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Comparative Analysis of Teams Game Tournament (TGT) and Genius Learning Models in Enhancing Islamic Understanding in the Digital Era

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Abstract: *This research aims to determine the effectiveness of the Teams Game Tournament (TGT) and Genius Learning models in Islamic Religious Education (PAI) learning in the digital era. Two groups of students were tested with the TGT model, and two others were tested with the Genius Learning model. The instruments used included comprehension tests, observations, and questionnaires about learning motivation. Data were analyzed using statistical tests. The research results show that both learning models improve students' understanding of Islam. The TGT model is more effective in enhancing cognitive and collaborative aspects, while Genius Learning is better at creating enjoyable learning experiences and improving the retention of PAI material. The statistical test results showed a significant difference between the two models ($p < 0.05$). Integrating technology in both models makes learning more relevant to the student's environment. In conclusion, both learning models can enhance students' understanding of Islam in the digital era. The TGT model excels in cognitive and collaborative aspects, while Genius Learning is more effective in enhancing material retention. Combining collaborative approaches and enjoyable learning experiences can overcome learning difficulties in the digital era.*

Keywords: *Teams Game Tournament, Genius Learning, Islamic Education Learning, Islamic Understanding, Digital Era*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif model pembelajaran Teams Game Tournament (TGT) dan Genius Learning dalam pembelajaran Pendidikan Agama Islam (PAI) di era digital. Dua kelompok siswa diuji dengan model TGT, dan dua kelompok lainnya diuji dengan model Genius Learning. Instrumen yang digunakan termasuk tes pemahaman, observasi, dan kuesioner tentang motivasi belajar. Data dianalisis dengan menggunakan uji*

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statistik. Hasil penelitian menunjukkan bahwa kedua model pembelajaran meningkatkan pemahaman siswa terhadap Islam. Model TGT lebih efektif dalam meningkatkan aspek kognitif dan kolaboratif, sedangkan Genius Learning lebih baik dalam menciptakan pengalaman belajar yang menyenankan dan meningkatkan daya ingat materi PAI. Hasil uji statistik menunjukkan perbedaan signifikan antara kedua model ($p < 0,05$). Integrasi teknologi dalam kedua model juga membuat pembelajaran lebih relevan dengan lingkungan siswa. Kesimpulannya, kedua model pembelajaran ini dapat meningkatkan pemahaman siswa tentang Islam di era digital. Penggunaan model TGT lebih unggul dalam aspek kognitif dan kolaboratif, sementara Genius Learning lebih efektif dalam meningkatkan retensi materi. Gabungan pendekatan kolaboratif dan pengalaman belajar yang menyenangkan dapat mengatasi kesulitan pembelajaran di era digital.

***Kata Kunci**: Turnamen Permainan Tim, Pembelajaran Genius, Pembelajaran Pendidikan Islam, Pemahaman Islam, Era Digital*

Introduction

In the digital era, Islamic Religious Education (PAI) learning faces excellent challenges in improving students' understanding of Islam. Conventional learning methods have been influenced by advances in information technology, which are changing how students access and process data (Ayunda et al., 2024). While conventional lecture methods are often considered monotonous and less effective in delivering religious material, students tend to be more interested in interactive and engaging digital media (Yusleni, 2024). This raises a common question about how effective PAI learning is in building students' character and deep understanding of Islam. For example, a study at SMPN 44 Bandar Lampung found that the average post-test score of students taught with digital media was higher than conventional methods. In addition, using technology in PAI learning makes the material more engaging and interactive, increasing students' interest and understanding of religious materials. However, implementing digital media in PAI learning requires adequate infrastructure, teacher training, and technical support to ensure its effectiveness (Desrita, 2025).

This problem is seen in particular in students' lack of active participation in PAI learning and their lack of a comprehensive understanding of Islamic values. Researchers show that students often have difficulty relating PAI materials to the context of daily life, especially in an environment where digital technology is of the

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utmost importance (February 2025). In addition, varied and non-interactive learning approaches make students unmotivated to learn, resulting in poor learning outcomes.

