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## Teams-Games-Tournament (TGT) Learning Model to Improve Motivation and Learning Outcomes in Arabic

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### ABSTRACT

This research evaluates the effectiveness of the Teams Games Tournament (TGT) cooperative learning model in improving student motivation and learning outcomes in Arabic language instruction. A literature review approach with descriptive analysis was used to examine relevant studies on TGT in language learning. The results show that TGT creates an active, interactive, and competitive learning environment, enhancing both intrinsic and extrinsic motivation, as well as learning outcomes. Through academic games and group rewards, students engage more actively in listening (istimā'), speaking (kalām), reading (qirā'ah), and writing (kitābah). The model also strengthens social skills, promotes student interaction, and fosters group responsibility. Nevertheless, challenges such as time constraints, student dominance in groups, and difficulties in individual evaluation were identified. The research recommends further studies to test TGT at various educational levels and integrate digital technology to meet the needs of modern learners.

#### Keyword

Teams Games Tournament 1; Arabic language learning 2; cooperative learning 3; educational technology 4

### مستخلص البحث

يقيم هذا البحث فعالية نموذج التعلم التعاوني "بطولة الألعاب الجماعية (TGT)" في تحسين تحفيز الطلاب ونتائج التعلم في تدريس اللغة العربية. تم استخدام نهج مراجعة الأدبيات مع التحليل الوصفي لفحص الدراسات ذات الصلة ذات الصلة بـ TGT في تعلم اللغة. تظهر النتائج أن TGT يخلق بيئة تعليمية نشطة وتفاعلية وتنافسية، مما يعزز الدافع الداخلي والخارجي، وكذلك نتائج التعلم. من خلال الألعاب الأكاديمية والمكافآت الجماعية، ينخرط الطلاب بشكل أكثر نشاطاً في الاستماع (الاستماع) والتحدث (الكلام) والقراءة (القراءة) والكتابة (الكتابة). كما يعزز هذا النموذج المهارات الاجتماعية، ويشجع تفاعل الطلاب، ويعزز المسؤولية الجماعية. ومع ذلك، تم تحديد بعض التحديات مثل ضيق الوقت، وهيمنة الطلاب في المجموعات، وصعوبات التقييم الفردي. توصي الدراسة بإجراء مزيد من الدراسات لاختبار نموذج TGT في مختلف المستويات التعليمية ودمج التكنولوجيا الرقمية لتلبية احتياجات المتعلمين المعاصرين.

بطولة الألعاب الجماعية 1؛ تعلم اللغة العربية 2؛ التعلم التعاوني 3؛ تكنولوجيا التعليم 4

كلمات أساسية

## Introduction (المقدمة)

Education has an important role in shaping the quality of human resources that are superior and competitive. An effective learning process is the main key to achieving educational goals, because through teaching and learning activities, students can optimally develop their cognitive, affective, and psychomotor potential. In the context of language learning, especially Arabic, learning success is not only determined by the teacher's ability to deliver material, but also by the learning methods used to create an active, engaging, and meaningful learning environment. Teachers need to continuously develop their professional skills in order to adapt to developments and professional demands. One of these is implementing learning. Without good learning implementation skills, teachers will not be able to innovate and be creative in carrying out their duties and functions (Anak Agung, 2021).

One innovation that teachers can implement to create an active and enjoyable learning environment is the use of the Teams Games Tournament (TGT) learning model, a form of cooperative learning developed by David De Vries and Keith Edwards (Islamiyati & Ammar, 2023). Within this learning framework, students participate in games with other team members to earn extra points for their group. Team Games Tournament (TGT) is an easy-to-implement collaborative learning method. This method involves all students regardless of their status, where students act as peer tutors and incorporates reinforcement games. This approach not only fosters motivation to learn (A. T. Wati & Wahyuni, 2024), However, with a focus on collaborative methods designed to increase student engagement, this model provides group leadership and decision-making experiences, while allowing students to learn alongside peers from diverse backgrounds. The Tournament Team Learning Model is an example of an active student learning model that can be implemented and has been proven to improve student learning outcomes through social interaction, a sense of responsibility, and active engagement in the learning process (Izzatunnafiza Bustami et al., 2024).

