

Increasing Achievement Learning of Social Science on Islamic Kingdom Materials in Indonesia Through the Team Quiz Plus Method

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Abstract

The purpose of this study was to determine the increase in student achievement in social studies learning on the subject "Islamic Kingdoms in Indonesia" through the Team Quiz Plus method. The number of subjects in this research was 32 students. This research is a classroom action research in class VII B of SMPN 29 Gresik, East Java, which was conducted in 3 cycles. Cycles 1, 2 and 3 each consist of 2 face-to-face meetings. Each cycle includes the stages of planning (plan), action (action), observation (observation), and reflection (reflection). Data collection techniques are carried out by observation and documentation methods. The data collection instruments used were: 1) formative test questions; 2) student observation sheet. The results showed that the application of the Team Quiz Plus method was proven to be able to increase student achievement in social studies subjects on the material "Islamic Empires in Indonesia".

Keywords: Learning achievement, Team Quiz Plus Method

1. INTRODUCTION

In the Merdeka curricula for class VII in the social studies field, there is a chapter that studies "Islamic Kingdoms in Indonesia". The material discussed in this chapter starts from the beginning of the process of the arrival of Islam in Indonesia to the development of Islamic kingdoms in Indonesia and their numerous legacies. Many students find it difficult and feel bored studying the material because there are so many royal names, names of kings, events related to kingdoms, and the causes of the collapse of Islamic kingdoms and the legacy of each Islamic kingdom.

The learning achievement of class VII B students at SMPN 29 Gresik in 2019-2020 in the field of social studies in the chapter: "The Islamic Kingdom in Indonesia", is not good, many students are passive in the learning process, lack of enthusiasm can be seen from the reluctance of students to ask or answer questions from the teacher and no response to the lesson. At the end of the lesson the teacher held a formative test in class VII B but the results were only 10 students who achieved the KKM or only 30.1% of students who achieved the agreed KKM score of 75. While 22 students scored below the KKM or 69.9% students score below the KKM. Meanwhile, in the other VII grades, it was more or less the same. This condition is very apprehensive considering that social studies on this topic is not too difficult but in fact the student learning outcomes are unsatisfactory.

Researchers try to identify the problems that occur in class VII B, namely: (1). Many students are less interested in social studies lessons on the material "Kingdom of Islam in Indonesia". (2). Many students are less enthusiastic about participating in the learning process. (3). Many students feel bored studying the names of kingdoms, the names of kings, years, the development of kingdoms, the causes of the downfall of kingdoms, and their legacies. (3). Low student achievement. (4). The method used by the researcher at that time, namely lectures

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and questions and answers, turned out to be less successful in helping students achieve learning mastery.

Researchers tried to hold introspection and discussion with fellow social studies teachers at SMPN 29 Gresik about why students were less active, less enthusiastic and the learning outcomes of class VIIB students were not good. Then we came to the conclusion that we need to try to improve so that the way we teach is in accordance with Government Regulation no. 19 of 2005, Article 19 Paragraph 1 Government Regulation Number 19 of 2005, Article 19, paragraph 1 states that the learning process in educational units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and provides sufficient space for initiative, creativity, in accordance with the talents, interests, and physical and psychological development of students. Then the researcher made a lesson plan by trying to apply the Team Quiz Plus method. By using this method, it is hoped that students will be more enthusiastic about learning, so that student learning outcomes will be better.

The Team Quiz Plus method was chosen by the researcher because in the steps of implementing the method, students would inevitably work in groups, would be active in answering questions, and would be more enthusiastic about becoming a quiz winning team (Hopkins, 2014). The problems to be studied are: (a) Can the use of the Quiz Plus Team method increase social studies learning activities for class VIIB students of SMP Negeri 29 Gresik, especially in the material: "Islamic Kingdoms in Indonesia" (b) Can the use of the Quiz Plus Team method improve learning outcomes IPS class VIIB students of SMPN 29 Gresik on this material.