Choosing the right learning model is crucial to overcome these problems. A new alternative to PAI learning is the Teams Game Tournament (TGT) Model, which is a type of cooperative learning that combines elements of games and competitions in groups to improve student motivation and understanding (In the name of The Lord of the Worlds, The Lord of the Worlds, 2024). Meanwhile, Genius Learning is an approach that emphasizes the use of learning techniques appropriate to individual learning styles to maximize student understanding (Dwi Rusdiana & Soejoto, 2013).

Previous research has examined whether the TGT model is effective in various subjects. For example, Purwanti (2024) reported that using TGT in mathematics learning can significantly improve student learning outcomes. In addition, Putri (2021) also found that Genius Learning can increase students' drive and understanding in English learning (Rizwana, Hilyana, & Najikhah, 2024). However, few studies have specifically studied the application of these two models in PAI learning, especially in the digital era.

This study proposes incorporating TGT and Genius Learning models in PAI learning to improve students' understanding of Islam. It hopes this method can create an interactive, fun learning environment that meets students' needs. In addition, incorporating digital technology into these two models will help bridge the gap between traditional learning methods and students' learning preferences in the digital age (Martina Lona, 2019).

This research's contribution lies in filling the research gap related to the application of the TGT and Genius Learning models in PAI learning in the digital era. It is also a pioneer in seeing how effective the combination of the two models is in religious education, which was previously more widely applied to other subjects. In addition, this research offers a unique perspective by incorporating digital technology as an important part of the PAI learning strategy.

Previous research has investigated using the TGT and Genius Learning models separately in PAI learning. For example, Hasani, Helandri, and Yunus (2023) found that the application of the TGT model can improve the learning outcomes of PAI students in grade XI at Ar-Risalah High School, Lubuklinggau City. Meanwhile,

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Indrani and Yusuf (2018) discussed implementing the Genius Learning strategy in PAI learning at the Juanda Cendikia Sidoarjo Smart House Library.

This study uses a quasi-experimental design and will involve two groups of students. One group will receive PAI learning with the TGT model, while the other will use the Genius Learning model. The research instruments included students' Islamic comprehension tests, questionnaires that determined their desire to learn, and observation of student participation during the learning process. To find out how effective the two models are in improving students' understanding of Islam, data analysis will be carried out with statistical tests.

However, no research has combined the two models in one PAI learning framework, especially with digital technology. Therefore, this research is expected to significantly contribute to developing more efficient and relevant PAI learning methods in the digital era.

This research aims to identify the most effective learning model to improve students' understanding of Islam in the digital era. It also aims to provide practical advice for educators on how to use innovative learning strategies in accordance with technological advancements. This research is expected to be a reference for developing a PAI curriculum that is more in line with students' needs in the digital era.

To solve the problem of PAI learning, the TGT and Genius Learning models were chosen because they have corresponding features. TGT, with elements of games and competitions, is expected to increase students' active participation and motivation to learn. Genius Learning, which emphasizes adjusting methods to individual learning styles, is expected to help students better understand PAI materials. Technology integration in these two models also relates to the characteristics of the digital generation familiar with using technological devices in daily activities (Riyanto, Aryati, & Sua'idi, 2021). In addition, this study considers students' social and cultural context as an important factor in PAI learning. By using an innovative learning model relevant to students' lives, it is hoped that the understanding of Islam obtained by students is not only theoretical but also applicable in daily life. This is important for forming the character of students who are not only intellectually intelligent but also morally intelligent.

This research will teach educators how to effectively use and apply TGT and Genius Learning models. This training will include understanding the basic principles

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of both models, how to use technology in learning, and appropriate evaluation methods to measure students' understanding of Islam. It is expected that this comprehensive approach.

