An Application of the Team Quiz Learning Model to Improving Cooperation Capabilities in Elementary School

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Abstract

This research is motivated by the low cooperation skills of fifth grade students at SDN 024 Limau Manis. One solution to overcome this problem is to apply the team quiz model. The purpose of this study was to describe increasing student collaboration by applying the team quiz model to the fifth grade students of SDN 024 Limau Manis. This research method is classroom action research (PTK) which is carried out in two cycles. Each cycle consists of two meetings and four stages, namely planning, implementation, observation and reflection. The subjects of this study were fifth grade students, totaling 15 students. Data collection techniques in the form of documentation, observation and tests. this is indicated by an increase in the number of students who reach the minimum completeness criteria (KKM). Before action 33.3%, cycle I meeting I 33.3% and cycle I meeting II 33.3% and increased in cycle II meeting I to 66.7%, and cycle II meeting II 100%.

Keywords: Model Team Quiz and Cooperation

Introduction

Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole as a result experience in interacting with the environment. The changes in question are changes that occur consciously, are continuous, positive and active, permanent, purposeful and directed, and covers all aspects of behavior (Slameto, 2010:5).

Collaboration skills are important things that students must have, both in the learning process at school and outside school. With the collaboration skills possessed by students, they will be able to accelerate the achievement of the desired learning goals.

The purpose of this education is the basis and guidelines for all national educational institutions aimed at educating the nation's life and developing Indonesian people as a whole, namely humans who believe and are devoted to Almighty God and have noble character, knowledge and skills, physical and spiritual health, good personality, steady and independent as well as social and national responsibility (Purwanto, 2010).

Therefore, one way to make students have the knowledge and skills, independent and responsible personalities are having the ability to work together.Study groups are always have better results than students who study alone (Silvi.D.Y, 2013).

Cooperation can certainly be a very important need for survival for everyone, including for students, because without cooperation, there will be no individuals, families, organizations, or schools (Elizabeth: 2020, 146).

In this case, cooperation in a group is very important and necessary in the learning process. The tasks that the teacher gives to the students if they are done together, will be lighter. In addition, by collaborating, students can provide additional information or experience more than they should have, because each student has different experiences, and that is one of the advantages of collaboration.

Students work together in learning, students will be able to exchange ideas in groups with one student with another so that students who do not know will know and students who already know will tell. Therefore, the collaborative learning process in groups will make it easier for students to learn.

Rosita (2021) said in study groups there are several characteristics of cooperative attitudes that students must have, namely the existence of common interests, mutual help, responsibility, mutual respect, and compromise.

Considering that cooperation is a relationship between two or more people to do a job together in order to solve or solve a problem with a specific goal for the common good, of course, it is necessary to avoid selfish attitudes.

In this case, the teacher as the person in charge of learning, needs to provide direction and motivation to students from an early age to work together to build cohesiveness and togetherness in cooperation, including in learning activities at school in order to achieve the desired learning goals.

Student cooperation can be seen from studying together in groups. Studying together in groups will provide several benefits. These benefits indicate the principle of cooperation, namely, learning together in groups will instill understanding to help each other, learning together will form cohesiveness and intimacy, learning together will improve communication skills and resolve conflicts, study together will improve academic abilities and positive attitudes towards school, learning together will reduce the negative aspects of competition (Yanti, 2021).

Based on the observations that the researchers have made, the teachers of SDN 024 Limau Manis make less effort to improve students' cooperative abilities, the teacher does not give students the opportunity to learn, observe, link the

knowledge they already have with the concepts being studied, and when science learning activities take place it is known that the applied learning is still dominated by the lecture method and assignments that make students tend to passive in the learning activity.

Science learning applied at SDN 024 Limau Manis requires students to take notes on the blackboard, read textbooks and work on evaluation questions as the main indicators in measuring success in learning. Whereas Natural Sciences (IPA) is related to how to find out about nature systematically, so that science is not only the mastery of a collection of knowledge but also an invention in science learning.

The skill of a student in collaborating does not always appear by itself. Even if learning is done in groups or in collaboration, students are usually noisy, pay less attention to the teacher, and the time used tends to be insufficient. One of the reasons is that joint student learning activities are not accompanied by innovative learning strategies or models. Therefore, in learning it is necessary to have a maximum effort that must be done by a teacher.