The aims of this study were: (a) To find out whether the use of the Quiz Plus Team method can improve social studies learning activities for class VIIB students of SMPN 29 Gresik on the topic "Islamic Kingdoms in Indonesia". (b) To find out whether the use of the Team Quiz Plus method can improve social studies learning outcomes for Class VIIB SMPN 29 Gresik on this topic.

The benefits of this research are (1). For teachers, the results and findings of this study can provide information on whether social studies learning using the Quiz Plus Team method can increase social studies learning activities and achievements on the topic "Islamic Kingdoms in Indonesia". (2). For schools, schools can make appropriate policies in an effort to improve student achievement in social studies subjects. (3). For students, it can increase learning motivation and learning achievement in achieving learning goals. (4). For the world of education, in general it can contribute ideas for social studies teachers.

Learning achievement is a result that has been achieved by students in their learning activities from what has been done, done, and so on (Dwijulianti et al., 2021). From this understanding, learning outcomes are mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher. The Quiz Team method is a type of Active Learning learning method that functions to enliven the learning atmosphere, activate students to ask and answer questions and increase students' ability to take responsibility for what they learn in a fun and not boring way.

The Team Quiz learning method was developed by Mel Silberman. The Team Quiz active learning method will help students understand the subject matter. In the teaching and learning process using the Team Quiz active learning method, students together with their teams study the material in the worksheets, discuss the material, give directions to each other, give questions and answers to each other. Students do not just listen to information from the teacher, but also see what is explained by the teacher and do direct trials, so that students do not easily forget and understand the material.

Silberman (2007) reveals the learning procedure using the Quiz Team type as follows:

- 1) The teacher chooses a topic that can be presented in three parts.
- 2) Learners are divided into 3 teams.
- 3) The teacher explains the learning scenario.
- 4) The teacher presents the subject matter.
- 5) The teacher asks team A to prepare short answer quizzes, while teams B and C use the time to check their notes.
- 6) Team A gives a quiz to team B. If team B cannot answer the question, team C is given the opportunity to answer it immediately.
- 7) Team A moves on to the next question to team member C and repeats the process.
- 8) When the quiz is over, continue with the second part of the lesson and appoint team B as the quiz leader.
- 9) After team B finishes the exam, continue with the third part and assign team C as the leader of the quiz.

However, in learning in class VII B SMPN 29 Gresik, the author tried to implement the Team Quiz method in a slightly different form from the procedure that has been conveyed by Silberman, so the author named the method Team Quiz Plus. The difference is: we divided students into 8 groups because the number of students in class VII B is 32 people. Another difference is that each group was asked to create 10 questions and then collected them to the teacher. The teacher will read the quiz questions. The group that can answer, sounds the ecek-ecek first. If the answer is correct, they will get 100 points. If the answer is wrong, 50 is deducted. At the end of the quiz, the group that gets the highest score gets a prize from the teacher.

In an effort to improve learning outcomes, teachers at SMPN 29 Gresik identified key issues contributing to this challenge. Many students were not actively participating in the lessons, lacked motivation, and felt overwhelmed by the extensive details of the historical content. The traditional teaching methods, such as lectures and question-and-answer sessions, seemed ineffective in addressing these challenges. To address these issues, educators decided to implement the Team Quiz Plus method, a more interactive and engaging learning strategy that aimed to increase student participation, enthusiasm, and ultimately, their academic performance.

By integrating the Team Quiz Plus method, which encourages students to actively engage through teamwork and competition, the teachers hoped to foster a more dynamic learning environment (Chen & Chiu, 2016). This method aligns with the principles outlined in Government Regulation No. 19 of 2005, which emphasizes the importance of interactive, inspiring, and motivating learning processes. According to Jack & Lin (2017), the implementation of this method was expected to spark student interest, making learning more enjoyable and thereby improving their understanding and mastery of the subject matter.

