



## STUDENTS' PERCEPTIONS OF TEAMS GAMES TOURNAMENTS IN INCREASING MOTIVATION LEARN ARABIC

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### Abstracts

This study aims to determine the perception of students of class VII MTsN 1 Pandeglang towards the use of Teams Games Tournament (TGT) type cooperative learning model in increasing motivation to learn Arabic. The research method used is a quantitative survey with a sample of 88 students selected randomly. Data were collected through a Likert scale questionnaire that had been tested for validity and reliability. The results showed that 92% of respondents had a positive perception of the use of TGT in Arabic language learning, with the majority (47%) strongly agreeing that TGT increased their learning motivation. TGT is considered effective because it makes learning more interesting, fun, and interactive. The model involves learners actively in group games and provides rewards, which is in line with Maslow's hierarchy of needs theory. The study also confirmed that TGT can increase learners' intrinsic motivation, encourage active participation, and change negative perceptions towards learning Arabic. The implication of this study is the enrichment of Arabic language learning techniques with TGT as an effective option, as well as the expansion of educators' perspectives to pay more attention to the psychological aspects of learners. This research provides a valuable contribution to the scientific development of Arabic language education that is more innovative, effective, and relevant to the needs of learners in the modern era

**Keyword:** *Teams Games Tournament; Learning Motivation; Arabic Language*

### Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa kelas VII MTsN 1 Pandeglang terhadap penggunaan model pembelajaran kooperatif tipe Teams Games Tournament (TGT) dalam meningkatkan motivasi belajar bahasa Arab. Metode penelitian yang digunakan adalah survei kuantitatif dengan sampel sebanyak 88 siswa yang dipilih secara acak. Data dikumpulkan melalui angket skala likert yang telah diuji validitas dan reliabilitasnya. Hasil penelitian menunjukkan bahwa 92% responden mempunyai persepsi positif terhadap penggunaan TGT dalam pembelajaran bahasa Arab, dan mayoritas (47%) sangat setuju TGT meningkatkan motivasi belajarnya. TGT dinilai efektif karena membuat pembelajaran menjadi lebih menarik, menyenangkan dan interaktif. Model tersebut melibatkan peserta didik secara aktif dalam permainan kelompok dan memberikan imbalan, hal ini sejalan dengan teori hierarki kebutuhan Maslow. Penelitian tersebut juga menegaskan bahwa TGT dapat meningkatkan motivasi intrinsik peserta didik, mendorong partisipasi aktif, dan mengubah persepsi negatif terhadap pembelajaran bahasa Arab. Implikasi dari penelitian ini adalah pengayaan teknik pembelajaran bahasa Arab dengan TGT sebagai pilihan efektif, serta perluasan cara pandang pendidik untuk lebih memperhatikan aspek psikologis peserta didik. Penelitian ini memberikan kontribusi berharga bagi pengembangan keilmuan pendidikan bahasa Arab yang lebih inovatif, efektif, dan relevan dengan kebutuhan peserta didik di era modern

**Kata Kunci:** *Teams Games Tournament; Motivasi Belajar; Bahasa Arab*



## INTRODUCTION

The importance of Arabic is very abundant in various fields of life. Arabic is an amazing language and has an important role in studying the treasures of Islamic science. Arabic can help humans to understand, explore, and practice Islamic law. Various religious texts such as the Qur'an, hadith, and books on science are written using Arabic. The main guidelines of Muslims, namely the Qur'an and hadith, are written and interpreted using Arabic. Therefore, mastering Arabic is very important for everyone who wants to learn about Islamic science.<sup>1</sup> Arabic is not only used to understand the contents of the Qur'an but also as a means of communication. Arabic is also an international language used by many countries in the world. Therefore, Arabic is a very important language to learn because it is a language of communication that has many benefits for humans. Given the importance of Arabic, learning it is also important for everyone who wants to deepen their knowledge.

Arabic language learning has largely been taught in various educational institutions in Indonesia. However, in its implementation, Arabic language learning faces many challenges. One of them is the relatively low motivation to learn Arabic. Learning motivation is one of the psychological components that has been empirically proven to affect student learning outcomes in schools.<sup>2</sup> Most students also face difficulties in mastering communication skills in Arabic.<sup>3</sup> So because they find it difficult, the motivation to learn it is low.

