

Application of the Quiz Team Method to Improve Learning Outcomes of Elementary School Students on the Material of Mutual Cooperation Lifestyle

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Article History:

Received: April 5, 2023; Accepted: May 29, 2023; Published: May 31, 2023

ABSTRACT

The quality of learning strongly influences the success of education. Pancasila education is a crucial lesson taught in elementary schools because it directs the behavior and character of students so that it conforms to the norms, customs, and rules that apply. This study aims to improve the learning outcomes of fourth-grade students in the material of cooperation lifestyle by applying the Quiz Team learning method at Elementary School. This research uses classroom action research or PTK by applying the research design from Kemmis & Taggart covering four stages: planning, action, observation, and reflection. The research subjects were fourth-grade students at SD Negeri Godog 01, totaling 17 students. Data collection techniques through learning achievement tests, observations, and documentation. Data analysis was descriptive qualitative, and quantitative. The indicator of success is $\geq 75\%$ of the number of students who have exceeded the specified KKM. The results showed that the application of the Quiz team learning method to the Pancasila Education subject was able to improve the learning outcomes of fourth-grade students at SD Negeri Godog 01. Before being given action, the acquisition of student learning outcomes that exceeded the KKM was only 12 students or equivalent to 70.5%. In the action activities of the first cycle, students who exceeded the KKM were still the same as before, but there was an increase in the average class value of 78 to 82. In cycle II, as many as 15 (88.2%) exceeded the completeness score. The class average cycle I and II scores rose from 82 to 85. In conclusion, the quiz team method was effectively used to improve learning outcomes in the material of the cooperation lifestyle of elementary school students. Overall, this research contributes to improving learning outcomes that end at students' academic level.

Keywords: Learning Outcomes, Quiz Team Method, Pancasila Education, Mutual Cooperation



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INTRODUCTION

The quality and quality of learning is very influential on the level of educational success. Efforts made by the government, namely by improving the education system, one of which is the curriculum, currently an independent curriculum, has been implemented to prepare better educational competencies. The independent curriculum is inseparable from the cultivation of Pancasila profile character values that reflect students who are competent, have character, and behave following Pancasila values (Nurhayati et al., 2022). In implementing the independent curriculum, some subjects are very concerned with cultivating the character of the Pancasila profile, namely the Pancasila Education subject. Pancasila education is a crucial lesson that is taught in elementary schools because it teaches the morals, behavior, and discipline of students to comply with the rules, customs, and procedures that apply (Fitriasari et al., 2020; Mufidah & Tirtoni, 2023). Pancasila education directs students regarding Pancasila values that are important to everyday practice (Nurgiansah, 2021).

The main problem that is often encountered in learning Pancasila Education is the low interest in learning of students, which can affect the decline in learning outcomes. According to Sudjana (in Qomariyah, 2019; Soleha et al., 2021), learning outcomes are students' skills obtained after learning experiences. Another opinion also says that learning outcomes are changes in a person's behavior that arise after gaining learning experience, including knowledge, attitudes, and skills (Maharani & Rahmawati, 2019; Wulandari et al., 2018). Rusman (in Sufiyati & Novianto, 2021) said that learning outcomes have indicators that cover three domains, namely the realm of knowledge, attitudes, and skills. All of these areas are dynamic activities that develop their abilities through their activeness on an ongoing basis (Pratiwi & Meilani, 2018).

Most students think that learning Pancasila Education is only limited to rote material. Based on preliminary observations, it is known that learning is still carried out conventionally with the lecture method and using the teacher-centered where learning is still teacher-oriented. In the learning process, students only read and then work on the Student Worksheets in the student's book. The role of the teacher is required to be able to present learning that is challenging, meaningful, fun, and able to activate students to learn (Meilanie & Putra in Astri et al., 2018; Hariyati et al., 2020; Rusmiati, 2022). As stated by Rochiati (in Sulistyono & Mediatati, 2019; Wuryandari & Herwin, 2021), Civics learning quality is not what is expected and affects learning outcomes. The trigger is the limitations of the learning methods used by teachers.

This affects the low activity of students when taking learning activities. The lecture method has not been able to grow students to be active in taking learning. Other active learning methods have not been applied to learning activities. The learning method is the teacher's step in presenting teaching material through question, answer, and interaction to go beyond learning goals (Zuhri, 2023). Darmadi (Lufri, 2020) argues

that the teacher uses the learning method to present learning material to achieve learning objectives. The learning method has tactical, technical, and practical principles to be carried out by teachers and students to obtain optimal learning outcomes (Dewi, 2018).

