

EFFORTS TO IMPROVE MOTIVATION AND LEARNING ACHIEVEMENT WITH THE QUIZ TEAM LEARNING MODEL USING FLASHCARD MEDIA FOR CLASS III STUDENTS OF SOKARAJA LOR STATE ELEMENTARY SCHOOL, SOKARAJA DISTRICT, BANYUMAS REGENCY

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Abstract: This research was conducted at Sokaraja Lor State Elementary School, Sokaraja district, Banyumas Regency at III class whose students have low motivation and learning achievement. The purpose of this study was to increase students' motivation and learning achievement on the theme 8 Praja Muda Karana by implementing the quiz team learning through flashcard media for class III students at Sokaraja Lor State Elementary School, Sokaraja District, Banyumas Regency in semester II of the 2022/2023 school year. The method used in this research is classroom action research carried out in two cycles, and each cycle consists of two meetings, and each other cycle consists of four stages, namely planning, implementation, observation, and reflection. The subjects of this study were third-grade students of Sokaraja Lor State Elementary School, with a total of 33 students consisting of 17 boys and 16 girls. The data collection techniques used in this study were tests and non-tests. Cycle I student motivation received an average score of 3.32 with a percentage of 83%, while II cycle saw an increase in average score of 3.51 with a percentage of 87.75%. Students achievement in I cycle achieved an average score of 69.46 with a percentage of 66%, while Cycle II students achieved an average score of 78.93 with a percentage of 78%. The conclusion resulting from this research is that the application of the quiz team learning model using flashcard media can increase the motivation and learning achievement of third-grade students of Sokaraja Lor State Elementary School as evidenced by the percentage data on student motivation and learning achievement that has reached the predetermined success indicators and has increased.

Keywords: *quiz team learning model, flashcard media, motivation, learning achievement.*

INTRODUCTION

Education is critical today in order to produce a superior and quality generation. A superior and quality generation is critical because it can assist the Indonesian people in becoming a developed nation. The educational process provides every individual with the

opportunity to become a superior and qualified human being. The educational process will aid in the transformation of a person into a better person.

According to *Undang-Undang Republik Indonesia No. 20 tahun 2003 Pasal 1, ayat 1* of the National Education System, education requires effort from an early stage that is capable of improving abilities in individuals so that they are in line with national education goals. Students' potential is developed through learning activities while studying. Efforts to develop students' potential are made actively in order to achieve the best results.

The highest levels of achievement attained by students during the learning process are related to the quality of a good education. UNICEF (2000: 3) states in his book *"Defining Quality in Education"* that educators who are ready and trained determine the quality of education. A good teacher can effectively carry out the learning process. UNESCO (2004: 152) states in his book *"Education for All: The Quality Imperative"* that the way teachers teach has an impact on improving educational quality.

Creating a meaningful educational process for students can help to improve education quality. Mustadi et al. (2020: 3) explain in their book *"Basic Elementary School Education"* that meaningful education is an effective learning activity for students in which they actively participate in acquiring knowledge through teacher facilities and guidance. Meaningful education fosters cognitive, affective, and psychomotor (holistic) intelligence in students, preparing them to navigate the dynamics that emerge in all domains and challenges in life. Beneficial education can be recognized through teachers who can become intelligent facilitators for their student participants, i.e. not teaching in one direction but encouraging students to learn actively, creatively, and innovatively.

The curriculum and education are interconnected. The 2013 curriculum is still being used at the Sokaraja Lor Public Elementary School in the Banyumas Regency's Sokaraja District. According to Sinambela (2013:18-19), the 2013 curriculum incorporates additional instruction to make students the focal point of activity; as a result, interactive learning is no longer one-way, and the teacher acts as a learning facilitator who is expected to design learning so that students can face contextual and real problems. Students engage in active activities that require them to not only accept the material presented by the teacher but also to investigate and locate material topics presented by the teacher.

