



## Improving *Balaghah* Mastery Through Teams Games Tournaments with Crossword Puzzle Media in Higher Education

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**Abstract:** The selection of appropriate teaching methods by educators and the optimization of learning media utilization are crucial factors in achieving success and effectiveness in the learning process. Accordingly, this research aims to examine the impact of using the Teams Games Tournament method with crossword puzzle media on the learning outcomes of *Balaghah* (Arabic rhetoric) students at the State Islamic University Imam Bonjol Padang. This research employed a quantitative approach with a quasi-experimental pretest-posttest control group design. Data collection techniques involved administering pretests and posttests to both the control and experimental groups. The collected data were analyzed using descriptive statistical tests, tests for normality and homogeneity (Kolmogorov-Smirnov test), and independent sample t-tests. The research results indicated a significant variation in student learning outcomes before and after using the Teams Games Tournament method with crossword puzzle media in *Balaghah* learning. Based on the findings, the average pretest scores for the experimental group and control group were 52.83 and 52.23, respectively, while the average posttest scores for the experimental group were 92.87 and 81.46 for the control group. The independent sample t-test showed a significance value of  $0.000 < 0.05$ , indicating sufficient evidence to support the alternative hypothesis ( $H_a$ ). Therefore, it was concluded that there was a significant difference in student learning outcomes before and after implementing the Teams Games Tournament method with crossword puzzle media in *Balaghah* learning. These findings validated the effectiveness of this method in enhancing understanding and student learning outcomes in *Balaghah* material.

**Keywords:** *Balaghah learning; crossword puzzle; Team Game Tournament method*

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## A. INTRODUCTION

One of the crucial aspects of learning Arabic is the science of *Balaghah*, which is often considered complex and requires in-depth understanding (Wartiman & Ahmad Agus, 2021). Students majoring in Arabic Language Education at Imam Bonjol State Islamic University, Padang, as in similar universities, often face difficulties in understanding this complex *Balaghah* material, which requires a deeper understanding. This condition shows that traditional teaching methods are often inadequate to foster students' interest and understanding of rhetorical topics (Muqit, 2019). Therefore, the use of various methods has a positive impact on increasing student interest in the learning process, while increasing student creativity, and creating a fun learning environment (Hasibuan, Fitriani, et al., 2023). Cooperative learning is one learning model that can be adapted to these needs.

Cooperative learning is a learning model that emphasizes cooperation and active participation between students in the learning process (Slavin, 1980). This concept focuses on the idea that learning is more effective when students work together, support each other, and complement each other in achieving learning goals (Hasibuan & Fitriani, 2023; Sulistio & Haryanti, 2022). In this context, each student has the responsibility to help his classmates, so that the learning process is not only an individual effort, but also a collaborative one (Andriyani & Anam, 2022). Through the social interactions that occur in cooperative learning, students not only gain conceptual knowledge, but also develop interpersonal skills, such as the ability to communicate, work together, and solve problems together (Hasibuan & Jundi, 2023). Thus, cooperative learning not only creates an inclusive learning environment, but also prepares students to face challenges in real life that require collaborative skills and joint problem solving (Slavin & Karweit, 1979).

The TGT (Teams-Games-Tournaments) method is a cooperative learning method designed to stimulate active student participation and increase learning motivation (Sulistio & Haryanti, 2022). In this method, the class is divided into small, heterogeneous groups, and each group is responsible for understanding the subject matter in depth. Each group member has an important role in supporting shared understanding. The learning process then involves games between the groups, where the success of each group member becomes the key to the success of the group as a whole



(De Vries & Slavin, 1978). In the next stage, there is a tournament that evaluates student understanding and awards the group with the best performance (Fauzi et al., 2019). By combining elements of healthy competition and cooperation, the Team Game Tournament method creates an interesting learning atmosphere and builds a community spirit in the classroom. This approach not only improves understanding of concepts, but also develops social and cooperative skills among students (Sugianto et al., 2022).

