

Team Game Tournament Model on Fiqh of Buying and Selling at SMPN 3 Peterongan

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Abstract : *This study analyzes the implementation of the Team Game Tournament (TGT) learning model on the topic of fiqh of buying and selling (fiqh jual beli) in Islamic Religious Education at SMPN 3 Peterongan. The research employed a quantitative pre-experimental method with a One Group Pretest-Posttest Design, conducted in May 2026 and involving 24 students of class VIII B. The TGT model was implemented in two meetings through collaborative group activities combined with academic games and tournaments. Data were collected through pre-tests and post-tests and analyzed using JASP software. The findings revealed a significant improvement in learning outcomes, with the average pre-test score of 55.83 increasing to 89.17 in the post-test, an improvement of 33.34 points. The Shapiro-Wilk test showed the data were not normally distributed, so the Wilcoxon Signed Rank Test was applied and confirmed a significant difference between the two results. These results indicate that the TGT learning model effectively improves students' understanding of the concepts, pillars, and procedures of fiqh of buying and selling in Islam, and can be considered an effective alternative strategy for Islamic Religious Education.*

Keywords : *Team Game Tournament (TGT); Muamalah; Cooperative Learning; Fiqh buying and selling.*

INTRODUCTION

Education is one of the important aspects in shaping quality human resources. Through the educational process, learners are expected to develop the knowledge, skills, and attitudes needed in everyday life. The success of the educational process can be seen from the learning outcomes obtained by students after participating in learning activities.

In Islamic Religious Education (PAI), teachers are not only responsible for delivering the material but also for instilling Islamic values that can be applied in daily life (Dahirin & Rusmin, 2024). One of the topics taught at the junior high school level is buying and selling (fiqh of buying and selling). Buying and selling is part of fiqh muamalah, which regulates economic transactions based on the principles of justice, mutual consent, and certainty between seller and buyer (Zahara et al., 2025). A good understanding of the definition, pillars, and procedures of buying and selling in accordance with Islamic law is essential so that students can apply it in everyday life.

Based on observations during learning activities in class VIII B of SMPN 3 Peterongan, it was found that some students still had difficulty understanding the topic of buying and selling. The teacher-centered learning process caused students to be less active

in participating in learning. As a result, students' learning outcomes remained suboptimal, and a learning innovation was needed to increase student engagement in the learning process.

One learning model that can be used to address this problem is Team Game Tournament (TGT). This model is a type of cooperative learning that combines group learning activities with academic games and tournaments among students (Juwita et al., 2017). Through cooperative learning, students of various ability levels work together in small groups to help each other understand the material, creating a more open and enjoyable learning interaction (Oktaviana et al., 2025). In the TGT model, inter-group competition during the tournament session serves to reinforce learning motivation while also functioning as a tool to collectively evaluate students' understanding.

Previous studies have consistently shown that the implementation of the TGT model is able to improve students' learning outcomes across various subjects. Hasani et al., (2023) reported that the implementation of TGT in PAI learning increased the mastery of learning outcomes of class XI students at SMA Ar-Risalah Lubuklinggau from 33% in the pre-cycle to 97% in the second cycle. Similar findings were also reported by Mahardi et al., (2019) in local wisdom-based science learning, Kristianti et al., (2019) in mathematics learning, and Nugroho & Radia (2018) in science learning. These findings indicate that the TGT model has potential to support learning across different subjects, including Islamic Religious Education (PAI). Its application to the topic of buying and selling is particularly relevant because students are expected to understand both the conceptual principles of buying and selling and their practical application in everyday life.

Most of these studies examined TGT in general subjects such as science, mathematics, or social studies, with limited attention to fiqh-based topics that require both conceptual and applied understanding. Furthermore, few studies have specifically examined TGT's effect on students' understanding of buying and selling (fiqh muamalah) at the junior high school level. This study addresses that gap by applying the TGT model specifically to the topic of buying and selling in Islamic Religious Education.

Based on the description above, this study was conducted to analyze the implementation of the Team Game Tournament (TGT) learning model on the topic of fiqh of buying and selling in Islamic Religious Education at SMPN 3 Peterongan.