2. METHOD

This research is an action research (action research). Action research is a form of study that is systematically reflective by action actors to improve the learning conditions carried out (Mukhlis, 2000). In this action research using the form of collaborative action research, the full responsibility for this research is the researcher assisted by a team of Social Sciences teachers who are members of the Social Sciences MGMPs SMP Negeri 29 Gresik. This research took place at SMPN 29 Gresik, precisely in class VII B. The address of this school

is Jalan Raya Laban Menganti, Gresik, East Java. This research was conducted from February to March in the even semester of the 2019-2020 school year. The research subjects were class VII B students of SMPN 29 Gresik with a total of 32 students on the subject: "The Islamic Kingdom in Indonesia".

The research that the writer did used Classroom Action Research (PTK) which used the action research model from Kemmis & Taggart (1998), which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). The steps in the next cycle are revised plans, actions, observations, and reflections. Before entering cycle 1, a preliminary action is carried out in the form of problem identification.

The instruments used in this study consisted of: formative test questions and student activity observation sheets. The observation sheet is used by the observer to observe the process of teaching and learning activities from the start of the lesson to the end of the lesson. The results of this observation can be used to determine whether students are really active during the learning process. This formative test is structured based on the learning objectives to be achieved, used to measure the ability to understand the IPS concept in the material: "Islamic Kingdoms in Indonesia".

The data collection technique in this study was observation by observers (a team of teachers who were not model teachers) regarding the activities of students and teachers, and documentation of formative test results. To analyze the level of success or the percentage of student success after the teaching and learning process each round is carried out by providing an evaluation in the form of written test questions at the end of each round. This analysis is calculated using simple statistics, namely:

(1) To assess formative tests or tests, the formula is used:

$$\bar{X} = \frac{\sum X}{\sum N}$$

Description : = Average value

ΣX = Sum of all student scores

ΣN = Number of students

(2) For completeness of study

There are two categories of learning completeness, namely individually and classically. Based on the instructions for implementing the social studies curriculum at SMP Negeri 29 Gresik, namely a student has completed learning if he has achieved a score of 75% or a value of 75, and a class is called complete learning if in that class there are 85% who have achieved absorption of more than or equal to with 75%. To calculate the percentage of learning completeness, the following formula is used:

$$P = \frac{\sum \text{students who complete learning}}{\sum \text{Student}} \times 100\%$$

3. RESULT AND DISCUSSION

First Cycle

a. Planning Stage

At this stage the researcher was assisted by the IPS MGMPS team at SMP Negeri 29 Gresik in preparing learning tools consisting of lesson plan 1, formative test questions 1, observation sheets, student breast numbers, media, and supporting teaching tools. This first cycle consists of 2 meetings because every week social studies lessons are 4 hours of lessons (2 x meetings).

b. Action and Observation Stage

Implementation of teaching and learning activities for cycle I was carried out in class VII B with a total of 32 students. In this case the researcher acts as a teaching teacher while other Social Sciences teachers who are members of the IPS MGMPS team act as observers. Observation (observation) is carried out simultaneously with the implementation of teaching and learning. This stage is divided into 3 parts, namely opening, core and closing. In the opening section, the researcher explained the learning objectives, then explained the learning methods that would be carried out that day, and apperception and motivation. In the Core section, the researcher explains the outline of the material by displaying a power point on the LCD screen, which is about the development of the kingdom of Samodra Pasai and the kingdoms of Aceh, Demak, and the kingdom of Pajang. Then the researcher explained the stages of the Team Quiz method that would be carried out, namely: (1) Students were divided into 8 groups, namely the Sunan Ampel, Sunan Giri, Sunan Bonang, Sunan Drajad, Sunan Kudus, Sunan Muria, Sunan Kalijaga, and Sunan Gunung Jati groups. (2) Each group receives group worksheets in the form of photocopies of materials and worksheets for making 10 questions. (3). Each group received a sound instrument in the form of mockery. (4) Each group is asked to make cheers for encouragement. (5) Each group works together to study the material and make up 10 questions, then submit them to the teacher. (6) The quiz starts with yelling for each group in turn. Then the teacher reads the quiz questions. The group that was able to answer made a sound of giggles. If the answer is correct gets 100 points, and if wrong it is deducted 50. (7) At the end of the game, each group is asked to add up their group's scores and write them on the blackboard. The group with the highest score of 1st, 2nd and 3rd gets a prize from the teacher.

