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Educandy Educational Game-Based TGT Learning Model: Students' Interests and Learning Achievement

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ABSTRACT

This research was motivated by the low interest and learning achievement of students in the Aqidah Akhlak subject, which remained dominated by conventional, teacher-centered methods, leading to passive and unenthusiastic student engagement. This study aimed to implement and evaluate the effectiveness of the Teams Games Tournament (TGT) learning model integrated with the Educandy educational game in improving the interest and learning outcomes of Class VIII A students at MTs Satu Atap Datok Sulaiman Palopo. Using a Classroom Action Research (CAR) approach across two cycles—comprising planning, implementation, observation, and reflection—this study involved 29 students as subjects. Data was collected through observations, questionnaires, and learning outcome tests, then analyzed using descriptive quantitative and qualitative techniques. The findings demonstrate that the implementation of the Educandy-based TGT model successfully transformed the learning process into a more interactive, enjoyable, and competitive experience. Empirically, the synergy between teamwork and digital game elements significantly improved both effective and cognitive dimensions. Student learning interest increased from an average of 76.3% (Good) in Cycle I to 91.1% (Very Good) in Cycle II. Similarly, cognitive learning outcomes showed a drastic improvement; the average score rose from 74.13 (48.27% completion) in Cycle I to 90.00 (96.55% completion) in Cycle II. These findings show that using digital educational games in a cooperative way greatly boosts student interest and participation, making it very effective for teaching religious topics, especially good manners.

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1. INTRODUCTION

Islamic religious education, particularly the subjects of Aqidah and Akhlak, plays a fundamental role in the formation of character, morality, and the spiritual foundation of students (Afifah, 2025; Dharin, 2025). Amidst technological disruption and massive shifts in social values, Aqidah and Akhlak are no longer merely an instrument for transferring knowledge but rather a systematic effort to internalize divine values and

social ethics relevant to the challenges of the times (Jannah et al., 2025). Essentially, this subject aims to fortify the mentality of the younger generation against the negative influences of globalization by instilling a strong sense of monotheism and commendable behavior.

However, pedagogical realities on the ground demonstrate a significant gap between the ideals of the curriculum and the implementation of learning (Mufarokah et al., 2025; Nasir, 2021). A common phenomenon is the dominance of conventional approaches that are doctrinal, theoretical, and monotonous. The learning process often centers around the teacher, resulting in a one-way lecture method that confines the delivery of abstract Aqidah material. This condition leads to students experiencing academic burnout, decreased enthusiasm, and a loss of emotional connection to the material being taught.

Interest in learning is the primary driving force in determining academic success and the effectiveness of learning (Fitri & Hasbi, 2025; Hamsia et al., 2024; Mutmainnah et al., 2025). Without a strong interest, the metaphysical material on Aqidah (faith) and the practical material on Akhlak (ethics) are difficult for students to fully absorb (Irham et al., 2024). This lack of interest directly impacts poor learning outcomes, both cognitively, in the form of conceptual understanding, and affectively, in the implementation of behavior in daily life.

Initial field data often indicates that students perceive Aqidah and Akhlak as boring subjects requiring memorization. This is confirmed by initial observations, which show that the level of student learning achievement remains far below expected standards. Therefore, a pedagogical transformation is needed that can transform the classroom atmosphere into a more dynamic, interactive, and actively student engagement-oriented one to re-stimulate their previously stagnant learning interest.

The Teams Games Tournament (TGT) cooperative learning model has long been recognized for its effectiveness in increasing student engagement (Hakim et al., 2025; Rahmah, 2023; Safitri & Fathurrahman, 2024). The TGT structure, which emphasizes healthy competition, teamwork, and group responsibility, is relevant for building an inclusive classroom ecosystem (Luo et al., 2020; Prasetyo & Amir, 2022; Suryansyah et al., 2025). Through teams, games, and tournaments, students are encouraged to take an active role in their group's progress, making the learning process more meaningful (Zakiuddin et al., 2025). However, the manual implementation of TGT using physical media (such as paper cards or traditional teaching aids) is starting to lose its appeal to the digital native generation. Today's students have cognitive tendencies that are more responsive to visual stimulation and digital interactivity (Schneider et al., 2022). Without technological adaptation, the TGT model risks losing its relevance in motivating students accustomed to the speed and dynamism of digital content (Fenezia & Armiati, 2025).

