

Exploring the Implementation of the Teams Games Tournament Model to Increase Students' Enthusiasm for Learning Arabic at MTSN 1 Sarolangun

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ABSTRACT

Arabic language learning at the junior secondary level often faces challenges related to students' limited participation and enthusiasm. This study aims to explore the implementation of the Teams-Games-Tournament (TGT) model in Arabic language learning and to examine students' responses and enthusiasm during the learning process at MTsN 1 Sarolangun. This study employed a qualitative case study approach. Data were collected through classroom observations, interviews, and documentation involving participants directly engaged in the learning activities. The data were analyzed using the Miles and Huberman qualitative data analysis framework, including data collection, data condensation, data display, and conclusion drawing and verification. The findings indicate that the implementation of the TGT model provided students with opportunities to participate more actively through teamwork, educational games, discussion, vocabulary practice, and healthy competition. Students' enthusiasm was reflected in their willingness to participate, interaction with peers, cooperation, positive responses to learning activities, and interest in practicing Arabic vocabulary. The study also identified challenges related to differences in students' abilities and motivation, limited instructional time, and classroom management. These challenges were addressed through clear instructions, appropriate time allocation, varied activities, and adjustment of game difficulty to students' learning conditions. Overall, the findings suggest that TGT can provide a more interactive and engaging learning environment for Arabic language learning at MTsN 1 Sarolangun.

Keywords: Teams Games Tournament, Arabic Language Learning, Student Enthusiasm, Cooperative Learning, Educational Games

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INTRODUCTION

Arabic language learning at the junior secondary school level continues to face challenges related to students' participation, motivation, and enthusiasm. In classroom practice, learning activities that rely heavily on teacher explanations, memorization, and conventional exercises may provide limited opportunities for students to actively interact with learning materials and their peers. Such conditions can make Arabic learning appear monotonous and may reduce students' willingness to participate actively (Awalia et al., 2025). The use of varied and interactive learning strategies is therefore important to create a learning environment that encourages students to engage directly in the learning process.

One instructional approach that can support active student participation is cooperative learning. Cooperative learning emphasizes students' involvement in small-group activities in which they work together to achieve shared learning objectives (Istiqomah et al., 2025). Within

this approach, students are encouraged not only to understand learning materials individually but also to communicate, cooperate, solve problems, and support their peers. The Teams-Games-Tournament (TGT) model represents one form of cooperative learning that combines teamwork, games, academic tournaments, and group recognition (Ummah & Maghviroh, 2022). These components provide opportunities for students to learn collaboratively while participating in structured and competitive learning activities.

The use of games in Arabic language learning has also received attention because games can create a more engaging learning atmosphere and provide opportunities for students to practice language materials in meaningful activities. Jannah et al. (2025), for example, found that the use of language games could support students' motivation in Arabic listening learning. Similarly, research on TGT in Arabic language learning has reported positive findings concerning students' interest, motivation, participation, vocabulary mastery, and learning outcomes (Jahriyah, 2024). Recent research has also demonstrated that TGT can be used to support Arabic learning motivation and learning outcomes (Solikah et al., 2026). These studies indicate that game-based and cooperative learning approaches have considerable potential for creating more active Arabic learning environments.

However, previous studies have predominantly focused on measuring the effectiveness of TGT through quantitative indicators such as learning outcomes, motivation scores, interest, or achievement. For example, Khusna et al. (2023) examined the effectiveness of TGT in Arabic language learning using a quantitative research design, while Istiqomah et al. (2025) investigated the effect of TGT on students' motivation and learning outcomes. Other studies have examined changes in students' interest and learning outcomes through classroom action research (Uli et al., 2026). Although these studies provide important evidence regarding the potential effectiveness of TGT, they provide relatively limited explanation of how TGT is experienced and implemented in the classroom, particularly regarding students' participation, peer interaction, cooperation, and enthusiasm during the learning process.

This gap is important because increased enthusiasm cannot be fully understood only through numerical scores or achievement measures. A qualitative examination can provide a more detailed understanding of students' classroom experiences, their responses to games and tournaments, patterns of interaction, and the factors that support or constrain their participation. In addition, classroom conditions may influence how TGT is implemented and experienced by students. Differences in students' abilities, motivation, classroom management, instructional time, and teacher facilitation may affect the implementation of the model.