Motivation is one of the factors required for students to participate in interactive learning activities. Harahap et al. (2022: 35) explain in their book "*Buku Ajar Belajar dan Pembelajaran*" that learning motivation is all the forces that move the psyche within the individual, resulting in learning activities, ensuring the continuity of learning activities, and directing learning activities to achieve goals. Students will be more enthusiastic about all activities, including learning activities if they are motivated. In his book "*Interaksi & Motivasi Belajar Mengajar*," Sadirman (2007: 83) explains that motivational characteristics include 1) being diligent in facing assignments; 2) tenacious in dealing with problems; 3) preferring to do something independently; 4) being able to defend his opinion; and 5) being happy to find and solve problems. Researchers will use these motivational traits as indicators of learning motivation.

Students will experience changes in their attitudes, knowledge, and skills as a result of the educational process. Learning achievement is the end result of the educational process. Learning achievement is typically measured numerically through teacher evaluation. According to Izzaty, Ayriza, and Setiawati (217:154), learning achievement is very important to study because it can be useful for (1) knowing the level of students' understanding of the material that has been delivered by the teacher; (2) knowing students' abilities, interests, and talents, as well as how students' actions toward learning activities; and (3) determining the level of development and alignment of student learning outcomes or achievements with established standards and compass.

According to research conducted by the Organization for Economic Cooperation and Development (2018: 1) in its study entitled "Programmer for International Student Assessment (PISA)," students' reading and mathematics scores in Indonesia obtain lower scores than the average grade. students from other countries in the Organization for Economic Co-operation and Development (OECD). Research conducted by Tambalo. D., et al (2014: 55) in their research entitled "*Meningkatkan Motivasi Belajar Siswa Kelas IV Sekolah Dasar Inpres 2 Kasimbar Melalui Metode Tanya Jawab pada Mata Pelajaran PKN*" found that students have low learning motivation based on their activities during the learning process, among them 21.43% of students are less interested in the topic of the material being discussed, 64.28% of students did not focus on the topic of the study and 85.71% of students did not actively ask questions, 78.57% of students could

not work together properly, 64.29% of students were less enthusiastic about learning and did not make the most of their time.

Researchers conducted observations at Sokaraja Lor Public Elementary School in the Banyumas District's Sokaraja District. Sokaraja Lor Public Elementary School has eight classes, including grades 2 and 4, classes A and B, and grades 1, 3, 5, and 6. Professional teachers in teaching have worked hard to improve the quality of learning in the classroom. Class III was chosen for research based on observations and interviews.

The data obtained from observations and interviews at Sokaraja Lor Public Elementary School show that students are less active and enthusiastic during the learning process, namely learning interactions are still dominated by the teacher and students do not dare to ask questions or express opinions, students are busy playing when learning takes place, and some students still struggle to work on the questions given by the teacher. Based on the learning motivation indicators, it is possible to conclude that students struggle with learning motivation. The problem of learning motivation discussed above is linked to student achievement data in the Mid-Semester Assessment and Final Semester Assessment in the following table:

Table 1 Mid-Semester and Final Semester Assessments for Class III Sokaraja Lor State Elementary School

Subjects	Academic Year 2021/2022	The number of students	Average value	Minimum Completeness Criteria	Amount complete	Classical Mastery (%)
Mathematics	Mid Semester Assessment	33	64.33838	70	13	39.3%
	End of Semester Assessment		73.22424		16	48.4%
	Mid Semester Assessment		74.0303		21	63.6%
Indonesian	Mid Semester Assessment	33	62.9596	33	15	45.4%

End of Semester Assessment	75.47879	23	69.6%
Mid Semester Assessment	79.14394	24	72.7%

(processed data source)

The table of data for the 2021/2022 academic year's Mid-Semester Assessment and Final Semester Assessment shows that class III students have not yet achieved mastery in mathematics subjects in semesters 1 and 2, and they have not achieved complete learning in the Indonesian language subject in the semester. Researchers hope to address these issues by developing solutions to improve the motivation and learning achievement of class III students at Sokaraja Lor Public Elementary School in the Banyumas district's Sokaraja sub-district. To overcome this, apply the quiz team learning model.

