah Junior High School 4 Gadung Surabaya," in *In International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)* (Atlantis Press, 2022), 312–18, https://doi.org/https://doi.org/10.2991/assehr.k.220708.039.

[2] Abd Hamid. Asrori, Rusman, "Implementation of Active Learning Methods in Islamic Elementary School," *Al-Mudarris: Journal Of Education* 5, no. 1 (2022).

[3] Rattanayium, Fareezee, Asrori Asrori, and Rusman Rusman. "Critical Incident Strategy: Improving Motivation and Learning Outcomes of Islamic Education Students in Pattanakarnsuksa School Songkhla Thailand." *Al-Ulum Jurnal Pemikiran dan Penelitian ke Islaman* 10, no. 2 (2023): 140-153.

[4] Asep Abdul Aziz et al., "Pembelajaran Pendidikan Agama Islam (PAI) Di Sekolah Dasar," *Jurnal Penelitian Pendidikan Islam*, (2021) https://doi.org/10.36667/jppi.v9i1.542.

[5] Hafshah Safrindra F, Asrori, and Rusman. "Questions Students Have Method: Improvement Creativity and Learning Outcomes in Islamic Education". *Risalah, Jurnal Pendidikan Dan Studi Islam* 9, no. 2 (2023): 552-64. https://doi.org/10.31943/jurnal_risalah.v9i2.478.

[6] Singkhala, Surasit, et al. "Internalization of Rabbani Character at Maahad Darulrahmah Pattani Thailand." *Ar-Fachruddin: Journal of Islamic Education* 1, no.1 (2024): 20-32.

[7] Putra, Agiel Laksamana, Asrori Asrori, and Rusman Rusman. "Pembentukan Karakter Siswa Peduli Lingkungan Berbasis Islam Rahmatan lil Alamin SMP Saim." *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam* 7, no.2 (2023): 492-500.

students themselves.[8] Learning is fundamentally a planned activity within an instructional design aimed at fostering active, comfortable, and enjoyable student learning experiences.[9] Its objectives encompass imparting knowledge, developing abilities, and honing critical and creative thinking skills. These skills are crucial learning goals for the 21st century.[10]

To improve the quality of education, engaging learning methods are essential. Learning strategies, methods, and media—especially in PAI—should aim to cultivate students with a strong foundation of faith and comprehensive knowledge across cognitive, affective, and psychomotor domains.[11] They should also equip students with critical and creative thinking skills to address the challenges of the 21st century. Teaching models play a vital role in delivering educational materials, making it easier for students to understand. These models must align with the characteristics of students to encourage and motivate them, especially when dealing with subjects often perceived as difficult or monotonous.[12]

One effective model for achieving success in learning is the "Teams Games Tournament" (TGT), a variation of cooperative learning. The TGT cooperative learning model promotes interaction among students and encourages active participation in the learning process. Therefore, research is necessary to demonstrate that the TGT model can effectively develop critical and creative thinking skills in students, particularly in the context of PAI learning.

METHOD

This study employed a qualitative research method, which is a scientific approach to understanding phenomena in social life conducted naturally through social interaction and in-depth communication between the researcher and the subjects being studied. These phenomena include behaviors, perceptions, motivations, or emotional attitudes described descriptively in words or sentences.[13] This research is categorized as field research using qualitative descriptive analysis, a process of examining and presenting field data to gain a clear understanding of the relationships between the variables studied. Data collection in field research involves interviews, document studies, and field observations.[14] The data analysis technique is carried out interactively and continuously, encompassing activities such as data reduction, data display, data presentation, and drawing conclusions.[15]

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[8] Achmad Zuhri, "Upaya Guru PAI Dalam Mengatasi Problematika Pembelajaran Ranah Afektif di SMAN 1 Bae Kudus Tahun 2017," *Quality*, (2017). https://doi.org/10.21043/quality.v5i2.3061.

[9] Asrori, *Inovasi Belajar & Pembelajaran PAI: Teori Aplikatif* (Surabaya: UMSurabaya Press, 2019).

[10] Rusman, Asrori, et al. "Education transformation in 5.0 society development era." *AIP Conference Proceedings*. Vol. 2727. No. 1. AIP Publishing, 2023.

[11] Hidayat, Moch Charis. "Implementation of Cognitive, Affective, Psychomotor Aspect Assessment Case Study at SDN Ngembung Cerme Gresik." *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam* 4, no.1 (2020).

