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The Effect of Quiz Team Type Active Learning Methods on Student Learning Motivation

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ABSTRACT

Purpose of the study: The purpose of this study was to determine the effect of using the quiz team type active learning method on student motivation.

Methodology: This type of research is experimental research with a quantitative research approach. The population determined by the researcher was class VII junior high school students. The technique for determining the sample in this study was to use a purposive sampling technique. The data collection instruments used were questionnaires and documentation. Data were analyzed using normality, homogeneity and hypothesis tests.

Main Findings: The results of this research are that the average learning motivation for Pancasila and Citizenship Education (PPKn) of experimental class students taught using the Quiz Team Active Learning Method is 83.166, which is higher than the average learning motivation for the control class which applies the Conventional Method, namely 45.533. Apart from that, there is a significant influence of the Quiz Team Type Active Learning Method in the subject of Pancasila and Citizenship Education (PPKn) on the learning motivation of class VII junior high school students.

Novelty/Originality of this study: This research can answer the problems faced by students, namely the lack of maximum student motivation in the Pancasila and Citizenship Education (PPKn) learning process.

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1. INTRODUCTION

As we know, education is always required to innovate following world developments every year starting from industrial innovation, education has now entered the industrial revolution 4.0, the industrial revolution 4.0 is the process of continuing the process of changing the stages of automation in the industrial revolution 3.0 in life which is based on the internet network system , or a learning process that can take place continuously without space and time limits [1], [2]. Education in the past and education now are very different, so the learning process must also follow the development of education, and education cannot be compared between then and now because today's children or millennial children have been using gadgets since childhood, whereas in the past they still used stones to play [3].

Education is the right of every citizen and in the process, this process aims to direct a person's qualities to be more useful and positive, both for themselves, other people, and the nation or state. Schools are one of the educational warehouses that are prepared and planned by government agencies. Education also develops students' potential in the learning process so that they are able to produce quality individuals. This can be realized by providing encouragement and motivation to students and facilitating their learning activities. Apart

from that, the way to realize educational goals is through the teaching and learning process, because that is where all students will interact and gain various knowledge.

Learning is a process of changing behavior that includes changes in human tendencies, such as attitudes, interests, or values and changes in abilities, namely increasing the ability to carry out various types of performance [6]. Teaching is an effort to create environmental conditions or systems that support and enable the learning process to take place [7]. Learning and teaching are two concepts that cannot be separated from each other. These two concepts become one unit or are tied into one activity where interaction occurs between teachers and students during learning which aims to achieve goals and success in teaching and learning activities. One of the things that supports success in teaching and learning activities is motivation.

In the learning process motivation is very necessary, because someone who does not have motivation in learning will not be able to carry out learning activities [8]. Because motivation is the overall driving force, both from within and from outside a person, accompanied by a series of efforts to provide direction to his activities, so that the individual's desired goals can be achieved. There are three main components in motivation, namely the first need, occurs when individuals feel there is an imbalance between what they have and what they expect, for example students need good learning results, therefore students change their learning methods. Second, drive is the mental strength to carry out activities in order to fulfill expectations or achieve goals, goal-oriented drive is the core of motivation and third, goals are things that an individual wants to achieve.

Motivation is a psychological condition that encourages someone to do something. Motivation to learn is a psychological condition that encourages someone to learn [9]. Motivation always underlies and influences a person's every effort and activity to achieve the desired goals. Students who have high learning motivation will achieve high learning achievement, whereas students who have low learning motivation will achieve less learning achievement [10].

The Pancasila and Citizenship Education subjects have a mission to form intelligent, creative and participatory citizens. In the teaching and learning process, to make students more active and participative, students should show their motivation in studying Pancasila and Citizenship education. Learning motivation has the most important position, because learning motivation is the internal and external encouragement of students who are learning. make behavior changes [11], [12].

Based on researchers' observations, motivation to learn about Pancasila and Citizenship Education for class VII junior high school students is still low. The first thing that causes low learning motivation is that teachers lack variety in learning methods, and teachers still only apply conventional learning methods, where one of the presentations of these conventional methods is learning only by means of lectures, so that students in class feel bored. This causes conditions that are less conducive, for example students are more interested in talking to each other when learning takes place. This method can also result in less student participation in learning because in this method the teacher plays more of a role than the students. And presenting learning using conventional methods will greatly hinder students' acceptance of knowledge so that students' learning motivation decreases.

Based on observations, motivation to learn Pancasila and Citizenship Education is still low, this can be seen from how students participate in learning activities in their classes, for example during the learning process quite a few students take part in learning activities in their classes. they are lazy, there are still students who look bored, sleepy and don't pay attention when learning is taking place, while they are following important lessons the teacher doesn't scold them, this shows as if they were forced to take part in learning activities. There are students who just remain silent, listening to the lesson material presented by the teacher without any feedback.