The novelty of the present study lies in its qualitative and process-oriented examination of the Teams-Games-Tournament (TGT) model in Arabic language learning. Previous studies have reported positive effects of TGT on students' interest, motivation, vocabulary mastery, and learning outcomes (Fauzy et al., 2019). However, these studies have primarily focused on measuring the effectiveness or outcomes of TGT rather than exploring how the model is implemented and experienced by students during the learning process. In contrast, the present study examines students' participation, peer interaction, cooperation, willingness to participate, and enthusiasm throughout TGT activities, particularly during Arabic vocabulary practice through games and tournaments. Thus, this study contributes a contextual and process-oriented perspective that complements previous outcome-focused research by providing a deeper understanding of students' classroom experiences and

responses to TGT implementation at MTsN 1 Sarolangun.

The present study therefore focuses specifically on the implementation of the Teams Games Tournament (TGT) model in Arabic language learning at MTsN 1 Sarolangun. Rather than examining TGT only in terms of statistical effectiveness, this study seeks to explore how the model is implemented in the classroom and how students respond to the learning activities. The study particularly examines students' participation, interaction, cooperation, willingness to participate, and enthusiasm in practicing Arabic vocabulary through game-based and tournament activities (Lubis & Yunita, 2021).

The initial observation indicated that students' participation and enthusiasm in Arabic learning were relatively limited, creating a need for more interactive learning activities. The implementation of TGT was consequently explored as an alternative approach that could provide students with opportunities to learn through teamwork, games, discussion, vocabulary practice, and healthy competition.

Based on the above background, this study aims to explore the implementation of the Teams-Games-Tournament (TGT) model and examine students' responses and enthusiasm during Arabic language learning at MTsN 1 Sarolangun. The study specifically focuses on how students participate, interact, cooperate, and demonstrate enthusiasm during Arabic vocabulary learning through games and tournament activities. By focusing on students' classroom experiences and the learning process rather than solely on measurable learning outcomes, this study is expected to provide qualitative insights into the implementation of TGT in Arabic language learning. The findings may contribute to a deeper understanding of how cooperative and game-based learning can be implemented to create more interactive, collaborative, and engaging Arabic language learning environments and provide practical considerations for Arabic language teachers in developing student-centered learning activities.

METHODS OF RESEARCH

This study employed a qualitative research method with a case study approach to explore the implementation of the Teams-Games-Tournament (TGT) model and students' enthusiasm for learning Arabic at MTsN 1 Sarolangun. The research was conducted in Grade VIII over a period of 45 days. The participants consisted of 35 students and one Arabic language teacher. Prior to data collection, permission to conduct the study was obtained from the school and the relevant school authorities. Because the student participants were minors, informed consent was obtained from their parents or legal guardians before their participation in the study. The students were also informed about the purpose and procedures of the study, the voluntary nature of their participation, and their right to decline or withdraw from the study without consequences. Student assent was obtained before interviews and other data collection activities were conducted. The participants were informed that the information collected would be used solely for research purposes and that their identities would be kept confidential in the reporting of the findings.

Of the 35 students in the class, 25 were selected as student informants using purposive sampling. Although this represents a relatively large proportion of the class for a qualitative case study, the selection was intended to capture diverse student experiences and responses to the implementation of the TGT model. The informants were selected based on their direct

involvement in the TGT activities and their ability and willingness to provide relevant information about their learning experiences. Interviews were conducted with all 25 student informants to obtain detailed accounts of their participation, peer interaction, cooperation, willingness to participate, and enthusiasm during the TGT learning activities. All interview data from the 25 informants were included in the qualitative analysis. The interview transcripts were coded and examined to identify recurring patterns, similarities, and differences in students' experiences and responses. The findings from the student interviews were then compared with classroom observation data and the Arabic language teacher's interview to support data triangulation and strengthen the credibility of the findings. Thus, the selection of 25 student informants was intended to provide a broad range of qualitative perspectives rather than statistical representation or generalization.

The researcher served as the main research instrument, supported by observation, interview, and documentation guidelines. The observation focused on students' participation, enthusiasm, interaction, cooperation, responses during games and tournaments, vocabulary practice, and classroom atmosphere. Interviews with the teacher and 25 student informants explored their experiences, perceptions, participation, and responses to the TGT model. Documentation included photographs, researcher notes, and relevant school documents.