In addition, the use of media in the educational sector has shown a positive impact in increasing student motivation and facilitating understanding of complex material (Hasibuan, Haerullah, et al., 2023; Shofi & Jannah, 2022). One form of media that is popular among teenagers and adults is crossword puzzles (Bahroni & Kholis, 2017). In crossword puzzles, individuals are faced with the challenge of filling empty boxes with letters, both horizontally and vertically, so as to form words that have meaning. This simple approach has been commonly used in the world of education (Zamani et al., 2021). In the context of this research, crossword puzzles were chosen as an educational tool because they combine elements of games and problem solving with *Balaghah* learning content. This game requires creative thinking, mastery of vocabulary, and understanding of *Balaghah* (Ermaita, 2016). Apart from that, the use of interactive media can also increase student motivation and involvement in the educational process (Karyadiputra et al., 2023; Rakhmawati et al., 2023).

Thus, this research is relevant to the increasing need to develop learning models that are innovative and in line with technological developments. By combining Team Game Tournaments and Crossword Puzzle media, it is hoped that this research can contribute to understanding the potential of this method in increasing students' understanding of *Balaghah* concepts. Higher education as a research background has a crucial role in producing a generation that not only understands *Balaghah* theory but is also able to apply it in everyday life.

A number of previous studies have been conducted on similar topics. First, a study regarding the application of the Team Game Tournament method in teaching writing skills at universities shows that this method can improve writing skills and encourage active participation and student enthusiasm in the learning process (Naseha, 2022). Second, research on the use of crossword puzzle games in teaching reading and writing Arabic reveals that the application of this game involves three stages, namely the



preparation stage, game implementation, and evaluation (Umroh & Tamaji, 2022). Third, research on the application of the team competition method using crossword puzzles to increase student motivation in teaching Islamic cultural history states that this method is effective in increasing students' enthusiasm for learning related to Islamic cultural history (Milchan, 2019).

The similarity of this research with previous studies lies in the effort to apply the Teams Games Tournament (TGT) method using crossword puzzles in rhetoric learning for students at Imam Bonjol University, Padang. In designing crossword puzzles, this research combines technology by utilizing the "Crossword Labs" web application. The uniqueness of this research lies in its more specific focus on the application of Team Game Tournaments with crossword puzzles in the context of *Balaghah* learning, while previous studies focus more on increasing students' writing, reading and motivation skills in learning the history of Islamic culture. Thus, it is hoped that this research can provide new contributions regarding the effectiveness of using TGT with crossword puzzles in increasing students' understanding of Arabic rhetorical rules.

## B. RESEARCH METHOD

This research used a quantitative, quasi-experimental approach with a pretest-posttest control group design (Sugiyono, 2021). The data collection technique was carried out by giving tests to the control and experimental groups before applying the Teams Games Tournament method using crossword puzzles (Révész, 2019). Next, the researcher gave treatment to the experimental group by applying the Teams Games Tournament method using crossword puzzles. After that, the test was given again to both groups, namely the control and experimental groups (Campbell & Stanley, 2015).

Before giving tests to students, researchers tested the validity and reliability of the test questions (Davis et al., 1978). Firstly tested the validity of the instrument by involving experts, namely lecturers who have expertise in the field of *Balaghah*, to examine the questions carefully. After that, the validity of the instrument was tested using Pearson correlation between each question and the total score. The results show that most of the questions have a significant positive correlation with the total score at the 0.05 and 0.01 confidence levels. However, there are several questions whose correlation is less significant or even negative, which is a consideration for



improvement or further study in instrument development in future research. After the validity test, continue with the reliability test. The results show that based on Cronbach's Alpha reference, the pretest and posttest question instruments have a fairly good level of reliability. Cronbach's Alpha values that are above 0.5 in both parts of the instrument indicate an acceptable level of consistency. In addition, the strong correlation between the two parts of the instrument (0.725) and the Spearman-Brown and Guttman Split-Half coefficients which are close to one indicate that the question instrument has good consistency both overall and in each part.

Then, the data obtained were analyzed using descriptive statistical tests, normality tests, homogeneity tests, and independent sample t-tests (Maciejewski, 2020). Descriptive statistical tests were employed to summarize and present the main features of the dataset. Normality tests were conducted to assess the distribution of the data and ensure it met the assumptions required for further analysis. Homogeneity tests were performed to evaluate the equality of variances between groups. Finally, independent sample t-tests were utilized to compare the means of two independent groups and determine if there were significant differences between them. This systematic approach to data analysis allowed for a thorough examination of the research findings and provided valuable insights into the outcomes of the study.

