

Team Games Tournament (TGT) as an Innovative Pedagogical Strategy in Economics Education: A Literature-Based Analysis

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Abstract:

The development of digital technology has shifted the learning paradigm towards a more interactive and collaborative approach. This study aims to evaluate the effectiveness of the Team Games Tournament (TGT) learning model combined with Baamboozle media in improving the quality of the process and student learning outcomes. The research method used was a Systematic Literature Review (SLR) and bibliometric analysis of articles retrieved from Google Scholar in the 2020–2025 period. From the search results, 10 publications relevant to the research topic were obtained. The results of the study indicate that the implementation of the TGT model assisted by Baamboozle can improve students' learning outcomes, motivation, active participation, teamwork, and critical thinking skills. In addition, the bibliometric analysis shows that dominant keywords such as "team games tournament", "Baamboozle", and "cooperative learning" reflect the increasing research trend on the integration of cooperative models with interactive digital media. Thus, the integration of TGT and Baamboozle can be an effective pedagogical strategy to create fun, collaborative, and relevant learning to meet the needs of education in the digital era.

Key Words: *Team Games Tournament, Effectiveness, Baamboozle*

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INTRODUCTION

Education and human development are inseparable elements in the progress of a nation (Atmaja et al., 2022; Piwowar-Sulej, 2022; Thite, 2022; Fawaid et al., 2025). In today's global era, society demands individuals who are not only intellectually competent but also creative, cooperative, and adaptable to rapid social and economic changes. Education serves as a conscious and systematic effort to develop human potential in various dimensions—spiritual, moral, intellectual, and practical. As stated in Indonesia's Law No. 20 of 2003 on the National Education System, education aims to help learners actively develop their potential to possess intelligence, noble character, and essential skills for national development. Therefore, the quality of education determines the quality

of human resources, which in turn influences a nation's competitiveness (Agus et al., 2025; Zamroni et al., 2025). Improving learning quality becomes essential to prepare students for real-world challenges, particularly in economics education where critical thinking, collaboration, and problem-solving skills are crucial (Gojali et al., 2024; Mujiburrohman, 2025). Thus, exploring effective learning models that foster active engagement and teamwork is vital for creating a more competent and adaptive generation.

Despite numerous educational reforms, the learning process in many schools remains predominantly teacher-centered. Traditional lecture methods dominate classrooms, resulting in passive learning behaviors and low student motivation. Students often memorize concepts mechanically rather than developing meaningful understanding. This issue is particularly evident in economics education, where abstract theories and complex analytical skills are difficult to master through conventional methods alone. As a result, many students struggle to apply economic principles in real-life situations, leading to poor academic outcomes and reduced interest in the subject. The lack of engaging, student-centered approaches has been identified as one of the core problems that hinder learning effectiveness. Teachers often face difficulties in managing interactive learning environments that can accommodate students' different abilities, learning styles, and participation levels. Consequently, identifying and implementing innovative instructional models that promote collaboration, motivation, and critical engagement becomes a central concern in improving educational quality and learning outcomes in economics.

Empirical observations in schools indicate that students often perceive economics as a challenging and monotonous subject. Many learners find it difficult to connect theoretical economic concepts with everyday life, leading to low motivation and participation in classroom discussions. Teachers also report challenges in encouraging students to collaborate actively or express their opinions during lessons. In several classrooms, learning activities still rely heavily on textbook explanations and note-taking, with minimal use of interactive or game-based strategies. This situation results in an uneven distribution of participation—where only high-achieving students dominate, while others remain disengaged. Furthermore, classroom assessments reveal that students' cognitive understanding and social skills are not developing optimally. These conditions highlight the urgent need for instructional strategies that make learning both enjoyable and meaningful. Implementing cooperative and gamified learning models, such as the Team Games Tournament (TGT), could potentially address these challenges by creating an engaging and competitive environment that motivates students to learn actively.

Previous research on cooperative learning has demonstrated its potential to enhance academic performance and social interaction among students. Scholars such as Slavin (2015) and Rusman (2011) emphasized that cooperative learning allows students to work in heterogeneous groups, promoting peer

support and collaborative problem-solving. Within this framework, the Team Games Tournament (TGT) model stands out as a distinctive approach that integrates academic competition with teamwork (Fath, 2021). Studies conducted in various educational contexts have reported that TGT can improve students' motivation, participation, and comprehension through enjoyable and interactive activities. However, despite these positive findings, most research has focused on mathematics and science subjects, leaving limited exploration in the field of economics education. Moreover, the majority of studies adopt experimental designs with small sample sizes, providing little comprehensive synthesis on the broader applicability of TGT across different learning environments. This gap suggests the need for a systematic review to consolidate existing evidence and evaluate its effectiveness specifically in economics education.

