



## QUIZ TEAM LEARNING MODEL ON STUDENT PERFORMANCE IN ISLAMIC RELIGIOUS EDUCATION

Farida Isroani<sup>1</sup>, Munir<sup>2</sup>

<sup>1,2</sup>Universitas Nahdlatul Ulama Sunan Giri Bojonegoro

Email: farida@unugiri.ac.id<sup>1</sup>, munir@unugiri.ac.id<sup>2</sup>

### Abstract:

As a factor that influences the effectiveness of learning, the teacher must possess a number of competencies. The mastery of the learning model as a support for the learning process is one of them. The Group Question (Quiz Team) model is one of the learning models that can train students' abilities. The Quiz Team discovered a form of active learning model that functions to train students' activeness to ask and answer each other, so that teachers can create a fun and engaging learning environment so that students are active in class when they are learning. As respondents, eighth graders comprise the sample population. Observation, interviews, tests, documentation, questionnaires, and tests were employed to collect data. The results demonstrated that the implementation of the Quiz Team learning model increased student success in learning.

**Keywords:** *Quiz Team, Islamic Religious education, Learning*

### INTRODUCTION

A teacher who teaches students in junior high school differs from one who does to the students in elementary school. If they were previously completely mute in class and obedient to the teacher's every command, the next level would be different. This is influenced by a number of factors, as children at this level begin to dare to attempt new things, dare to express the incompatibilities they feel within themselves, evaluate, and even dare to remark on the teacher's various teaching methods. If the teacher finds them entertaining, the students will feel secure in class, but if they are not entertaining, they will be bored, drowsy, and may even attempt to leave. Seeing the problems of modern society makes it difficult for parents to educate their children to have decent personalities, as they are the primary caregivers.

Education plays a significant role in the life of a nation because it can enhance and cultivate the quality of its human resources. The purpose of education is to educate present and prospective successors (Iwan, 2017). It means that the current education system is not solely focused on meeting current requirements; rather, the responsibility for future sustainability rests with the younger generation. Education is a process designed to influence students so that they can adjust as well as possible to their environment, causing them to endure transformations that allow them to function closely in the lives of others (Hamalik, 2013). As children typically obey their teachers more than their parents, educators must be able to set a positive example. Therefore, it will be easier to imitate, implement, and believe the teacher's advice (Manan, 2017).

The purpose of education in Indonesia is to develop whole people. This implies that the purpose of education in educational institutions is to develop students into whole individuals in the cognitive, affective, and psychomotor domains (Marcella, 2018). The Indonesian education system appears to be falling behind its intended goals. This disparity is caused by a variety of factors. A lack of student integrity or carelessness in learning can have an impact on the caliber of the learning outcomes (Putra, 2022). This chasm is caused by numerous factors, such as social, political, cultural, and economic, which are always changing in accordance with the times (Munirah, 2015). In the learning

process, student activity and creativity are sometimes limited so that learning achievement is unsatisfactory.

One of the required secondary subjects is Islamic Religious Education (PAI). *Aqidah Akhlak* is a member of the family of Islamic Religious Education. The subject matter of *Aqidah Akhlak* focuses more on the desired outcomes, namely morally virtuous students (Syukur, 2020). Occasionally, there is subject matter that is deemed challenging, and it falls to the educator to discover a solution. The intended solution facilitates students' comprehension of the material so that they are comfortable and content while following the lesson. The selection of learning media and techniques must be consistent with the curriculum and the student's potential (Tamami, 2018). There are numerous learning media that demonstrate the inventiveness of educators in their application. One of them is using Quiz Team to study media. This is utilized very effectively to inspire student interest in learning (Wardani, 2016).

In a study entitled "The Effect of Applying the Quiz Team Strategy on Interests and Learning Outcomes in Thematic Learning of Class IV MIN 2 Ponorogo Students" by Sulistiowati in 2019. Research shows the application of Quiz Teams in learning is a type of active learning learning that functions to liven up the atmosphere. Increase their sense of responsibility for what they learn. By using this strategy can make students happy to follow the lesson. Before using the quiz team media strategy, students at MIN 2 Ponorogo were very lazy in learning activities. There are many reasons, including the teacher only conveying the material with lectures, then students are told to read the material and then ask questions and answers in turns. For student activity is very less. Therefore, research was carried out related to this problem (Sulistiowati, 2019).