This shows a lack of student motivation in participating in teaching and learning activities, students who do not have motivation will result in poor or unenthusiastic learning which ultimately results in learning results that are not as expected. Therefore, motivation to learn Pancasila and Citizenship Education for students is very important because it acts as a driving force, encouraging students to study hard in order to obtain optimal learning. The lack of learning motivation given by students in learning will also tend to result in low levels of learning achievement, which in the end, learning outcomes are not as expected. If it is not addressed immediately, it will hamper the learning process and will interfere with student achievement.

From this problem, it is necessary to have alternative actions or steps that are good and able to increase student motivation. One effort to increase student motivation is that teachers must use appropriate learning methods in learning, namely using active learning methods, quiz team type. The active learning method is a type of quiz team learning, which is a team technique that can increase students' responsibility for what they learn in a way that is fun and does not threaten or scare them. This method was first introduced by Melvin Silber, Quiz team is an active learning method that functions to enliven the learning atmosphere, activate students to ask and answer questions and increase students' ability to be accountable for what they learn. a fun and not boring way. The active learning learning method with the quiz team type can increase students' attention in learning, can eliminate boredom in the learning environment, make students actively participate in learning, train cooperation with teams, focus students as learning subjects and so on [13]. The aim of this research is to determine the effect of using the Quiz Team Active Learning method on student learning motivation.

2. RESEARCH METHOD

This type of research is experimental research with a quantitative research approach. Experimental research methods can be interpreted as research methods used to determine the effect of a particular treatment on other treatments under controlled conditions. This research uses Quasi Experimental Design, namely this research uses a control group, but it cannot fully function to control external variables that influence the implementation of the experiment. And the form of quasi-experimental design that researchers use is Non-equivalent Control Group Design.

In this research, the technique for determining the sample in this research is to use a purposive sampling technique, namely a sampling technique with consideration of certain characteristics or criteria and based on certain previously known characteristics or traits, for this reason the sample is taken from a population that is representative. Therefore, sampling using purposive sampling resulted in class VII A as the control class and class VII B as the experimental class. These classes represent the entire population because the total average motivation score is the same, the number of students is the same, and the teachers who teach are also the same.

Data collection techniques use questionnaires and documentation. Researchers used documentation in the form of data on the number of students obtained from PPKn subject teachers. The data analysis techniques used are normality, homogeneity and hypothesis testing.

3. RESULTS AND DISCUSSION

This research is about the Quiz Team Type Active Learning Method in the subject of Pancasila and Citizenship Education (PPKn) on student learning motivation. Quasi Experiment, namely Non-equivalent Control Group Design which uses pretest and posttest. Student learning motivation was obtained from pretest and posttest scores, where the initial motivation questionnaire was distributed before being given treatment, while the final motivation questionnaire was carried out after both classes were given treatment in the form of learning methods. The control class and experimental class were given different treatment where the control class was given the Conventional Method, and the experimental class was given the Quiz Team Type Active Learning Method. This research was conducted in 3 meetings, where at the initial meeting, before being given treatment or starting the material, the researcher carried out an initial motivation questionnaire test, at the second meeting the treatment was still given and at the third meeting after being given treatment, the researcher carried out a learning motivation questionnaire test.

The following is a description of the initial motivation data for the experimental class (active learning quiz team type):

Table 1. Description of Initial Motivation Data for Experimental Class (Active Learning Quiz Team Type)

	N	Min	Max	Mean	Standard Deviation
Initial Motivation Data for Experimental Class	30	40	51	45.533	2.542

The following is a description of the final motivation data for the experimental class (active learning quiz team type):

Table 2. Description of Final Motivation Data for Experiment Class (Active Learning Quiz Team Type)

	N	Min	Max	Mean	Standard Deviation
Final Motivation Data for Experiment Class	30	75	95	83.166	46.09

The following is a description of the initial motivation data for the control class (conventional):

Table 3. Description of Initial Motivation Data for Control Class (Conventional)

	N	Min	Max	Mean	Standard Deviation
Initial Motivation Data for Control Class	30	39	53	45.66	3.772

The following is a description of the final motivation data for the control class (conventional):

Table 4. Description of Final Motivation Data for Control Class (Conventional)

	N	Min	Max	Mean	Standard Deviation
Final Motivation Data for Control Class	30	38	54	46.1	4.088

Based on the results of the study through a learning motivation questionnaire trial consisting of 26 questions, after being tested through a valid Excel, only 20 questions were valid, and those 20 items were used to

test the experimental class and control class. Based on the results of calculating learning motivation data using Excel 2010 shows that the learning motivation of experimental class students is higher than the control class learning motivation. This situation is indicated by the average value of the experimental class, 83.166, which is higher than the average control class, which is 46.1.