However, the reality on the ground shows that Arabic language learning outcomes in various educational units, especially madrasas and Islamic schools, are

still relatively low. Many students are unmotivated and consider Arabic difficult. This situation is compounded by the fact that many students cannot read and consider Arabic language learning to be very difficult. In addition, the lecture method used by teachers is boring and monotonous. This is because the teachers are not from Arabic language departments, so they only rely on textbooks (Ningsih et al., 2024). This condition leads to low student motivation, which ultimately results in suboptimal learning outcomes. Therefore, learning innovations are needed to motivate students to be active, participate, and enjoy the process of learning Arabic in a fun way.

Referring to previous studies, research by (Fauzi & Masrupah, 2024), (H. B. Wati et al., 2024), (Bustami et al., 2022). It shows that the application of the Teams Game Tournament model is effective in improving learning outcomes in various subjects, including Arabic. However, most of these studies still focus on learning outcomes, while the direct relationship between motivation and Arabic learning outcomes through the application of TGT has not been studied in depth and contextually in the madrasah environment. Thus, this study seeks to expand on previous findings by looking at the extent to which TGT can simultaneously increase student motivation and learning outcomes in the context of Arabic language learning.

Based on the above description, this study aims to analyze the effect of implementing the Teams Games Tournament (TGT) cooperative learning model on students' motivation and learning outcomes in Arabic. In addition, this study also aims to describe how the implementation of the TGT model can create an active, interactive, and competitive learning atmosphere, thereby improving the quality of Arabic learning in the classroom.

This research is necessary in order to contribute theoretically and practically to the development of Arabic language learning strategies. Theoretically, this research enriches the study of the effectiveness of game-based cooperative learning models on students' affective and cognitive aspects. Practically, the results of this study can be used as a reference for Arabic teachers in choosing methods that can increase student motivation and learning outcomes. The application of TGT is

expected to be an innovative solution in overcoming learning boredom, increasing social interaction, and fostering a positive competitive spirit in Arabic classes.

## Methods (منهجية البحث)

This article was compiled using the literature review method with a descriptive analysis approach (Sugiyono,2022). Data collection was carried out by reviewing and synthesizing information from various relevant and up-to-date literature sources, including fundamental textbooks on active learning theory, articles from indexed national and international scientific journals, and conference proceedings that examined the application of Teams Game Tournament in the context of language learning (Al-Ghifari, 2025). Data analysis was conducted qualitatively by identifying key concepts, comparing research findings, and drawing conceptual conclusions regarding the effectiveness of the Teams Game Tournament model in Arabic language learning.

## Results & Discussion (نتائج البحث ومناقشاتها)

Teams Games Tournament (TGT) is a cooperative learning model developed by Robert E. Slavin in the 1990s. This model aims to create an active, interactive, and competitive learning environment, which in turn can increase student motivation and learning outcomes. In TGT, students are divided into small groups and compete in academic games designed to reinforce their understanding of the subject matter. Each group competes with other groups in a series of games, and the results determine the group's rewards or prizes. This model not only focuses on academic achievement but also develops social skills, cooperation, and a sense of responsibility within the group. According to Slavin (1995), the elements of games and group rewards in TGT increase students' intrinsic and extrinsic motivation to participate more actively in learning. This is also in line with the concept of cooperative learning developed by Johnson & Johnson (1989), which emphasises the importance of cooperation within groups to achieve better learning outcomes.

Given these objectives and the foundational principles of TGT, several studies have explored its effectiveness in various educational contexts, particularly in language learning. In the context of Arabic language learning, the application of the TGT model has been shown to positively influence both student motivation and learning outcomes. Below are several studies that provide empirical evidence supporting the success of TGT in Arabic language classrooms.