The TGT implementation consisted of several stages: presentation of Arabic learning materials and objectives, formation of student teams, explanation of game rules, team discussion and practice, tournament activities involving questions or tasks related to the learning materials, teacher facilitation and monitoring, and concluding activities involving review, feedback, and appreciation. The games were designed to support vocabulary and language-structure practice while encouraging cooperation and healthy competition.

Data were collected through systematic non-participant observation, semi-structured interviews, and documentation during the 45-day research period. The data were analyzed using the Miles and Huberman framework through data collection, data condensation, data display, and conclusion drawing and verification. Data were organized around the main themes of students' initial enthusiasm, TGT implementation, participation, interaction, cooperation, learning experiences, and implementation challenges.

The credibility of the findings was strengthened through source and technique triangulation. Source triangulation was conducted by comparing information from the teacher and student informants, while technique triangulation involved comparing observation, interview, and documentation findings. The researcher also compared students' conditions before and during the implementation of TGT to identify consistent patterns related to participation and enthusiasm.

RESULTS AND DISCUSSION

Students' Participation and Enthusiasm Before the Implementation of TGT

The initial observation at MTsN 1 Sarolangun indicated that students' participation and enthusiasm in Arabic language learning were relatively low. The learning process was predominantly teacher-centered, with students mainly listening to explanations, taking notes, and completing conventional exercises. This condition resulted in limited classroom interaction and reduced opportunities for students to actively practice Arabic vocabulary and

language structures. The initial condition is presented in Table 1.

Table 1 Students' Initial Participation and Enthusiasm in Arabic Language Learning

No	Observed Aspect	Initial Condition	Description
1	Student participation	Low	Only a limited number of students actively responded to questions or participated in classroom activities.
2	Learning enthusiasm	Low	Some students appeared passive and showed limited interest in the learning process.
3	Classroom interaction	Limited	Interaction was mostly between the teacher and a few active students.
4	Vocabulary practice	Limited	Students tended to rely on memorization rather than contextual practice.
5	Learning atmosphere	Monotonous	Conventional activities resulted in a less interactive classroom environment.

The findings indicate that the initial learning process provided limited opportunities for students to actively participate in Arabic learning. This condition became the basis for implementing the TGT model as an alternative learning strategy.

Implementation of the Tgt Model in Arabic Language Learning

The TGT model was implemented to provide students with more opportunities to participate directly in the learning process. The activities were designed according to the Arabic learning objectives, particularly vocabulary acquisition and language-structure practice.

The implementation involved several stages, beginning with the presentation of learning materials, team formation, explanation of game rules, group discussion and practice, tournament activities, and teacher facilitation. Students worked collaboratively in teams and participated in questions and games related to the learning materials. The teacher acted as a facilitator by explaining the rules, monitoring the activities, providing clarification, and maintaining the relevance of the games to the learning objectives.

The implementation of TGT resulted in several observable changes in students' classroom behavior.

Table 2 Changes Observed During the Implementation of Tgt

No.	Aspect	Before Implementation	After Implementation
1	Participation	Students tended to be passive	Students participated more actively
2	Interaction	Limited interaction	Increased interaction among students
3	Motivation	Relatively low	Students showed greater willingness to participate
4	Vocabulary practice	Mainly memorization	Practiced through games and meaningful activities
5	Cooperation	Limited	Students worked collaboratively in groups
6	Classroom atmosphere	Relatively monotonous	More enjoyable and interactive
7	Competition	Rarely present	Healthy competition emerged among groups

These observations show that TGT provided students with opportunities to become directly involved in academic activities. Instead of functioning only as recipients of

information, students became active participants who discussed, competed, solved problems, and cooperated with their peers.

Students' Enthusiasm for Learning Arabic After the Implementation of Tgt

The implementation of TGT was also associated with positive changes in students' enthusiasm. The changes were observed through students' willingness to participate, emotional responses, interaction with peers, interest in vocabulary practice, and involvement in group activities.

Table 3 Indicators of Increased Students' Enthusiasm

No.	Indicator	Observed Finding
1	Willingness to participate	Students were more willing to answer questions and join activities.
2	Positive emotional response	Students appeared happier and more enthusiastic during learning activities.
3	Peer interaction	Students communicated and cooperated more frequently with classmates.
4	Interest in vocabulary	Students demonstrated greater interest in practicing Arabic vocabulary.
5	Learning motivation	Students showed greater willingness to complete learning activities.
6	Classroom involvement	More students became involved in group activities and competitions.