Previous research entitled "Application of the Quiz Team Learning Method to Improve Student Achievement at SMPN 19 South Bengkulu (Maha Putra, Edota)", explained that the use of the quiz team learning method is an alternative to foster enthusiasm and student achievement. This can be seen in changes in student learning outcomes and achievement. This method is able to provide a stimulus to students to learn more actively. So that students are motivated in inter-group competence. Besides that, it can also train students' skills in critical thinking and improve memory.

In addition, it was explained in a study entitled "The Influence of Implementing Quiz Team Strategies on Interests and Learning Outcomes in Thematic Learning Class IV MIN 2 Ponorogo" by Sulis Tiowati. In his research, he explained that learning strategies using Quiz Teams were very effective and efficient. This is because before using this strategy, the teacher only teaches by discussion and question and answer only. Many students complain that they are bored and sleepy. If you have this then the success rate of students will decrease.

The distinction in some of these studies shows that the quiz team has many benefits in its application. But how to apply it varies in the object of the subject and the subject. If at the elementary school level, you have to be more active and creative to liven up the classroom atmosphere. However, unlike at the junior high school level, the teacher must be able to invite students to be active and creative. In different subject objects, it is clear that the results are very different. In the *Aqidah Akhlak* subject, besides being seen from the value or learning achievement in the form of grades, it can also be seen from a change in behavior. This is the difference in previous studies.

Quiz Team is a type of active learning model that aims to train student activity to ask and answer each other, by means of which the teacher can create a fun and not boring class atmosphere so that when learning students become active in their class. In practice, students are formed into several teams, then each team studies the material presented by the teacher, discusses and questions each other. This can make it easier for students to understand the material and not easily forget because they practice it directly (Wulandari, 2017).

## RESEARCH METHODS

Quantitative research is represented here. Quantitative research is a method that requires a great deal of numbers, beginning with data acquisition, data interpretation,

and the presentation of results (Arikunto, 2013). This study aims to determine the effect of the quiz team learning method on Islamic Religious Education (PAI) subjects on improving student learning outcomes.

Researchers carried out step by step according to the procedure. In this research experiment, divided into groups. Researchers select and define groups. This research was conducted at SMP Ar Rohmah. The research subjects were class X students.

Data collection techniques in the form of tests and non-tests. This was done to find out how much influence the quiz team learning method had on student learning outcomes and achievement. The data collected in this study were data on learning motivation and learning outcomes. Researchers took data from several respondents as an assessment instrument. There are also samples and populations. This stage the researcher did to retrieve the validity and validity of the data. The results of the analysis are in the form of numbers in the form of statistical data.

## **RESULTS AND DISCUSSION**

A teacher must possess mature learning management skills. Learning management implementation must be structured structurally and formally. The purpose of creating a lesson plan is to make the teaching and learning process more focused and efficient (Bathathi, 2021). Efforts are made to increase the success of Islamic Religious Education (PAI) learning at SMP Plus Ar- Rohmah by creating an effective and efficient learning environment, including the application of the Quiz Team learning method so that students are more engaged and less bored while learning. The quiz team learning method also assists students in retaining information rapidly and not forgetting it easily. Applying numerous learning models will attract students' attention, increasing their desire to attend courses and influencing their academic performance. Successful learning requires the active participation of students because they are the focus of learning activities and require a conducive ambiance and environment for learning (Falah, 2015). Prior to the quiz team method, the average teacher used the lecture learning method, namely how to convey a subject matter by means of oral narrative to students (Tambak, 2015).

The lecture method itself has a definition, namely conveying a material or subject by explaining it without being accompanied by discussion or question and answer (Syahraini, 2014). Learning at SMP Plus Ar-Rohmah uses lecture, practice, and discussion learning methods. The advantage of the lecture method is that lessons can be carried out quickly, because in a little time they can explain a lot of material. While the weakness is that students tend to be passive in class because this method is only teacher-centered or teachers who talk more. The practical learning method is an effort to provide opportunities for students to gain direct experience (dkk, 2014). Using the practical method can stimulate students to be more active in class, but requires quite a lot of time to use this method. The discussion learning method is a way of delivering learning material by way of exchanging ideas between teachers and students or students and students (Erni, 2015). The discussion method can make the class atmosphere livelier because students direct their attention or thoughts to the problem being discussed. But sometimes there are students who don't participate actively in the group so for the children the discussion is an opportunity to escape from responsibility, maybe this method is mastered by people who like to talk.