Arabic is considered a difficult, boring, and unpleasant subject. Based on the observation of researchers in one of the MTs/SMP in Pandeglang Regency, it turns out that there are still many students who do not like to learn Arabic, consider Arabic lessons difficult, and the learning is boring and unpleasant. So no wonder many students have low motivation in learning Arabic. It is very heartbreaking, the phenomenon that occurs in today's students, only a small part that has a fairly high interest and motivation in learning Arabic. Especially in the current era, many things affect the characteristics of students, ranging from the environment, social media, technology, and others. Therefore, there must be an adjustment of learning with their characteristics and the development of their era. This fact is reinforced by one of the studies, which explained that students prefer an atmosphere full of jokes and are not too serious when learning in class, resulting in the

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<sup>1</sup> Vina Rohmatul Ummah and Nazilatil Maghviroh, "Efektifitas Metode Pembelajaran Cooperative Learning Tipe Teams Games Tournament (TGT) Terhadap Keberhasilan Belajar Bahasa Arab Siswa Madrasah Tsanawiyah Ma'arif Kambangan Saronggi Sumenep," *Lisan An Nathiq: Jurnal Bahasa Dan Pendidikan Bahasa Arab* 3, no. 2 (2022): 102–15, <https://doi.org/10.53515/lan.v3i2.4633>.

<sup>2</sup> Hanifal Fauzy AH, Zainal Abidin Arief, and Muhyani Muhyani, "Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab," *Tawazun: Jurnal Pendidikan Islam* 12, no. 1 (2019): 112, <https://doi.org/10.32832/tawazun.v12i1.1843>.

<sup>3</sup> Nurul Ma'wa, Dina Indriana, and Ubaidillah, "Pengaruh Penggunaan Aplikasi Flashcard Terhadap Hasil Belajar Mufrodat Siswa," *Al-Ittijah: Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 16, no. 1 (2024): 106–18, <https://doi.org/10.32678/alittijah.v16i1.10320>.

target Arabic language subject matter not being completed.<sup>4</sup>

According to T. Hani Handoko, motivation is a condition within a person that encourages him to carry out certain activities to achieve the goals he wants to achieve.<sup>5</sup> Ducan states that motivation is any conscious effort to influence someone's behavior so that they can achieve their goals. In general, the purpose of motivation is to encourage someone to do something to achieve results or obtain certain goals.<sup>6</sup> Learning motivation is important. One of the urgencies of motivation in the learning process is that students have high determination and enthusiasm in learning the material conveyed by the educator. Educators have an important role in motivating students to learn at school. Educators plan learning activities at school, starting from the selection of models, methods, strategies, and learning media. Good planning and selection of appropriate methods, models, strategies, and learning media can increase students' motivation to learn. The role of motivation is very important in learning. According to Sardiman, motivation will maximize learning outcomes.<sup>7</sup>

One way to improve learning outcomes is to foster students' desire and motivation to learn Arabic.<sup>8</sup> If students' motivation to learn Arabic is low, their learning outcomes will be affected.<sup>9</sup> Various previous studies describe how learning motivation affects students' learning outcomes. A study conducted by Hanifal Fauzy AH, Zainal Abidin Arief, and Muhyani found a significant positive correlation between learning motivation and Arabic learning outcomes.<sup>10</sup> In another study, Agung Hidayatullah also stated that learning motivation influences student learning outcomes.<sup>11</sup> These findings are also in line with research conducted by Diar Miftachul Jannah and her friends, who found a relationship between learning motivation and academic achievement.<sup>12</sup> Nurhayati and Julita Sari Nasution's study also found a significant relationship between students'

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<sup>4</sup> Muhammad Erwan Syah, Hepi Wahyuningsih, and Ratna Syifa'a Rachmahana, "Meningkatkan Motivasi Belajar Bahasa Arab Pada Siswa Sekolah Menengah Atas Melalui Pelatihan Goal Setting," *Jurnal Intervensi Psikologi* 8, no. 2 (2016): 202–16.