After all students understand the procedures for Team Quiz Plus, the Team Quiz Plus game begins immediately. The researcher as the model teacher guides the quiz in front, while the observer observes the activities of group students. Since the students are divided into 8 groups, the observers are 8 teachers. From the observation results obtained descriptive data, namely:

Table 1. Description of the Observed Data

No	Group name	Assessment Aspects	good	Pretty good	Not good
1	Suna Ampel	1. Cooperation		v	
		2. Sportsmanship		v	
		3. Never give up		v	
2	Sunan Giri	1. Cooperation		v	
		2. Sportsmanship		v	
		3. Never give up		v	
3	Sunan Drajad	1. Cooperation		v	
		2. Sportsmanship		v	
		3. Never give up		v	
4	Sunan Bonang	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v	v	

5	Sunan Muria	1. Cooperation	v
		2. Sportsmanship	v
		3. Never give up	v
6	Sunan Kalijaga	1. Cooperation	v
		2. Sportsmanship	v
		3. Never give up	v
7	Sunan Kudus	1. Cooperation	v
		2. Sportsmanship	v
		3. Never give up	v
8	Sunan G. Jati	1. Cooperation	v
		2. Sportsmanship	v
		3. Never give up	v

From the observation table above, it can be seen that only 2 groups, namely the Sunan Bonang group and the Sunan Kalijaga group, had good learning activities. While the other 6 groups are still not good.

At the end of the teaching and learning process students were given a formative test I with the aim of knowing the level of success of students in the teaching and learning process that had been carried out. The research data in cycle I are as follows:

Table 2 of Formative Test Values in Cycle I

No	Score	Information		No	Score	Information	
		T	TT			T	TT
1	60		√	17	60		√
2	50		√	18	75	√	
3	80	√		19	75	√	
4	75	√		20	80	√	
5	60		√	21	75	√	
6	80	√		22	50		√
7	50		√	23	75	√	
8	75	√		24	75	√	
9	80	√		25	60		√
10	50		√	26	80	√	
11	60		√	27	75	√	
12	70		√	28	60		√
13	80	√		29	75	√	
14	75	√		30	80	√	
15	70		√	31	75	√	
16	60		√	32	85	√	
Amount	1075	7	9	Amount	1155	10	4

Total Maximum Ideal Score 3200, Total Score Reached 2230, Average Score Reached 69.68

Table 3. Recapitulation of Student Formative Test Results in Cycle I

No	Description	Cycle I Results
1	Formative test average score	69,68
2	Number of students who complete the study	19
3	Percentage of learning completeness	59,38%

From the table above it can be explained that by applying the Team Quiz Plus method, the average value of student achievement was 69.68 and the learning completeness reached

59.38% or there were 19 students out of 32 students who had finished studying. These results indicate that in the first cycle classically students have not studied thoroughly, because students who score ≥ 75 are only 59.38% smaller than the desired mastery percentage of 85%. This is because students are still new and unfamiliar with the new methods applied in the teaching and learning process.

c. Reflection Stage

In this stage the author conducted a reflection together with the 29 Gresik SMP Negeri 29 Social Sciences MGMP team in the laboratory room after the class was finished. In this reflection we concluded that the implementation of teaching and learning activities took place as follows: lessons and teachers are less precise in time management. There are still deficiencies in the implementation of teaching and learning activities in cycle I, so there is a need for improvement in the next cycle.