Pancasila education is delivered correctly because this subject can determine the character of students, which will impact the quality of human resources. Citizenship Education (Civics) is not static, but always dynamic and can adapt to developments in various aspects of life (Turyanto, 2020). Pancasila education creates attitudes, character, and individual behavior so that applicable rules and norms can create individuals. So here, the teacher's role must be creative in presenting learning to support students' enthusiasm during the learning process. With various learning methods, efforts are made to increase student learning outcomes in Pancasila Education subjects. Creative teachers present learning by optimizing their understanding and expertise in applying learning methods (Hasibuan et al., 2022).

One that can be applied in implementing the Quiz team learning method. This active learning method can stimulate students to ask and respond to questions, create a learning atmosphere, and train students' responsibility for what has been learned easily so that students are active in class. Wahyu et al., (2019) argued that the active learning method is the most effective for learning activities. Quiz team learning is a learning activity that can stimulate student activity and responsibility with fun question-and-answer activities (Johar et al., 2018; Khoirunnisa et al., 2022; D. P. Putri, 2020; F. N. Putri, 2023).

Based on the problems described above, this study aims to improve the learning outcomes of fourth-grade students in the material of mutual cooperation through the application of the Quiz Team learning method at SD Negeri Godog 01

METHOD

This type of research is classroom action research. According to Kemmis (in Pahleviannur & Dkk, 2022) action research is a form of self-reflective research carried out by someone in social conditions (including education) to improve the practices. A research design through four stages, according to Sulipan (in Samsu, 2017) states that it consists of four steps that must be passed, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

The research was conducted at Godog 01 Public Elementary School, Polokarto District, Sukoharjo Regency, for the 2022/2023 academic year, which was carried out within two months. The research subjects were 17 students in grade IV at SD Negeri Godog 01. The research aims to increase the learning outcomes of mutual cooperation lifestyle material on Pancasila Education subjects through the Quiz Team learning method.

Data collection techniques used achievement tests, observations, and documentation. The data obtained were analyzed through qualitative and quantitative analysis. Qualitative data analysis was carried out through the Milles & Huberman model (In Sugiyono, 2013), which consisted of three stages: data reduction, data display, and the conclusion. Meanwhile, quantitative data uses quantitative descriptive by determining the average class value and the percentage of success. The indicator of success in this study in cycles I and II obtained an average class score of 75.00 with a total learning completeness of $\geq 75\%$, according to the KKM (Minimum Completeness Criteria) specified in the Pancasila Education subject at SD Negeri Godog 01 was 75.

RESULTS AND DISCUSSION

Research result

This research emphasizes the cognitive aspect because students' learning outcomes are still relatively low, according to the initial data. The results of the classroom action research applied to fourth-grade elementary school students in the Pancasila Education subject, especially the mutual cooperation lifestyle material, used the Quiz Team learning method. The results show that it can improve the learning outcomes of class IV students. Improved learning outcomes can be observed in Table 1.

Table 1. Student Learning Outcomes.

Completeness	Initial data or Pre-action		Cycle I		Cycle II	
	Quantity	%	Quantity	%	Quantity	%
Complete	12	70,5	12	70,5	15	88,2
Not Finished	5	29,4	5	29,4	2	11,7
Lowest Score	0		40		60	
Highest Score	100		100		100	
Average	78,2		82,3		85,8	

Based on student learning outcomes through lectures, discussion, and question-and-answer methods, preliminary data was found. Then the learning outcomes were obtained from 17 students, 12 completed with a percentage of 70.5%, and five students had not completed with a percentage of 29.4%, for the average value of all students had exceeded the KKM (Minimum Completeness Criteria), which was obtained 78.2 but still in the low category because the percentage of completeness has not exceeded 75%.

After corrective action was taken in cycle I to improve learning outcomes, researchers also used ICT-based media in the form of videos. In the learning process, the method of discussion, presentation, question, and answer was added to the quiz method, with Problem-Based Learning as a learning model. As a result, students

become more active in the learning process activities. The learning achievements obtained in cycle I, which have exceeded the KKM (Minimum Completeness Criteria), are still the same as in the pre-action, namely from 17 students obtained 12 complete with a percentage of 70.5% and five students have not completed with a percentage of 29.4%. However, the increase occurred in the average class value, which was initially 78.2, increased to 82.3. A comparison of these results can be seen in Figure 1.