### **Research discussing the effectiveness of Teams Games Tournament**

A study by Sri Wahyu Ningsih, Friscilla Wulan Tersta, and Sahrizal Vahlepi at MIS Ihsaniyah in Jambi City applied the TGT model to enhance third-grade students' learning activity in Arabic. This study used a classroom action research (CAR) approach, conducted in two cycles, each with two sessions. The findings revealed a significant increase in student activity, from an average of 43.29 before the intervention to 71.33 in cycle II. During the TGT implementation, students were divided into heterogeneous groups to collaborate on tasks such as vocabulary exercises and sentence composition. Afterward, the groups participated in academic games, including tournaments, Q&A sessions, and group discussions. In these academic tournaments, students took turns answering questions within a specific time limit to earn points for their teams. This process led to a rapid increase in student activity from 29.03% to 80.65% by the second cycle, indicating that the TGT model effectively fostered an interactive and competitive learning environment (Ningsih et al., 2024).

In contrast to the previous study, Vina Rohmatul Ummah and Nazilatil Maghviroh focused their research on the effectiveness of TGT in improving Arabic learning outcomes at MTs Ma'arif Kambangan Saronggi, Sumenep. The study adopted a quantitative experimental design with pre-test and post-test assessments, involving two groups: an experimental group using TGT and a control group using the lecture method. The TGT process began with a presentation of material by the teacher, followed by academic games and inter-team tournaments. Each group competed to answer questions and earn the highest points. The results from the T-test analysis showed a value of 2.867, which was greater than the critical value of

2.042 at a 5% significance level. This confirms that the TGT model had a positive and significant effect on student learning outcomes. Furthermore, this model was proven to increase student motivation, interaction, and activity during the Arabic learning process, suggesting that TGT fosters a more engaging and dynamic learning experience (Vina Rohmatul Ummah & Maghviroh, 2022).

Another study, conducted by Siti Wahyuni from SMAIT As-Syifa Boarding School Wanareja Subang, introduced a learning innovation by combining the TGT model with the Giant Ladder Snake game to improve ninth-grade students' speaking skills (*maharah al-kalam*). Utilizing a two-cycle PTK method, learning activities were organized as educational games. Students moved pawns on a game board and answered Arabic questions related to vocabulary and grammar. Correct answers moved the pawns forward, while incorrect answers caused them to move backward. This game-based approach created a fun and challenging learning environment. The results indicated a significant improvement in student activity, from 73% in cycle I to 94.2% in cycle II, along with an increase in oral test scores from 35.51% to 85.2%. These findings demonstrate that combining TGT with game media is highly effective in enhancing students' speaking skills and enthusiasm for learning Arabic (Wahyuni, 2023).

Similarly, Andini Nur Janah S and Laily Fitriani at MTs El Jasmeen Malang explored the application of TGT for vocabulary learning (*mufrodat*) using a qualitative descriptive approach. Data collected through observation, interviews, and documentation illustrated the TGT implementation process and its effects on vocabulary mastery. The TGT method was applied by dividing students into small groups to build cooperation, followed by a vocabulary writing competition on the blackboard. Each group member took turns writing memorized vocabulary within five minutes. The group with the most correct words won a reward from the teacher. While the focus was on improving vocabulary writing skills, this process also encouraged the enhancement of speaking skills, as students actively recited and discussed the meanings of words. The average student score increased from 62.70

to 85.84, showing that TGT plays a significant role in improving vocabulary mastery and students' confidence in speaking Arabic (Andini Nuur Janah S, 2023).

The studies reviewed above clearly illustrate the positive impact of the Teams Games Tournament (TGT) model in various educational settings, particularly in Arabic language learning. These studies collectively highlight the effectiveness of TGT in fostering active student engagement, boosting motivation, and improving learning outcomes. The consistent findings across the research demonstrate that TGT not only enhances academic performance but also promotes greater student interaction and enthusiasm for learning. The model's emphasis on cooperative learning, combined with the competitive element of academic games, creates a dynamic and engaging classroom environment that motivates students to perform at their best. The following section synthesizes the key impacts of TGT as observed in the studies, further confirming its efficacy in driving student success.

### **Impact on student motivation and learning outcomes**

Based on research conducted by several researchers on the application of the Teams Games Tournament (TGT) model in Arabic language learning, it can be concluded that TGT has a positive impact on student motivation and learning outcomes.