Second Cycle

a. Planning Stage

At this stage the researcher together with the IPS MGMP team at SMP Negeri 29 Gresik prepared learning tools consisting of lesson plan 2, formative test questions 2, observation sheets, student breast numbers, and supporting teaching tools.

b. Action and Observation Stage

Implementation of learning activities for cycle II carried out in class VII B with a total of 32 students. In this case the researcher acted as a teaching teacher while other teachers who were members of the Social Sciences MGMP team at SMP Negeri 29 Gresik acted as observers. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I so that mistakes or deficiencies in cycle I do not recur in cycle II. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

This stage is carried out in 3 parts, namely the opening, main, and closing sections. In the opening part, the researcher explains the learning objectives, then explains the learning methods that will be carried out that day, and apperceptions. In the Core section, the researcher explains the outline of the material by displaying power point on the LCD screen, namely about the development of the Mataram kingdom, the Banten kingdom, and the Cirebon kingdom, and Banjar. Then the researcher explained the stages of the Team Quiz Plus method as in the first cycle.

After all students understand the procedures for Team Quiz Plus, the Team Quiz Plus game begins immediately. The researcher as the teacher guides the quiz in front, while the observer observes the activities of group students. Since the students are divided into 8 groups, the observers are 8 teachers.

From the observation results obtained descriptive data, namely:

Table 4. Description of the observed data

No	Group name	Assessment Aspects	good	Pretty good	Not good
1	Sunan Ampel	1. Cooperation		v	
		2. Sportsmanship		v	
		3. Never give up		v	

2	Sunan Giri	1. Cooperation	v	
		2. Sportsmanship	v	
		3. Never give up	v	
3	Sunan Drajad	1. Cooperation	v	
		2. Sportsmanship	v	
		3. Never give up	v	
4	Sunan Bonang	1. Cooperation	v	
		2. Sportsmanship	v	
		3. Never give up	v	
5	Sunan Muria	1. Cooperation		v
		2. Sportsmanship		v
		3. Never give up		v
6	Sunan Kalijaga	1. Cooperation	v	
		2. Sportsmanship	v	
		3. Never give up	v	
7	Sunan Kudus	1. Cooperation	v	
		2. Sportsmanship	v	
		3. Never give up	v	
8	Sunan G. Jati	1. Cooperation		v
		2. Sportsmanship		v
		3. Never give up		v

From the table of observations made by the observer, it can be seen that there are 5 groups whose learning activities are good, and there are 3 groups whose learning activities are not good. This means that there has been an increase compared to the first cycle.

At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used is formative test II. The research data in cycle II are as follows.

Table 5. Formative test values in cycle II

No	Score	Information		No	Score	Information	
		T	TT			T	TT
1	80	√		17	75	√	
2	70		√	18	60		√
3	75	√		19	80	√	
4	75	√		20	75	√	
5	75	√		21	75	√	
6	70		√	22	75	√	
7	75	√		23	70		√
8	60		√	24	90	√	
9	75	√		25	80	√	
10	80	√		26	60		√
11	80	√		27	80	√	
12	75	√		28	60		√
13	75	√		29	90	√	
14	75	√		30	75	√	
15	75	√		31	70		√
16	90	√		32	60		√
amount	1150	13	3	amount	1175	10	6

Total Maximum Ideal Score 3200, Total Score Reached 2325, Average Score Reached 72.66

Table 6 Recapitulation of student formative test results in cycle II

No	Description	Cycle II Results
1	Formative test average score	72,66
2	Number of students who complete the study	23
3	Percentage of learning completeness	71,88

From the table above, it is obtained that the average value of student achievement is 72.66 and the learning completeness reaches 71.88% or there are 23 students out of 32 students who have completed their studies. These results indicate that in the second cycle the classical learning mastery has increased slightly better than the first cycle. There is an increase in student learning outcomes because teachers are more able to motivate students who are less able in the subjects they study.

c. Reflection Stage

In this stage the researcher together with the social studies teachers who are members of the Social Sciences MGMP team at SMP Negeri 29 Gresik held a reflection in the library room after class time was over. In this reflection, we conclude that there are still deficiencies in learning activities, namely: (1) Teachers are not optimal in motivating students. (2) The teacher is not maximal in guiding students to formulate conclusions/find concepts.