This research was carried out at the Imam Bonjol State Islamic University, Padang, with a population of all students majoring in Arabic Language Education, Imam Bonjol Padang State Islamic University. Researchers used random sampling techniques to select two groups, namely the control and experimental groups (Sugiyono, 2021). The total sample was 49 students, with 23 students as the experimental group and 26 students as the control group. The test instrument for this research is a multiple choice objective test with 20 questions related to bayan science on tasybih material.

## C. FINDINGS AND DISCUSSION

### Findings

The Teams Games Tournament method is applied in *Balaghah* learning through three stages of activities, namely opening, core and closing. There are five key elements in implementing the Teams Games Tournament method, involving class presentations, group learning, games, tournaments, and group awards. These five elements are



implemented at the core stages of learning. In this context, the researcher adapted these elements according to common learning practices on this campus, namely involving the presentation of papers by groups.

In the first stage, namely the class presentation, representatives from the group delivered a paper discussing material about prayer beads. After that, it continued with a discussion session and in-depth explanation by the lecturer. Next, each group worked together to prepare themselves to face challenges in the form of a crossword puzzle game, which had been prepared in advance by the lecturer. This game is carried out by composing questions that are relevant to the material that has been studied.

During three meetings, learning activities took place with the same pattern. At the last meeting, the game stage was changed to a tournament with an identical format to the previous game, namely filling in crossword puzzles related to learning material. At the tournament stage, each group competes for victory. After the tournament is over, the scores of each group are calculated, and the lecturer gives awards to the group that managed to get the highest points. Thus, the Teams Games Tournament method creates learning that is interactive, competitive and fun for students.

Then, the impact of applying the Teams Games Tournament method using crossword puzzles was tested using descriptive statistical tests, normality and homogeneity tests using Kolmogorov-Smirnov, as well as the independent sample t-test with calculations using SPSS software. The findings from each test which are connected to determine the effect of using the Teams Games Tournament method with crossword puzzles on *Balaghah* learning are described below.

Before the method was applied, the researcher gave a pretest to both control and experimental groups to determine the students' initial abilities regarding learning *Balaghah* science related to the tasybih theme. The results of the pretest regarding learning bayan science related to the tasybih theme by students are presented in the following table.

**Table 1. Pretest Descriptive Statistics of TGT Method with Crossword Puzzle Media**

	N	Min	Max	Modus	Mean	Std. Deviation
Pretest of Experiment Class		30	72	38	52,83	13,2



Pretest of 26 80 30 52,23 15  
 Control Class

The table above provides an overview of the pretest results in two groups, namely the experimental group and the control group. First of all, in the experimental group, test participants had pretest scores ranging from 30 to 72, with a mode of 38. The average or mean score of the experimental pretest was 52.83, which reflects the central tendency of the data distribution. A standard deviation of 13.2 indicates the extent to which the data are spread out from the mean value, indicating a relatively moderate level of variation.

Meanwhile, the control group exhibited a pretest score range between 26 and 80, with a mode of 30. The mean or average score for the control group was 52.23, closely approaching the mean of the experimental group. The standard deviation in the control group was 15, indicating slightly higher variability compared to the experimental group. These results provide an initial overview of the characteristics of the pretest in both groups, with differences that may influence the interpretation of subsequent experimental outcomes.

After implementing the Teams-Games-Tournament (TGT) method using crossword puzzle media in *Balaghah* learning, students were given a series of test questions to evaluate the effectiveness of the TGT method with crossword puzzle media related to the tasybih material. This step was taken with the aim of assessing the extent of improvement achieved through the application of TGT with crossword puzzle media. The posttest results from the implementation of TGT with crossword puzzle media were then recorded in the following table to provide an overview of the students' understanding of the tasybih material after undergoing the learning process:

**Table 2. Posttest Descriptive Statistics of TGT Method using Crossword Puzzle**

	N	Min	Max	Modus	Mean	Std. Deviation
Posttest of Experiment Class	79	100	90	92,9	5	
Posttest of Control Class	64	98	78	81,5	9,1	

The table above provides a summary of the posttest results of the two groups participating in the experiment, namely the experimental group and the control group. In



the experimental group, test participants obtained posttest scores ranging from 79 to 100, with a mode of 90. The average or mean of the experimental posttest scores was 92.9, reflecting a relatively high level of understanding of the material after applying the Teams Games Tournament method with crossword media. A standard deviation of 5 indicates that most of the scores are within a fairly tight range of the mean value, indicating consistency of results.