METHOD

This study used a quantitative approach with a pre-experimental design in the form of a One Group Pretest-Posttest Design, a research design that involves only one subject group without a comparison control group, in which measurements are taken before and after the treatment is given (Sugiyono, 2013). The research was conducted in May 2026 at SMPN 3 Peterongan, involving 24 students of class VIII B as the research subjects.

The research procedure began with a pre-test to determine students' initial ability regarding the topic of buying and selling. Learning was then carried out using the Team

Game Tournament (TGT) model over two meetings, which included the stages of material delivery, group discussion, academic games, and inter-group tournaments. After the entire series of learning activities was completed, students were given a post-test to determine their learning outcomes after the implementation of the TGT model.

The research instrument used was a multiple-choice written test covering the definition of buying and selling, the pillars of buying and selling, and the procedures of buying and selling in Islam. The test instrument was developed based on a blueprint covering these three indicators, referring to the Islamic Religious Education (PAI) textbook (Pudjiani & Mustakim, 2021) and the teacher's syllabus used at SMPN 3 Peterongan, consisting of 20 multiple-choice items (see Table 1).

Table 1. Blueprint of the Learning Outcome Test

No.	Indicator	Sub-topic	Cognitive Level	Number of Items
1.	Definition of Buying and selling	Meaning of buying and selling by language and syar'i term	C1-C2	5
2.	Pillars of buying and selling	Seller, buyer, object of transaction, <i>ijab-qabul</i>	C1-C3	7
3.	Procedures of buying and selling in Islam	Valid transaction conditions, invalidating factors (<i>riba</i> , <i>gharar</i>), transaction proses	C2-C3	8
Total				20

The data obtained were analyzed using descriptive statistics to compare students' average pre-test and post-test scores, with the assistance of JASP (Jeffreys's Amazing Statistics Program) software. Before hypothesis testing, the difference scores between pretest and posttest were first tested for normality using the Shapiro-Wilk test. If the data were not normally distributed, hypothesis testing was carried out using the non-parametric Wilcoxon Signed Rank Test, which is commonly used as an alternative to the paired t-test when the normality assumption is not met (Sugiyono, 2013).

RESULT AND DISCUSSION

The result section is provided before the discussion section. Each section stands alone as a subtitle. The result and discussion should be written in not less than 60% of the entire body of the manuscript.

1. Result

a) Implementation of the Team Game Tournament (TGT) Model

The implementation of the Team Game Tournament (TGT) model was carried out over two meetings. In the initial stage, the teacher delivered material on the definition, pillars, and procedures of buying and selling in Islam. Students were

then divided into several heterogeneous groups to discuss and understand the material that had been given.

After the discussion activity was completed, students took part in an academic game containing questions related to the topic of buying and selling. This game activity aimed to increase student participation and learning motivation. In the following stage, students took part in an academic tournament to earn points for their respective groups.

After the tournament stage, each group's points were accumulated to determine the winning team. This condition is in line with the characteristics of TGT-type cooperative learning, which is designed to create active learning interaction through a combination of group work and academic competition (Widhiastuti, 2014).

b) Descriptive Analysis of Student Learning Outcomes

Descriptive analysis was carried out to determine the description of students' learning outcomes before and after the implementation of the Team Game Tournament (TGT) learning model on the topic of buying and selling. Data were obtained through a pre-test before treatment and a post-test after learning using the TGT model over two meetings. Data analysis was carried out with the assistance of JASP software. Based on the results of the descriptive analysis, data were obtained as presented in Table 1.

Table 2. Descriptive Statistics of Student Learning Outcomes

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Pre-test	24	55,83	17,67	20,00	80,00
Post-test	24	89,17	11,76	60,00	100,0

Based on Table 1, it is known that the students' average pre-test score was 55.83, with a minimum score of 20 and a maximum of 80. After the implementation of the Team Game Tournament (TGT) learning model, the average post-test score increased to 89.17, with a minimum score of 60 and a maximum of 100. The increase in students' average learning outcomes reached 33.34 points. These results indicate that learning using the TGT model was able to improve students' understanding of the definition, pillars, and procedures of buying and selling in Islam.

c) Normality Test

Before hypothesis testing was carried out, the difference scores between pretest and posttest were first tested for normality using the Shapiro-Wilk test with the assistance of JASP software. The normality test aims to determine whether the research data are normally distributed or not.