<sup>5</sup> Mayasari Novi and Johar Alimuddin, *Strategi Meningkatkan Motivasi Belajar Siswa* (Banyumas: Rizquna, 2023).

<sup>6</sup> Kayyis Fithri Ajhuri, *Urgensi Motivasi Belajar* (Yogyakarta: Peenebar Media Pustaka, 2021).

<sup>7</sup> Novi and Alimuddin, *Strategi Meningkatkan Motivasi Belajar Siswa*.

<sup>8</sup> Fauzy AH, Arief, and Muhyani, "Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab."

<sup>9</sup> Akhsan Akhsan and Ahmadi Muhammadiyah, "Analisis Terhadap Motivasi Belajar Siswa Pada Pembelajaran Bahasa Arab Di MTs-NU Al-Islamiah Asembagus Menurut Teori Mc Clelland," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 3, no. 2 (2022): 132–38, <https://doi.org/10.35316/lahjah.v3i2.132-138>.

<sup>10</sup> Fauzy AH, Arief, and Muhyani, "Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab."

<sup>11</sup> Agung Hidayatullah, "Pengaruh Motivasi Belajar Dan Manajemen Kelas Terhadap Hasil Belajar Siswa," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1451–59, <https://doi.org/10.31004/edukatif.v3i4.620>.

<sup>12</sup> Diar Miftachul Jannah et al., "Pengaruh Kebiasaan Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 5 (2021): 3378–84, <https://doi.org/10.31004/basicedu.v5i5.1350>.



motivation to learn and their Arabic learning outcomes.<sup>13</sup> Previous research shows that the use of the TGT learning model significantly influences student learning outcomes.<sup>14</sup> Various previous literature studies have shown that learning motivation has a significant influence on or relationship with students' learning outcomes. Therefore, it becomes very important for educators to increase learning motivation through innovations in learning Arabic.

This new approach can be in the form of methods, models, media, and others related to Arabic language learning. With innovation or novelty in the learning process, it will certainly affect the motivation of students to learn Arabic. Educators need to strive to make learning preferred by students so that they are motivated and enthusiastic in following the learning process. One of the efforts that can be made to increase students' learning motivation is to apply innovative and interesting learning models. The existence of an innovative and adaptive learning model will bring positive changes in an effort to increase student's interest and motivation to learn Arabic well.

A systematic way to organize learning experiences to achieve learning objectives is known as a learning model. According to Arends, learning models include learning objectives, learning environment, classroom management, and stages of learning activities. One of the interesting learning models is the Teams Games Tournament (TGT) cooperative learning model. David Devries and Keith Edwards first developed this type of cooperative learning model. TGT is a cooperative learning model that involves students in small groups of 4-6 students, and each group conducts a tournament/competition. The group that answers the questions correctly the fastest is the winner of the tournament.<sup>15</sup>

Various previous studies have shown that TGT affects learners' motivation to learn. Faisal Maulana Putra and Jani's research found that the use of TGT has a good and significant effect on students' motivation to learn.<sup>16</sup> Sri Handayani also conducted similar research, whose results concluded that the TGT-type cooperative learning model influences learning motivation.<sup>17</sup> Annisaa' Fitri Aprillia and Nur Cholifah also found that

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<sup>13</sup> Nurhayati and Julita Sari Nasution, "Hubungan Antara Motivasi Belajar Dan Minat Belajar Terhadap Hasil Belajar Bahasa Arab Pada Siswa Kelas Viii Smpit Fajar Ilahi Batam," *Jurnal AS-SAID* 2, no. 1 (2022): 100–115, <https://e-journal.institutabdullahsaid.ac.id/index.php/AS-SAID/article/view/77>.

<sup>14</sup> Pita Retno Susanti, Dewi Susilowati, and Annisa Prima Exacta, "Pengaruh Model Pembelajaran Team Games Tournament (TGT) Berbantuan Media Wordwall Terhadap Hasil Belajar Matematika Pada Materi Matriks," *Proximal: Jurnal Penelitian Matematika Dan Pendidikan Matematika* 7, no. 2 (2024): 952–60, <https://doi.org/10.30605/proximal.v5i2.4307>.