1. Increased Student Activity Research by Ningsih et al. (2024) shows that the application of TGT significantly increases student learning activity. Student activity increased from an average of 43.29 before the intervention to 71.33 in the second cycle, with the activity percentage increasing from 29.03% to 80.65%. This reflects the creation of a more interactive and competitive learning atmosphere, which encourages students to be more active in various learning tasks such as vocabulary exercises and sentence composition.
2. Improvement in Learning Outcomes In a study by Ummah & Maghviroh (2022), a quantitative experimental design with pre-tests and post-tests was applied. The T-test analysis results showed a value of 2.867, which was greater than 2.042 at a significance level of 5%, indicating a positive and

significant effect of TGT on student learning outcomes. This model also increases student motivation and interaction, as well as reducing the boredom that commonly arises in conventional learning.

3. Improvement in Speaking Skills (Maharah al-Kalam) Siti Wahyuni (2023) developed a learning innovation by combining the TGT model and the *Giant Ladder Snake* game to improve students' speaking skills. The results showed a significant increase, from 73% in cycle I to 94.2% in cycle II, as well as an increase in students' oral test scores from 35.51% to 85.2%. This proves that the use of TGT combined with game media can improve students' speaking skills and their enthusiasm for learning Arabic.
4. Improvement in Vocabulary Mastery Research by Janah & Fitriani (2023) also indicates that TGT can improve students' vocabulary mastery. Through vocabulary writing competitions on the blackboard, students are encouraged to participate actively, which not only improves their writing skills but also their speaking skills. The average student score increased from 62.70 to 85.84, indicating that TGT plays a role in improving students' vocabulary mastery and confidence in speaking.

Overall, the application of the TGT model in Arabic language learning has proven to be effective in increasing student motivation, interaction, and learning outcomes, both in terms of speaking skills, vocabulary mastery, and learning activities. This model provides a more enjoyable and competitive learning experience, which encourages students to participate more actively in the learning process. Building on these positive findings, the next section explores the application of the TGT model in Arabic language classrooms, focusing on how the model can be implemented to achieve the results observed in these studies.

### **Application of the Teams Games Tournament (TGT) Model in Arabic Language Learning**

The Teams Games Tournament (TGT) learning model is a type of cooperative learning that emphasizes group cooperation and healthy competition between teams through academic games (Slavin, 1975). In the context of Arabic language

learning, this model is very relevant for improving the four main language skills, namely maharotul *istimā'* listening, *kalām* speaking, *qirā'ah* reading, and *kitābah* writing (Rahmawati et al., 2023). The implementation of TGT is carried out through several stages that are interrelated and oriented towards student activity in the learning process (Nurhayati, N., Agustin, D., & Purnamasari, 2020).

### 1. Class Presentation

The first stage begins with the teacher presenting Arabic material in an interesting and communicative manner. Teachers can use visual, audio, or video media to make learning more contextual. For the *istimā'* skill, teachers play recordings of conversations or news clips in Arabic, then discuss their meaning with students. For *maharah kalām*, the teacher gives examples of short dialogues relevant to everyday life. In *qirā'ah*, the teacher guides students in reading texts with attention to sentence structure and new vocabulary, while in *kitābah*, the teacher gives examples of writing simple sentences or paragraphs. This presentation serves as a foundation before students compete in academic games.

### 2. Team Formation

After presenting the material, the teacher forms several small heterogeneous groups consisting of students with high, medium, and low abilities. The purpose of forming groups like this is to encourage mutual assistance among members. In the context of Arabic language learning, group members can guide each other in mastering vocabulary, sentence structure, and text comprehension. The teacher acts as a facilitator who ensures that each group functions effectively and inclusively.

### 3. Team Study

The next stage is group study. In this phase, students interact with each other to understand the material explained by the teacher. In *qirā'ah* skills, group members take turns reading texts, explaining difficult words, and writing conclusions about the content of the reading. For *kalām*, groups practice dialogues on specific themes, such as conversations in class or at the market. In *istimā'*,

students listen to audio conversations and then discuss their content and meaning. Meanwhile, in *kitābah*, they write short texts together, such as personal letters or descriptions of objects. Through this collaboration, each member learns not only from the teacher but also from their peers.