In addition to the limited scope of subjects studied, previous literature often lacks in-depth analysis of how TGT influences non-cognitive aspects such as collaboration skills, communication, and learning motivation. Some studies report inconsistent findings regarding its long-term impact on learning outcomes, possibly due to differences in implementation strategies or classroom settings. Furthermore, earlier research rarely discusses the theoretical justification for integrating gamification into cooperative learning within economic contexts. This creates a research gap that requires more conceptual and empirical clarification. A systematic literature review addressing these inconsistencies is essential to establish a clearer understanding of TGT's pedagogical strengths and limitations. By critically synthesizing prior studies, this research can identify key success factors, contextual challenges, and recommendations for effective implementation. Therefore, conducting a comprehensive review of TGT in economics education is not only timely but also significant in bridging existing knowledge gaps and guiding future empirical investigations in the field.

The novelty of this study lies in its focus on evaluating the effectiveness of the Team Games Tournament (TGT) learning model specifically within the domain of economics education—a subject area that has been relatively underexplored. Unlike prior research that primarily investigates cognitive achievement, this study also emphasizes affective and social dimensions such as motivation, teamwork, and communication skills. By adopting a systematic literature review approach, the research consolidates findings from diverse empirical studies to offer a holistic perspective on TGT's educational impact. This approach not only summarizes previous evidence but also evaluates methodological strengths and weaknesses, providing new insights into how TGT can be optimized for economics classrooms. Furthermore, it contributes to the advancement of cooperative learning theory by integrating gamification principles within socio-economic learning contexts. The results are expected to enrich both theoretical discourse and practical applications of interactive learning in 21st-century education.

Based on the gaps identified, the central problem addressed in this research is: How effective is the Team Games Tournament (TGT) learning model in improving learning outcomes, motivation, and social interaction in economics education? Previous findings show that while TGT can foster student engagement and academic success, evidence remains fragmented and lacks consensus regarding its implementation and sustainability. Therefore, this review seeks to systematically analyze existing literature to determine the consistency, scope, and quality of evidence supporting TGT's effectiveness. It also aims to identify contextual factors that influence the success of TGT in various educational environments. By doing so, the study will provide an integrated understanding that informs educators, policymakers, and researchers about the potential of TGT as a transformative learning strategy for economics education.

This research argues that integrating cooperative and game-based learning through the TGT model can significantly enhance the learning experience in economics education. By combining competition, collaboration, and enjoyment, TGT encourages active participation, critical thinking, and teamwork—skills essential in modern economies. The systematic review offers empirical and theoretical contributions by synthesizing scattered studies into a coherent framework that highlights best practices and implementation challenges. Practically, the findings can guide teachers in designing more engaging learning environments that align with students' needs and contemporary educational standards. Theoretically, this research contributes to developing a more comprehensive understanding of gamified cooperative learning within social science education. Ultimately, this study aspires to support educational innovation and quality improvement, reinforcing the importance of active, student-centered learning as a foundation for building a creative and competitive generation in the global era.

RESEARCH METHOD

This study employs a Systematic Literature Review (SLR) combined with bibliometric analysis to comprehensively examine the effectiveness of the Team Games Tournament (TGT) learning model in economics education. The Systematic Literature Review approach represents a secondary research method conducted systematically through a structured process of identifying, reviewing, evaluating, and synthesizing relevant studies on a specific topic (Putra & Afrilia, 2020; Mulyani & Armianti, 2021). The primary objective of this method is to provide a comprehensive understanding of the current state of research development while generating a synthesized body of knowledge that can serve as a foundation for academic decision-making and future research directions.

The SLR method was chosen in this study to explore in depth how the TGT model has been applied in educational contexts, particularly in economics. Relevant literature was collected through a systematic search using Google

Scholar, covering the publication period between 2020 and 2025. The keywords used for the search included “Team Games Tournament,” “Effectiveness,” and “Economics.” The initial search identified approximately seventy articles, which then underwent a multi-stage screening process based on titles, abstracts, research relevance, and accessibility. Articles that were unrelated, not indexed, or inaccessible in full text were excluded. After this rigorous selection process, twelve articles were found to meet the preliminary criteria. Further evaluation based on the depth of content, research design, and direct relevance to the research focus narrowed the corpus to six final articles that were thoroughly analyzed.