Based on the observations of the researchers have done, it shows that SDN 024 Limau Manis in the ability to work together is very low. Of the 15 students, only 5 students completed with a percentage of 33.3% while those who did not complete

were 10 students with a percentage of 66.7%. because in carrying out the learning process they still do not use the appropriate model.

The steps taken by researchers to improve collaboration skills students are to apply the right learning model to facilitate the achievement of the desired goals. One of them is by applying the Team Quiz learning model. Team quiz learning besides being able to make students skilled in collaborating will also provide opportunities for students to more easily develop collaboration during learning, and others (Istarani,: 2011).

The Team Quiz learning model is a cooperative learning model or group learning. Slavin (2009) suggests that there are two reasons for using cooperative learning such as Team Quiz, namely to improve the learning system which has had weaknesses, among others, first, some research results prove that the use of cooperative learning can improve social relationship skills, foster an attitude of accepting the shortcomings of self and others, and can increase self-esteem. Second, cooperative learning can realize students' needs in thinking, solving problems, and integrating knowledge with skills. (Sanjaya, 2017:240).

Based on the description of the background above, the researcher raised the title *"Application of the Team Quiz Learning Model to Improve the Cooperation Ability of Class V Students at SDN 024 Limau Manis "*

Method

The type of research that has been carried out is Classroom Action Research (CAR). This research was carried out in class V of SDN 024 Limau Manis, totaling 15 peoples, with 7 males and 8 females.
The CAR is carried out in 2 cycles, each cycle consists of 4 parts consisting of 4 stages, namely: planning (planning), action (acting), observation (observing), and reflection (reflecting).

Data collection techniques are by conducting observations and tests. Data analysis techniques on This research is using qualitative descriptive techniques. Qualitative data is used to analyze data on problem solving abilities during the learning process. This qualitative data was obtained from non-test data, namely observation. Quantitative data is used to describe the improvement of problem solving skills by assigning material taught by the teacher.

Results and Discussion

Results

This research was carried out in two cycles, the researcher collaborated with the classroom teacher while the researcher acted as the teacher who taught. The teacher of class V 024 Limau Manis acts as an observer

of the teacher's activities and colleagues act as observers of student activities.

Before conducting classroom action research, the researcher first analyzed the initial data on student learning outcomes, student learning activities were still relatively low, especially in student collaboration activities.

This research was carried out in 2 cycles. Each cycle consists of 2 meetings. Before the researcher did the first cycle and the second cycle, the researcher did the pre-action first.

The aim is to determine the initial ability of students related to students' reading aloud skills.

The pre-action was carried out on March 4, 2022. The following is a pre-action data table for the work ability of the fifth grade students of SDN 024 Limau Manis.

Table 1. Pre-action Data on the Cooperation Ability of Class V SDN 024 Limau Manis

No	Rentang Nilai	Pra Tindakan	
		Kategori	Jumlah Siswa
1.	90 – 100	Sangat Baik	0
2.	80 – 89	Baik	0
3.	70 – 79	Cukup	5
4.	60 – 69	Kurang	0
5.	< 59	Sangat Kurang	10
	Jumlah Siswa	15	
	Rata-Rata	48	
	Jumlah yang Tuntas	5	33,3%
	Jumlah yang Tidak Tuntas	10	66,7%
	Kategori	Sangat Kurang	

Based on the table above, it is known that the completeness of students' cooperative abilities is only 5 students who are able to work together in learning Science with a percentage of 33.3% while those who did not complete reached 10 students who were not able to cooperate in science learning with a percentage of 66.7%.

Learning in cycle I was carried out in two meetings. The first meeting in cycle 1 was held on Thursday, July 21, 2022 and the second meeting was held on Friday, July 22, 2022.

At the end of the cycle an evaluation was carried out to determine the improvement of students' cooperative abilities using the team quiz model for class V students. SDN 024 Limau Manis.

The ability of students to work together in the learning process in class V of SDN 024 Limau Manis is carried out using a team quiz model whose data can be seen in the first cycle which has been implemented and assessed by the researchers themselves as practical teachers who have been given permission by the class teacher.

The results of the ability to work together in class V at SDN 024 Limau Manis in the first cycle of the first and second meetings can be seen in table 2 below.