Prerequisite testing for data analysis in this research includes normality tests and homogeneity tests. The normality test aims to find out whether the distribution of variables is normal or not. The normality test was carried out using the Liliefors test formula. Where to calculate the Liliefors price using the formula F(z) S(z). With a significance level of $\alpha = 0.05$ and $n = 30$, the L_{table} value = 0.161. Data is said to be normally distributed if $L_{count} < L_{table}$. The following is presented in table form regarding the calculation results of the Liliefors test formula and data normality decisions:

Table 5. Normality Category of Experimental and Control Class Learning Motivation

No	Treatment	Class	L_{count}	L_{table}	DK	Conclusion
1	Initial motivation	Experimental	0.127	0.161	5	Normal data
2	Initial motivation	Control	0.098			Normal data
3	Final motivation	Experimental	0.151			Normal data
4	Final motivation	Control	0.105			Normal data

The homogeneity test is used to see whether variance or diversity is influenced by other factors or not. After the data has been tested, it can be seen that the significance value of 0.003 is smaller than the alpha value of 0.05, meaning that there is no homogeneity or is not homogeneous. After performing normality and homogeneity on the data, hypothesis testing is then carried out. Following are the results of hypothesis testing using SPSS 21.0:

Table 6. Hypothesis Testing Of Student Learning Motivation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Of The Difference	
		F	Sig.						Lower	Upper
Motivation	Equal variances assumes	9.848	.003	40.595	58	.000	36.90000	.90898	35.08048	38.71952
	Equal variances not assumed			40.595	35.173	.000	36.90000	.90898	35.05500	38.74500

Based on the output above, sig is obtained. $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning motivation between the team quiz type active learning method and the conventional method. Once it is known that there is a significant difference in the average learning motivation of the experimental class and the control class. This means that the Quiz Team's Active Learning Method in learning Pancasila and Citizenship Education (PPKn) can increase learning motivation higher than conventional methods.

After carrying out initial motivation and initial motivation in both classes, hypothesis testing was carried out using the t test. To state that there is an influence of the Quiz Team Type Active Learning Method in the Pancasila and Citizenship Education (PPKn) subject on the learning motivation of Class VII students. From the results of the t test analysis, the test criteria are $dk = n_1 + n_2 - 2$. So, it is known that $dk = 30 + 30 - 2 = 58$ and can be seen in the distribution table t dk = 58 with a significant level of 0.05 equal to 1.671. Based on calculations, the T_{count} is 39.64. Thus, the value of $T_{count} > T_{table}$ (39.647 > 1.671) means that H_a is accepted and H_0 is rejected. and the researcher also used the help of SPSS 21.0 Relase shows that sig < alpha (0.003 < 0.05) means that it can be concluded that there is a difference in the average student learning motivation between the control class and the experimental class. This difference was caused by the treatment given, namely the Quiz Team Active Learning Method in the experimental class and using the lecture method in the control class.

This difference in learning motivation is very visible in the aspect of student attention when participating in Pancasila and Citizenship Education (PPKn) lessons in the classroom. When the Quiz Team Type Active Learning Method was used in the experimental class, the students conditioned themselves to pay attention to what would be asked and they were very enthusiastic when given quizzes and when asked for group discussions they were more active in giving questions and answering the questions given.

In control class learning that does not use the Quiz Team Type Active Learning Method, conditioning students to be ready to take part in learning requires more time and effort. During the learning process some students are busy with other activities. When learning in class has been going on for some time, the learning conditions are not conducive. And more and more students are no longer paying attention to the material presented. It takes more time to condition students to be ready to take part in learning properly.

Based on the learning conditions between the experimental class and the control class described above, it can be seen that in the Quiz Team Type Active Learning Method learning model, it can condition students to be active in learning because students have from the start given their attention and focus on Pancasila and civics education learning materials. And the Quiz Team Type Active Learning Method, makes it easy for students to be creative and easy to remember or absorb learning material. Therefore the researcher recommends that each learning activity be able to apply models and methods that suit the needs of students, while one of the methods that can be applied is the active learning method with the quiz team type.

4. CONCLUSION

From this research it can be concluded that the average learning motivation for Pancasila and Citizenship Education (PPKn) of students in the experimental class taught using the Quiz Team Type Active Learning Method is 83.166 higher than the average learning motivation in the control class, namely using the Conventional Method, namely 45.533. Then a t test was carried out and obtained $t_{count} > t_{table}$ or $39.647 > 1.671$ and the researcher also used SPSS 21.0 Relase to show the sig < alpha value ($0.003 < 0.05$). Thus, it can be concluded that there is a significant influence of the Quiz Team Type Active Learning Method in the subject of Pancasila and Citizenship Education (PPKn) on the learning motivation of class VII junior high school students.

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