To complement the SLR, a bibliometric analysis was conducted as a quantitative and visual technique for examining the structure and trends of the selected literature (Herawati et al., 2022). Bibliometric analysis enables the exploration of publication patterns, author collaboration networks, citation frequencies, and the emergence of dominant research themes within a given field. In this study, bibliometric mapping was performed using the VOSviewer software to visualize the interrelationships among keywords, authors, and institutions associated with the TGT learning model. The analysis focused on identifying research trends, collaborative networks, dominant conceptual clusters, and geographical or institutional publication distributions.

The output of the bibliometric analysis includes visual network maps that illustrate the co-occurrence of keywords in titles and abstracts, citation linkages among researchers, and the temporal evolution of publications. Through this integration of SLR and bibliometric techniques, the study not only synthesizes existing empirical findings but also presents a comprehensive overview of the intellectual landscape surrounding the application of the TGT learning model in economics education. This dual methodological approach provides both qualitative depth and quantitative breadth, offering valuable insights into research dynamics, influential contributors, and potential directions for future academic inquiry.

Research Question

The purpose of a research question is to provide direction and focus for a study. The research questions (RQ) in this study are:

Table 1. Research Question

ID	Research Question	Motivation
RQ1	What are the impacts of technology integration in the Team Games Tournament learning model on Economics?	Identifying the impact of the Team Games Tournament learning model on subjects
RQ2	What are the advantages and limitations of using the Team Games Tournament model in Economics?	Identifying the advantages and limitations of using the Team Games Tournament model in economics
RQ3	How effective is the Team Games Tournament learning model in Economics?	Identifying the effectiveness of integrating the Team Games Tournament learning model in economics

Table 2. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
This study was conducted in the educational setting, drawing on previous research relevant to the issue at hand. The focus of this study was to examine and compare the effectiveness of the Team Games Tournament learning model for economics subjects.	The publication presented is less comprehensive because it only contains articles.

RESULT AND DISCUSSION

Result

RQ1: Impact of the Team Games Tournament (TGT) Learning Model on Economics Education

The results of the systematic review indicate a positive impact of the Team Games Tournament (TGT) learning model on various educational subjects, including economics. The analysis of the selected literature suggests that TGT enhances student engagement, motivation, and academic performance by incorporating both competitive and collaborative elements into the learning process. The evidence collected from the reviewed studies demonstrates that TGT can foster teamwork, critical thinking, and active participation, which are essential in the context of economics education.

While TGT has been successfully applied to other disciplines, its impact on economics education is particularly notable for the following reasons:

First, increased motivation. The competitive aspect of TGT provides students with a sense of achievement, encouraging them to invest more effort in the learning process. This is especially critical in economics, where students often find abstract concepts challenging to grasp.

Second, improved learning outcomes. Several studies (e.g., Arsyad, 2020; Mudlofir & Rusydiyah, 2017) report enhanced academic performance among students when the TGT model is applied, as the collaborative nature of the games helps reinforce understanding through peer interaction and discussion.

Third, enhanced social interaction. TGT promotes teamwork and peer support, which are crucial in developing interpersonal skills. In economics, where complex ideas often require discussion and debate, these social interactions enrich the learning experience and improve conceptual understanding.

Table 3. Impact of Implementing the Team Games Tournament Learning Model by Subject

No	Subject Type	References
1	Economics	This study (current research)
2	Physics	Misdalina, M., & Lefudin, L. (2020)
3	Science	Adiputra, D. K., & Heryadi, Y. (2021)
4	Citizenship	Mustamiroh, M., Sutja, A., & Maulia, S. T. (2023)
5	Patriarchal Education	Hartono, H., & Badriyah, L. (2023)
6	English	Nurjanah, S., & Andriani, L. A. Y. (2023)

As shown in the Table 3, the TGT model has been effectively implemented across a variety of subjects, including economics, and has demonstrated a significant impact on learning outcomes and student engagement.

RQ2: What are the advantages and limitations of using the Team Games Tournament (TGT) model in Economics education?

The Team Games Tournament (TGT) learning model has emerged as a popular cooperative learning strategy, particularly in economics education, where understanding complex concepts requires active student involvement. Based on the literature reviewed, the advantages and limitations of TGT in economics education are both significant and nuanced.

