



Educational Innovation in Islamic Education (PAI) with the TGT Learning Model Supported by Genially Media: Students' Learning Interest

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Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-12-23 Published: 2025-01-09 Keywords: <i>Interactive Learning Media;</i> <i>Learning Interest;</i> <i>Genially;</i> <i>Team Games Tournament (TGT).</i>	This study aims to examine the effectiveness of using a technology-based interactive learning model on students' learning interest. The learning model used in this research is Team Games Tournament (TGT), supported by Genially learning media, to measure its effectiveness on students' learning interest during the learning process. This research employs a quasi-experimental design with a post-test for both the experimental and control groups. The results of the study show that the t-test yielded a significance value of 0.21, indicating that there is a significant effectiveness in using the Team Games Tournament (TGT) learning model with Genially learning media to enhance students' learning interest. This study presents an innovation by combining the Team Games Tournament (TGT) learning model with Genially learning media to support students' interest in learning Islamic Education (PAI). The findings of this research can demonstrate how effective technology-based learning models are in improving the quality of education, which can serve as a consideration for education policymakers to better support the use of technology in the learning process, as well as provide training for teachers in utilizing interactive learning media to support a more effective learning experience.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-12-23 Dipublikasi: 2025-01-09 Kata kunci: <i>Media Pembelajaran Interaktif;</i> <i>Minat Belajar;</i> <i>Genially;</i> <i>Team Games Tournament (TGT).</i>	Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan model pembelajaran interaktif berbasis teknologi terhadap minat belajar siswa. Dalam penelitian ini model pembelajaran yang digunakan adalah Team Games Tournament (TGT) dengan berbantu media pembelajaran genially yang bertujuan untuk mengukur efektivitasnya terhadap minat belajar siswa selama proses pembelajaran. Penelitian ini menggunakan jenis penelitian model kuasi eksperimen dengan post- test pada kelompok eksperimen dan kontrol. Hasil penelitian menunjukkan bahwa pada uji t didapatkan nilai signifikansi sebesar 0.21, sehingga dapat disimpulkan terdapat efektivitas yang signifikan dalam penggunaan model pembelajaran Team Games Tournament (TGT) berbantu media pembelajaran genially terhadap minat belajar siswa. Penelitian ini menawarkan keterbaruan berupa penggabungan model pembelajaran Team Games Tournament (TGT) dengan media pembelajaran genially guna menunjang minat belajar PAI. Hasil penelitian ini dapat membuktikan seberapa efektif model pembelajaran berbasis teknologi dalam meningkatkan kualitas pendidikan, sehingga hal ini dapat menjadi pertimbangan bagi pembuat kebijakan pendidikan agar dapat lebih mendukung penggunaan teknologi dalam proses pembelajaran, serta memberikan pelatihan kepada guru dalam memanfaatkan media pembelajaran interaktif guna mendukung proses belajar yang lebih efektif.

I. INTRODUCTION

Learning interest is one of the key factors that contribute to academic success.(Aulia et al., 2023) Students tend to learn better and more effectively when the material they are studying aligns with their interests. When students have a strong interest in a subject, they are more motivated to learn and find it easier to understand the material being taught. This, in turn, has a positive impact on their learning outcomes.(Bella, 2024; Harefa et al., 2023; Munir et al., 2023; Ndraha et al., 2022; Prastika, 2021) Learning interest has a significant positive

impact on learning outcomes.(Harjanto et al., 2021) Motivation in learning is crucial to stimulate students' ability to understand the material and has the potential to enhance their learning productivity.(Amalia & Adistana, 2023; Wahdi et al., 2024) Motivation in learning is crucial to stimulate students' ability to understand the material and has the potential to enhance their learning productivity.

Spontaneous interest is a type of learning interest that arises naturally, without external influence, while structured interest is a type of learning interest that develops as a result of

planned activities, such as learning activities designed by teachers and educational institutions to foster students' learning interest. Not all students have intrinsic learning interest, so educators must continuously strive to enhance students' learning interest through learning activities, particularly by using effective teaching models and learning media.