#### 4. Academic Games

After the group discussion stage, the activity continues with academic games. The teacher prepares various relevant game media, such as question cards, game boards, Arabic puzzles, or quiz cards. For *istimā'*, the game can be guessing words from audio recordings; in *kalām*, students can play *role play* games or have spontaneous conversations. In *qirā'ah*, the game can be putting together pieces of sentences to form a complete text, while *kitābah* can be writing words or sentences correctly within a limited time. Through these games, the learning atmosphere becomes more lively, fun, and challenging.

#### 5. Academic Tournaments

The culmination of TGT is the implementation of academic tournaments between groups. Teachers call representatives from each team to compete in answering questions or performing certain tasks. Questions can be in the form of multiple choice, oral quizzes, or short writing assignments according to the skills being developed. In *qirā'ah*, for example, students read a text and answer questions about its content. In *kalām*, they deliver a dialogue or answer spontaneous questions from the teacher. For *istimā'*, students are asked to answer questions based on an audio recording, while in *kitābah*, they write a short paragraph based on a given theme. These tournaments encourage students to be more active, competitively healthy, and brave in displaying their Arabic language skills in front of their friends.

#### 6. Scoring and Awards (Team Recognition)

Each correct answer in the tournament earns points for the team, and at the end of the activity, the teacher adds up the scores for each group. The group with the highest score is awarded a certificate, stars, or praise. These awards serve as a

form of extrinsic motivation to keep students enthusiastic and make them feel appreciated for their efforts.

### **Advantages of the Teams Games Tournament Model in Arabic Language Learning**

1. Increases student activity and participation because each individual is involved in cooperation and healthy competition.
2. Creates a fun learning atmosphere through the integration of games and academic learning.
3. Fosters a spirit of solidarity and group responsibility, because individual results affect the team's performance.
4. Develops social and communication skills, especially in maharah kalām and istimā'.
5. Flexible to apply to all four language skills.
6. Increases learning motivation, both intrinsically and extrinsically, because students feel challenged to be winners.

### **Disadvantages of the TGT Model**

1. Requires a considerable amount of time for each stage.
2. Risk of certain students dominating the group.
3. Individual evaluation is sometimes difficult to measure because the focus of assessment is on the group.
4. Requires varied and interesting media and game instruments.
5. Less effective when applied to classes with too many students.

### **Solutions to Overcome the Disadvantages of the TGT Model**

1. Efficient Time Planning
2. Division of Roles in Groups
3. Double Evaluation (Group and Individual)
4. Use of Simple and Creative Media
5. Management of Large Classes with Subgroups

## Conclusions (الختامة)

Based on the results of the literature review, it can be concluded that the Teams Games Tournament (TGT) learning model plays an important role in increasing student motivation and learning outcomes, especially in Arabic language learning. The application of TGT is able to create an active, interactive, and fun learning atmosphere through a combination of group cooperation and healthy competition. By incorporating academic games and group rewards, students are encouraged to participate more actively, express their opinions, and develop Arabic language skills in the areas of *istimā'* (listening), *kalām* (speaking), *qirā'ah* (reading), and *kitābah* (writing). Various studies show a significant increase in activity, motivation, and learning outcomes after the implementation of the TGT model compared to conventional learning methods.

The implementation of TGT also has challenges such as time constraints, the potential for certain students to dominate, and difficulties in individual evaluation. These obstacles can be overcome through efficient time planning, a balanced division of roles within the group, the application of dual evaluation (individual and group), and the use of creative and simple learning media.

For further research, it is recommended that the TGT model be applied and tested more widely in the context of Arabic language learning at various levels of education, including madrasah aliyah and universities, taking into account variables such as intrinsic motivation, collaboration between students, and comprehensive language skill development.

Future research can also integrate TGT with digital media or interactive technology, such as application-based games, to be more relevant to the characteristics of today's generation of learners. For educators, the application of TGT should be combined with reflective strategies and character building, so that it not only improves academic results but also fosters a spirit of learning, cooperation, and a sense of responsibility in students toward Arabic language learning.

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