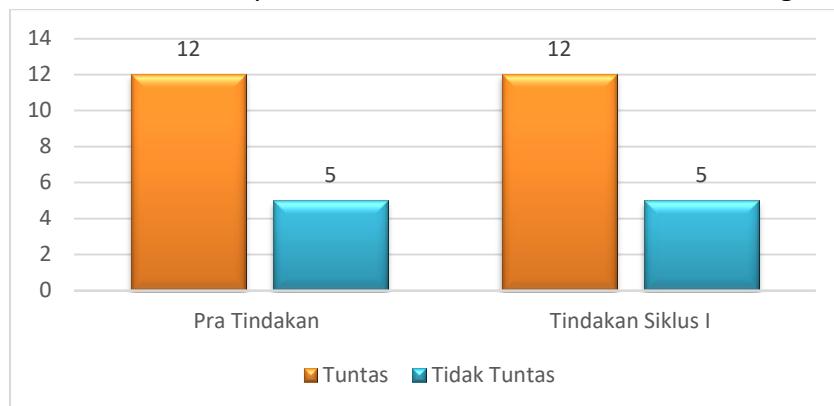


Figure 1 Percentage of Student Learning Outcomes Pre-Action and Cycle I

Cycle II learning outcomes increased from the previous cycle. In this learning activity, apply and use the Quiz Team type quiz learning method. Students are seen to be skilled at solving problems after participating in learning activities through the Quiz Team. Students actively participate in learning activities, discuss with groups, and collaborate in presenting the results of their discussions well. With the results obtained from 17 students, 15 completed with a percentage of 88.2%, and two students had not completed with a percentage of 11.7%. An increase was also seen in the average class value, which was initially 82.3 to 85.8. Thus, the corrective action for learning Pancasila Education in the material on the pattern of cooperation using the Quiz Team method has increased significantly. A comparison of results can be observed in Figure 2.

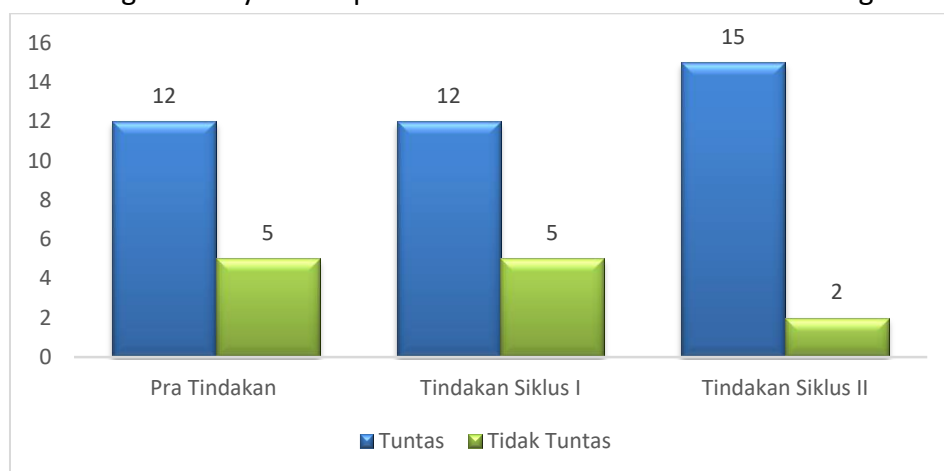


Figure 2 Percentage Diagram of Student Learning Outcomes Pre-Action to Cycle II

Discussion

In this study, applying the Quiz Team learning method to Pancasila education subjects in grade IV was to improve student learning outcomes. The research findings show that the use of the quiz team learning method can positively influence students, stimulate student activity during learning, and increase student learning outcomes during learning.

This was shown when the learning process was pre-action using the lecture and discussion method, the interaction of students was still passive. Corrective action was taken using the quiz method, and the results showed that there had been a change in the average value, but the percentage of completeness was still the same as during the pre-action. Then the deficiencies in the first cycle were used as a reference for making improvements in cycle II which implemented the learning process with the quiz team method, and the results obtained were a significant increase in both the average class value and the percentage of completeness.

