

THE EFFECT OF USING THE QUIZ TEAM ACTIVE LEARNING METHOD AGAINST STUDENT ACHIEVEMENT IN FIRST GRADE OF FIRST SEMESTER IN THE INTRODUCTION TO SOCIAL SCIENCES BASIC CONCEPTS OF SOCIAL SCIENCES CONCEPTS FOR THE ACADEMIC YEAR 2018/2019

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ABSTRACT

The purpose of this study was to determine the effect of the use of the quiz team's active learning methods on student achievement in the first grade of first semester in introductory social science courses on the basic concepts of social science in the academic year 2018/2019. The research method used in this study is the experimental method. The population in this study included IKIP PGRI Bojonegoro students at the first-level economic education department with a total of 70 students and the sampling technique in this study used cluster random sampling techniques. Data collection techniques in this study used the documentation and test methods. The analysis conducted in this study using the t_{test} showed that $t = 1.715$, with a large degree of freedom $dk = 48$ and a significance level $\alpha = 5\%$. Obtained a price of 1,677. Thus rejected and accepted. This shows that there is an influence of the use of the active learning method of the quiz team type on the learning achievement of the first grade of first semester students in introductory social science courses on the basic concepts of social science in the academic year 2018/2019.

Keywords: Active Learning, Quiz Team

INTRODUCTION

Education is an important thing in human life. Moreover, today education is a primary need for humans. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential. There are two interrelated concepts of education, namely learning and Instruction. Learning is the most important activity in the process of educational activities in schools or higher levels. Success or failure of education depends on how learning activities carried out by students as students. Meanwhile, according to Sagala (2009: 61) learning is "students learn to use the principles of education and learning theory which is the main determinant of educational success. Teaching and learning activities are a condition that is intentionally created. It is the lecturer or tutor who creates it to teach students learners. Lecturers who teach and students learn. In teaching and learning activities there must be a two-way communication between lecturers and students so that the learning atmosphere is conducive. The success of a learning process is the most coveted thing in the implementation of education in higher education. In the learning process the main components are lecturers and students. For the learning process to be successful, the lecturer must guide students in such a way that they can develop their knowledge in accordance with the knowledge structure of the field they are learning. In the Introduction to Social Sciences at university, many lecturers only use the lecture method because this learning usually takes place in the early semester where they assume that learning still follows the learning style at the high school level, finally in the learning process students feel fed up, lacking focus in the process learning, and lack of motivation in learning. Learning is only centered on lecturers (teacher centered) so that students are passive and less creative. That is because lecturers' attention is still low on the use of learning methods.

Based on the results of researchers' observations, in the first semester of economic education department's students, the application of learning methods conducted by lecturers in introductory social science courses is only centered on lecturers by using the lecture method in

the learning process. The negative impact of the condition of the learning method is that students only listen and take notes that are delivered or explained by the lecturer in front of the class, consequently students tend to be less active in the learning process, both when asking questions and answering questions from the lecturer. The learning method applied by the teacher-oriented teacher is centered, meaning that the lecturer has a full role in the learning process while students just sit, be quiet and receive lessons. Submission of subject matter in this learning method will be more dominated by statements from a lecturer and of course it will affect student achievement in social science introductory courses.

The learning method is a method used by lecturers in holding student relations during the learning process (Sudjana, 2005: 76). The selection of appropriate learning methods will also bring a pleasant learning atmosphere and allow students to develop creativity. A pleasant learning atmosphere will bring a positive impact on learning achievement

In teaching and learning activities, the method is needed by lecturers so that their use varies according to what they want to achieve after the learning ends. From the concept of learning, it can be defined that the learning method is the way or stages used in the interaction between students and educators to achieve the learning objectives that have been determined in accordance with the material and mechanism of the learning method.

There are so many learning methods that can be used in teaching and learning. So that the results achieved can be satisfactorily needed appropriate learning methods, namely methods that can arouse interest in learning and understanding of students in introductory courses in social science. One effort to arouse students' interest and understanding in introductory social science courses is to use active learning methods of the quiz team type.