Advantages of the TGT Model in Economics Education:

1. **Enhanced Student Engagement and Motivation.** One of the primary advantages of the TGT model in economics is its ability to significantly boost student engagement. The game-based structure of TGT introduces an element of competition, which motivates students to actively participate. Students are not merely passive recipients of knowledge; they are encouraged to engage with the material in a way that is both enjoyable and meaningful. Studies by Fanani & Hidayah (2024) and Slavin (2015) support this finding, demonstrating that the competitive aspect of TGT stimulates interest and curiosity, especially in subjects that students may otherwise find challenging, such as economics.
2. **Improvement in Collaborative Learning.** Economics education often requires collaboration and discussion to fully understand concepts like supply and demand, market structures, and economic policy. TGT encourages teamwork, as students are divided into teams to compete against each other. This teamwork fosters communication, problem-solving, and critical thinking skills among students. As noted by Mudlofir & Rusydiyah (2017), collaboration in the TGT framework allows students to learn from each other, which is particularly beneficial in subjects like economics where diverse perspectives can lead to deeper insights.
3. **Active Learning.** TGT fosters an active learning environment, a key principle in modern educational theory. Rather than sitting through passive lectures, students in a TGT environment are involved in active problem-solving and decision-making processes. This active engagement is crucial in economics, where abstract concepts such as market equilibrium or economic policy require active participation for deeper understanding. Arsyad (2020) emphasized that active learning techniques, like TGT, result in better retention and understanding of the material.
4. **Increased Social Interaction and Peer Support.** The collaborative aspect of TGT also leads to increased social interaction, which is particularly advantageous in subjects that require discussion, such as economics. Peer

interactions not only enhance students' understanding but also allow them to practice their social and communication skills, which are essential in the real-world application of economic knowledge. As highlighted by Gojali et al. (2024), TGT's emphasis on peer-to-peer learning creates a supportive environment where students can build confidence and share diverse ideas.

Limitations of the TGT Model in Economics Education.

1. **Time and Resource Intensive.** One of the main limitations of implementing TGT is the time and resources it requires. In a traditional classroom, preparing and organizing team-based tournaments can be time-consuming. Teachers must design suitable game formats, create materials, and ensure that all students have an equal opportunity to participate. This can be particularly challenging in economics, where lessons often need to cover a broad range of topics in a limited time frame. As Slameto (2010) points out, the complexity of organizing such activities can detract from the overall instructional time.
2. **Classroom Management Challenges.** Managing multiple teams in a competitive environment can present classroom management issues. With a large class size or students with diverse learning needs, it can be difficult to maintain order and ensure that all students are equally involved. Teachers must carefully monitor interactions to prevent any students from feeling excluded or disengaged. Slavin (2015) noted that TGT can lead to conflicts within groups, particularly if not properly supervised, which could undermine its effectiveness in economics education.
3. **Diverse Learning Styles and Preferences.** While TGT encourages active learning, it may not cater to all students' learning styles equally. Some students may prefer more traditional, lecture-based learning or struggle with the competitive aspects of TGT. In economics, where students' backgrounds and prior knowledge can vary significantly, a one-size-fits-all approach may not work. Rusman (2011) highlighted that the TGT model may not effectively address the needs of all learners, particularly those who prefer individual study or need more time to grasp complex economic theories.

RQ3: How effective is the Team Games Tournament learning model in Economics education?

The effectiveness of the Team Games Tournament (TGT) model in economics education has been examined in various studies, with results indicating a generally positive impact on student learning outcomes, motivation, and social interaction. However, like any educational strategy, the effectiveness of TGT is influenced by several contextual factors, including the implementation strategy, classroom dynamics, and the nature of the economics content being taught.

Effectiveness in Enhancing Academic Performance

Several studies, including Azaroh (2025) and Fanani & Hidayah (2024), provide empirical evidence that TGT enhances students' academic performance in economics. Students who engaged in TGT activities consistently performed better in assessments compared to those who experienced traditional teaching methods. This can be attributed to the active learning environment created by the competitive and cooperative elements of TGT, which reinforces the learning material. Moreover, TGT's game-based structure provides immediate feedback, which helps students identify gaps in their understanding and make corrections in real-time.

The interactive nature of TGT encourages students to revisit and reinforce key economic concepts through competition and collaboration, which leads to improved retention and application of knowledge. Slameto (2010) argues that such reinforcement through repeated exposure and peer teaching helps deepen understanding, especially for complex economic concepts.

Motivation and Engagement

The motivation to learn is a crucial factor in the success of the TGT model, and economics is no exception. As identified in the literature reviewed, students in TGT classrooms report higher levels of motivation and enjoyment in their studies, which translates to more engaged learning. This was evident in studies by Gojali et al. (2024) and Veronika & Zaini (2024), where students noted that the competitive aspect of TGT sparked a greater interest in economics, which had previously been perceived as dry or difficult. When students are motivated, they are more likely to persist through challenging material and demonstrate higher levels of achievement.