Adding technology to the TGT model is an important step in its evolution. Game-Based Learning (GBL) is a way to connect the needs of the curriculum with the mental traits of today's students (Alotaibi, 2024; Sun et al., 2023). In this context, Educandy emerges as an innovative platform that enables educators to create various educational games—such as crosswords, word searches, and match-the-pair games—with an

engaging and accessible interface (Purnomo & Zulherman, 2025; Syafriafdi et al., 2025).

The use of Educandy in the Games and Tournament phases of the TGT model is believed to create a joyful learning experience (Al-Ma'shum et al., 2024; Azzikra et al., 2026), stimulate positive competitive adrenaline, and strengthen students' memory retention of the Aqidah Akhlak (Faith and Morals) material. This technology transforms material perceived as rigid and doctrinal into interactive challenges that spark students' curiosity (Aenurrifah & Trisanti, 2025). Results from initial implementation indicate a shift in learning interest from "very poor" to "good" and "very good."

This research presents several novelties that distinguish it from previous literature. Although extensive research on TGT has been conducted (Banani & Aman, 2022; Perdana et al., 2023), specific integration using the Educandy platform in the context of the Aqidah Akhlak subject remains very limited. Most previous GBL research has focused on the natural sciences or mathematics (Chen et al., 2022; Hussein et al., 2022; Moon et al., 2025). Transforming dogmatic Islamic Aqidah (religious Aqidah) material into an interactive digital game represents a novel approach. This research demonstrates that spiritual values can be taught through modern media without diminishing their religious essence. The study simultaneously and in-depth measures two variables: psychological aspects (interest) and academic aspects (learning outcomes), thus providing a comprehensive picture of the effectiveness of the Educandy-based TGT model. Furthermore, this article offers a practical model for religious education teachers to digitize learning in schools using inexpensive tools that have a significant impact on student performance.

Building upon the above arguments, this research is crucial for providing a solution to the stagnant religious learning methods in schools. By combining the robust structure of the TGT model with the flexibility of Educandy's technology, it is hoped that an ecosystem of Aqidah and Akhlak (Religious Akhlak) learning will be created that is not only intellectually engaging but also emotionally stimulating. This study is vital to show that religious education can be sacred without being traditional. Through this innovation, it is hoped that students' learning outcomes can increase significantly, as seen in the increase in the percentage of completion from 0% in the pre-cycle stage to almost half the class in the first cycle, and it is hoped that maximum results will be achieved in the following cycles.

2. METHOD

This research used a Classroom Action Research (CAR) design. CAR is a strategic instrument for evaluating and improving the quality of learning processes and outcomes directly in the classroom. The design applied refers to the Kemmis and McTaggart model, which is implemented in continuous cycles until success indicators are achieved. Each cycle consists of four main stages: planning, implementation, observation, and reflection. This research was conducted at MTs Satu Atap Datuk Sulaiman Palopo in the 2025/2026 academic year. The research subjects were Grade VIII A students. This subject selection was based on the need to optimize student interest and learning

outcomes in the subject of Aqidah Akhlak. The research was planned to take place in two cycles. Each cycle consisted of three meetings, consisting of two learning sessions and one meeting for the end-of-cycle test.