Learning quiz team's type is one of active learning developed by Mel Silberman. Quiz team is one of the active learning methods where students are divided into groups. All group members learn together the material that has been presented, give each other direction, give each other questions and answers to understand the material. After the lecturer finishes presenting the material, an academic competition is held. With this academic competition a competition between teams is created, the students will always try to learn with high motivation in order to get high scores in the match. So students are motivated to study.

In applying the quiz team learning method, students who have different abilities are required to be more knowledgeable in the subject matter. The quiz team learning method is a student-centered learning method, and can direct all students to be more active in classroom learning activities. The active quiz team method can help students more easily achieve learning goals, so that students more easily get high learning achievements. Winkel in Ghullam (2011: 83) said that "learning achievement is an evidence of the success of learning or the ability of a student in conducting learning activities in accordance with the weight achieved".

Based on the background above, the writer wants to conduct research on the use of the active learning quiz team method which will later be seen from the student's learning achievements. So the author wants to conduct a study with the title: "The Effect of Using the Quiz Team Active Learning Method Against Student Achievement in First Grade of First Semester in the Introduction to Social Sciences Basic Concepts of Social Sciences Concepts for the Academic Year 2018/2019". The purpose of this study was to determine the effect of the use of the quiz team's active learning methods on student achievement in the first grade of the first semester in an introductory social science subject to the basic concepts of social science in the Academic year 2018/2019.

RESEARCH METHODS

This type of research uses experimental research using quantitative methods. The study design used was the Post-Test Only Control Group Design. The research design is a design that pays attention to only post test scores conducted at the end of the study or in other words without taking into account the pretest scores, the pretest scores from the previous Midterm Examination scores are only used for the balance test. In this research design there are two groups and these groups are chosen randomly. The first group given treatment is called the experimental group and the group that is not treated is called the control group. The design of the experiments performed is shown in the following table:

Table 1 Research Design

| Group | Treatment | Post- Test |
|--------------|---|-------------------|
| Eksperiment | Using quiz team's active learning methods | Test |
| Control | Using the direct learning method | Test |

This research was conducted at IKIP PGRI Bojonegoro on economic education department students at the first grade of first semester in the academic year 2018/2019.

Data collection techniques used are using the method of documentation and test methods. This method is used to collect data in the form of student names, number of students, and odd Semester Middle Exam scores in the academic year 2017/2018 as supporting data for conducting prerequisite tests and research balance on basic concepts of social science material. The test method is used to collect data about the learning achievement of introductory economics courses. The test instrument is in the form of an objective test. The objective test is in the form of multiple choice with 4 alternative answers and each question has only one correct answer. Objective test scoring is done by means of true questions worth 1, and wrong questions are worth 0. Data analysis technique used is to use a hypothesis test. to find out whether there is an effect of the quiz team's active learning method on student learning achievement, it is measured by testing the hypothesis using the significance test with the t-test (t-test).

DATA ANALYSIS AND DISCUSSION

Preliminary data analysis

a. Prerequisite Test

1) Initial Normality Test

Initial normality test was conducted to determine whether all groups of samples were normally distributed or not. Calculation of normality test is calculated using the Lilliefors formula. Based on calculations using the Lilliefors formula a significant level $\alpha = 5\%$ with the critical area $DK = \{L > 0.173\}$. The results of the normality test analysis can be seen in the following summary table:

Table 2 Summary of Initial Normality Test Results

| Group | L_{Obs} | L_{Tabel} | Test decision |
|--------------|------------------------|--------------------------|----------------------|
| Eksperiment | 0,130 | 0,173 | accepted |
| Control | 0,106 | 0,173 | accepted |

2) Homogeneity Test

Homogeneity test was performed using the F test with a significance level of $\alpha = 5\%$. With the numerator $dk = 24$ and the denominator $dk = 24$. $F_{count} = 0.98$ and $F_{table} = 1.98$. This means that $F_{count} < F_{table}$, the test decision is obtained that H_0 is accepted.

b. Balance Test

Balance test is carried out to test whether the experimental or control group has the same initial ability or not. Testing the balance of research samples is done by using the t test with significance $\alpha = 5\%$. The calculation results obtained the value of the experimental group and the control group of $t_{obs} = 1.603$ with a critical area of $DK = \{t > 1.677\}$. The value of $t_{obs} \notin DK$ so that H_0 is accepted.