In addition, it was found that by using the quiz team active learning method, students were more likely to participate actively in learning activities starting from group discussions, question and answer, and when presenting the results in front of the class. This agrees with Sulistyowati's (2018) in his research, which stated that there was an increase in learning outcomes that occurred because Quiz Teams provide opportunities for students to collaborate with group teams, student-centered oriented activities, and through an academic match system can create competition between groups so that they can build a vibrant and fun learning atmosphere. In line with my opinion, in the learning process, outcomes can be seen through improving the quality of learning. Namely, the activeness of students increases, fosters enthusiasm, and builds a fun learning atmosphere for students.

Therefore, learning must be presented as fun according to the needs and adapt to the characteristics of students so that the desired learning outcomes obtain results. The role of learning methods is needed in creating learning with a fun atmosphere, especially for elementary school students, in line with the opinion of (Rorimpandey et al., 2022). Using methods that match the characteristics and teaching materials can increase students' interest in participating in learning. The teacher's skills in mastering several varied methods will foster the enthusiasm of students to participate in learning and will impact learning outcomes. Aunurrahman (In Minsih & Galih, 2018) suggests that learning success is closely related to teaching skills in developing learning models that impact increasing student participation when the learning process is effective.

The use of varied methods can be applied in all subjects, especially in the Pancasila Education subject, which is mandatory material that must be understood and mastered by students to teach character and behavior by applicable norms, customs, and rules. The purpose of Pancasila education in elementary schools is to equip and

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strengthen basic knowledge and skills regarding interaction with fellow natives and citizens of other countries (Ainsiyah & Ginting, 2020; Khalimatu & Dewi, 2022). So that with the application of this quiz team media as an alternative that can be implemented in classroom learning, learning can run optimally and meaningfully.

Creating active learning in the classroom is the teacher's obligation so that learning can take place optimally and improve students' ability to master the material more. Pratiwi & Meilani (2018) said teachers must have skills in choosing the proper method when presenting material to students so that it becomes more interesting, does not cause boredom, and can accept material easily. Teachers have an essential role in learning activities because students need teachers to help develop themselves and optimize their talents and abilities or learning outcomes (Gainau et al., 2022; Marnola et al., 2022; Sitio & Habeahan, 2023). So implementing the current curriculum is designed to support active learning and has various teaching strategies adapted to the students' level (Pho et al., 2021).

The role of teachers in learning ecosystems that are student-oriented based on active learning has changed in terms of facilitating, guiding, and supporting learning, not directing the learning process (Mills in Nurbavliyev et al., 2022). A learning environment that is turned on optimally by the teacher, stimulates students to be active and creative in honing their abilities and reasoning, getting intellectual and emotional satisfaction in learning (Hayaturraiyen & Harahap, 2022). The Quiz Team learning method is an active learning method that can foster fun and not dull learning; with question and answer activities, each team can express the results of material exploration obtained before. Bashith & Nasith said that with academic competition, there would be competition between groups, and students will always be motivated and try to learn to get high scores in the competition round.

Overall this research provides evidence that applying the Quiz Team learning method can improve the learning outcomes of fourth-grade students in the Pancasila Education subject on a mutual cooperation lifestyle. In line with the research conducted by Ainin et al. (2019), which obtained the result that there was a positive influence on learning activities with the quiz team at the level of learning outcomes. The results of this study were strengthened by Putri's research (2020) which obtained results from using the Quiz Team Learning Method in Civics learning that improved student achievement.

CONCLUSIONS AND SUGGESTIONS

Based on the presentation of the research results and the discussion described above, it can be concluded that applying the Quiz Team learning method can improve the learning outcomes of fourth-grade students in the material of a cooperative lifestyle. This is shown in the research results, which show a reasonably good increase

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in student learning outcomes. The increase can be seen from the percentage of completeness and class average scores obtained. In pre-action and cycle I, the percentage of learning outcomes was 70.5%, then increased in cycle II by 88.2%. This shows that using learning methods can encourage and attract students' interest to be more active in learning. Furthermore, using learning methods can make learning fun and not boring to increase participation and deepen understanding of learning material.

Overall, this research contributes to developing the quality of the learning process in the classroom, provides insight into the need for active learning methods, and provides alternatives in presenting learning that can motivate and improve learning outcomes. In applying the quiz team learning method, it is necessary to pay attention to the characteristics and needs of students and the material to be taught.

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