On the other hand, the control group obtained posttest scores ranging from 64 to 98, and the mode was 78. The average or mean of the control posttest scores was 81.5, indicating a lower level of understanding compared to the experimental group. A standard deviation of 9.1 indicates higher variation in control posttest scores, illustrating the extent to which the data are spread out from the mean value. Further analysis is needed to determine whether the differences between the two groups are statistically significant, so that conclusions can be drawn regarding the effectiveness of the Teams Games Tournament method using crossword puzzles in improving understanding of tasybih material.

The next step taken by researchers is a normality test, which aims to check whether the data follows a normal distribution or not. In this study, researchers chose the Kolmogorov-Smirnov approach to evaluate data normality using SPSS statistical software. Assessment of the normal distribution is carried out based on the significance value (sig) resulting from the normality test results. This analysis has important relevance in ensuring that the statistical requirements needed to carry out the independent sample t-test or mean difference test can be fulfilled properly.

Thus, the results of the normality test play a crucial role in statistical data analysis as they assist researchers in determining whether the acquired data can be considered a sample from a normally distributed population. Evaluation is conducted by considering the significance value (sig), where if the sig value is greater than 0.05, the data is deemed to follow a normal distribution. The results of the normality test for the experimental and control groups are presented in the following table, which will serve as a vital basis for the subsequent data interpretation and statistical analysis process.



**Table 3. Normality Test Results  
 Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Results	Pre-Experiment	,131	23	,200*	,939	23	,169
	Post-Experiment	,153	23	,177	,922	23	,720
	Pre-Control	,150	26	,138	,958	26	,361
	Post-Control	,092	26	,200*	,975	26	,757

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov-Smirnov test on all experimental group and control group data, both pre-test and post-test data, a significance value (sig) of 0.200 was obtained; 0.177; 0.138; 0.200  $\geq$  0.05. This indicates that the data distribution can be considered normally distributed. Therefore, it can be concluded that the research data has a normal distribution. Assuming that the research data is normally distributed, research can be continued using parametric statistical methods. Parametric statistical methods are more appropriate for use on data that has a normal distribution because it is able to provide more accurate and reliable results in analyzing differences or relationships between variables.

Before the researcher proceeds to the independent sample t-test or test the difference between the means of the two research groups, there is one condition that needs to be fulfilled, but it is not absolute, namely verifying the homogeneity of the data. In the context of this research, researchers used the homogeneity of variance test to evaluate the level of homogeneity of the data. Data is considered homogeneous if the significance value (sig) based on the arithmetic mean is greater than 0.05. However, if the data does not meet the homogeneity criteria, an alternative test that can be used is the Mann-Whitney test. The following is a table of homogeneity test results for the two research sample groups:



**Table 4. Homogeneity Test Result**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	6,376	1	47	,115
	Based on Median	6,530	1	47	,114
	Based on Median and with adjusted df	6,530	1	38,74 7	,115
	Based on trimmed mean	6,245	1	47	,116

From the table of homogeneity test results above, a significance value (sig) based on a mean of  $0.115 \geq 0.05$  is obtained. These results indicate that the data variance in the experimental posttest and control posttest categories is considered homogeneous. Therefore, it can be concluded that one of the conditions necessary to proceed with the independent sample *t*-test is met. Homogeneity of variance is an important prerequisite in statistical analysis using the independent sample *t* test, so these results provide a basis for continuing research with confidence that the data meets the necessary statistical requirements. This process helps ensure that comparisons between the two groups can be made more validly and reliably.