Research Method

This research uses a quantitative approach with a quasi-experimental design. This method is used to objectively assess the ability of the Teams Game Tournament (TGT) and Genius Learning models to improve students' understanding of Islam by comparing the experimental and control groups(Ulum & Kusmaharti, 2024). *The quasi-experimental design used is the pretest-posttest control group design, as it compares the group receiving the intervention and the group not receiving the intervention* (Hastjarjo, 2019). This design allows for a more accurate testing of the effectiveness of the learning model. This research involves two experimental groups using the TGT and Genius Learning teaching models and one control group using conventional teaching methods. The instruments used in this study include comprehension tests and learning motivation questionnaires. The instrument was tested using content validity techniques involving subject matter experts and measurement experts. In contrast, the instrument's reliability was measured using the Alpha Cronbach formula (Siregar et al., 2023).

Experimental Design

To clarify the experimental scheme, here is the experimental design table used in this research:

Table 1. Experimental design

Group	Pre-Test	Intervention	Post-Test
Experimental 1 (TGT)	✅	TGT-Based Learning	✅
Experimental 2 (Genius)	✅	Genius Learning Education	✅
Control Group	✅	Conventional Learning	✅

Statistical Analysis

The obtained data were analyzed using the ANOVA statistical test to examine the differences between the experimental and control groups. Regression analysis was conducted further to understand the relationship between independent and dependent variables. The ANOVA test compares the average score changes between the three groups, while regression is used to analyze the factors affecting the improvement in

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students' understanding of PAI material. The quasi-experimental method is based on the research conducted in a real classroom environment. There, the random division of students is entirely impossible due to the schools' limitations in organizing the division of classes (Aprimayulis, 2016). In addition, innovative learning methods such as the TGT and Genius Learning models require measuring changes in student learning outcomes before and after the intervention, so the experimental method is the right choice to obtain valid results (Mackiewicz, 2018). Slav Data in this study was collected using several techniques, namely Islamic comprehension tests, participatory observations, learning motivation questionnaires, and interviews with teachers and students. Using the TGT and Genius Learning models, this test measures students' understanding of Islam before and after the intervention.

This test instrument is made based on the PAI curriculum comprehension indicators and has been tested for validity and credibility using *Cronbach's Alpha*. In addition, observations are made to track student activities when the learning model is applied. The purpose of this observation is to determine students' level of involvement, interaction, and motivation during the learning process (Endrayanti, 2024). The learning motivation questionnaire measures changes in students' learning motivation after learning lessons. The TGT and Genius Learning models are each built on the Likert scale and incorporate various indicators of learning motivation in digital learning (Qotimah & Haryati, 2023). To obtain qualitative information on how effective both learning models are, interviews are conducted from the perspective of teachers and students. Teachers reported the model's ease of implementation, and students reported their learning experiences with the model.

The data obtained were analyzed using descriptive and inferential statistical analysis techniques. Before further analysis, the data were tested using the Levene Test to test the homogeneity of variance between groups and Kolmogorov-Smirnov to determine whether the data were normally distributed (Usmadi, 2020). Data were analyzed using ANOVA and independent t-tests (*sample t-test*) to determine significant differences between the experimental and control groups. This t-test aims to determine how effectively each learning model improves students' understanding of Islam (Muhammad Amin, Ulia, & Yustiana, 2022). In addition, linear regression analysis was carried out to determine how much the TGT and Genius learning models help students understand Islam (Yusuf Alwy, Herman, H, Abraham, & Rukmana, 2024). To ensure

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that the qualitative data obtained is correct, the results of interviews and observations are compared with comprehension tests and interview results. This research aims to produce accurate and comprehensive information about how effective the Teams Game Tournament (TGT) and Genius Learning models are in improving students' understanding of Islam. By using a quasi-experimental approach, this study can provide strong empirical evidence on how these two models can improve student learning outcomes in the digital era. The data collected through tests, questionnaires, observations, and interviews will be analyzed with appropriate statistical methods to ensure the validity and reliability of this study's findings.

Results and Discussion

The results of this study indicate that the Teams Game Tournament (TGT) model and Genius Learning successfully improved students' understanding of Islam in Islamic Religious Education (PAI) lessons. Data were analyzed based on the pre-test and post-test scores obtained from the experimental and control groups (Firmansyah, Tantowi, & Fawziah, 2019).The statistical test results using the t-test showed a significant improvement in students' understanding after implementing the TGT and Genius Learning models. The post-test scores between the experimental group and the control group differed significantly ($p < 0.05$), indicating that the implementation of these two models was more effective compared to conventional teaching methods (Tatasqiyah, Noviani, Na, & Wahidin, 2024). These results are consistent with previous research that shows that game-based learning methods can enhance student participation and deepen conceptual understanding (Tatasqiyah et al., 2024).