<sup>15</sup> Aprido B. Simamora et al., *Model Pembelajaran Kooperatif* (Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia, 2024).

<sup>16</sup> Faisal Maulana Putra and Jani Jani, "Pengaruh Model Pembelajaran Teams Games Tournament (TGT) Terhadap Motivasi Belajar Siswa Mata Pelajaran Ekonomi Kelas XI MA Sunan Kalijogo Mojo Kediri," *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa* 3, no. 3 (2024): 162–71, <https://doi.org/10.58192/insdun.v3i3.2262>.

<sup>17</sup> Sri Handayani, "Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Terhadap Motivasi Belajar Matematika Siswa Kelas IV MI The Noor Bendunganjati Pacet Mojokerto," *Irsyaduna: Jurnal Studi Kemahasiswaan* 2, no. 2 (2022): 100–107, <https://doi.org/10.54437/irsyaduna.v2i2.471>.

TGT can increase students' desire to learn.<sup>18</sup> Therefore, various previous studies on TGT have proven that its use in learning increases learning motivation.

From various existing studies, the gap that distinguishes this research from previous studies is the difference in variables and the implementation of the team's games tournament (TGT) model with the integration of technological sophistication and the development of the characteristics of students in the era of society 5.0. The use of technology in learning is needed to help maximize learning. Dina Indriana and Ubaidillah, in their research, stated that the use of technology in learning will be more effective and efficient and increase student motivation.<sup>19</sup> The use of technology-based media in learning has many advantages, such as ease of access, flexibility, and increased student motivation.<sup>20</sup> In addition, there are still not enough studies linking the use of team game tournaments and motivation, especially in relation to Arabic. Therefore, although the discussion about team game tournaments already exists, this research still differs from previous studies.

This study focuses on students' perceptions of the use of tournament teams in increasing the motivation to learn the Arabic language of class VII students of MTsN 1 Pandeglang. The selection of MTsN 1 Pandeglang as the object of research is based on the characteristics of students who prefer fun Arabic language learning. This is based on the results of observations when carrying out the Introduction to Educational Institutions (PLP) program for two months. This research is important to do for several reasons. First, the team's games tournament (TGT) cooperative learning model has the potential to increase learners' learning motivation through team competition, providing feedback, and creating a fun learning atmosphere. Second, by understanding learners' perceptions of the use of TGT on Arabic language learning motivation, it is expected to be able to contribute to the development of learning that is more enjoyable and in accordance with the characteristics of learners. Third, the results of this study can be a reference for Arabic language educators, especially at MTsN 1 Pandeglang, in determining and applying the right learning model to increase students' learning motivation.

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<sup>18</sup> Annisaa' Fitri Aprillia and Nur Cholifah, "Pengaruh Model Pembelajaran Teams Games Tournament (TGT) Terhadap Motivasi Belajar Siswa Mata Pelajaran IPS," *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial* 3, no. 2 (2024): 111–27, <https://doi.org/doi.org/10.18860/dsjpips.v3i2.1013>.

<sup>19</sup> Dina Indriana and Ubaidillah Ubaidillah, "Pembuatan Media Pembelajaran Bahasa Arab Berbasis Android Di Madrasah Kabupaten Serang," *Hikmah: Journal of Islamic Studies* 19, no. 2 (2023): 145, <https://doi.org/10.47466/hikmah.v19i2.247>.

<sup>20</sup> Ubaidillah Ubaidillah, Fanni Izzatul Millah, and Neli Sapitri, "The Use of Online Media 'Alefbata.Com' in Improving Arabic Listening Skills: Experimental Study," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 1 (2024): 103–14, <https://doi.org/10.23971/altarib.v12i1.7852>.