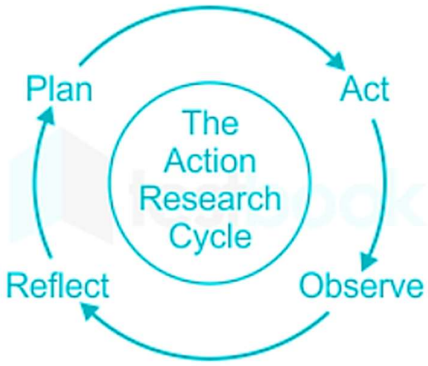

Figure 1. Classroom Action Research (CAR) Design

The implementation of Cycle I began with a comprehensive planning phase, encompassing a review of the Aqidah Akhlak curriculum materials and the development of learning tools in the form of teaching modules and media based on the Educandy platform. During the implementation phase, the Team Games Tournament (TGT) learning model was implemented to create a competitive yet collaborative learning environment to enhance student engagement. This process was systematically monitored through observations of teacher and student activities to accurately document classroom dynamics. Finally, the reflection phase involved analyzing observation data and cycle test results to evaluate the effectiveness of actions, identify obstacles, and develop corrective measures to be implemented in the next cycle.

Cycle II was implemented as a form of development and refinement based on the reflection results from the first cycle. The procedures at this stage continued to follow the planning and reflection process, but with an emphasis on strategic adjustments to address previously identified obstacles. This cycle primarily focused on ensuring that each corrective action continuously optimized the learning process until we met all research success indicators.

Data collection techniques in this study were conducted comprehensively through observation, questionnaires, and cognitive tests to measure students' mastery of the material. Multiple-choice test instruments were administered as a pretest at the beginning of the cycle to map initial abilities and a posttest at the end of the cycle to evaluate learning outcomes following the implementation of the Teams Games Tournament (TGT) model with the aid of Educandy media. The primary focus of this data collection was to validate the effectiveness of the educational game integration in improving students' cognitive achievement in accordance with the established Learning Objective Achievement Criteria.

Data processing was conducted using quantitative and qualitative analysis techniques on observation sheets, learning interest questionnaires, and formative test results. The indicator for success in learning interest was set at a minimum of 75% of students

achieving the "Good" or "Very Good" category with a score of at least 70%. The study was declared successful for the Aqidah Akhlak learning outcome aspect at MTs Satu Atap Datok Sulaiman Palopo if at least 75% of students achieved a completion score of 75, in accordance with the Learning Objective Achievement Criteria standard. All data are calculated individually and classified based on the average category in each cycle to determine the continuation or termination of research actions.

3. RESULTS AND DISCUSSION

Results

Pre Cycle

The initial stage of this classroom action research began with a pre-cycle activity to map the baseline conditions in class VIII A prior to the implementation of the Teams Games Tournament (TGT) learning model based on the educational game Educandy. Based on observations of the learning process, it was found that instructional activities were still conventional and teacher-centered, with a predominance of lecture methods. This condition resulted in students tending to be passive in their interactions, which was then reflected in the low learning interest indicators based on the results of the questionnaire conducted by the researcher.

This low student engagement significantly correlated with cognitive competency achievement, which did not meet the learning objective achievement criteria. Data showed that the Mid-Semester Exam results only achieved a 22.58% completion rate, while the pre-test results conducted at this stage indicated that no student achieved the minimum passing grade. These pre-cycle findings, detailed in Table 1, underpinned the researcher's urgency to integrate interactive media to stimulate student enthusiasm and learning outcomes in the next cycle.

Table 1. Results of the Pre-Cycle Learning Interest Questionnaire

Category	Frequency (Number of Students)	Percentage
Good	2	6.90%
Sufficient	4	13.80%
Poor	11	37.90%
Very Poor	12	41.40%
Total	29	100%

The data in Table 1 shows the initial state of students' learning interest before being given an intervention using the Educandy-based Teams Games Tournament (TGT) learning model. Overall, student interest in the pre-cycle phase was still very low, with nearly 80% of students not yet showing optimal interest in the learning process. This condition serves as a baseline for measuring the effectiveness of the intervention in subsequent cycles.

