

## Increasing Student Learning Motivation in *Asmaul Husna* Materials with the Team Quiz Method

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### Abstract

This research aims to increase students' learning motivation in *Asmaul Husna* material through the application of the Team Quiz method in grade IV students of SDN Ngesrep 03, Banyumanik District, Semarang City for the 2014/2025 school year. This research is a Class Action Research (PTK) which is carried out in two cycles. Data collection techniques use questionnaires, observations, and documentation. The results of data analysis showed that before the implementation of the Team Quiz method, the average student learning motivation was at 50% with low criteria. In the first cycle, there was an increase to 75% with high criteria. Furthermore, in cycle II, learning motivation increased higher to 81%. Thus, it can be concluded that the application of the Team Quiz method is significantly able to increase students' learning motivation in *Asmaul Husna* material. This method has a positive impact through an interactive, fun learning atmosphere that triggers student active participation. Therefore, the Team Quiz method is recommended as an effective learning strategy to increase students' motivation to learn in Islamic Religious Education subjects or other memorization materials.

### Keywords:

learning motivation,  
*Asmaul Husna*, team  
quiz method

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### A. Introduction

*Asmaul Husna*'s material learning has an important role in helping students get to know the attributes of Allah SWT better. Each name of Allah in *Asmaul Husna* contains a deep meaning that can shape character and increase students' faith. In Islamic Religious Education (PAI), the understanding of *Asmaul Husna* is not only aimed at knowing its name, but also understanding its meaning as the basis for the formation of noble morals. However, the learning process is often less effective due to students' low motivation to learn. Motivation is one of the main factors that affect the success of learning. Motivated students will be more likely to concentrate, be active, and have a high curiosity about the subject matter (Slavin, 2014). On the other hand, if the motivation to learn is low, then interest and learning outcomes will also be affected. At SDN Ngesrep 03 Semarang, based on initial observations, it was found that many grade IV students tended to be less enthusiastic about participating in *Asmaul Husna*'s learning. This can be seen from behaviors such as telling their own stories when the teacher explains, often leaving the classroom for no apparent reason, and lack of active participation in learning. This phenomenon is the basis for the need for classroom

action research to find the right solution in increasing student learning motivation in Asmaul Husna's material.

Based on observations during the learning process in grade IV of SDN Ngesrep 03 Semarang, it was found that students' motivation to learn in participating in Asmaul Husna's learning is still low. Many students seem disinterested, unfocused, and some even choose to leave the classroom for no apparent reason while the lesson is underway. This behavior shows that the learning atmosphere is not optimal and does not provide an intrinsic encouragement for students to delve deeper into the material. One of the main causes of low motivation to learn is that the learning methods used are still conventional, such as lectures and memorization. This approach makes the classroom atmosphere monotonous and less actively involved students. As a result, students feel bored and have no emotional or intellectual involvement with the learning material. In fact, understanding Asmaul Husna is very important as a spiritual and moral foundation in the formation of students' personalities. Therefore, innovation in learning strategies is needed that can create a more interactive, fun, and able to significantly increase student learning motivation.

To overcome the problem of low student learning motivation in Asmaul Husna learning, a more interactive and participatory learning approach is needed. One of the alternatives that is considered effective is the application of the Team Quiz method. This method provides students with the opportunity to learn collaboratively in a team, while also increasing competitiveness in a healthy way through quiz or match activities. By using Team Quiz, students will be more motivated to understand the material in order to provide the correct answers and help their team achieve victory. This method also creates a fun and dynamic learning atmosphere, so that students can more easily understand and remember Asmaul Husna material. The author chose this method because it is relevant to the needs of grade IV students who are still in the stage of cognitive and social development. In addition, various studies have shown that cooperative learning such as Team Quiz is effective in increasing students' motivation and learning achievement (Arends, 2008). Therefore, this study aims to implement the Team Quiz method in Asmaul Husna's learning and evaluate its impact on the learning motivation of fourth grade students of SDN Ngesrep 03 Semarang.

## **B. Theoretical Studies**

The active learning model of the Team Quiz Type is one of the types of learning that is able to increase student activity in the learning process. In this type, students in one class are seen as a unit or divided into groups that work together to solve a problem. According to Mulyono (2011: 106) this team quiz can increase students' responsibility for what they learn in a fun and not scary way.

The steps of the Team Quiz method, according to Agus Suprijono (2013: 114), are; Choose a topic that can be delivered in three parts, divide students into three groups, namely A, B, and C, convey to students the format of lesson delivery then start delivering the material and limit the delivery of material to a maximum of 10 minutes, ask group A to prepare questions related to the material that has just been delivered, groups B and C use this time to review their notes, ask group A to ask group B a question, if group B can't answer the question throw the question to group C, group A gives the question to group C, if group C can't answer the question to group B, if the question is finished continue with the second question and appoint group B to be the questioner group and do it like the process for group A, After group B is done with the question, continue the delivery of the third lesson and appoint group C as the questioning group, end the lesson by concluding the question and answer and explain if there is a wrong understanding of the students.