The findings suggest that TGT created a more enjoyable learning environment and provided students with opportunities to practice vocabulary and language structures through meaningful.

Students' Responses and Enthusiasm During Tgt Activities

The findings suggest that the implementation of the Teams-Games-Tournament (TGT) model created a more enjoyable and interactive learning environment for students. During the learning activities, students were actively involved in group discussions, vocabulary practice, games, and tournament activities. The classroom observations indicated that students showed greater willingness to participate and interact with their peers during the TGT activities. Rather than relying exclusively on memorization, students had opportunities to practice Arabic vocabulary and language structures through meaningful and collaborative activities.

These observational findings were supported by the students' interview responses. Several students described their experiences of learning Arabic through TGT as more enjoyable and engaging. One student explained:

"In my opinion, learning Arabic using TGT is more enjoyable because we don't just memorize vocabulary; we also learn through games and tournaments. We can collaborate with classmates, discuss, and help each other when there are words we don't yet understand. I also feel more enthusiastic about answering because I want to help my group earn points." (Student Informant, TA)

The student's statement indicates that the use of games and tournament activities provided a learning experience that was perceived as more engaging than conventional learning activities. The interview data further showed that students appreciated the opportunity to work with their peers, practice Arabic vocabulary, and participate directly in

the learning activities.

The teacher's interview also supported the findings from classroom observations. The teacher reported changes in students' participation and enthusiasm during the implementation of TGT:

"After using the TGT model, students appeared more active and enthusiastic in their Arabic language lessons. They engaged in more discussions with their peers, helped one another understand vocabulary, and showed greater confidence in answering questions during games and tournaments. The classroom atmosphere also became more lively, as students were not merely listening to the teacher's explanations but were actively involved in the learning activities." (Arabic Language Teacher, AY)

The teacher's statement reinforces the observation that TGT encouraged students to become more actively involved in the learning process. The combination of group work, games, and tournaments appeared to provide students with opportunities to participate not only individually but also collaboratively with their peers.

Taken together, the observation and interview data indicate that the implementation of TGT contributed to a more interactive and engaging Arabic learning environment. The students' statements and the teacher's observations provide qualitative evidence that TGT facilitated student participation, peer interaction, cooperation, and enthusiasm during Arabic vocabulary learning. These findings suggest that the value of TGT in this context was not limited to learning outcomes but also extended to students' classroom experiences and their involvement in the learning process.

the Role of the Tgt Model in Increasing Classroom Interaction

The TGT model encouraged students to interact through group discussion, vocabulary practice, competition, problem-solving, peer support, and group achievement.

Table 4 Students' Responses During Tgt Activities

No.	Activity	Students' Response
1	Group discussion	Students discussed answers with their team members.
2	Vocabulary practice	Students practiced and recalled Arabic vocabulary through games.
3	Competition	Students demonstrated enthusiasm when competing with other groups.
4	Problem-solving	Students worked together to find appropriate answers.
5	Peer support	Students helped classmates who experienced difficulties.
6	Group achievement	Students were motivated to contribute to their team's performance.

These findings indicate that TGT did not merely introduce games into the classroom but also created a social learning environment in which students interacted with one another. The combination of teamwork and competition encouraged students to contribute to group activities while practicing Arabic.

Students' Learning Experience Through Tgt

Students' responses indicated that learning through TGT was perceived as more enjoyable and less stressful than conventional learning activities. The learning environment changed from a predominantly instructional setting into a more interactive environment involving communication, cooperation, competition, and problem-solving.

Table 5 Comparison of Students' Learning Experiences

Aspect	Conventional Learning	Game-Based Learning
Learning atmosphere	Relatively monotonous	More enjoyable and interactive
Student role	Mostly passive	More active
Interaction	Mainly teacher-student	Teacher-student and student-student
Vocabulary learning	Memorization-oriented	Practice through activities
Motivation	Relatively low	Increased
Cooperation	Limited	Stronger

The findings indicate that the learning experience became more participatory when students were given opportunities to learn through games and teamwork.