[12] Wahid, Azhar, et al. "Digital technology for indigenous people's knowledge acquisition process: insights from empirical literature analysis." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2023.

[13] Abd. Hadi, Asrori, and Rusman, *Penelitian Kualitatif Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi* (Banyumas: Pena Persada, 2021).

[14] Faisal. Sanapiah, *Penelitian Kualitatif Dasar-Dasar Dan Aplikasi* (Malang: YA3, 1999).

[15] Asrori, A., & Rusman, R., *Classroom Acion Research: Pengembangan Kompetensi Guru* (Banyumas: Pena Persada, 2020).

The research subjects are individuals targeted for study, whose characteristics form the basis of the research conclusions, while the research objects are supporting factors or conditions closely related to the subjects under study. In this study, the subjects were students at SMPN 1 Babat Lamongan, and the objects were the critical and creative thinking skills in the context of Islamic Education (PAI).

RESULTS AND DISCUSSION
Initial Condition of Critical and Creative Thinking Skills of Students at SMPN 1 Babat Lamongan

Jhonson defines critical thinking as an organized mental process used to make decisions and solve problems through the analysis and interpretation of data during scientific inquiry.[16] Critical thinking encompasses two major steps: engaging in logical reasoning and making decisions or solving problems based on that reasoning. Meanwhile, creative thinking does not emerge spontaneously but requires certain abilities, driven by high curiosity and accompanied by reading skills.[17]

Critical thinking can be directly measured through several indicators: 1) Identifying and Organizing Information: The ability to identify, gather, and organize required information, determine the main ideas of a text, and articulate cause-and-effect relationships. 2) Evaluation Skills: The ability to differentiate between relevant and irrelevant information, detect bias, and evaluate statements. 3) Drawing Conclusions: The ability to formulate accurate statements, distinguish between factual information and opinions, and propose simple solutions based on a given text. 4) Expressing Opinions: The ability to present logical reasoning and provide supporting information for opinions. [18]

Creative thinking, on the other hand, can be assessed through these indicators: 1) Fluency: The ability of students to articulate ideas during learning activities. 2) Flexibility: A skill that deviates from conventional thinking, enabling students to seek alternative answers, offer varied considerations, and shift perspectives impulsively when necessary. 3) Originality: The ability to generate new and unique ideas, create unconventional combinations, and approach problems with innovative solutions. 4) Elaboration: The ability to develop and refine received ideas, demonstrating an unwillingness to settle for simple knowledge.[19]

Based on observations and interviews with 37 seventh-grade students at SMPN 1 Babat Lamongan, approximately 19 students reported being unable to study independently to understand Islamic Education (PAI) material. Several factors contribute to this issue, including students' lack of interest in the subject, which they perceive as boring due to monotonous teaching methods. Additionally, students exhibit weak critical and creative thinking skills, as evidenced by their inability to create frameworks for problem-solving, apply basic competencies to address challenges, and solve questions that differ from those practiced in class.

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[16] Eti Nurhayati, *Psikologi Pendidikan Inovatif* (Yogyakarta: Pustaka Pelajar, 2011).
[17] Lumbilsa, Abbas. "Improving Creativity and Learning Outcomes Through Team-Assisted Individualization Learning Islamic Education Lessons." *EDUKASI: Jurnal Pendidikan Islam* 11, no.2 (2023): 199-213.
[18] Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2004).
[19] Nurdinah dan Julia. Hanifah, "Membedah Anatomi Kurikulum 2013 Untuk Membangun Masa Depan Pendidikan Yang Lebih Baik," in *Prosiding Seminar Nasional Pendidikan Dasar* (Sumedang: UPI, 2015).

In an interview with Eli Mufidah, M.Pd.I., a PAI teacher for grade VII, she confirmed that the level of students' critical and creative thinking skills at SMPN 1 Babat Lamongan remains low. She further emphasized that fostering critical and creative reasoning among students is crucial, as these skills enable them to understand and master the material effectively. To enhance students' critical and creative thinking abilities, she implemented cooperative learning, specifically the Team Games Tournament (TGT) model, in teaching PAI. This approach aims to improve student engagement and outcomes in the subject.