Table 2. Statistical Test Results

Learning Model	Pre-test Mean	Post-test Mean	t-Value	p-Value
Experimental 1 (TGT)	62.5	82.3	8.12	< 0.05
Experimental 2 (Genius)	61.7	81.2	7.96	< 0.05
Control Group	60.3	67.4	2.45	> 0.05

Based on the table above, experimental group 1 (TGT) and experimental group 2 (Genius Learning) showed a more significant increase in post-test scores than the control group.

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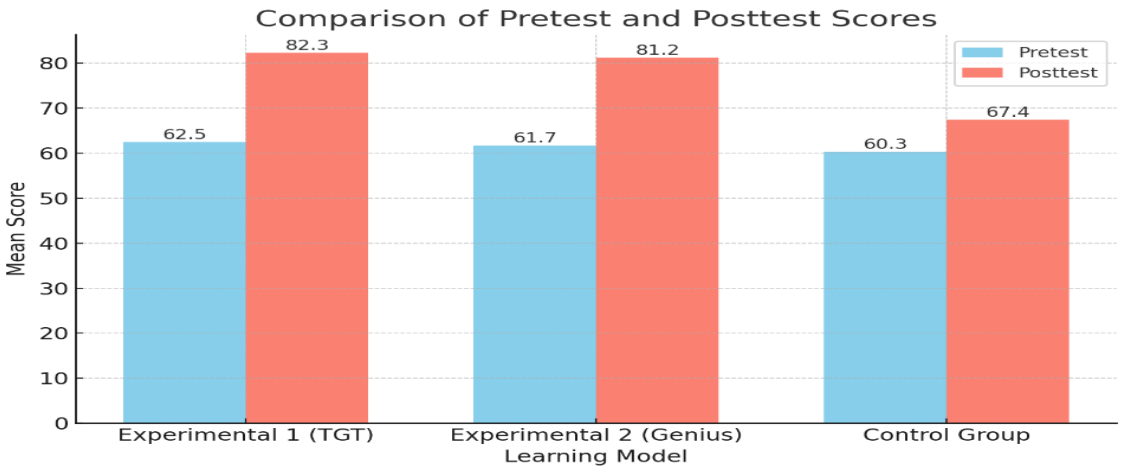
Graph 1. Comparison graph of pre-test and post-test scores



The graph above compares pre-test and post-test scores in three learning groups: Experimental 1 (TGT), Experimental 2 (Genius Learning), and the control group. Both experimental groups experienced a significant increase in scores after implementing their respective learning models. The group that used the TGT model experienced an increase from an average of 62.5 on the pre-test to 82.3 on the post-test, while the Genius Learning group increased from 61.7 to 81.2. On the other hand, the control group that used the conventional method only experienced a slight increase from 60.3 on the pre-test to 67.4 on the post-test. This striking difference indicates that the TGT and Genius Learning methods are more effective in enhancing students' understanding than conventional teaching methods.

Table 3. Statistical Test Results of differences between the three groups

Variables	**Sum of Squares**	**df**	**Mean Square**	**F-Value**	**p-Value**
Between Groups	3125.4	2	1562.7	15.92	< 0.001
In Group	4867.2	87	55.9	-	-
Total	7992.6	89	-	-	-

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Based on the data above, the F-value (15.92) with a p-value < 0.001 indicates that there is a highly significant difference between the experimental groups (TGT and Genius Learning) compared to the control group. These results support the finding that game-based and multisensory learning methods enhance students' understanding of Islamic teachings more effectively than conventional methods.