The Quiz Team learning strategy includes discussion methods, question and answer methods as well as group work methods. In addition to applying various learning models, Islamic Religious Education teachers at SMP Ar-Rohmah improve their ability to master subject matter by using several references to teaching materials, not just textbooks from schools. Based on various reading books, it will make it easier to convey material, so that teachers do not run out of teaching materials and do not make students bored during the teaching and learning process. The teacher at the end of each meeting asks students to practice answering questions, because evaluation is needed in each lesson with the aim of knowing the extent to which students have achieved after the learning process of Islamic Religious Education in class. This is a form of the quiz team

learning method in class.

The advantage of the lecture method is that lessons can be conducted rapidly because a great deal of material can be explained in a short amount of time. Students tend to be inert in class due to the fact that this method is only teacher-centered or employs more talkative teachers. The purpose of the method of practical learning is to provide students with opportunities to acquire direct experience. Using the practical method can encourage students to be more engaged in class, but requires a considerable amount of time. The discussion learning method is a means of imparting knowledge through the exchange of ideas between teachers and students or between students (Ermi, 2015). The discussion method can liven up the classroom because students focus their attention and thoughts on the problem under discussion. Occasionally, however, there are students who do not actively participate in the group; for these students, the discussion is an opportunity to avoid responsibility; perhaps this method is mastered by talkative individuals.

The Quiz Team learning method incorporates discussion, question and answer, and group work techniques. In this case, the researcher can conclude that if a teacher teaches based on a diversity of reading books, it will be simpler to convey material, allowing the teacher to avoid running out of teaching materials and preventing students from becoming bored during the teaching and learning process. In this case, the researcher may conclude that if reward and punishment strategies are used to motivate students to become active learners, the expected student learning outcomes may be realized.

Quiz Team is an active learning paradigm designed to train students' active responsibility in learning activities through the use of methods or strategies, namely assessments. Learning strategies must have both advantages and disadvantages. The benefits of including the quiz team include the ability to reduce student tedium in learning, increased student confidence and independence, the opportunity for students to gain experience as subjects, and the training of quick comprehension of all student senses (Huda, 2017).

In the analysis of the data used, namely qualitatively and quantitatively. For qualitative data, it contains descriptive narratives about an incident or events to draw conclusions. The data was taken from interviews and direct observation results from student activities and teacher activities, so it was not taken only from the researcher's point of view. Meanwhile, for quantitative data analysis, the result data is in the form of numbers from the results of research that has been done. The development of students' understanding abilities is calculated using the percentage formula (Sudijono, 2010). The reading comprehension ability of students using the quiz team showed an increase in learning outcomes.

The research was conducted with the hope that the application of this method could be used as an alternative method of learning that could improve student achievement. There are several problems encountered, for example student learning activities in application in class that still look monotonous. This is due to the presence of students who are still accustomed to being lazy. However, because this method is applied in every lesson, students' laziness can gradually disappear and become more enthusiastic (Wiwit Pratiwi, 2016).

The increase in enrollment is contingent upon the procurement of students. Because results in the form of values will reveal the student's accomplishments. The extent to which these students' success rate during the lesson. In addition to being demonstrated by grades above the Minimum Completeness Criteria (KKM), student learning outcomes can also be observed through changes in behavior. According to Skinner, learning is the process of acquiring knowledge. In addition, it will be supported by three learning principles: behavior, process, and experience (supriyono, 2014).

## **CONCLUSION**

The researchers concluded that the application of the Quiz Team learning method to Islamic Religious Education (PAI) subjects could increase student achievement based

on the results of their research. The Quiz Team's learning strategy incorporates discussion techniques, question-and-answer techniques, and group work techniques. In addition to employing various learning models, Islamic Religious Education teachers at SMP Ar Rohmah enhance their ability to comprehend subject matter by utilizing a variety of teaching materials, not just school textbooks. It will be simpler to convey material based on a variety of reading books, so that teachers do not run out of teaching materials and students do not become bored during the teaching and learning process. The teacher asks students to practice answering questions at the conclusion of each meeting because evaluation is required in each lesson in order to determine how well students have learned Islamic Religious Education in class. This is a form of the classroom challenge team learning method.

## REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Banwell, C. (1991). *Active Learning: Creating Excitement in the Classroom*. Louis Collage: Parmacy Publisher.
- Bathathi, M. d. (2021). Manajemen Pembelajaran. *JPGI: Jurnal Pendidikan Guru Indonesia*, 28-42.
- dkk, G. W. (2014). Metode Praktik pada Pelajaran Vokasioanl bagi peserta Didik Difabel. *Journal of Mechanical Engineering Education* , 160.
- Ermil, N. (2015). Penggunaan Metode Diskusi untuk Meningkatkan Hasil Belajar Materi Perubahan Sosial pada Siswa Kelas XII SMA Negeri Pekanbaru . *Jurnal Sorot*, 160.
- Erni, N. (2015). Penggunaan Media Diskusi untuk meningkatkan Hasil Belajar Materi Perubahan Sosial pada Siswa . *Jurnal Sorot*, 160.
- Farida Isroani, Strategi Lembaga Pendidikan Untuk Meningkatkan Kualitas Pembelajaran Di Masa Pandemi Covid-19 Di Era Digital, Sustainable: Jurnal Kajian Mutu Pendidikan, 2022
- Falah, A. (2015). Studi Analisis Aspek-aspek Keberhasilan Pembelajaran PAI . *Jurnal Elementary*, 186.
- Hamalik, O. (2013). *Kurikulum dan Pembelajaran*. Bandung: PT Bumi Aksara.
- Iwan. (2017). Pendidikan Akhlak Terpuji Menyiapkan Generasi Muda Berkarakter. *At Tarbawi*, 1-24.
- Manan, S. (2017). Pembinaan Akhlak Melalui Pembiasaan dan Keteladanan. *Ta'lim: Jurnal Pendidikan Agama Islam*, 1-17.
- Marcella. (2018). Penerapan Quiz Team untuk Meningkatkan Kemampuan Kerjasama anatar Siswa Kelas VIII-B pada Mata Plejaran Matematika . *JOHME: Journal Of Holistic Mathematic Education*, 124-134.
- Moleong, L. J. (2017).
- Munirah. (2015). Sistem Pendidikan di Indonesi:antara keinginan dan realita. *Auladuna*, 233-245.
- Penerapan Metode Quiz Team untuk Meningkatkan Prestasi Belajar Siswa SMPN 19 Bengkulu. (2021). *Jurnal Pendidikan*, 99-107.
- Putra, M. E. (2022). Pembelajaran Pendidikan Agama Islam di Masa Pandemi Covid-19. *Permata: Jurnal PAI*, 45-59.
- Sudijono, A. (2010). *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo.
- Sugiyono. (2012).
- Sugiyono. (2016).
- Sulistiwati. (2019). *Pengaruh Penerapan Strategi Quiz Team Terhadap Minat dan Hasil Belajar pada Pembelajaran Tematik Siswa Kelas IV MIN 2 Ponorogo*. Ponorogo: Electronic Thesis.
- supriyono, A. (2014). *Cooperative Learning*. Yogyakarta: Pustaka Pelajar.
- Syahraini. (2014). Metode Ceramah: Teori dan Implikasi dalam Pembelajaran PAI. *At Tarbiyah*, 375-401.

- Syukur, A. (2020). Akhlak Terpuji dan Implementasinya di Masyarakat. *Misykat Al Anwar: Jurnal kajian Islam dan Masyarakat*, 1-22.
- Tamami, B. (2018). Peran Guru PAI trrhadap Pendidikan Karakter Siswa . *Tarlim: Jurnal Pendidikan Agama Islam*, 1-15.
- Tambak, S. (2015). Metode Ceramah; Konsep dan Aplikasi dalam pembelajaran PAI. *Jurnal Elemntary*, 186.
- Wardani, F. (2016). Efektifitas Pemberian Kuis Terhadap Hasil Belajar Siswa Kelas XI IPS pada Mata peljaran Ekonomi. *Jurnal Untan*, 1-15. Retrieved from Jurnal Untan.
- Wiwit Pratiwi, S. Y. (2016). Penerapan Metode Pembelajaran Quiz Team untuk Meningkatkan Aktivitas dan Prestasi Belajar Siswa pada Materi Kelarutan dan Hasil Kali Kelarutan di Kelas XI IPA 2 SMA Al Islam 1 Surakarta. *Jurnal Pendidikan Kimia*, 46-54.
- Wulandari, Y. (2017). Efektifitas Metode Pembelajaran Aktif Tipe Team Quize terhadap Hasil Belajar Siswa pada Pokok Bahasan Pesawat Sederhana. *JIM*, 203.