

The Effect of the Learning Model of *IT-Media-Assisted Team Quiz* and the Learning Motivation on the Learning Outcomes of the Subtheme of Diversity of Ethnicity and Religion in My Country

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Abstract – This study aims to determine: (1) Differences in learning outcomes from Social Science of students who study with the learning model of IT-media-assisted Team Quiz with those who learn with the learning model of image-media-assisted Team Quiz, (2) Differences in the learning outcomes of Social Science of students learning with the learning model of IT-media-assisted Team Quiz with the learning model of image-media-assisted Team Quiz based on the level of motivation, (3) Interaction between learning model of IT-media-assisted Team Quiz and motivation to learn on the learning outcomes of Social Science content of the subtheme of Diversity of Ethnicity and Religion in my Country in students of class IV of Public Primary School 026609 of South Binjai. This research was conducted in Public Primary School 026609 of South Binjai. The population in this study were students of class IV of Public Primary School 026609 of South Binjai which consisted of 2 classes, namely class IV-A of 25 students and class IV-B of 25 students. The population consists of 50 students. The research method used is quasi-experimental. Data was collected using questionnaires and multiple choice tests. Two-way ANAVA is used for data analysis. The results show that: (1) There are differences in the learning outcomes of Social Science by the learning model of IT-media-assisted Team Quiz with the learning model of image-media-assisted Team Quiz, where $F_{counted} = 74.874$ and significance level of 0.000 with $\alpha = 0.05$, so it can be seen that the significance level of $0.000 < 0.05$; (2) There are differences in learning outcomes by the learning model of IT-media-assisted Team Quiz and the learning model of image-media-assisted Team Quiz based on the level of motivation, where $F_{counted} = 110.966$ and significance level of 0.000 are obtained with $\alpha = 0.05$, so it can be seen that the significance level of $0.000 < 0.05$; (3) There is an interaction between the learning model of IT-media-assisted Team Quiz and learning motivation in influencing the learning outcomes of Social Science of students in the subtheme of diversity of ethnicity and religion in my country, where $F_{counted} = 22.115$ and a significant level of 0.000 with $\alpha = 0.05$, so it can be seen that the significance level of $0.000 < 0.05$.

Keywords – *Team Quiz, IT Media, Learning Motivation.*

I. INTRODUCTION

Sardiman (2010: 20) explains that "learning is a change in behavior or appearance with a series of activities such as reading, observing, listening, imitating, and so on". Research conducted by Maher, A (2004) entitled 'Learning Outcomes in Higher Education: Implications for Curriculum Design and Student Learning' explains that "it has been long recognized that education and training is concerned with bringing about change in individuals, and the use of learning outcomes.

So from these opinions it can be concluded that learning outcomes are changes in the cognitive domain of students after being taught using the learning model of IT-media-assisted Team Quiz on the content of the learning of Social Science of the subtheme of diversity of ethnicity and religion in my country in the form of scores or grades obtained by students.

The learning model of IT-media-assisted Team Quiz is a learning facility that displays excellent images, videos and sounds presented by the teacher to create enjoyable learning and sharpen the knowledge that students themselves have explored by collaborating with one another.

The steps of the learning model of IT-media-assisted Team Quiz for the subtheme of diversity of ethnicity and religion in my country are as follows:

Teacher Activities:

1. Students are divided into 3 groups, Team A, B and C
2. The teacher shows an inspiring film to students
3. The teacher asks students about that inspiring film
4. The teacher invites students to observe map of the Indonesian archipelago in a book: Sumatra, Java, Kalimantan, Sulawesi and Papua
5. The teacher directs students to discuss the state of the islands in Indonesia with a few questions

6. The teacher invites representatives from the Team to read the results of the discussion in front of the class
7. The teacher explains the factors causing the diversity of Indonesian society with Power Point application displayed through laptops and LCDs
8. The teacher explains the diversity of ethnicity in Indonesia by displaying images using laptops and LCDs
9. In the first segment the teacher asks team A to prepare questions and answers, while team B and C check the notes so they can answer questions from team A within 5 minutes
10. The teacher asks team A to give a question to team B, if team B cannot answer the question, then team C immediately answers
11. The teacher asks Team A to direct the question to Team C, if Team C cannot answer, Team B immediately answers.
12. In the second segment the teacher asks team B to prepare questions and answers, while team A and C check the notes so they can answer questions from team B within 5 minutes.
13. The teacher asks team B to give a question to Team A, if Team A cannot answer the question, Team C immediately answers
14. Then the teacher asks Team B to direct the question to Team C, if Team C cannot answer, Team A immediately answers
15. In the third segment the teacher asked Team C to prepare questions and answers, while Team A and B checked the notes so they can answer questions from Team C within 5 minutes
16. The teacher asks team C to give a question to Team A, if Team A cannot answer the question, Team B immediately answers
17. The teacher asks Team C to direct the question to Team B, if Team B cannot answer, Team A immediately answers
18. The teacher carries out an assessment such as writing a score of each team in the Power Point view.

The advantage of the learning model of Team Quiz is demonstrated in the research results of Prasetyaningsih et al. (2014) entitled Application of Cooperative Learning Model of Team Quiz Type to Increase Understanding of the Concept of Struggle in the Dutch Colonial Period where it was explained that “cooperative learning model of Team Quiz type is suitable to be applied to the learning process because it can make students excited and play an active role in learning, by using the cooperative learning model of Team Quiz type, the learning process of Social Science will become more interesting and fun, besides that students can understand the material well so that it can improve the quality of learning”.