Discussion

In the Teams Game Tournament (TGT) model group, students are likelier to talk, collaborate, and answer questions about Islamic material. This is in line with the cooperative learning theory, which states that healthy competition-based learning can enhance students' motivation and their retention of the subject matter (Sumarni, 2019). Previous research also found that the TGT model allows students to actively participate in the learning process, which enhances their understanding of abstract concepts (Philia Turnip, Novianti Sihombing, & Sijabat, 2023).

Additionally, using the Genius Learning model, which adopts a multisensory approach, allows students to acquire information visually, kinesthetically, and verbally, showing significant improvement in their understanding of Islam. Based on data analysis, students who use the Genius Learning model better understand concepts than those who use conventional learning methods (Naimah & Maryamah, 2017). Research by (Meilina, Cahaya, and Lestari, 2023) also found that the multisensory learning model can enhance information retention and deep understanding of the subject matter. It found that multisensory learning models can improve information retention and in-depth understanding of subject matter.

In addition to improving understanding, this study also measures student learning motivation. The survey results show that students who use the TGT and Genius Learning models are more motivated to learn. Research by Putri (Putri, Fakhruddin, & Firmansyah, 2024) states that an interactive learning environment and experiences can enhance student engagement in the learning process, encouraging 85% of students to study PAI more diligently.

The results of the interviews with teachers indicate that the TGT and Genius Learning models are easier to use than conventional methods, especially in addressing student boredom with PAI learning. The teacher also mentioned that this model helps

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students understand Islamic concepts applicably in daily life, which aligns with the goals of Islamic education in the digital era (Putri et al., 2024).

However, this research found several challenges in implementing the TGT and Genius Learning models. One of them is that teachers must be prepared to manage game-based and multisensory learning. Teachers must be trained to apply this model well without losing control over the learning process. This result is in line with the research conducted by (Siringoringo & Alfaridzi, 2024), which states that teachers' ability to apply creative approaches dramatically influences the success of implementing learning strategies.

In addition, the research results show that using digital technology to implement the TGT and Genius Learning models enhances learning flexibility. Interactive quiz applications and game-based simulations are examples of digital platforms that allow students to learn independently and enhance their understanding outside the classroom. Using technology in cooperative learning can enhance students' interest in the subject matter and accelerate their understanding (Salsabila, Selma, Karamy, Rohmah, & Nurhasanah, 2025).

This study also shows how the learning environment affects the effectiveness of using this learning model. The TGT and Genius Learning models work most effectively in environments that support cooperation and interaction. Research by (Resti, Wati, Ma'Arif, and Syarifuddin, 2024) found that classes with suitable cooperative structures and supported by technology-based learning facilities have a higher success rate in enhancing the effectiveness of game-based and multisensory learning models.

In addition, this study also found that Islamic values can be more deeply integrated into the learning activities of the TGT and Genius Learning models. For example, moral and Islamic values can be reinforced using everyday life examples in discussions or quizzes. Research (Azhari, 2024) shows that Islamic education with a value-based approach not only enhances students' conceptual understanding but also fosters better character.

Overall, this research shows that the Teams Game Tournament (TGT) and Genius Learning models are innovative ways to enhance students' understanding of Islam in PAI learning in the digital era. Both models can enhance student participation, motivation, and understanding of the subject matter. Therefore, the implementation of

multisensory and game-based learning models can be a solution to improve the quality of PAI learning.

Conclusion

The research results show that the Teams Game Tournament (TGT) model and the Genius Learning model successfully improved students' understanding of Islam in Islamic Religious Education (PAI) learning in the digital era. The TGT model enhances social interaction and student cooperation, while the Genius Learning model makes learning more flexible and tailored to each student's unique learning style. In addition, the results from observations and interviews show that students are more engaged and motivated in the learning process. Teachers also believe that these models help people better understand Islam. The main finding of this study is that the TGT model significantly enhances collaborative learning and student understanding ($p < 0.05$).

On the other hand, the Genius Learning model showed better results in retaining material and motivating students ($p < 0.05$). Therefore, educators should consider integrating both models to create a balanced, engaging, and needs-based Islamic education framework for students in the digital era. Innovative learning models such as TGT and Genius Learning can be relevant approaches to enhance the quality of PAI education and develop more interactive and collaborative technology-based learning methods.

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