Table 3. Results of the Shapiro-Wilk Normality Test

Statistics	Value
W	0,863
p-value	0,004

"The Shapiro-Wilk test on the difference scores between pretest and posttest showed $W = 0.863$ with $p = 0.004$. Because the $p\text{-value} < 0.05$, the data were not normally distributed; therefore, hypothesis testing was carried out using the Wilcoxon Signed Rank Test."

d) Hypothesis Test

Hypothesis testing was carried out to determine whether there was a difference in students' learning outcomes before and after the implementation of the Team Game Tournament (TGT) learning model. The analysis was conducted using the Wilcoxon Signed Rank Test with the assistance of JASP software.

The research hypotheses proposed are as follows:

H_0 : There is no difference in students' learning outcomes before and after the implementation of the Team Game Tournament (TGT) learning model.

H_1 : There is a difference in students' learning outcomes before and after the implementation of the Team Game Tournament (TGT) learning model.

Table 4. Results of the Wilcoxon Signed Rank Test

Variable	Z	p-value
Student's pre-test dan post-test learning autocomes	-4,197	< 0,001

The Wilcoxon test results show $Z = -4.197$ with a $p\text{-value} < 0.001$. Because the $p\text{-value} < 0.05$, H_0 is rejected and H_1 is accepted. Thus, there is a significant difference between students' learning outcomes before and after the implementation of the Team Game Tournament (TGT) learning model. This indicates that the TGT learning model has a significant effect on improving students' learning outcomes on the topic of buying and selling. The research results indicate that the implementation of the Team Game Tournament (TGT) learning model had a positive impact on improving students' learning outcomes on the topic of buying and selling. The increase in the average score from 55.83 to 89.17 shows that the TGT model was able to create a more active, enjoyable, and competitive learning atmosphere, making it easier for students to understand the material being studied.

2. Discussion

The research results indicate that the implementation of the Team Game Tournament (TGT) learning model had a positive impact on improving students' learning outcomes on the topic of buying and selling. The increase in the average score from 55.83 to 89.17 shows that the TGT model was able to create a more active,

enjoyable, and competitive learning atmosphere, making it easier for students to understand the material being studied.

This finding is consistent with the results of Hasani et al. (2023), which showed an increase in the mastery of PAI learning outcomes among senior high school students from 33% to 97% after the implementation of TGT, as well as the studies of (Wafa & Radia, 2020), which also reported improved learning outcomes after the implementation of similar models in mathematics and social studies. In addition, Adiputra & Heryadi (2021) found that the TGT model effectively improved elementary school students' learning outcomes in science and Indonesian language subjects, while Widhiastuti (2014) showed that TGT also contributed to increasing students' interest and activeness in learning.

This improvement in learning outcomes is in line with the principles of cooperative learning proposed by Juwita et al. (2017), namely that the group reward structure in TGT encourages students to help one another and take responsibility for their group members' understanding, creating positive interdependence that impacts both individual and group comprehension. The game and tournament elements in TGT also function as a form of reinforcement that increases students' intrinsic motivation to understand the topic of buying and selling more deeply, including its definition, pillars, and procedures in accordance with Islamic law (Dahirin & Rusmin, 2024).

Statistically, the results of the Wilcoxon Signed Rank Test, with $Z = -4.197$ and $p < 0.001$, reinforce these descriptive findings, indicating that the observed improvement in learning outcomes was not due to chance but was related to the implementation of the TGT learning model. It can therefore be concluded that the Team Game Tournament (TGT) learning model is an effective alternative learning strategy for improving students' learning outcomes on the topic of buying and selling in Islamic Religious Education.

From a pedagogical perspective, the success of the TGT model in this study can also be explained through its distinctive tournament structure, in which students of comparable prior ability are matched at the same competition table. This design, often referred to as "homogeneous table assignment," allows every student, regardless of their initial academic level, to have a realistic opportunity to contribute points to their team. Consequently, low-achieving students are not left behind but are instead motivated to compete at a level appropriate to their ability, while high-achieving students are challenged by peers of similar competence. This mechanism plausibly explains why the standard deviation of students' scores decreased from 17.67 in the pre-test to 11.76 in the post-test, suggesting that the gap between high- and low-performing students narrowed after the intervention.