Table 2. Pre-Cycle Student Learning Outcomes

Completion Status	Number of Students	Percentage
Completed (≥75)	0	0%

Completion Status	Number of Students	Percentage
Incomplete (<75)	29	100%
Total	29	100%

Table 2 presents data on the completion of students' cognitive learning outcomes before the implementation of the Educandy-based Teams Games Tournament (TGT) learning model. This data indicates a significant gap between actual learning outcomes in the field and the expected competency standards in the subject of Aqidah Akhlak. All research subjects, namely 29 students (100%), were in the Incomplete category with scores below 75. This Pre-Cycle condition indicates that the learning outcome problem in class VIII A is systemic, as it involves the entire class population. Therefore, implementing a new strategy through the educational game-based TGT model is no longer merely an option, but rather a necessity (urgency) to trigger a change from the "Incomplete" to "Complete" condition in subsequent cycles.

Cycle I

The implementation of classroom action research in cycle I was carried out in three meetings, two meetings for the learning process each lasting 2x40 minutes and one meeting for the cycle test or evaluation of the material that had been learned in the previous meeting. After the implementation of learning in cycle I using the Teams Games Tournament (TGT) model based on the Educandy educational game, a measurement of students' learning interests was carried out through a questionnaire on learning interests in the subject of Akidah Akhlak.

Table 3. Results of the Student Learning Interest Questionnaire in Cycle I

Category	Frequency (Number of Students)	Percentage
Good	9	31.00%
Sufficient	16	55.20%
Poor	3	10.30%
Very Poor	1	3.40%
Total	29	100%

Table 3 shows a significant increase in the learning interest of Class VIII A students after the implementation of the Educandy-based Teams Games Tournament (TGT) learning model in Cycle I. There was a drastic shift compared to the pre-cycle data. Currently, the majority of students are in the Good category, namely 16 students (55.20%). There are 9 students (31.00%) who have now reached a learning interest level in the Very Good category. This indicates that the use of Educandy educational games has succeeded in generating very high learning enthusiasm for some students. Cumulatively, as many as 86.2% of students (25 out of 29 students) now have a learning interest in the minimum "Good" category. This proves that the integration of technology in the form of group games is effective in creating a more interesting and motivating learning atmosphere in the subject of Aqidah Akhlak. The intervention in Cycle I succeeded in changing the class' learning interest profile from previously dominated by

the low category (Pre-Cycle) to dominated by the high category (Cycle I). Although it is very good, the presence of 10.30% of students in the Sufficient category and 3.40% in the Less category is the focus of improvement in the reflection for Cycle II to ensure that all students achieve optimal learning interest.

In addition, after implementing cycle I learning using the Teams Games Tournament learning model based on the Educandy educational game, a learning outcome test was conducted and the results were as in the following Table 4.

Table 4. Post Test Scores for Cycle I

Completion Status	Number of Students	Percentage
Completed (≥75)	14 Students	48.27%
Incomplete (<75)	15 Students	51.73%
Total	29 Students	100%

Table 4 shows a significant improvement in students' cognitive learning outcomes after implementing the Educandy-based Teams Games Tournament (TGT) learning model in Cycle I. Compared to the pre-cycle stage, which recorded a completion rate of 0%, Cycle I saw a drastic increase to 48.27%, with 14 students in grade VIII A successfully exceeding the minimum completion score threshold (>75). Although not yet achieving the required classical completion, the Cycle I post-test results demonstrated that the integration of educational games within the TGT model was able to break through the stagnation in student learning outcomes. However, with 15 students still in the incomplete category, strategic modifications were required in the next cycle, such as intensive mentoring for slow-learning groups and adjusting the difficulty level of the quizzes on the Educandy platform.