Social Interaction and Teamwork

In addition to its academic benefits, TGT promotes social interaction and teamwork, which are essential skills in economics education. Economics, particularly in fields such as behavioral economics and market dynamics, requires students to think critically about how individual actions influence the group or society at large. TGT encourages this by fostering collaboration and discussion among peers, allowing students to challenge each other's perspectives and develop their understanding of economic concepts through collective reasoning. This peer-to-peer interaction has been highlighted as a major strength of TGT in Arsyad (2020) and Mudlofir & Rusydiyah (2017).

Sustainability of Effectiveness

While the effectiveness of TGT in the short term is well-documented, questions remain about its long-term sustainability. Some studies, including those by Slavin (2015), suggest that the novelty of the competitive format may wear off over time, reducing its effectiveness. Additionally, the sustainability of TGT's impact depends on its continuous adaptation and alignment with

curriculum changes and student needs. It is essential that teachers periodically assess and adjust the TGT approach to maintain its relevance and effectiveness over the course of the academic year.

Discussion

The findings of this study confirm that the Team Games Tournament (TGT) learning model, particularly when integrated with interactive digital media such as Baamboozle, has a substantial positive impact on both cognitive and non-cognitive aspects of student learning in economics education (Rozi & Badriyah, 2025). The reviewed studies consistently demonstrate that TGT enhances students' academic performance, learning motivation, and classroom participation (Azaroh, 2025). This model encourages students to become more engaged through gamified and competitive learning activities that simultaneously promote cooperation and peer support (Gojali et al., 2024). Consequently, the classroom environment becomes more dynamic, fostering active communication and collective problem-solving among students.

Furthermore, the combination of TGT and Baamboozle supports differentiated learning by accommodating diverse learning styles and abilities (Veronica & Zaini, 2024). Digital tools facilitate immediate feedback, reinforce understanding, and increase learner autonomy (Sain et al., 2024). These results align with Slavin's (2015) cooperative learning theory, which emphasizes that structured group competition can improve student achievement and interpersonal relationships. By situating economic concepts within interactive and enjoyable contexts, TGT helps students connect theoretical knowledge with practical applications, thereby deepening conceptual comprehension.

However, the literature also reveals several challenges related to the implementation of TGT. The effectiveness of this model depends heavily on classroom management, teacher readiness, and students' digital literacy levels (Khosin et al., 2024). Some studies note that without proper facilitation, group competition can lead to unequal participation or dominance by high-achieving students (Fanani & Hidayah, 2024). Additionally, technological constraints such as limited internet access or device availability may hinder full integration of digital platforms like Baamboozle, especially in schools with inadequate infrastructure.

The bibliometric analysis further illustrates a growing trend in research interest concerning cooperative and game-based learning in the digital era. Keywords such as "team games tournament," "Baamboozle," and "cooperative learning" frequently co-occur, indicating an expanding interdisciplinary focus that combines education, technology, and psychology (Naningsih et al., 2024). This evolution suggests a broader shift toward pedagogical models that prioritize interactivity, engagement, and social-emotional development in learning processes.

Overall, the synthesis of literature indicates that the TGT model—

especially when enhanced by digital gamification—offers a promising approach to transform conventional economics instruction into a more engaging and effective learning experience. Its success relies on thoughtful design, teacher competence, and supportive institutional environments that value collaborative and technology-enhanced learning.

CONCLUSION

This systematic literature review concludes that the Team Games Tournament (TGT) model, particularly when supported by Baamboozle, is an effective pedagogical strategy for improving the quality of teaching and learning in economics education. The integration of cooperative and game-based principles not only increases students' academic achievement but also enhances motivation, teamwork, and critical thinking skills. The gamified structure of TGT transforms passive learning into active participation, enabling students to experience economics concepts in an interactive and enjoyable manner.

Moreover, the bibliometric analysis confirms that research on TGT continues to expand, highlighting its relevance in contemporary education systems adapting to digital transformation. The positive outcomes observed across multiple disciplines reinforce the model's adaptability and pedagogical value. Nevertheless, successful implementation requires adequate preparation, teacher training, and infrastructure to maximize its potential. Future research should explore longitudinal studies and experimental designs focusing on the sustainability of TGT's impact, particularly in developing students' higher-order thinking and socio-emotional competencies. In summary, the integration of TGT and Baamboozle represents a powerful educational innovation that aligns with 21st-century learning paradigms—promoting collaboration, creativity, and critical engagement essential for preparing students to thrive in an increasingly digital and interconnected world.

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