The topic of buying and selling itself is particularly well suited to the TGT model because it involves concrete, rule-based content, such as the pillars (rukun)

and conditions (syarat) of a valid transaction, which can be readily converted into quiz-style questions for the tournament stage. This is consistent with findings reported by (Afrianzi & Afifi, 2026), who found that the TGT model supported students' remembering and understanding through active participation in the learning process. In the context of PAI, this suggests that TGT can be particularly relevant for topics that require students to understand and recall key concepts while also applying them in learning activities, such as fiqh-oriented topics including buying and selling.

The increase in learning outcomes observed in this study is also consistent with the theory of active learning, which emphasizes that students learn more effectively when they actively engage with, process, apply, and communicate learning content rather than passively receiving information from the teacher. The active, collaborative, and competitive activities incorporated into the TGT model can encourage students to participate directly in the learning process and contribute to improved learning outcomes (Misratun Maiti et al., 2013).

During the group discussion phase, students had to explain the concept of buying and selling to their peers in their own words, which required a deeper level of cognitive processing than simply listening to a lecture. During the game and tournament phases, students had to retrieve and apply that knowledge under mild competitive pressure, which is known to strengthen memory consolidation. This combination of elaborative discussion and retrieval practice offers a plausible cognitive explanation for the substantial gain of 33.34 points observed between the pre-test and post-test.

Nevertheless, several limitations of this study should be acknowledged when interpreting these results. First, the One Group Pretest-Posttest Design used in this study does not include a control group, so the possibility that the improvement in scores was partly influenced by factors other than the TGT treatment, such as maturation or repeated exposure to the same test items, cannot be entirely ruled out. Second, the research was conducted with a relatively small and single-class sample of 24 students, which limits the extent to which the findings can be generalized to other schools or grade levels. Third, the intervention was implemented over only two meetings, so the long-term retention of the improved understanding of buying and selling was not measured. Fourth, this study did not employ an observation instrument to measure student engagement or classroom atmosphere; the increase in student activeness and enjoyment discussed in this study is therefore based on theoretical association with the observed learning outcome gains, rather than direct empirical measurement. Future research is encouraged to employ a quasi-experimental design with a control group, a larger and more diverse sample, and a delayed post-test to assess the durability of the learning gains attributed to the TGT model.

Despite these limitations, the overall pattern of results in this study, namely a large and statistically significant increase in learning outcomes following the implementation of TGT, together with the convergence of this finding with a substantial body of prior research across different subjects and educational levels (Hasani et al., 2023); (Mahardi et al., 2019); (Adiputra & Heryadi, 2021); (Widhiastuti, 2014); (Rahmawati, 2019), provides reasonably strong support for the conclusion that Team Game Tournament is a viable and effective strategy for teaching fiqh-related content, including the topic of buying and selling, in Islamic Religious Education at the junior high school level.

CONCLUSION

Based on the research that has been conducted, it can be concluded that the implementation of the Team Game Tournament (TGT) learning model on the topic of buying and selling in Islamic Religious Education was able to improve students' learning outcomes. This is shown by the increase in students' average scores from 55.83 in the pre-test to 89.17 in the post-test, an increase of 33.34 points.

The results of the data analysis also show that the research data were not normally distributed, based on the Shapiro-Wilk normality test with a value of $p = 0.004 (< 0.05)$. Therefore, hypothesis testing was carried out using the Wilcoxon Signed Rank Test. The Wilcoxon test results show a value of $p < 0.001 (< 0.05)$, so H_0 is rejected and H_1 is accepted. Thus, there is a significant difference between students' learning outcomes before and after the implementation of the Team Game Tournament (TGT) learning model.

The Team Game Tournament (TGT) learning model was able to create a more active and enjoyable learning atmosphere and encouraged students to participate in the learning process. Through group discussion, academic games, and tournaments, students became more motivated to learn and understand the material being studied. Therefore, the Team Game Tournament (TGT) learning model can be considered an effective alternative learning model for improving students' learning outcomes in Islamic Religious Education, particularly on the topic of buying and selling. Further research is recommended to include a control group and a larger research sample to strengthen the generalizability of the findings.

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