According to Sapta (2018: 167), quiz teams are a type of active learning model that has the function of creating pleasant learning conditions, making students active in asking questions and opinions, and developing a responsible character. The quiz team learning model can assist teachers in creating enjoyable learning environments for their students. According to Maharani, Rahmawati, and Sukamto (2019:154), the quiz team model can be used to increase student learning activities and help students remember material for longer periods of time because students participate actively in the learning process. Because each learning model has advantages and disadvantages, learning media can help make the application of learning models more effective.

To fully utilize the quiz team learning model, learning media is required. According to Hastuti, Baedowi, and Mushafanah (2019:2), learning media is a learning device used as a tool to convey and distribute information that attracts students' attention and interest in learning because learning media is capable of creating conducive student learning conditions that allow students to receive information efficiently and effectively. Flashcard media will be used as a learning tool in this study.

According to Nulanda (2017: 172) in Febriyanto & Yanto (2019:110-111), flashcards are a very simple media to use because they can be created by both the teacher and the students. In the form of pictures, flashcard media provides a visual image that helps

students remember and understand the material more effectively. The use of flash card media can aid in the resolution of learning problems.

The researchers' decision to conduct research using the quiz team learning model and flashcard media is fostered by the students' low motivation and learning achievement. The purpose of this study is to demonstrate that using the quiz team model with flashcard media can boost student motivation and achievement in Theme 8 "Prajaya Muda Karana," specifically mathematics and Indonesian, in class III at Sokaraja Lor State Elementary School in Sokaraja District, Banyumas Regency.

RESEARCH METHODS

Classroom Action Research is the research method used in this study. Several parties were involved in the implementation of this research, including teachers and observers. Interviews, observations, written tests, observation sheets of teacher and student activities, and student motivation questionnaires were used as data collection techniques.

The Classroom Action Research model is used in the implementation of this research. According to Kemmis and McTaggart (1982:7), the Classroom Action Research cycle includes steps such as planning, acting, observing, and reflecting. This classroom action research was conducted in two cycles. Each cycle consists of two meetings.

RESULTS AND DISCUSSION

The results and discussion are explained in two sections based on the objectives of this classroom action research, namely as follows:

1) Increasing Student Learning Motivation

Students' motivation to learn influences their learning outcomes. According to Putra, Suniasih, and Manuaba (2020:27), motivation to learn is an influence from both within and outside that functions to move individuals to try to achieve goals during the learning process. According to Syaparuddin, Meldianus, and Elihami (2020:46), learning motivation is critical for both students and teachers. The importance of learning motivation for students includes: 1) remembering the initial position of learning, learning activities, and the final results of learning; 2) providing information regarding the ability of a person's learning effort compared to the learning efforts of peers; 3) guiding learning activities; 4) developing enthusiasm for learning; and 5) reminding students about the

existence of a learning process that must be carried out. The researchers came to the conclusion that motivation has a significant impact on student learning activities. Students will be more engaged in their learning activities if they are motivated. Motivation can be used as an alternative to help students achieve their learning objectives.

The results of the research data analysis from the student learning motivation questionnaire in Cycle I and Cycle II can be seen in Table 2.

Table 2 Recapitulation of Learning Motivation for Class III Students of Sokaraja Lor State Elementary School

Cycle	Average Score	Percentage	Criteria
Cycle I	3,32	83%	Very good
Cycle II	3.51	87.75%	Very good

Table 2 shows that student learning motivation has improved. Cycle I received an average score of 3.32, indicating that it met the very good criteria. Cycle II improved, resulting in an average score of 3.51, which was classified as a very good criteria. The use of the quiz team learning model with flashcard media can increase student learning motivation, as can the use of the quiz team learning model without flashcard media.