## RESEARCH METHODS

This research uses a survey method which is one of the methods in the quantitative approach. The survey method was used to collect data related to student's perceptions of the use of the Teams Games Tournament (TGT) method in increasing the motivation to learn Arabic in class VII students at MTsN 1 Pandeglang. The population in this study were all seventh-grade students, totaling 343 students. The research sample amounted to 88 seventh-grade students selected by simple randomization. Data collection through questionnaires that have been tested for validity and reliability using. The questionnaire in this study used a Likert scale model of 14 valid and reliable statements that measured the motivation variables and students' perceptions of the attractiveness of TGT. The data obtained were then tabulated and analyzed using descriptive analysis to describe students' perceptions of the use of Teams Games Tournament (TGT) in increasing motivation to learn Arabic.

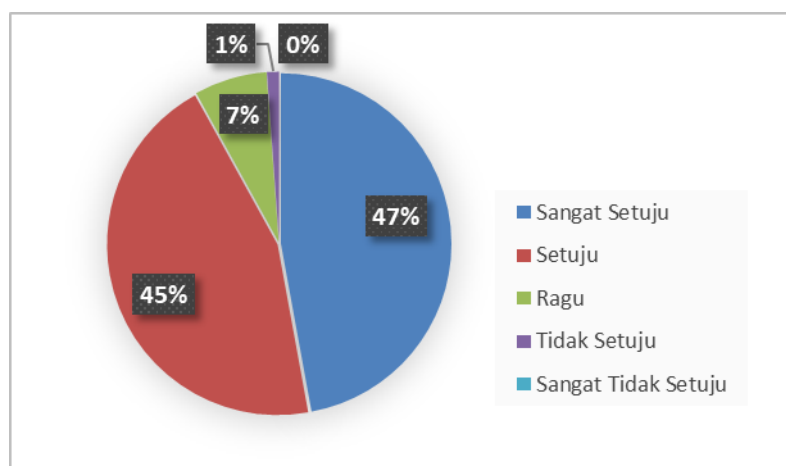
## RESULTS AND DISCUSSION

Based on the validity and reliability test results of the research instrument on 30 samples of respondents tested, it was found that the calculated r-value of each statement was greater than the r-table value, namely 0.361. These results mean that all statements in the questionnaire are valid and eligible for use in collecting research data. This research instrument has a Cronbach's Alpha value of 0.861, which is greater than 0.6, so it can be concluded that this questionnaire is reliable and suitable for use in collecting research data.

**Table 1.** Validity and Reliability Test Results

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	30	100,0	,861	14
	Excluded	0	,0		
	Total	30	100,0		

After the questionnaires were distributed to the respondents, the data were collected and tabulated. The questionnaire data was then analyzed by descriptive analysis to find out how the learners perceived the use of Teams Games Tournament (TGT) in increasing their motivation to learn Arabic. The results of the descriptive analysis showed that the majority of learners gave a positive perception of the use of TGT in increasing their motivation to learn Arabic.



**Figure 1.** Survey Results

This research aims to find out how students perceive the Teams Games Tournament (TGT) cooperative learning model in increasing motivation to learn Arabic. Data was collected through questionnaires distributed to 88 randomly selected class VII students at MTsN 1 Pandeglang. Learners' perceptions of the use of TGT to increase their desire to learn Arabic are measured through this questionnaire. This questionnaire consists of 14 statements whose answers use a Likert scale of strongly agree, agree, doubt, disagree, and strongly disagree. The answer was given points from 5 for the answer strongly agree and so on.

Based on these results, the majority of respondents, namely 47%, answered that they strongly agreed that using the Teams Games Tournament (TGT) method could increase motivation to learn Arabic. Most others, namely 45%, also agreed with this statement. Only a small percentage are doubtful, namely 7% or disagree, namely 1%. Overall, 92% of respondents have a positive perception of the use of TGT in increasing motivation to learn Arabic. Based on the data and analysis above, the use of Teams Games Tournament (TGT) has a significant positive impact on increasing motivation to learn Arabic. The majority of students who were respondents gave good and positive perceptions. Students feel that their learning motivation has increased, learning is much more exciting and enjoyable, and they hope that the use of TGT will be applied more often in learning. They feel there is a difference between learning without using TGT and learning using TGT. Previously, learning only focused on lectures, teacher explanations, writing, and memorizing; it became more active and enjoyable after using TGT. In the process, students are actively involved, not just silent and passive; they are required to be active during learning.