In his journal, Asyaari states that humans are born with a blank slate, without knowledge. Therefore, naturally, humans possess a strong motivation and interest to learn. In this regard, teachers play a crucial role in sparking students' interest in learning.(A et al., 2022; Nelma et al., 2023; Ramadhanty et al., 2023; Souisa et al., 2024; I. Utami et al., 2021) Teachers must also be skilled in using teaching models and learning media to achieve this goal.



Based on the results of the preliminary research, the learning interest of students was found to be 27% in the low category, 19% in the high category, and 54% in the medium category. This indicates that the number of students with high learning interest is still relatively low. The researcher also found several factors that are suspected to contribute to the low learning interest of students, including: 1) A lack of engaging learning media, 2) Insufficient depth of material, causing students to feel bored as the content is not much different from previous levels, and 3) External factors that make it difficult for students to concentrate during lessons. This is often the case for students who live in dormitories. Many of them find it difficult to concentrate during lessons.

According to Richardo, as cited in Dhiya Juliana, the factors that influence learning interest include: 1) The presence of positive feelings and interest in the learning process, 2) Active student participation, and 3) A tendency for students to focus and concentrate deeply during lessons. Richardo's statement further strengthens the researcher's assumption that the

factors identified in the field contribute to the decline in students' learning interest.

Based on the findings from Diah Rahmasari in her journal, there are several strategies that can be implemented to enhance students' learning interest, one of which is the use of varied teaching methods. Therefore, the researcher provides a solution in the form of using the Team Games Tournament (TGT) learning model supported by Genially learning media. The use of innovative and creative teaching models and learning media can help increase students' interest in learning.(Harefa et al., 2023; Suratno et al., 2023) The Team Games Tournament (TGT) learning model is considered more effective in increasing students' learning interest compared to conventional methods.(Sya'adah et al., 2023) This is because the Team Games Tournament (TGT) learning model is a cooperative learning model based on games, which encourages students to interact and stay active during the learning process.(Kamila et al., 2024; Setyaningrum & Asrofah, 2024)

Students who are engaged in collaborative and interactive learning tend to enjoy the learning process more, which can increase their learning interest.(Rahma Damayanti & Miswanto, 2024; Saputri & Sukmawati, 2024) Learning media also plays a significant role in enhancing students' learning interest, one of which is Genially learning media. Previous studies have shown that the Genially learning model can capture students' attention and make them enjoy the learning process.(Aprillia & Kurniawan, 2024; Fatma & Ichsan, 2022; Hadnistia Darmawan et al., 2024; H. R. Putri et al., 2023; Rizaldi et al., 2012) Learning interest plays a crucial role in achieving learning success. Therefore, in the learning process, educators need media as a tool to facilitate learning. Additionally, educators are required to create a pleasant and interactive learning environment. This calls for a learning model that can support students' needs while also stimulating their learning interest. In a study conducted by Susan E. Manakane(Manakane et al., 2023), Chofifa Anggraini(Anggraini & Attalina, S., N., 2024), Kristofus(Romualdi et al., 2023), Dede Abdurrokhman(Abdurrokhman et al., 2023), and Elvina Nur Azizah(Azizah et al., 2024), it was stated that the Team Games Tournament (TGT) learning model and Genially learning media have a significant impact on improving both learning interest and learning outcomes. However, the previous researchers focused more on the development of Genially-based learning

media to support learning outcomes.

In addition, there is still limited research that combines the Team Games Tournament (TGT) learning model with Genially learning media. This gap presents an opportunity for the researcher to propose a new approach. The innovation offered by the researcher is the integration of the Team Games Tournament (TGT) learning model with Genially learning media to enhance students' learning interest.

This research is highly relevant, given the current digital era where the use of technology in education is rapidly growing. This is evidenced by the increasing number of schools using online platforms to support learning. The urgency of this study is to demonstrate how effective technology-based learning models are in improving the quality of education. Additionally, the implications of this research can provide strong evidence for policymakers to support the integration of technology in teaching and learning, and to provide the necessary resources, such as training for educators and software that can support the learning process.

II. METHOD

The approach used in this study is quantitative. This research involves data collection so that the information obtained can be measured and analyzed statistically. The researcher employs a Quasi-Experimental Design. This design involves dividing the research subjects into experimental and control groups, where both groups receive different treatments in terms of the learning model.