The analysis of Cycle I data, which included watching classroom activities, interest surveys, and learning tests, showed that using the Educandy-based TGT model positively affected the research goals, especially in boosting student excitement and participation during the tournament phase. However, the cognitive outcomes obtained have not yet met the classical success criteria outlined in the research performance indicators. Based on the technical and content challenges identified, this research will move on to Cycle II, aiming to improve the strategy and fix any ineffective parts. We take this step to ensure we can optimize the full potential of the learning model and achieve the expected learning completion targets.

Cycle II

The implementation of classroom action research (CAR) in Cycle II was designed in three meetings, consisting of two learning process sessions, and one end-of-cycle evaluation session to measure material mastery. The implementation of Cycle II was a strategic step to optimize the actions that had been carried out previously, considering that the achievements in Cycle I had not met the established success indicators. In addition, the actions in this cycle focused on mitigating obstacles that emerged in the previous cycle in order to increase student interest and learning outcomes that were still below standard. In this stage, the researcher has developed a more comprehensive

improvement plan as an effort to accelerate the improvement of learning quality through the Teams Games Tournament (TGT) model integrated with the educational game Educandy. Post-implementation of the actions in Cycle II, the level of student interest in the subject of Akidah Akhlak was measured using a learning interest questionnaire instrument.

Table 5. Results of the Student Learning Interest Questionnaire in Cycle II

Category	Number of Students	Percentage of Total
Very Good	28	96.55%
Good	1	3.45%
Total	29	100%

The results of the data analysis in Table 5 show a significant increase in students' interest in learning in Cycle II, where out of a total of 29 students, 28 students (96.5%) were in the "Very Good" category, and 1 student (3.4%) was in the "Good" category. The average achievement of learning interest in a classical manner reached 91.1% with a completion percentage reaching 100%, which indicates that the implementation of the Teams Games Tournament (TGT) model based on Educandy media has succeeded in optimally stimulating students' enthusiasm and active participation in learning Akidah Akhlak. This success in building a more dynamic learning climate was then followed by the implementation of a learning outcome test at the end of the cycle, the results of which are presented in detail in Table 6 as a representation of the effectiveness of the applied learning model.

Table 6. Post Test Values of Cycle II

Value Range	Classification	Frequency (Number of Students)	Percentage
91 – 100	Very Good	9	31.03%
81 – 90	Good	11	37.93%
75 – 80	Sufficient (KKTP Limit)	8	27.59%
< 75	Guidance Required	1	3.45%
Total		29	100%

Table 6, it is known that of the 29 students, 28 students (96.55%) achieved the learning completion score or were categorized as complete, while 1 student (3.45%) had not achieved the completion score or were categorized as incomplete. The average student learning outcome score in Cycle II reached 90, indicating an improvement in learning outcomes compared to the previous cycle. These results indicate that the majority of students achieved the minimum completion standard (KKTP) of 75. Therefore, the implementation of the actions in Cycle II can be considered successful because they met the learning completion criteria, namely, at least 75% of students achieving the completion score.

Additionally, observations in Cycle II showed a big improvement in teaching quality, with teachers getting a score of 89 and a percentage of 92.7%, which put the use of the Educandy-based Teams Games Tournament (TGT) model in the "Very High" category.

Educators were deemed more proactive in providing intensive guidance and rewarding teams with the highest scores, which proved effective in motivating students. In line with these results, student activity also saw a dramatic increase from 55.2% in Cycle I to 90.6% in Cycle II. Students demonstrated greater discipline, sportsmanship, and self-confidence in discussions and active participation during the educational game tournament sessions, creating a collaborative and focused learning environment.

Overall, the successful implementation of the Educandy-based TGT model in Cycle II met all established research success indicators. This success was evidenced by an average student interest rate of 91.1% and a learning achievement rate of 96.55% among 29 students. Considering that the observation results of teacher (92.7%) and student (90.6%) activities have exceeded the expected target and the obstacles in the previous cycle have been completely resolved, the researcher decided to stop this Classroom Action Research cycle. This achievement shows that using digital educational games in a cooperative learning setup can effectively boost student interest and understanding in Aqidah Akhlak.