Table 2. Recapitulation of the Cooperation Ability of the Fifth Grade Students of SDN 024 Limau Manis In Cycle I

Skor	Kategori	Siklus 1			
		P1		P 2	
		T	TT	T	TT
90 – 100	Sangat Baik	-	-	-	-
80 – 89	Baik	5	-	5	-
70 – 79	Cukup	-	-	1	-
60 – 69	Kurang	-	5	-	-
< 59	Sangat Kurang		5	-	10
Jumlah		5	10	5	10
Presentase		33,3%	66,7%	33,3%	66,7%
Kategori Ketuntasan		Sangat Kurang		Sangat Kurang	

In table 2 above, it can be seen that there is an increase in students' collaboration skills using the class V team quiz model at SDN 024 Limau Manis.

From the table, it is known that the percentage of classical completeness of the results of students' cooperative abilities in the first cycle of the first meeting is 33.3% with the very poor category and the first cycle of the second meeting is 33.3% with the very poor category.
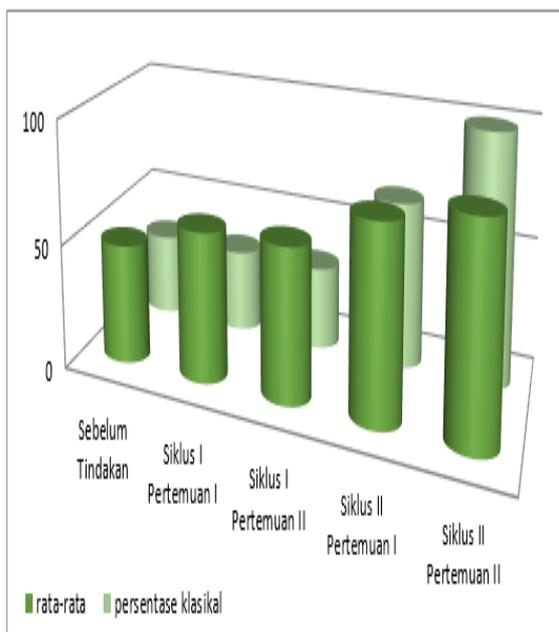
Cycle II also consisted of 2 meetings. The first meeting of the second cycle was held on Thursday, July 28, 2022 and the second meeting of the second cycle on Saturday, July 30, 2022. The following is the data on the results of the work ability scores of the fifth grade students of SDN 024 Limau Manis.

Table 3. Recapitulation of the Cooperation Ability of the Fifth Grade Students of SDN 024 Limau Manis in Cycle II

Skor	Kategori	Siklus 2			
		P1		P 2	
		T	TT	T	TT
90 – 100	Sangat Baik	-	-	5	-
80 – 89	Baik	5	-	5	-
70 – 79	Cukup	5	-	5	-
60 – 69	Kurang	-	5	-	-
< 59	Sangat Kurang	-	-	-	-
Jumlah		10	5	15	0
Presentase		66,7%	33,3%	100%	0%
Kategori Ketuntasan		Kurang		Sangat Baik	

Based on table 3 above, in the second cycle of the first meeting, the classical completeness was 66.7% with the Less category and the second cycle of the second meeting was 100% with the very good category. To see more clearly the results of the comparison of pre-action, cycle I, and cycle II can be seen in the graph below.

Pict 1. Graph of Comparison of Student Values in Cycle I and Cycle II

Based on Figure 1 above, it shows that the average value of the class from before the action was 48, the first cycle of the first meeting was 60 and the first cycle of the second meeting was 61.33 increased until the second cycle of the first meeting became 77.33 and the second cycle of the second meeting became 85.33 .

Likewise with classical completeness from before the action 33.3%, cycle I meeting I 33.3% and cycle I meeting II 33.3% and increased in cycle II meeting I to 66.7%, and cycle II meeting II 100%.

Discussion

Based on the results obtained from before the action, cycle I, and cycle II, it can be seen that there is an increase in the

cooperative ability of the fifth grade students of SDN 024 Limau Manis using the team quiz model in each cycle.

Precisely in the second cycle, the results of the student's collaboration ability have reached the minimum completeness criteria (KKM) of 75 and 80% classical completeness that has been targeted has been achieved. So that the teacher does not need to take corrective action for the next cycle, because the results of the cooperative ability of class V students at SDN 024 Limau Manis using the team quiz model increase after doing 2 cycles.