The value of the Minimum Completeness Criteria (CCM) of the content of learning of Social Science in Public Primary School 026609 of South Binjai is 68. The results of the above data can show that the content of learning of Social Science in both classes is relatively not far from the value of CCM of school, namely 68. In learning years 2013/2014 and 2014/2015, classes IV-A and IV-B have a total of 44 students. In the learning year 2013/2014, of the 44 students there were 15.9% who had a score of 68 and 18.1% who had a score of 69. While in the learning year 2014/2015, of 44 students there were 13.6% who had a score of 68 and 18.1% who had a score of 69.

TABLE 1. Score of the students

No	Kelas	Tahun / Nilai	
		2013/2014	2014/2015
1	IV-A	69	68
2	IV-B	68	69

Sumber Data : Kantor Tata Usaha SD Negeri 023895 Binjai Selatan

Based on some explanations above, this study uses the learning model of IT-media-assisted Team Quiz to determine the learning motivation of students after using this model, and to determine the learning outcomes obtained by students after using the learning model of IT-media-assisted Team Quiz.

From this background, the author will conduct a research entitled “The Effect of the Learning Model of IT-Media-Assisted Team Quiz and the Learning Motivation on the Learning Outcomes of Subtheme of Diversity of Ethnicity and Religion in My Country in Fourth Grade Students of Primary School”.

II. METHOD

This research is a quasi-experimental study. The quasi-experimental design was used because in reality it was difficult to get the control group used for research. The dependent variable in this study was the learning outcomes of the subtheme of Diversity of Ethnicity and Religion in my Country in the fourth grade students of primary school. The learning outcomes of students are obtained from the test results which will be administered to students in the form of multiple choices which will be carried out at the final meeting after the treatment is carried out.

Determination of the level of learning motivation is carried out by students based on the score of motivation questionnaire obtained by students. Motivation is divided into 2 groups, namely high and low motivation. The way to classify high and low motivation scores is the maximum score divided by two or 100: $2 = 50$, so a score of 0 to 50 indicates low learning motivation and a score of 51 to 100 indicates high learning motivation.

In addition to learning motivation questionnaire on Social Science content, to determine the learning outcomes of the content of Social Science of the subtheme of diversity of ethnicity and religion in my country, test of learning outcomes in multiple choice forms were also administered to students. The contents of the test are arranged based on the competencies and indicators of learning to be studied. The number of problems to be tested is 20 based on the subject matter treated..

III. RESULT AND DISCUSSION

TABLE 2. Test of between subject effects

Tests of Between-Subjects Effects					
Dependent Variable: HASIL					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4245.262 ^a	3	1415.087	131.440	.000
Intercept	168466.667	1	168466.667	15647.962	.000
MODEL	806.096	1	806.096	74.874	.000
MOTIVASI	1194.667	1	1194.667	110.966	.000
MODEL * MOTIVASI	238.096	1	238.096	22.115	.000
Error	495.238	46	10.766		
Total	355025.000	50			
Corrected Total	4740.500	49			

a. R Squared = .896 (Adjusted R Squared = .889)

1. Based on ANAVA calculations using SPSS Version 20 it is obtained that F-counted = 74,874 and a significant level of 0,000 with $\alpha = 0.05$. So it can be seen that significant $0.000 < 0.05$ so that the testing hypothesis rejects H_0 and accepts H_a . Thus it can be concluded that there are significant differences between the learning model of IT-media-assisted Team Quiz and the learning model of image-media-assisted Team Quiz on students' learning outcomes.
2. Based on ANAVA calculations using SPSS Version 20 it is obtained that F-counted = 110.966 and a significant level of 0.000 with $\alpha = 0.05$. Then it can be seen that the level of significance of $0.000 < 0.05$ so that the testing hypothesis rejects H_0 and accepts H_a . Thus it can be concluded that there are significant differences between the learning outcomes of students who learn by the learning model of IT-media-assisted Team Quiz and those who learn by the learning model of image-media-assisted Team Quiz based on student learning motivation.
3. Based on ANAVA calculations using SPSS Version 20 it is obtained that F-counted = 22.115 and a

significant level of 0.000 with $\alpha = 0.05$. Then it can be seen that the level of significance of $0.000 < 0.05$ so that the testing hypothesis rejects H_0 and accepts H_a . Thus it can be concluded that there is an interaction between the learning model of IT-media-assisted Team Quiz with the learning motivation towards learning outcomes.

The following is a figure of the interaction between the learning model of IT-media-assisted Team Quiz and learning motivation on the learning outcomes of students.

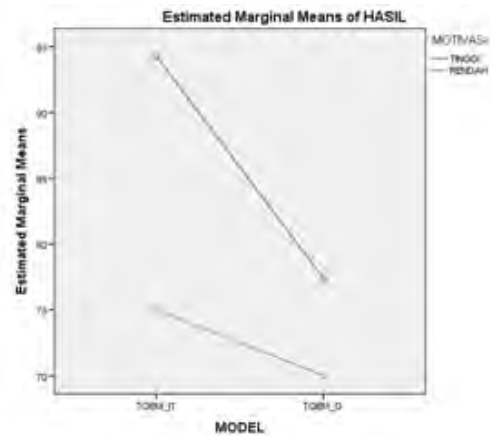


Fig 1. Interaction between the learning model

IV. CONCLUSION

1. There are differences in the learning outcomes of Social Science by the learning model of IT-media-assisted Team Quiz and the learning model of image-media-assisted Team Quiz.
2. There are differences in learning outcomes by the learning model of IT-media-assisted Team Quiz and the learning model of image-media-assisted Team Quiz based on the level of motivation.
3. There is an interaction between the learning model of IT-media-assisted Team Quiz with learning motivation in influencing the learning outcomes of Social Science of students in the subtheme of diversity of ethnicity and religion in my country

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