The next stage is hypothesis testing, because the prerequisite tests have been met. The hypothesis of this research is as follows:

$H_0$  : The application of the TGT method using crossword puzzles is not effective in improving *Balaghah* learning outcomes for students at Imam Bonjol State Islamic University, Padang

$H_a$  : The application of the TGT method using crossword puzzles is effective in improving *Balaghah* learning outcomes for students at Imam Bonjol State Islamic University, Padang

The Independent Sample T-test was carried out with the aim of evaluating whether there was a significant difference between the post-test results of students in the experimental group and the control group. In the context of this research, it is to find out that the intervention or treatment given to the experimental group had a different effect in terms of improving post-test results compared to the control group which did not receive similar treatment. The results of the hypothesis test calculations carried out are in the following table:



**Table 5. Independent sample Statistic**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Post-Experiment	23	92,87	5,003	1,043
	Post-Control	26	81,46	9,092	1,783

The table above presents group statistics for learning outcome variables at post-experiment and post-control. In the post-experiment group, there were 23 participants with an average learning outcome of 92.87. A standard deviation of 5.003 indicates how far the data is spread from the mean value, while a standard error of the mean of 1.043 provides an estimate of how accurately the sample mean represents the population mean. These results indicate that, overall, participants in the post-experiment group had a high level of learning outcomes, with relatively low levels of variation.

On the other hand, the post-control group consisted of 26 participants with an average learning outcome of 81.46. A higher standard deviation, namely 9.092, indicates greater variation in learning outcome scores among post-control group participants. The relatively high standard error of the mean, namely 1.783, reflects greater uncertainty in estimating how accurately the sample mean represents the population mean. Further analysis of the differences between these two groups involved the use of statistical tests to evaluate the significance of differences in learning outcomes between the post-experimental and post-control groups in the context of the study.

**Table 6. Independent Sample T-Test Result**

Independent Samples Test								
Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper



Equal variances assumed	6,376	,115	5,341	47	,000	11,408	2,136	7,111	15,705
Equal variances not assumed			5,522	39,751	,000	11,408	2,066	7,232	15,584

The table above provides the results of independent statistical tests on two groups using Levene's test for equality of variances and t test for equality of means. From Levene's test, an F value of 6.376 was obtained with a significance value (Sig.) of 0.115. Because the Sig value. greater than 0.05, it can be concluded that homogeneity of variance is met, so proceed to the t test assuming the same variance. In the t test assuming equal variances, a t value of 5.341 was obtained with degrees of freedom (df) of 47 and a significance value of 0.000. A significance value of less than 0.05 indicates that there is a significant difference between the post-experimental and post-control groups in learning outcomes. Furthermore, the mean difference is 11.408 with a standard error difference of 2.136, and the 95% confidence interval for the mean difference between the two groups is between 7.111 to 15.705. Therefore, the following conditions are used to make decisions based on the findings of the independent sample t-test in this research:

If the statistical significance (2-tailed) value is  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected.

If the statistical significance (2-tailed) value is  $< 0.05$  then  $H_a$  is accepted and  $H_0$  is rejected.

The unpaired average difference test (independent sample t-test) shows a significance value of 0.000. From the results of the research and discussion, it can be concluded that there are significant variations in student learning outcomes before and after implementing the Teams Games Tournament method with crossword puzzles in *Balaghah* learning. Analysis of the relevant independent sample t-test decision making criteria shows substantial results, with a significance value (Sig) of  $0.000 < 0.05$ . This indicates that there is sufficient evidence to recognize and support the alternative hypothesis ( $H_a$ ). Therefore, it can be concluded that there is a significant difference in student learning outcomes before and after applying the Teams Games Tournament method with crossword puzzles in *Balaghah* learning. These findings provide confirmation that this method has a significant impact in improving students' understanding and learning achievement in the context of *Balaghah* material.



## Discussion

Researchers chose crossword puzzles as an alternative medium in applying this method because of its simplicity and suitability for the cognitive level of college students (Zamani et al., 2021). The use of crossword puzzles is considered appropriate because the process of filling in the boxes in the puzzle requires critical and in-depth thinking (Azizah, 2022). This can be proven in the findings of Apri Wardana Ritonga who said that crossword puzzle media has met HOTS standards with indications of student-centred learning, the use of crossword puzzles requires student creativity and innovation and improves critical and in-depth thinking skills (Ritonga et al., 2021).