Based on the data before the team quiz model was applied, it is known that student learning outcomes for science learning are still very lacking because so far teachers are still using the old method and learning is only focused on the teacher while students only record in notebooks, so students feel bored.

The results of students' cooperative abilities from before the action with an average of 48.The first cycle of the first meeting was 60 and the first cycle of the second meeting was 61.33 increased until the second cycle of the first meeting became 77.33 and the second cycle of the second meeting became 85.33. Likewise with classical completeness from before action 33.3%, cycle I meeting I 33.3% and cycle I meeting II 33.3% and increased in cycle II

meeting I to 66.7%, and cycle II meeting II 100% .

The improvement of students' cooperation skills in choosing the right learning model greatly influences student learning outcomes. One of the selections of the right model for science learning based on the results of the actions that have been taken the team quiz model has a positive impact on students' collaboration skills.

Based on the results of the discussion above, it can be concluded that the application of the team quiz model can improve students' collaboration skills in class V SDN 024 Limau Manis.The improvement of science learning for fifth grade students at SDN 024 Limau Manis is marked by an increase and a change in each cycle.

The improvement is of course the same as the increase in previous researchers who have conducted research with the team quiz model to improve students' collaboration skills. The following is a comparison of researchers conducted by researchers in relevant research, namely: Research conducted by Hadi Satria in (2020) with the title *"the application of the treasure hunt model to improve the cooperation skills of grade 1V SDM 002 Penyasawan students Kampar District*".

Based on data analysis, it can be seen there is an increase in student collaboration activities on the theme of the beauty of togetherness. Before the action, the completeness of the results of student collaboration activities was only 12% in the low category. In carrying out the first cycle, the students' completeness of cooperative activities was 76% in the medium category.

Meanwhile, in carrying out cycle 2, the students' completeness of cooperative activities was 92% with a very high category. Thus, it can be concluded that the application of the Treasure Hunt model can increase the cooperative activities of elementary school students.

Research conducted by Nurul Hidayah in (2021) with the title *"Implementation of the Jigsaw Type Cooperative Model To Improve Student Cooperation Ability On the theme of My Goals in grade IV A SD Negri 001 Air Tiris, Kampar District, Kampar Regency"*

Based on the results of the study, it shows that the cooperative model Jigsaw type can improve cooperation ability student. It can be seen from before the action only reached 55.64% or still classified as less category. After the class action was carried out in the first cycle, the student's cooperation ability increased to 81.70% or still classified as sufficient category. While in the second cycle there was an increase to 90.45% or classified as good category.

Thus, it can be concluded that the application of the Jigsaw type cooperative model can improve students' collaboration

skills on the theme of My Goals in Class IVA State Elementary School 001 Airtiris, Kampar District, Kampar Regency. Research conducted by Andhi Achmad Nur Rochman (2018/2019), with the title *"Application of the Team Quiz Learning Method to Increase Activeness and Science Learning Outcomes About Style in Class V Students of SDN 2 Kloposawit for the 2018/2019 academic year"*

The application of the team quiz model can increase activity and student learning outcomes as evidenced by an increase in the average results of observation of student activity and completeness of student learning outcomes in the cycle, namely 67.31% and 61.54%, increased in the second cycle of 80.77% and 78.85%, and in the third cycle namely 88.46% and 88.46%. Based on the comparison of research results with other relevant research, it can be concluded that the application of the team quiz model is able to improve the cooperative ability of elementary school students.

Conclusion

Based on the results of research that has been carried out by researchers by applying the team quiz model to improve students' cooperative abilities in elementary school class V SDN 024 Limau Manis for the 2022/2023 academic year, it can be concluded that the team quiz model can improve the cooperative ability of fifth grade students at SDN 024 Limau Manis is going well and can be seen from the results of student learning tests.

The results of students' cooperative abilities from before the action with an average of 48. Cycle I meeting I 60 and cycle I meeting II increased to 61.33 until the cycle II meeting I became 77.33 and cycle II meeting II became 85.33. Likewise with classical completeness from before action 33.3%, cycle I meeting I 33.3% and cycle I meeting II 33.3% and increased in cycle II meeting I to 66.7%, and cycle II meeting II 100% .

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Author Profile

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