Increasing Students' Interest in Learning in Moral Creed Subjects

The implementation of the Teams Games Tournament (TGT) learning model based on the educational game Educandy can increase students' interest in learning in the subject of Aqidah Akhlak class VIII A MTs Satu Atap Datok Sulaiman Palopo. This is proven by the results of filling out the learning interest questionnaire pre-cycle and during the learning process cycle I and cycle II. To clarify the comparison of students' learning interest in the pre-cycle, cycle I and cycle II, the data in table 4.14 is presented in graphical form so that the increase in learning interest can be seen visually and is easier to understand.

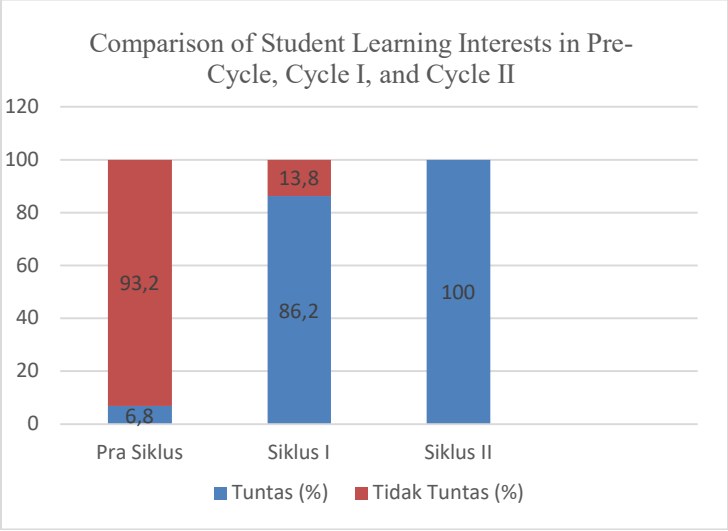

Figure 2. Graph of Student Learning Interest Data Pre-Cycle, Cycle I, and Cycle II

Building upon the comparison graph of student learning interest in pre-cycle, cycle I, and cycle II, an increase in learning interest is seen. The average percentage of student

learning interest increased from 52% in the pre-cycle stage to 76.3% in Cycle I and to 91.1% in Cycle II. In addition, the percentage of learning interest completion also increased from 6.8% in the pre-cycle to 86.2% in Cycle I and to 100% in Cycle II.

Improving Student Learning Outcomes in the Subject of Faith and Ethics

The implementation of the Teams Games Tournament (TGT) learning model based on the Educandy educational game can improve students' learning outcomes in the subject of Aqidah Akhlak class VIII A MTs Satu Atap Datok Sulaiman Palopo. This is proven by the results of tests that have been conducted in the pre-cycle and during the learning process of cycles I and II. The following table compares student learning outcomes from the pre-cycle, cycles I and II. To clarify the comparison of student learning outcomes in the pre-cycle, cycles I and II, the data in the Figure is presented in graphical form so that the improvement in learning outcomes below.