In the TGT-type cooperative learning model, there are game activities that help students learn more actively, have fun, and instill a sense of responsibility, honesty, cooperation, and learning involvement. According to Slavin, TGT consists of various learning activities such as class preparation, class presentations carried out by educators, studying in groups or playing games, tournaments, and group awards. In this learning





model, educators give awards to the best students or groups, which makes students more motivated to learn (Simamora et al., 2024). By using TGT, learning is much more interesting and active. Students will have the opportunity to participate actively in the learning process. They don't just passively listen but are actively involved in it.

The use of TGT can increase students' intrinsic motivation to learn because students work in groups and are responsible for their group's performance. Students feel more motivated to learn because they not only learn for themselves but also to help their group achieve success.<sup>21</sup> TGT is a cooperative learning model that encourages students to participate actively in the learning process. According to Slavin, the stages of the TGT learning model consist of class presentations, learning in groups, games, tournaments, and group awards. Some of the advantages of the TGT model are that the learning material is more fun, makes students more enthusiastic, and involves students in various learning activities such as playing, observing, and demonstrating. Students are more actively involved rather than just listening to educators' instructions or just writing and memorizing.<sup>22</sup>

Motivation to learn is an important thing and needs to be known by every teacher in their role to foster a sense of joy and enthusiasm in learning for students.<sup>23</sup> The use of Teams Games Tournament (TGT) in Arabic language learning can increase student participation. The role of educators as facilitators, mediators, and evaluators is very important for the success of TGT.<sup>24</sup> The results of this research are in line with previous studies which show that students learning Arabic are more motivated and active by using Team Games Tournament (TGT). The use of TGT is also able to increase students' motivation to learn.<sup>25</sup> Learning motivation has a significant effect on learning outcomes.<sup>26</sup> Students show an increase in activity and participation during learning. The TGT model encourages students to work together in groups, which increases interaction and

<sup>21</sup> Andi Nurawaddah, "Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe STAD Dalam Meningkatkan Hasil Belajar Bahasa Arab Siswa," *Foramadiahi: Jurnal Kajian Pendidikan Dan Keislaman* 15, no. 2 (2024): 167, <https://doi.org/10.46339/foramadiahi.v15i2.1167>.

<sup>22</sup> Alvia Hairunisa and Maman Abdurahman, "Penggunaan Model Pembelajaran Teams Games Tournament Berbantuan Media Kartu Domino Dalam Pembelajaran Mufradāt," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 3 (2024): 904–18, <https://doi.org/10.53299/jppi.v4i3.611>.

<sup>23</sup> Wakhidati Nurrohman Putri, "Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah," *LISANIA: Journal of Arabic Education and Literature* 1, no. 1 (2017): 1, <https://doi.org/10.18326/lisania.v1i1.1160>.

<sup>24</sup> Sri Wahyu Ningsih, Friscilla Wulan Tersta, and Sahrizal Vahlepi, "Penerapan Model Pembelajaran Tipe Teams Games Tournament Untuk Meningkatkan Keaktifan Belajar Bahasa Arab," *Diwan: Jurnal Bahasa Dan Sastra Arab* 16, no. 1 (2024): 52–60, <https://doi.org/10.15548/diwan/v16.i1.1444>.

<sup>25</sup> Marzuki Marzuki, "Meningkatkan Hasil Dan Motivasi Belajar Bahasa Arab Melalui Model Pembelajaran Kooperatif Tipe Teams Games Tournament Pada Materi Identitas Diri Di Kelas X Agama 1 MAN-1 Pekanbaru Tahun Pelajaran 2018-2019," *Instructional Development Journal* 2, no. 2 (2019): 91, <https://doi.org/10.24014/idj.v2i2.8593>.

<sup>26</sup> Novita Sari et al., "Influence of Teams Games Method by Kokami and Learning Motivation on Arabic Language Learning Outcomes / Pengaruh Teams Games Method by Kokami Dan Motivasi Belajar Terhadap Hasil Belajar Bahasa Arab," *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 1 (2024): 75, <https://doi.org/10.36915/la.v5i1.180>.



communication between them.<sup>27</sup> Learning Arabic, which was previously considered boring and difficult, is slowly turning into fun for students. Therefore, using team game tournaments to learn Arabic can be an innovative solution to overcome students' low motivation to learn it in class.