Implementation of the Cooperative Learning Model Type Team Games Tournament (TGT) in Islamic **Education at SMPN 1 Babat Lamongan**

Cooperative learning embodies a philosophy of individual responsibility and mutual respect. Students are accountable for their own learning and actively seek information to answer the questions presented to them.[20] Teachers act as facilitators, providing support without directing groups toward predetermined outcomes. Peer evaluation is incorporated as a form of review. The cooperative learning model offers meaningful contributions to schools, teachers, and especially students, enhancing engagement, learning outcomes, and the development of critical and creative thinking skills.[21]

One type of cooperative learning is the Team Games Tournament (TGT) model. This approach prepares students to compete with confidence, work independently, and collaborate effectively, enabling them to develop critical and creative thinking abilities.[22] According to De Vries and Slavin, the TGT model emphasizes competition through comparing abilities among group members in a tournament format. It can also be described as a team-based competition, incorporating elements of games, character understanding, situational analysis, participation, and self-actualization. This model fosters students' talents and potential, promotes teamwork, and encourages healthy competition with mutual respect.[23]

The TGT cooperative learning model shares many similarities with the Student Teams Achievement Division (STAD), with the primary difference being the element of fun introduced through tournaments.[24] The TGT model is highly versatile and can be applied to a wide range of subjects, from exact sciences and social studies to languages, across educational levels from elementary school to university. Its implementation does not require specific

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[20] Nurmahmidah Nurmahmidah, "Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament (Tgt) Pada Pokok Bahasan Peluang Sebagai Upaya Meningkatkan Prestasi Dan Motivasi Belajar Matematika Siswa Kelas x Mia 2 Sma Negeri 1 Sedayu," *Jurnal Mercumatika : Jurnal Penelitian Matematika Dan Pendidikan Matematika*, (2017). https://doi.org/10.26486/mercumatika.v1i2.252.

[21] Syaharuddin. Misratun Maiti, Himni Ruhmayanti, Husnawati Agustina, "Meta-Analisis: Model Pembelajaran Kooperatif Tipe Teams Games Tournament Dalam Meningkatkan Hasil Belajar Siswa," *Pendekar : Jurnal Pendidikan Berkarakter* 4, no. 1 (2021).

[22] Kadir Tiya, "Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Dalam Upaya Meningkatkan Hasil Belajar Matematika Siswa SMPN," *Jurnal Pendidikan Matematika* 4, no. 2 (2013).

[23] Yenni Fitra Surya, "Penerapan Model Pembelajaran Kooperatif Tipe Team Gamestournament (TGT) Untuk Meningkatkan Hasil Belajarmatematika Siswa Kelas V Sekolah Dasar Negeri 003 Bangkinang Kota," *Jurnal Cendekia : Jurnal Pendidikan Matematika*, (2018). https://doi.org/10.31004/cendekia.v2i1.41.

[24] Septia Eka Cahya Arum Lestari, Sri Hariyani, and Nyamik Rahayu, "Pembelajaran Kooperatif Tipe TGT (Teams Games Tournament) Untuk Meningkatkan Hasil Belajar Matematika," *Pi: Mathematics Education Journal*, (2018) https://doi.org/10.21067/pmej.v1i3.2785.

supporting facilities or tools, making it simple to apply. Additionally, TGT involves all students in activities designed to achieve the desired concepts.[25]

Based on an interview with Eli Mufidah, M.Pd.I., a PAI teacher, the implementation of the TGT model at SMPN 1 Babat Lamongan involves several steps in the learning process: 1) Class Presentation: This refers to general teaching that focuses specifically on the relevant material. At the beginning of the lesson, the teacher divides the students into teams. 2) Teams: Typically consisting of 4-6 students, with members selected to ensure diversity in academic performance, gender, and ethnicity. 3) Games: Designed as a series of questions to test students' knowledge and facilitate group learning. 4) Tournaments: The teacher assigns group representatives to different tournament tables, ensuring that no representatives from the same group are at the same table. 5) Team Recognition: The teacher announces the winning team and awards prizes if the predetermined criteria are met. The Implementation of Cooperative Learning Type TGT: Stages in the Learning Process:

1. Lesson Planning

Before starting the learning process, Islamic Education (PAI) teachers need to conduct thorough lesson planning to ensure that teaching objectives are achieved effectively and facilitate the learning-teaching process. The planning stage involves several key steps:

   a. Developing a Lesson Plan (RPS): Creating a structured lesson plan that aligns with the material to be taught.
   b. Defining the Topic: Selecting the subject matter, such as "A Remarkable Story of the Hijrah to Madinah."
   c. Determining the Learning Model: Choosing the cooperative learning type TGT to deliver the material.
   d. Preparing Observation Sheets: Designing tools to monitor and evaluate the learning process.
   e. Organizing Teaching Tools: Preparing necessary teaching aids to support the lesson.
   f. Creating Quiz Questions: Preparing sets of questions for assessments during the learning process.