Challenges in Implementing Tgt

Although TGT produced positive changes, several challenges were also identified. A small number of students remained less enthusiastic or participated mainly because of peer influence. Differences in students' abilities and motivation also required the teacher to adjust the activities according to students' characteristics.

Time and classroom management were additional challenges. Without clear instructions and time limits, game activities could consume instructional time or shift students' attention from the learning objectives toward the recreational aspects of the activity.

Table 6 Challenges and Possible Solutions

Challenge	Possible Solution
Some students remained passive	Provide individual roles and opportunities to participate.
Different levels of student ability	Adapt game difficulty to students' abilities.
Limited instructional time	Establish clear time limits for each game.
Students may focus on competition rather than learning	Emphasize learning objectives and educational values.
Classroom management difficulties	Establish clear rules before the activity begins.
Differences in student motivation	Vary game types and provide appropriate encouragement.

Therefore, the teacher's role as facilitator and motivator remains important. TGT should be carefully planned so that the game component supports, rather than replaces, the educational objectives.

The findings indicate that the implementation of the Teams-Games-Tournament (TGT) model created a more active and interactive learning environment in Arabic language learning at MTsN 1 Sarolangun. Before the implementation of TGT, students tended to be passive, classroom interaction was limited, and Arabic vocabulary practice relied mainly on memorization. Following the implementation of TGT, students became more involved in group discussions, vocabulary practice, games, and tournament activities. These findings suggest that the contribution of TGT was not limited to the use of games but also involved the integration of cooperation, active participation, and healthy competition within the learning process. Through these activities, students were provided with opportunities to practice Arabic vocabulary while interacting with peers and participating directly in classroom learning.

The findings are consistent with previous studies indicating that TGT can support

students' motivation, participation, interest, and engagement in learning. [Nasution & Salamuddin \(2024\)](#) reported positive findings concerning the use of TGT in learning activities. In particular, previous research has shown that the combination of teamwork, games, and tournament activities can encourage students to become more involved in the learning process. The present findings are in line with these studies, as students demonstrated greater willingness to participate and interact during TGT activities. However, this study extends previous research by providing a qualitative and process-oriented perspective on students' experiences during TGT implementation. Rather than focusing primarily on measurable learning outcomes, the present study examines how students participated, interacted, cooperated, and demonstrated enthusiasm during Arabic vocabulary learning ([Muflihah & Rahmadani, 2022](#)). Thus, the study provides contextual evidence of the classroom processes through which TGT may contribute to student engagement in Arabic language learning.

The findings are also relevant to previous research specifically focusing on TGT in Arabic language learning. [Wati & Wahyuni \(2023\)](#) reported that TGT could support students' motivation and learning outcomes in Arabic learning. Other research concerning TGT and Arabic vocabulary learning has also indicated that interactive learning activities can support students' enthusiasm and vocabulary mastery. The present study complements these findings by emphasizing the learning process and the social experiences that occur during TGT activities. Students were not only required to recall vocabulary but also had opportunities to discuss answers, practice vocabulary, and support one another during group activities ([Yusuf et al., 2023](#)). This suggests that the use of TGT can create opportunities for vocabulary learning to occur through both individual participation and interaction with peers.

One important aspect of the findings is the increased interaction and cooperation among students during TGT activities. Students discussed answers, helped their group members, and worked together in preparation for the tournament. This indicates that TGT encouraged students to learn not only from the teacher but also from their classmates ([Abdullah & Rochman, 2026](#)). The team-based structure created a sense of shared responsibility because students' participation could contribute to the performance of their groups. At the same time, the tournament component encouraged individual students to demonstrate their understanding and participate in the competition. The combination of cooperation and competition therefore appears to be an important feature of TGT in encouraging active classroom participation ([A'yuni, 2025](#)). In the context of Arabic vocabulary learning, peer interaction also provided students with opportunities to repeatedly encounter, discuss, and practice vocabulary during the learning activities.