The results of this research are supported by Maslow's theory of the hierarchy of needs, which shows that providing desires, the need to be appreciated, and a pleasant learning environment increases students' motivation to learn.<sup>28</sup> The implementation of this theory in the application of TGT in the classroom can be seen by the award at the end of the lesson for the team that succeeded in winning. This award is the final stage in the use of TGT. With rewards in learning, students' motivation to study actively increases. In addition, according to one study, support from the environment, both from parents and teaching methods, is very important in increasing students' learning motivation.<sup>29</sup>

This research requires improvements in terms of the size of the population and sample used. In the future, further research can be carried out using a wider population and sample, not just in one school, but in various schools. Other factors that support the use of TGT, such as teacher performance, also need to be included in research indicators so that the results are more comprehensive. The implication of the results of this study in the science of Arabic language education is to enrich the learning techniques that can be applied in teaching Arabic and broaden the perspective of educators in learning Arabic in the digital era.

This research has an impact on Arabic language education scholarship, especially in terms of increasing student learning motivation. The research results strengthen evidence of the effectiveness of the Teams Games Tournament (TGT) type cooperative learning model and encourage the development of other innovative models. The implications of this research are increasing student learning motivation through a fun and interactive learning atmosphere, enriching Arabic language learning techniques with TGT as an effective option, as well as expanding educators' perspectives to pay more attention to students' psychological aspects. This research also confirms the relevance of Maslow's hierarchy of needs theory in the context of Arabic language education, encourages the use of technology in learning, and provides recommendations for further, more comprehensive research. Overall, this research provides a valuable contribution to the scientific development of Arabic language education that is more innovative, effective, and relevant to the needs of students in the modern era.

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<sup>27</sup> Apriani Apriani and Najih Anwar, "Efektifitas Penerapan Model Pembelajaran Kooperatif Tipe Teaching Game Team (TGT) Untuk Meningkatkan Keterampilan Berbicara Siswa Di Sekolah Menengah Pertama Muhammadiyah 1 Sidoarjo," *Emergent Journal of Educational Discoveries and Lifelong Learning (EJEDL)* 2, no. 3 (2023): 1–14, <https://doi.org/10.47134/emergent.v2i3.4>.

<sup>28</sup> Aprillia and Cholifah, "Pengaruh Model Pembelajaran Teams Games Tournament (TGT) Terhadap Motivasi Belajar Siswa Mata Pelajaran IPS."

<sup>29</sup> Kadir Kadir, Azam Syukur Rahmatullah, and Muhammad Nurul Yamin, "Motivasi Belajar Santri Kalong Pada Pelajaran Bahasa Arab Di Madrasah Tsanawiyah Daarul Ulum Muhammadiyah Galur," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 17, no. 5 (2023): 3682, <https://doi.org/10.35931/aq.v17i5.2691>.



## CONCLUSION

This research examines the perceptions of class VII students at MTsN 1 Pandeglang regarding the use of Teams Games Tournament (TGT) in increasing students' motivation to learn Arabic. The research results illustrate that 92% of respondents have a positive perception of the use of TGT in Arabic language learning because it makes learning more interesting and fun. This means that the majority of respondents agree that using TGT can increase their learning motivation. Overall, this research shows that the use of the Teams Games Tournament (TGT) type cooperative learning model can increase students' motivation to learn Arabic. TGT can increase student motivation through fun group games and rewards that encourage their enthusiasm for learning. TGT also makes learning more interesting and interactive. The results of this research are in line with Maslow's hierarchy of needs theory, which reveals that students are motivated by rewards and a good learning environment. This research will provide useful knowledge and insight to develop learning that is more enjoyable and appropriate to students' current developments in order to achieve the expected learning goals and outcomes. In fact, to reap the fruits of quality learning requires a quality process. Synergy and collaboration need to continue to create interesting and innovative Arabic language learning.

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