The first cycle is being implemented in learning activities. Students appeared enthusiastic, despite the fact that they were initially confused about learning activities with the quiz team learning model using flashcard media, and thus required direction and guidance from the teacher. There was an increase in cycle II because students already understood how to implement learning activities with the quiz team learning model using flashcard media.

Students learning motivation increased in cycle II as a result of their enthusiasm when learning using the quiz team model with flashcard media, as evidenced by the large number of students who raised their hands to answer questions from the teacher. Students also appeared diligent in working on the evaluation questions given at the end of learning. Cycle II student motivation is very high. Andriani, A., and Muntohar (2022: 30) explain in their book "Problematics of Student Development" that high learning motivation in students can be seen in their diligent learning activities and refusal to give up when faced with difficulties in achieving their goals. Another factor is to provide encouragement at the start of the learning process by doing icebreakers, singing songs, and shouting

encouragement. Another helpful factor is to give out flashcards or picture cards to the best student and supergroup.

2) Improvement of Student Learning Achievement

Each student's learning achievement is unique, and the teacher must be aware of this. According to Pratiwi, Asri, and Kristiantari (2018:193-194), learning achievement is the outcome of learning activities that can be determined by student scores. According to Lastasa and Habaridota (2020: 154), knowing how to achieve learning objectives can be seen in student achievement. According to Yasriari (2019:432), teachers can determine students' level of ability, knowledge, and understanding of subjects at school by looking at student achievement.

According to Masroah, Wiarsih, and Irawan (2019:21), individual and group student achievement is critical for teachers to understand because it can be used as an indicator of student success and an indicator of determining the quality of educational institutions, as well as teacher evaluation material in planning better learning than previously.

Table 3 Recapitulation of Learning Achievement of Class III Students of Sokaraja Lor State Elementary School

No	Information	Cycle I	Cycle II
1.	Total Number of Students	33	33
2.	Minimum Learning Criteria	70	70
3.	Qualified Students	22	26
4.	Unqualified Students	11	7
5.	The highest score	100	100
6.	Lowest Value	20	25
7.	Average	69.4697	78.93939
8.	Percentage of learning achievement	66%	78%
9.	Criteria	Enough	Good

A clearer explanation of the data can be seen in the graph below:

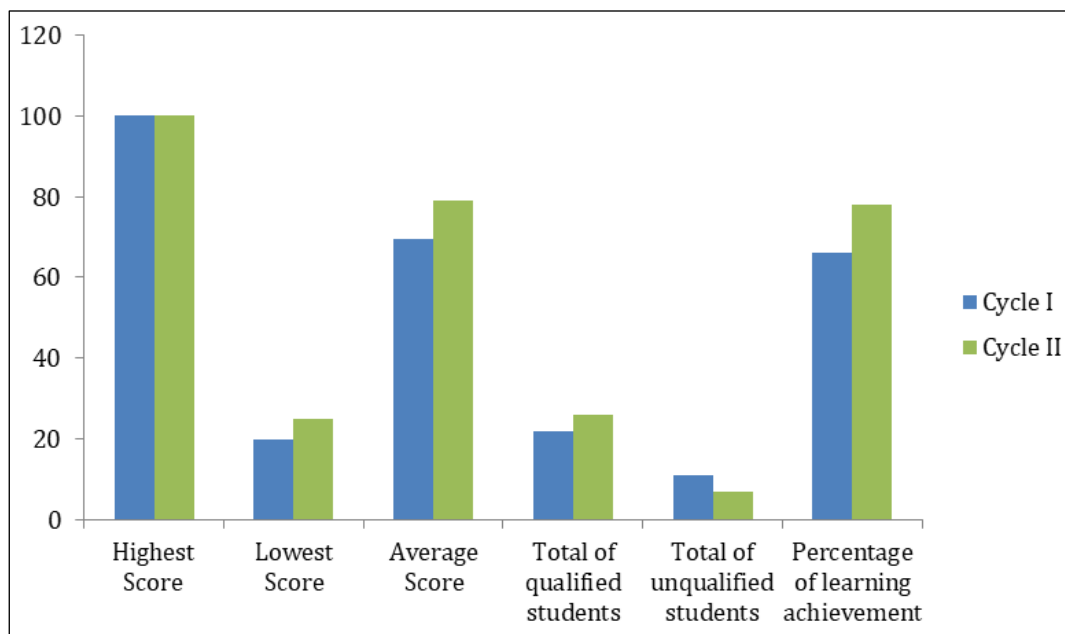


Figure 1 Histogram of Learning Achievement Recapitulation Cycle I and Cycle II

The acquisition of student learning achievement can be seen in Table 3 and Figure 1, indicating an increase in student learning achievement. Cycle I received an average score of 69.46, which was classified as sufficient criteria, and Cycle II received an average score of 78.93, which was classified as good criteria. Increased student achievement results from a variety of factors, one of which is increased student motivation in cycle II. The data obtained from the assessment of evaluation questions completed by students from cycles I and II is the acquisition of student achievement in cycles I and II. Suarsana (2019: 473) explains that the teacher's assessment or score for subject mastery is the result of a reflection of learning achievement. Assessment is a critical component of learning activities. According to Santika, Agung, and Apriliani (2021: 349), the function of student assessment is to determine the success of implemented teaching activities.

The teacher has used flashcard media to implement a learning process that follows the steps of the quiz team learning model. Learning achievement is a good criterion in cycle II because it corresponds to predetermined success indicators. The average value obtained in the first cycle was 69.46, and the average value obtained in the second cycle was 78.93. The total number of students who completed the first cycle is 22, while the total number

of students who completed the second cycle is 26. In cycle I, the percentage of complete learning reached 66%, which is classified as sufficient criteria, and in cycle II, it reached 78%, which is classified as good criteria.

Learning accomplishment is relevant to learning activities. According to Masroah, Wiarsih, and Irawan (2019:21), both internal and external factors can influence student achievement. Internal factors such as student motivation, interest, and attention during teaching and learning activities. Student motivation, interest, and attention will all have an impact on their ability to comprehend the material. External factors, specifically the school environment, such as teachers' ability to teach. The researcher concluded that one of the factors that can influence student achievement is students' learning motivation.

Learning motivation has an impact on learning achievement. The best group in cycles I and II is rewarded, which results in high student learning motivation. Student achievement increased in cycle II as a result of increased student motivation, which included an award for the best student and the best group so that students competed to answer teacher questions.

The classroom action research was successful because the predetermined indicators were met. The classroom action research conducted shows that using the quiz team learning model with flashcard media can increase the motivation and learning achievement of Sokaraja Lor Public Elementary School class III students. The minimum completeness standard of 70 with good criteria has been determined as the success indicator.

CONCLUSION

The following conclusions can be drawn from the research that was conducted in two cycles in an effort to increase student motivation and achievement by using the quiz team learning model with flashcard media for class III students at Sokajara Lor Public Elementary School:

- 1) The quiz team learning model, which employs flashcard media, can boost student learning motivation. The study's findings revealed an increase in the average score obtained from data from students' learning motivation questionnaires in cycles I and II. Cycle I obtained an average score of 3.32 with a percentage of 83%, which is classified as a very good criterion, and cycle II acquires a score of 3.51 with a percentage of 87.75%, which is classified as very good criteria.

2) The quiz team learning model, which relies on flashcard media, can influence an increase in student achievement. The study's findings show that there is an increase in learning achievement in cycles I and II. Cycle I received an average score of 69.46 with a percentage of learning completeness of 66%, which is considered sufficient criteria. Cycle II receives an average score of 78.93, with a learning completion rate of 78% classified as good.

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