Researchers believe that through this media, students can better adapt *Balaghah* concepts effectively, opening up opportunities for deeper and creative understanding. Crosswords are considered an interesting and relevant means of encouraging analytical thinking and application of concepts in the context of *Balaghah* (Umroh & Tamaji, 2022). By incorporating such interactive and intellectually stimulating activities into the learning process, educators can promote a dynamic environment that nurtures critical thinking skills and enhances the students' ability to apply theoretical knowledge in the specific context, fostering a more holistic and enduring understanding of the subject matter (Andriyani & Anam, 2022; Jundi & Hasibuan, 2023).

Positive evidence regarding the use of the Teams Games Tournament method is consistent with the findings of Siti Durratun Naseha, who stated that the application of the Teams Games Tournament method in teaching writing skills at universities can significantly improve writing skills and stimulate students' active participation and enthusiasm in the learning process (Naseha, 2022). Likewise, research conducted by Muhammad Fery Fauzi, who applied the Teams Games Tournament method to improve students' productive Arabic language skills, also supports these findings. From his research, it is clear that the implementation of the Teams Games Tournament cooperative learning model has a significant effect on interest in learning Arabic (Fauzi et al., 2019). Therefore, this kind of method is considered successful in improving students' productive abilities in Arabic.

Furthermore, regarding the use of crossword puzzles in the world of education, it has been proven to have a positive impact in improving student learning outcomes, including in the context of learning Arabic. As stated in one study, crossword puzzles



have been proven to be effective in improving students' Arabic reading skills (Ritonga, 2020). This finding is strengthened by the results of Muhammad Khalilullah's research which evaluated the application of crossword media in mufradat learning, which showed that this media had a positive impact on increasing students' mastery of Arabic mufradat (Khalilullah, 2012). Thus, the use of crossword puzzles can be considered as an effective medium in improving various aspects of Arabic language learning.

By referring to the findings of this research, experts believe that educators need to adopt learning methods that can stimulate students' interest in learning Arabic (Hermawan, 2013). The learning approach that not only increases students' interest in learning, but also has a positive impact on achieving learning goals (Hasibuan, Haerullah, et al., 2023). Choosing appropriate learning methods that are tailored to the characteristics of students is expected to effectively maximize the development of their potential and talents, producing positive attitudes and actions in the learning process (Zaini, 2016).

In fact, learning methods play a very important role in achieving educational ideals (Al-Tabany, 2017). Through these various methods, an educator is able to effectively convey his knowledge to students (Arsyad, 2019). The success of teaching depends greatly on the selection of appropriate methods and their careful implementation (Hasbullah & Rahmawati, 2015). The application of the Teams Games Tournament method using crossword puzzles appears as an excellent alternative in the context of *Balaghah* learning, which can significantly increase student learning outcomes. Apart from increasing learning outcomes, this research also notes that the Teams Games Tournament method using crossword puzzles is able to arouse students' interest in *Balaghah* learning, thus providing a learning experience full of joy for students.

#### D. CONCLUSION

Based on the findings of the research and discussion, it can be concluded that there are significant variations in student learning outcomes before and after using the Teams Games Tournament method with crossword puzzles in *Balaghah* learning. Based on the findings, the average pretest score for the experimental group was 52.83 and the control was 52.23, while the average posttest score for the experimental group was 92.87 and



the control was 81.46. The unpaired mean difference test (independent sample t-test) shows a significance value of 0.000. Analysis of the relevant independent sample t-test decision making criteria showed significant results, with a significance value (Sig) of  $0.000 < 0.05$ . This shows that there is sufficient evidence to support the alternative hypothesis ( $H_a$ ). Therefore, it can be concluded that there is a significant difference in student learning outcomes between before and after applying the Teams Games Tournament method with crossword puzzles in *Balaghah* learning. These findings verify that this method has a significant impact in improving students' understanding and learning achievement in *Balaghah* material. Then, based on the conclusions drawn from the research findings, it is recommended that future researchers consider further investigating the long-term effects and sustainability of implementing the Teams Games Tournament method with crossword puzzles in *Balaghah* learning. Additionally, exploring potential modifications or adaptations of the method to cater to diverse learner needs and contexts could enhance its effectiveness. Moreover, conducting comparative studies across different educational settings or with varied participant demographics would provide a more comprehensive understanding of the method's applicability and efficacy.

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