At the beginning of the study, the researcher designed a questionnaire using the learning interest indicators according to Safari. (F. P. Putri et al., 2022) These indicators are based on feelings of enjoyment, attention, interest, and engagement. The researcher then conducted a validation of the questionnaire with a validator. Once the questionnaire was validated, the researcher conducted a pilot test, followed by statistical calculations to assess the validity and reliability of the questionnaire. After that, the researcher will distribute the questionnaire during the post-test. The researcher then determined the classes to be used as the control and experimental groups through a random selection process. The experimental group will receive a different treatment, where the researcher will not use the usual teaching methods or models, but instead will implement the Team Games Tournament (TGT) learning

model supported by Genially learning media. Meanwhile, the control group will receive the usual teaching model. Dengan cara ini, peneliti dapat dengan lebih mudah memperoleh hasil yang akurat karena dapat melihat perbedaan antara kelompok eksperimen dan kontrol. In this study, the researcher used the Post Test Only Control Group Design as a measurement tool to compare the experimental and control groups. This was done to determine the differences between the two groups. In the post-test, the researcher used a questionnaire. The researcher then applied statistical tests, including an Instrument Test to assess validity and reliability, a validity test and prerequisite test to determine homogeneity, and a hypothesis test using a t-test.

III. RESULT AND DISCUSSION

A. Result

Based on the research conducted by Jenny Koce Matitaputty in her journal, it is stated that learning using the TGT model leads to improvements in students' academic performance. Additionally, research conducted by Henny Rosa also proves that Genially learning media is effective in increasing students' learning interest. This aligns with the findings of the research conducted by the current researcher, where the data analysis results show the following.

1. Normality test

Shapiro-Wilk	
df	Sig.
29	.593
31	.001

In order for the data to be considered normal, a significance value greater than 0.05 is required. However, the significance value in the normality test was 0.01, which is smaller than 0.05, so it can be concluded that the data is not normally distributed. Therefore, the researcher used a non-parametric test.

Test Statistics^a

	Hasil
Mann-Whitney U	257.000
Wilcoxon W	753.000
Z	-2.856
Asymp. Sig. (2-tailed)	.004

a. Grouping Variable:
Kelompok

In the non-parametric test, the U value obtained was 257 and the W value was 510. When both values were converted into Z scores, the result was -2.854. This non-parametric test also yielded a Sig (P-value) of 0.04

2. Homogeneity test

	Levene Statistic	df1	df2	Sig.
Based on Mean	.059	1	58	.808
Based on Median	.321	1	58	.573
Based on Median and with adjusted df	.321	1	55.547	.573
Based on trimmed mean	.129	1	58	.721

The results of the homogeneity test conducted on the post-test for both the experimental and control groups showed a value of 0.808 > 0.05, indicating that the post-test results for both groups are homogeneous, as the significance value exceeds 0.05.

3. Hypothesis Test

df	Sig (2-tailed)
.58	.021
57.384	.021

To test the hypothesis regarding the effect of using the Team Games Tournament (TGT) learning model supported by Genially learning media, the following hypothesis is proposed.

- H₀ (Null Hypothesis): There is no effect of using the TGT learning model supported by Genially learning media on students' learning interest, if the significance value (2-tailed) is greater than 0.05.
- H_a (Alternative Hypothesis): There is an effect of using the TGT learning model supported by Genially learning media on students' learning interest if the significance value (2-tailed) is less than 0.05.

Based on the results from the Independent Sample Test table, the significance value (2-tailed) is 0.21, which is greater than 0.05. Therefore, it can be concluded that the Team Games Tournament (TGT) learning model supported by Genially learning media has an effect on students' learning interest, and thus the Alternative Hypothesis (H_a) is accepted.

4. Student Questionnaire Results

Here are the results from the student learning interest questionnaire, categorized according to the criteria set by Arikunto as follows.