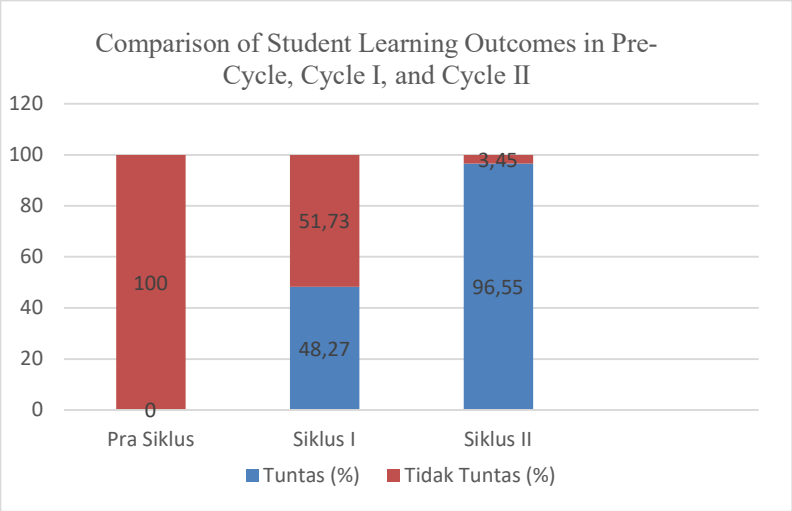

Figure 3. Graph of Student Learning Outcomes Data For Pre-Cycle, Cycle I, and Cycle II

There is an increase in student learning outcomes. The average percentage of student learning interest increased from 47.24 in the pre-cycle stage to 74.13 in Cycle I and to 90 in Cycle II. Furthermore, the percentage of learning outcome completion also increased from 0%, or no one had achieved completion, in the pre-cycle to 48.27% in Cycle I and to 96.55% in Cycle II.

Discussion

Teams Games Tournament (TGT) Learning Model Based on the Educandy Educational Game

The Educandy-based Teams Games Tournament (TGT) learning model was put into action in the Aqidah Akhlak (Faith and Morals) subject by combining lessons, teamwork, and competitive games. The initial phase began with reinforcing basic concepts through brief explanations and Q&A sessions to prepare students for the game phase. The formation of heterogeneous groups proved effective in sparking in-depth

discussions and collective responsibility, as students helped each other master unfamiliar material. The Educandy educational game session, which gave students instant feedback, was the most engaging for students. This was followed by a team tournament that encouraged good sportsmanship. This positive competitive atmosphere successfully transformed the classroom climate into a more interactive one, while encouraging students to participate actively and seriously to achieve the highest score for their group.

In addition to increasing engagement, the implementation of the TGT model significantly impacted student interest and overall learning outcomes. This aligns with Li et al.'s (2025) findings, which confirmed that game-based media can eliminate boredom through a dynamic learning environment. Increasing student enthusiasm, attention, and emotional engagement in each game session provided practical opportunities to review the material in a fun yet meaningful way. Comprehensively, this combination of teamwork and healthy competition has been proven to be effective in improving students' cognitive mastery, which is reflected in consistent progress in learning outcomes in each session.

Student Learning Interest Using the Teams Games Tournament Learning Model Based on the Educandy Educational Game

The use of the Teams Games Tournament (TGT) learning model with the educational game Educandy has been shown to greatly boost the interest in learning among grade VIII A students at MTs Satu Atap Datok Sulaiman Palopo in the subject of Aqidah Akhlak (Faith and Morals). Theoretically, learning interest is a tendency that encourages students to feel happy, interested, and motivated to actively participate, which is a crucial factor in academic success (Wahdi et al., 2024). In Cycle I, the average student learning interest reached 76.3%, categorized as high, indicating that the initial implementation of this cooperative model was able to foster student interest. Consistent with Slavin's theory, social interaction in small groups helps students understand the material more meaningfully, although at this initial stage, student engagement levels are still adapting to the new learning pattern (Slavin, 2022).

After refinements in Cycle II, the average learning interest increased dramatically to 91.1%, categorized as very high. This increase indicates that students have become accustomed to the TGT model and are increasingly motivated by the interactive and challenging learning experiences through the Educandy platform. These findings match the research by Riyanti et al. (2024) and Sari (2025), which showed that adding educational games to the TGT model makes learning more enjoyable and competitive. Therefore, it can be concluded that the synergy between teamwork and digital game elements successfully transformed the learning process of Aqidah Akhlak into a more participatory one, thereby triggering ongoing active student involvement.