Final Data Analysis

a. Prerequisite Test

1) Final Normality Test

Normality test is used to determine whether the class under study is normally distributed or not. Test for normality with the Lilliefors method for each class with a significance of $\alpha = 5\%$. The area of criticism for this test is $DK \{L | L > 0.173\}$. The results of the normality test analysis can be seen from the following summary:

Table 3 Summary of Final Normality Test

| Group | L _{Obs} | L _{Tabel} | Test decision |
|-------------|------------------|--------------------|---------------|
| Eksperiment | 0,092 | 0,173 | accepted |
| Control | 0,152 | 0,173 | accepted |

2) Homogeneity Test

Homogeneity test is done by the F test with a predetermined significance level that is $\alpha = 5\%$. With the numerator $dk = 24$ and the denominator $dk = 24$. The price of $F_{count} = 1.84$ and the price of $F_{Table} = 1.98$ this means that $F_{count} < F_{Table}$, the test decision that H_0 is accepted.

b. Hypothesis testing

Hypothesis testing in this study is used to determine whether there is a positive influence on the use of active learning methods of the quiz team type on student achievement or there is no effect based on the test results of introductory courses in economics. Hypothesis testing of this study used a t test with a significance level of $\alpha = 5\%$. The price of $F_{count} = 1.715$ and the price of $F_{Table} = 1.677$, It shows that the $T_{count} \notin DK$ so H_0 is rejected and H_1 is accepted.

DISCUSSION

Based on the previous analysis of the hypothesis of this study using the t test it was found that $t_{count} = 1.715$, with a large degree of freedom $dk = 48$ and a significance level of $\alpha = 5\%$. Obtained a table price of 1,677. Thus rejected and accepted. It shows that there is an influence of the use of the active learning method of the quiz team type on the learning achievement of IKIP PGRI Bojonegoro students in one-semester economic education department in the introductory courses on social science, basic concepts of social science, in the academic year 2018/2019. In this study there are two classes used as samples, namely the first grade of 1A class as an experimental class of 25 students and the first grade of 1B class as a control class of 25 students. The sample in this study was given a different treatment each class, the experimental class used the active learning method of the quiz team type and the control class used the direct learning method. Implementation of Student achievement test results obtained that the average value of the experimental class $\bar{x}_1 = 77.8$ and the average control class $\bar{x}_1 = 65.4$. The results obtained indicate that the average value of the experimental class is higher than the average value of the control class.

From the results of statistics show that all students who follow learning using the active learning method of quiz team type have experienced changes in the level of understanding for social science introductory courses for the better, while students who follow learning using the lecture method only partially experienced changes in the level of understanding for introductory social science courses. The change in understanding in the class that uses the active learning method of the quiz team type is due to the activeness of students when attending classes in a pleasant situation so that students are more enthusiastic in participating in learning so that the results of student learning achievements also change better. This theory is in line with the Quiz Team method proposed by Dalvi (2006: 68) which reveals that the Quiz Team method is one type of learning that is able to increase Student activity in the learning process.

The influence on the use of active learning methods of the quiz team type on student achievement because this method is able to make it easier for students to determine what they have learned, so students can easily remember or learn the material that has been taught.

CLOSING

Conclusions

In this study there is an influence of the use of active learning methods of the quiz team type on the learning achievement of economic education department in the first grade of first semester in the introductory social science course of basic social science concepts, this is evidenced by the results of $t_{count} > t_{table}$ ($1.715 > 1.677$), it can be concluded that there is a positive and significant effect between student achievement in class using the quiz team method and classes using the lecture method.

Suggestion

Based on the conclusion above, the writer has the following suggestions:
The quiz team's active learning method has an influence on the student's learning achievement, therefore this method can be used as a method of choice for teaching. In the process of implementing it, the active quiz team method must be planned well and more varied to make it more interesting for students to follow the learning process given to achieve the desired learning goals. For researchers, further research needs further research so that it can uncover new discourses.

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