In the learning process, the author observes the material being taught, which is "a story of pride in the migration to Madinah." Therefore, the teacher must prepare the lesson plan (RPS). The teaching and learning activities should be based on the lesson plan. The steps that the PAI (Islamic Education) teacher takes in preparing the RPP are as follows:

   a. Subject identity: In planning a lesson, it is necessary to identify the subject or theme (thematic) to be used in the learning process.
   b. Competency standards: These are used to measure the minimum level of student ability, which indicates how well students have mastered the material, attitudes, and skills in the lesson. The learning objectives can be achieved as expected, including critical and creative thinking skills.
   c. Basic competencies: These are the abilities that must be mastered and understood by the students in the lesson, and they serve as a reference for developing the competency indicators in the lesson.

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[25] Trianto, *Mendesain Model Pembelajaran Inovatif- Progresif* (Jakarta: Kencana, 2009).

d. Competency achievement indicators: These are the efforts used to measure the extent to which the basic competencies are achieved and serve as a basis for evaluating the lesson. This includes assessing students' knowledge, attitudes, and their critical and creative thinking skills during the lesson.

e. Learning objectives: A lesson plan needs to have clear objectives that will be achieved in line with the learning goals, one of which is the development of students' critical and creative thinking skills.

f. Time allocation: In planning a lesson, appropriate time allocation is necessary to ensure that the basic competencies and learning goals can be achieved within the given timeframe.

g. Methods or approaches in learning: The cooperative learning model, specifically the TGT (Teams-Games-Tournament) type, is expected to help achieve the basic competencies or indicators set in the lesson, particularly in developing students' critical and creative thinking abilities.

2. Implementation of Learning

The learning activity using the cooperative learning model, specifically the TGT (Teams-Games-Tournament) type, with the lesson material "A Proud Story of the Migration to Madinah," was conducted in class VII, taught by Eli Mufidah, M.Pd.I. She taught a class of 37 students. The learning activity took place on Tuesday, November 7, 2023, with an allocation of 2 x 45 minutes, from 09:00 to 10:30 WIB.

Based on the observations of the implementation of the TGT cooperative learning model at SMPN 1 Babat Lamongan, the teacher began the lesson by greeting the students. Before starting, one student was asked to lead the prayer while the teacher took attendance. After checking attendance, the teacher explained the learning objectives and the KI/KD (Competency Standards and Basic Competencies). Before presenting the material, the teacher motivated the students. The teacher then distributed a pre-test to assess the students' initial knowledge before starting the lesson.

The teacher presented the material for the PAI (Islamic Education) class VII, focusing on the theme "A Proud Story of the Migration to Madinah," which was written on the blackboard. The teacher explained the material in detail, covering the key points of the migration of Prophet Muhammad SAW to Madinah. Afterward, the teacher asked one student to help distribute the post-test to assess the students' ability after the discussion. Once the students completed the pre-test, the teacher thoroughly explained the material with key points and encouraged the students to express their opinions about the topic. Students responded with various answers, and the teacher clarified the meaning of the discussion.

After finishing the explanation about the migration of Prophet Muhammad SAW to Madinah, the teacher formed groups of students. Each group then discussed the assigned material. After the group discussions, the students presented their findings, and other groups asked questions. The teacher prepared a question-and-answer game where students had to guess a number that corresponded to a question. A representative from each group participated in the tournament. The teacher asked the questions and scored the answers from each group, giving rewards based on the accumulated points.

After the learning session, the teacher distributed a post-test to measure students' abilities after the lesson. Based on an interview with the PAI teacher after the lesson, the following insights were gathered: When asked about the activity level of the students in class VII during PAI, "Mrs. Eli mentioned that 'the TGT cooperative learning model involves all students actively. I noticed no one was sleepy, but there were still 3 students who were not paying attention when I was explaining, and some students talked while others were explaining.'"