The more enjoyable classroom atmosphere observed during TGT activities can be understood in relation to the integration of games and competition into the learning process ([Ningrum et al., 2024](#)). In contrast to learning activities that rely mainly on explanation and memorization, TGT required students to respond, discuss, collaborate, and compete. These activities appeared to make vocabulary practice less monotonous and encouraged students to become more directly involved in the learning process. The students' enthusiasm during games and tournaments also suggests that TGT can provide an opportunity for Arabic vocabulary learning to be experienced as an active and socially engaging activity ([Kholilurrohman et al., 2026](#)). Nevertheless, the findings should not be interpreted as evidence that game-based learning automatically produces positive responses among all students. Instead, the observed

responses indicate that the structure of TGT can provide conditions that encourage engagement when the activities are appropriately designed and managed by the teacher (Hasibuan et al., 2025).

An important finding is that students did not respond to TGT in exactly the same way. Although most students demonstrated active participation and enthusiasm, some students remained less involved during the activities. Differences in ability, confidence, motivation, and classroom behavior appeared to influence students' participation. This finding highlights the importance of teacher management in implementing TGT. The competitive element needs to be managed carefully so that it remains connected to the learning objectives and does not cause less-confident or lower-performing students to withdraw from participation (Uli et al., 2026). Clear instructions, appropriate time allocation, balanced group organization, and opportunities for less-active students to contribute are therefore important considerations. The findings suggest that the success of TGT depends not only on the characteristics of the learning model but also on how the teacher organizes, facilitates, and adapts the activities to students' different needs.

From a practical perspective, the findings suggest that TGT can be considered a promising approach for Arabic vocabulary learning when its components are aligned with the learning objectives. Teachers can integrate teamwork, games, and tournaments to provide students with repeated opportunities to practice vocabulary while developing interaction and cooperation. However, the competitive component should remain supportive and inclusive. Teachers should ensure that all students have opportunities to participate and that group competition does not become the sole focus of the activity (Fauzy et al., 2019). Adapting the difficulty of questions, organizing balanced groups, and providing encouragement for less-active students may help maximize participation during TGT activities.

The present study also has several limitations. First, the research was conducted in one Grade VIII classroom at MTsN 1 Sarolangun; therefore, the findings reflect the specific characteristics of the research context and should not be generalized statistically to other schools or student populations. Second, the study employed a qualitative approach and consequently does not provide statistical evidence of an increase in students' enthusiasm, motivation, or learning outcomes. Instead, the study provides an interpretation of students' classroom experiences, participation, interactions, and responses during TGT implementation. Future research could examine TGT in different school contexts and involve a larger range of student characteristics. Mixed-method or quantitative studies could also complement the present findings by examining changes in motivation, engagement, vocabulary mastery, or learning outcomes using measurable indicators.

Overall, the findings support previous research concerning the potential of TGT to encourage student engagement and participation while providing a more detailed understanding of its implementation in Arabic language learning. The main contribution of this study lies in its qualitative description of how TGT was experienced and observed in the classroom, particularly in relation to students' participation, peer interaction, cooperation, and enthusiasm. At the same time, the findings demonstrate that TGT is not without challenges, particularly in ensuring that less-active students remain involved in competitive learning activities. Therefore, this study complements previous outcome-oriented research by showing that the value of TGT can also be understood through students' classroom experiences and the

social processes that occur during Arabic vocabulary learning at MTsN 1 Sarolangun.

CONCLUSIONS

Based on the findings, the implementation of the Teams-Games-Tournament (TGT) model showed positive potential in supporting students' enthusiasm and engagement in Arabic language learning at MTsN 1 Sarolangun. Before the implementation, students tended to demonstrate limited participation, interaction, and enthusiasm, while the implementation of TGT provided greater opportunities for students to participate, communicate, cooperate, practice Arabic vocabulary, and engage in healthy competition.

The findings indicate that the combination of teamwork, games, and competition created a more interactive and enjoyable learning environment. TGT also encouraged peer support and active involvement in learning activities. However, the implementation was influenced by differences in students' abilities and motivation, limited instructional time, and classroom management. Therefore, the teacher's role in providing clear instructions, managing time, assigning opportunities for participation, and maintaining the connection between games and learning objectives remains essential.

Overall, TGT can be considered a promising instructional model for supporting students' enthusiasm and participation in Arabic language learning. However, this conclusion is limited to the qualitative context of Grade VIII students at MTsN 1 Sarolangun and should not be interpreted as statistical evidence of an increase in students' enthusiasm. Future research may examine the implementation of TGT in other Arabic learning contexts and combine qualitative findings with quantitative measures to provide broader evidence of its effectiveness.

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