Implementation of learning activities in cycle II there are still deficiencies. So it is necessary to have follow-up in the form of improvements to be carried out in cycle III, including: (1) The teacher in motivating students should be able to make students more motivated during the teaching and learning process. (2) The teacher must be more friendly with students so that there is no feeling of fear in the students either to answer quiz questions. (3) The teacher must be more patient in guiding students to formulate conclusions/find concepts.

Third Cycle

a. Planning Stage

At this stage the researcher together with the MGMPS IPS team prepared learning tools consisting of lesson plan 3, formative test questions 3, observation sheets, student breast numbers, and supporting teaching tools.

b. Action and Observation Stage

Implementation of teaching and learning activities for cycle III carried out in class VII B with a total of 32 students. In this case the researcher acts as a teaching teacher while other social studies teachers act as observers. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle II, so that mistakes or deficiencies in cycle II do not recur in cycle III. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

The stage is carried out in 3 parts, namely the opening, core, and closing sections. In the opening part, the researcher explains the learning objectives, then explains the learning methods that will be carried out that day, and apperceptions and motivations. In the Core section, the researcher explains the outline of the material by displaying power points on the LCD screen, namely about the development of the kingdoms of Goa-Talo (Makasar), Ternate

and Tidore. Then the researcher explained the stages of the Team Quiz Plus method as in the previous cycle.

After all students understand the procedures for Team Quiz Plus, the Team Quiz Plus game begins immediately. The researcher as the teacher guides the quiz in front, while the observer observes the activities of group students. Since the students are divided into 8 groups, the observers are 8 teachers.

From the observation results obtained descriptive data, namely:

Table 7. Description of the observed data

No	Group name	Assessment Aspects	good	Pretty good	Not good
1	Suna Ampel	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v		
2	Sunan Giri	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v		
3	Sunan Drajad	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v		
4	Sunan Bonang	1. Kerja sama	v		
		2. Sportivitas	v		
		3. Pantang menyerah	v		
5	Sunan Muria	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v		
6	Sunan Kalijaga	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v		
7	Sunan Kudus	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v		
8	Sunan G. Jati	1. Cooperation	v		
		2. Sportsmanship	v		
		3. Never give up	v		

From the observation table above it can be seen that all the learning activity groups are good, all are active, enthusiastic, enthusiastic, in the learning process.

At the end of the teaching and learning process students are given a formative test III with the aim of knowing the level of success of students in the learning process. The instrument used is formative test III. The research data in cycle III are as follows:

Table 8. Formative test values in cycle III

No	Score	Information		No	Score	Information	
		T	TT			T	TT
1	60		√	17	80	√	
2	80	√		18	90	√	
3	80	√		19	80	√	
4	75	√		20	75	√	
5	75	√		21	80	√	
6	90	√		22	60		√
7	80	√		23	80	√	

8	60		√	24	90	√	
9	80	√		25	80	√	
10	90	√		26	75	√	
11	75	√		27	80	√	
12	80	√		28	75	√	
13	90	√		29	75	√	
14	75	√		30	90	√	
15	70		√	31	75	√	
16	75	√		32	75	√	
amount	1215	13	3	amount	1240	15	1

Total Maximum Ideal Score 3200, Total Score Reached 2455, Average Score Reached 76.72

Table 9. Recapitulation of student formative test results in cycle III

No	Description	Cycle III Results
1	Formative test average score	76,72
2	Number of students who complete the study	28
3	Percentage of learning completeness	87,5