From an interview with the students after the lesson, the following responses were obtained: When asked how they felt about the learning session compared to usual lessons, the students shared, "The lesson was different from the usual ones, and we are not used to it yet, but I think it's more fun because of the game, so I didn't get bored while learning." One student further added, "In my opinion, this lesson is good, fun, and it made me and my friends not bored. It encouraged us to ask each other questions."

Development of Critical and Creative Thinking Skills through the Team Games Tournament (TGT) Cooperative Learning Model in PAI at SMPN 1 Babat Lamongan

According to Johnson, as cited by Hamzah, critical thinking involves organizing processes in mental activities similar to problem-solving, decision-making, convincing, analyzing assumptions, and scientific innovations. Critical thinking is the ability to reason in an organized way. Creative thinking, on the other hand, is a mental activity that emphasizes originality and insight.

Both critical and creative thinking are manifestations of higher-order thinking. Critical thinking can be seen as students' reasoning ability to compare two or more pieces of knowledge, such as comparing knowledge acquired from external sources with knowledge they already have. If there are differences or similarities, they will ask questions or provide comments to seek the truth. Critical thinking is often closely linked to creative thinking. A student's readiness to engage in the learning process serves as an indicator of how easily they can accept and understand the material being taught. If students are engaged and prepared, the material presented by the teacher will be easily received and understood. However, if students are unprepared or disinterested, they may struggle to grasp the lesson.[26]

Regarding students' ability to engage in critical and creative thinking, based on an interview with Mrs. Eli Mufidah, S.Pd., M.Pd.I, she shared: "Students' abilities are certainly different. Some are stronger in psychomotor or cognitive aspects, and so on. When it comes to critical and creative thinking, not all students are able to reach that level. Initially, only a few students can be engaged in critical and creative thinking. Even in certain classes, not all students are capable of this. To improve critical and creative thinking skills, the selection of learning activities (learning strategies, techniques, and models) must be considered. As an Islamic Education teacher, I try to innovate by choosing the cooperative learning model, specifically Team Games Tournament (TGT), in my PAI lessons. The questions used should

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[26] Novita, Junaina Bintang, Asrori Asrori, and Rusman Rusman. "Implementasi Strategi Pembelajaran Discovery Learningdalam Meningkatkan Keterampilanberfikir Kritis Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam di SMA Muhamamdiyah 2 Sangkapura." *Tadrib* 8, no.1 (2022): 11-34.

stimulate students' thinking and help develop their critical and creative thinking skills. A key factor in developing questions is how they encourage critical and creative thinking skills."

The results of the observations on the development of critical and creative thinking skills through the Team Games Tournament (TGT) cooperative learning model in PAI at SMPN 1 Babat Lamongan are as follows:

a. Students' ability to identify, gather, and organize the necessary information: Students were able to determine the main ideas from the PAI material.

b. Ability to assess and distinguish relevant from irrelevant information: Students could detect deviations and evaluate statements. This ability was visible during the discussion of the theme "A Proud Story of the Migration to Madinah," focusing on the event of Prophet Muhammad's SAW migration to Madinah.

c. Ability to summarize: Students could present valid statements and differentiate between the value of an opinion or statement, as well as formulate simple solutions based on the material "A Story of the Migration to Madinah."

d. Ability to express opinions: This includes providing logical reasons, conveying information, and offering good ideas.

As for measuring students' creative thinking skills in class VII at SMPN 1 Babat Lamongan, several indicators were identified:

a. Fluency in expressing opinions: Students in class VII generally expressed their opinions fluently during the cooperative learning TGT-based lessons.

b. Flexibility in thinking: This refers to students' ability to think in different ways, explore alternative answers, offer unconventional considerations about the situation, and spontaneously change their thinking direction. This was particularly evident during group discussions when students answered questions about the lesson on the migration of Prophet Muhammad SAW to Madinah.

c. Originality: This refers to students' ability to generate new, unique ideas, create unusual combinations to demonstrate individuality, and approach problems in their own way. This was observed when students concluded questions and presented material on "A Proud Story of the Migration to Madinah," specifically related to the event of Prophet Muhammad SAW's migration, as explained by the PAI teacher.

CONCLUSION

The study shows that this approach is effective in encouraging active participation, collaboration, and higher-order thinking. TGT enhances critical thinking skills, such as the ability to analyze, evaluate, and draw conclusions. TGT also develops creative thinking skills, including fluency, flexibility, originality, and elaboration in problem-solving. This approach creates an enjoyable learning environment, motivates students, and facilitates better understanding of the material.

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