No.	Percentage	Category
1	81%-100%	Very High
2	61%-80%	High
3	41%-60%	Quite High
4	21%-40%	Not High Enough
5	0%-20%	Not Nearly High Enough

Based on the calculation of the questionnaire filled out by students in the experimental group, the average percentage was 63.33% for the item "I think the learning model used currently makes me more enthusiastic." This indicates that the Team Games Tournament (TGT) learning model, when combined with Genially learning media, received high attention from the students'.

B. Discussion

This study uses the Team Games Tournament (TGT) learning model supported by Genially learning media with the aim of enhancing students' learning interest in Islamic Education (PAI). The results of the t-test show that there is a significant effect on students' learning interest.

In the Team Games Tournament (TGT) learning model, students can collaborate actively to solve problems.(Fitria et al., 2023; Gabriela & Wahyudi, 2024; Sahmar et al., 2023; Yustianawati & Nugroho, 2024) This model promotes increased interaction among students.(Elektro et al., 2021; Nurhayati et al., 2022; Rachma Thalita et al., 2019) This is because, in its implementation, the TGT model involves dividing students into several teams.(Ahmad et al., 2022; D. Utami et al., 2023; Wati et al., 2022) The researcher then presents a quiz through Genially learning media, which each team must answer.

This study has significant differences compared to previous research conducted by Novika Dian(Gabriela & Wahyudi, 2024), Lovandria(Putra & Afrina, 1998), Dias Alvy(Dias Alvy Pratama et al., 2023), and Dias Ayu(Larasati et al., 2022). A prominent difference lies in the dependent variable; while Novika Dian's study used student activity as the dependent variable, this study uses learning interest as the dependent

variable. Additionally, there is a difference in the study by Dias Ayu, who employed the Team Games Tournament (TGT) to analyze learning interest, while this study uses the Team Games Tournament (TGT) learning model to enhance students' learning interest. In the research by Lovandria and Dias Alvy, the combination of the Team Games Tournament (TGT) learning model with the Genially learning media has not been explored. The key distinction between their research and this study is that the researcher in this study integrates both the learning model and media to support and increase students' learning interest.

The findings of this study indicate that students in the experimental group scored highly on the learning interest questionnaire, with a result of 63.33%. The indicators of interest in the material also increased, followed by heightened attention during lessons and increased student activity throughout the learning process. This study also found success in the implementation of the TGT learning model, where cooperative learning activities helped create a more engaging learning environment. This model was also effective in boosting students' self-confidence, causing previously passive students to become more active, as the model requires collaboration with group members.

However, there were challenges in the implementation of the Team Games Tournament (TGT) learning model with the Genially learning media, including an uncooperative classroom environment during lessons and some students struggling to maintain focus. These issues require the teacher to have strong classroom management skills throughout the learning process.

Overall, the results of the study show that the Team Games Tournament (TGT) learning model with Genially learning media has a significant impact on students' learning interest. The application of this learning model, assisted by Genially media, serves as an effective alternative to traditional teaching methods, particularly in enhancing students' learning interest.

This study proves that the learning model can address students' learning interest, particularly the TGT learning model. The findings of this research can have a positive impact on the development of the learning process. Therefore, teachers can adopt various

approaches to enhance students' learning interest.

IV. COONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research, there is a significant difference between the experimental group and the control group. This is evidenced by the t-test calculation using the independent sample test method, which shows a significance value (2-tailed) of 0.21, which is smaller than the 0.05 significance level, leading to the rejection of H_0 and the acceptance of H_a . This is further supported by the questionnaire results, with the experimental group averaging 63.33%, which falls into the high category according to the qualification criteria. This indicates a positive response from students toward the Team Games Tournament (TGT) learning model assisted by Genially learning media, particularly in relation to their learning interest.

B. Suggestion

This research is highly relevant, especially in the current digital era where the use of technology in education is rapidly growing. This is evident from the increasing number of schools adopting online platforms to enhance the learning process. The urgency of this study lies in demonstrating the effectiveness of technology-based learning models in improving the quality of education.

Furthermore, the implications of this research could provide strong evidence for policymakers to support the integration of technology into education. It is essential that they take active steps in ensuring the necessary resources are made available, such as providing training for educators and equipping schools with the appropriate software to facilitate the learning process. By doing so, the potential benefits of technology in education can be fully realized, leading to more effective and engaging learning environments.

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