Based on the table above, it was obtained that the average value of the formative test was 76.72 and of the 32 students who had completed 28 students and 4 students had not achieved learning mastery. So classically the learning completeness that has been achieved is 87.5% (including the complete category). The results in cycle III experienced a better increase than cycle II. The increase in learning outcomes in cycle III was influenced by an increase in students' ability to learn the subject matter that had been applied so far and there was the teacher's hard effort in motivating students and setting the right time so that all students received attention, especially students who were less able to understand the lesson.

c. Reflection Stage

In this stage the researcher together with the social studies teachers who are members of the Social Sciences MGMPS team at SMP Negeri 29 Gresik held a reflection in the teacher's room after class time was over. In this reflection we examine what has been implemented well and what is still not good in the teaching and learning process using the Team Quiz Plus method. From the data we have obtained, it can be described as follows: (1) During the teaching and learning process the teacher has carried out all the learning well. Although there are several aspects that are not perfect, the percentage of implementation for each aspect is quite large. (2) Based on the observed data, it is known that students are active during the learning process. (3) The deficiencies in the previous cycles have experienced improvements and improvements so that they become better. (4) Student learning outcomes in cycle III achieve completeness.

In cycle III the teacher has implemented the Team Quiz Plus method well and seen from student activities and student learning outcomes the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next step is to maximize and maintain what is already there with the aim that the learning objectives can be achieved. This finding is strengthened by Arrahim et al. (2022), research which states Based on the results of the analysis of scientific articles that have been collected indicate the application of media this quiz learning helps students understand the learning material, helping students to be active in learning, motivating students in learning, Eliminate students' boredom, and provide a pleasant learning atmosphere fun so that it has an impact on improving student learning outcomes.

Hartati et al. (2021) findings showed that there were significant differences in motivation and learning outcomes for experimental and control class students. so it can be concluded that there is a positive influence of using Quizizz interactive media on motivation and student learning outcomes on persuasive text material. Mumtaz & Ammar (2022) findings showed that Quizizz game media has a significant influence on the interest in learning of class X language students at SMA Muhammadiyah 3 Tulangan.

The steady improvements from one cycle to the next highlight the importance of flexibility and adaptability in teaching. According to Manfra (2019); Chevalier (2019), the iterative nature of action research allowed for continual refinement of teaching practices, ensuring that the students' needs were met in a timely and efficient manner. The Team Quiz Plus method's ability to foster a more engaging and interactive classroom environment not only increased student learning achievement but also provided valuable insights into how active learning methods can be integrated into social studies education (Zainuddin et al, 2020; Awidi & Paynter, 2019). These findings suggest that teachers should consider adopting more collaborative and engaging methods, especially in subjects where students may struggle to connect with the material.

4. CONCLUSION

Increased learning activities

Based on the analysis of the observed data, it can be seen that in cycle 1 there were only 2 groups whose learning activities were good, while the other 6 groups were not good. In cycle 2 there was an increase, namely there were 5 groups whose activities were good, and only 3 groups which were not good. In the 3rd cycle of learning activities all groups are good. This means that it can be concluded that by using the Team Quiz Plus method, the teacher has been able to increase student activity in the learning process. This has a positive impact on improving student learning outcomes.

Improved learning outcomes

The results of this research show that learning using the Team Quiz Plus method can improve social studies learning achievement for class VIIB students of SMPN 29 Gresik for the 2019-2020 academic year on the material: "The Kingdom of Islam in Indonesia". This can be seen from the increase in the average scores of students' formative tests, namely: 69.68 (cycle 1), 72.66 (cycle 2), and 76.72 (cycle 3). The results of this study also show that social studies learning using the Team Quiz Plus method can improve students' understanding and mastery of the material that has been conveyed by the teacher so that student learning mastery increases (learning mastery increases from cycles I, II, and III), namely 59.38 respectively %, 71.88%, and 87.5%. In the third cycle of classical student learning completeness has been achieved.

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Figure 1. Attachment of Photos of Activities The Planning Stage



Figure 2. Photos of action and observation stage activities teacher motivates students



Figure 3. Observer watching student activities



Figure 4. students work together in group