Student Learning Outcomes Using the Teams Games Tournament Learning Model Based on the Educandy Educational Game

The learning outcomes of grade VIII A students at MTs Satu Atap Datok Sulaiman Palopo on the topic of commendable etiquette—including ikhtiar (effort), tawakal (relief), contentment (satisfaction), patience, and gratitude—showed significant improvement in each cycle. The implementation of the Teams Games Tournament (TGT) learning model based on the educational game Educandy has been proven to have a positive impact on achieving the mastery criteria for the Aqidah Akhlak (Faith and Morals) material. In the pre-cycle phase, data showed that no students had achieved the learning objective achievement criteria, indicating low initial student understanding. However, after the intervention in Cycle I, the average score increased to 74.13, with a mastery level of 48.27%. Although this demonstrated progress, this result did not meet the classical mastery target, necessitating strategic refinements in the next cycle.

Entering Cycle II, systematic improvements to the learning process successfully stimulated optimal student mastery of the material. The average post-test score jumped dramatically to 90, with a completion rate of 96.55%, classified as "Very High." This achievement confirms that the majority of students have successfully internalized the concepts taught through healthy competition and teamwork. This success also indicates that technical and substantive obstacles encountered in the previous cycle have been overcome through more precise and targeted adjustments to learning strategies.

This research finding aligns with a study by Dewi et al. (2023) and Husnul Khotimah et al. (2023), which demonstrated that the use of Educandy effectively improves student learning outcomes through an interactive approach. The steady improvement in data from the pre-cycle stage to Cycle II at MTs Satu Atap Datok Sulaiman Palopo shows that the educational game-based TGT model is not just for fun; it is a teaching tool that can change how students learn, making them more active and excited. Through the combination of digital game elements and group collaboration, learning about Akidah Akhlak becomes more meaningful, ultimately leading to a comprehensive increase in student interest and academic achievement.

This research makes a significant contribution to the development of learning practices in madrasas, particularly in the subjects of Aqidah and Akhlak. This research adds to the understanding of how well the Teams Games Tournament (TGT) model, combined with Game-Based Learning (GBL) technology using the Educandy platform, works in teaching character and moral education. It offers a new way of thinking that shows how abstract lessons on Aqidah and Akhlak (like the ideas of ikhtiar, tawakal, and sabar) can be taught in a clearer and more captivating way using interactive digital media while still keeping their spiritual meaning. It strengthens the theory that a competitive yet collaborative learning environment can be a key stimulus in increasing student learning interest and cognitive retention at the secondary school level.

Furthermore, it provides alternative, innovative, and applicable learning strategies to address student boredom with conventional methods. This research demonstrates that teachers can act as creative technological facilitators in managing classroom dynamics, creating meaningful and joyful learning experiences so that students not only master the

material cognitively but also engage emotionally and socially through teamwork and sportsmanship. Additionally, it acts as a guide for using digital tools in education to enhance the quality of graduates by improving IT-based learning resources and creating a curriculum that keeps up with changes in educational technology.

4. CONCLUSION

The implementation of the Teams Games Tournament (TGT) learning model based on the educational game Educandy has proven highly effective in transforming the learning process of Aqidah Akhlak (Faith and Morals), particularly regarding commendable etiquette, into a more interactive, enjoyable, and competitive one. Significant improvements in students' affective and cognitive aspects empirically reflect the model's success. The average score for learning interest went up from 76.3% (good category) in Cycle I to 91.1% (very good category) in Cycle II. The average score for learning completion went up from 48.27% (good category) to 96.55% (very good category). These data confirm that the synergy between teamwork and digital game elements can optimally foster student enthusiasm and active engagement in understanding the substance of religious material.

Building upon these positive findings, educators are recommended to integrate the Educandy-based TGT model as an alternative, innovative learning strategy to minimize student boredom with theoretical material. Educational institutions are also expected to facilitate the development of teachers' digital competencies in managing game-based learning media to ensure continuous improvement in instructional quality. Furthermore, future researchers are advised to explore the effectiveness of this model across a broader range of materials or other student psychological variables to enrich the literature on digital learning in madrasah environments.

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