The advantages of the TQ (Team Quiz) Model are; can increase seriousness, can eliminate boredom in the learning environment, invite students to be fully involved, improve the learning process, build self-creativity, achieve the meaning of learning through experience, focus students as learning subjects, increase students' enthusiasm and interest in learning. The disadvantages of the TQ Model (Team Quiz) are; requires strict control in

conditioning the class when a commotion occurs, only certain students who are considered smart in the group, namely those who can answer the Quiz questions because the game is demanded quickly and provides short discussion opportunities, the time given is very limited if the quiz is carried out by the entire team in one meeting.

### C. Research Methods

This research was carried out using a classroom action research method consisting of three stages with two cycles. The first stage is the pre-cycle stage while the second and third stages are cycle one and cycle two. In the pre-cycle, the researcher evaluates learning using conventional methods to students. The steps in each cycle start from: Planning; Implementation; Observation; and Reflection. This type of classroom action research was chosen because it involves a reflective and participatory process that is carried out systematically to improve the quality of learning in the classroom

The subjects in this study are grade IV students of SDN Ngesrep 03 Academic Year 2024/2025 with a total of 27 students, consisting of 16 male students and 11 female students. The research collaborator is a grade IV teacher. This class has homogeneous and heterogeneous properties. Homogeneous because the research subjects are in the same level of education, and heterogeneous because of the learning motivations of diverse research subjects.

Data collection is used in several methods, including: Questionnaire or Questionnaire Method. A questionnaire is a number of written questions used to obtain information from a respondent in the sense of a report about his or her personality, or things that he knows. This research questionnaire is in the form of a multi-level scale that is prepared with multiple choices to facilitate data filling in from respondents. Then this instrument is called by the study motivation scale (Arikunto, 2014: 194). Observation or what is called observation, involves the activity of focusing attention on an object using all sensory tools. So, observing can be done through sight, smell, hearing, touch, and taste (Arikunto, 2014: 200). An interview is a form of dialogue conducted by the interviewer to obtain information from the interviewee (Warso, 2013: 76).

The data analysis techniques used are quantitative and qualitative analysis. Quantitative analysis is used to analyze data in the form of a number of results from the learning motivation scale after the provision of actions in each cycle. Quantitative is carried out using descriptive percentages that present data in the form of percentages. The formula of the descriptive percentage is as follows:

$$\% = \frac{n \times 100\%}{N}$$

% = Percentage value/ yield

n = Total score obtained

N = Expected number of scores

Meanwhile, qualitative analysis is used to analyze data related to increased learning motivation, then described. Quantitative and qualitative analysis was used to determine the picture of increasing student learning motivation in the asmaul husna material using the Team Quiz method. This research is said to have been successful if > 75% of students have high motivation to follow the learning process.

### D. Research Results

The results of the study quantitatively included the results of a percentage descriptive analysis of the learning motivation scale, namely the description of the learning motivation of grade IV students in the initial condition before Asmaul Husna's learning with the Team Quiz method and the description of students' learning motivation after Asmaul Husna's learning with the Team Quiz method in cycles 1 and 2.

The following are the overall results of grade IV students of SDN Ngesrep 03 from the learning motivation scale at the pre-cycle stage.

Table 1

Pre-cycle Student Learning Motivation Percentage Results				
No.	Percentage Interval	Frequency	Percentage (%)	Criterion
1	84% - 100%	0	0 %	Very High
2	68% - 83%	0	0 %	Tall
3	52% - 67%	13	48 %	Keep
4	36% - 51%	10	37 %	Low
5	20% - 35%	4	15 %	Very Low

Based on the percentage table of the results of the calculation of the learning motivation scale above, it can be found that the learning motivation of grade IV students of SDN Ngesrep 03 still has some children who have low or even very low learning motivation. From the analysis of the percentage of initial conditions, it was obtained that overall grade IV had an average learning motivation of 50% with low criteria. The details of the number of students in the criteria are 13 students who get moderate criteria with a percentage of 48%, 10 students who get low criteria with a percentage of 37%, and 4 students who get very low criteria with a percentage of 15%.

The results of the descriptive analysis of the percentage of learning motivation of grade IV students can be presented in the form of diagrams and graphs to see the percentage result level, which is as follows:

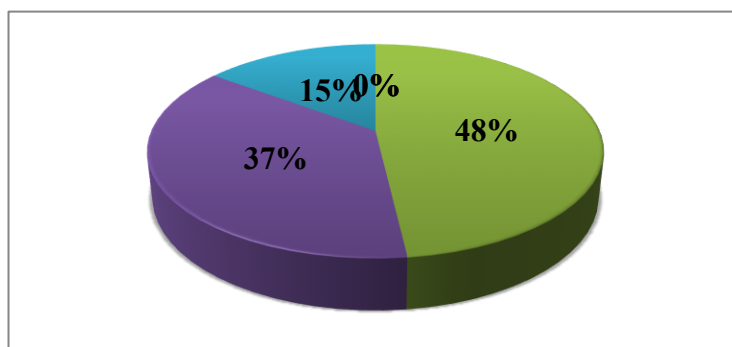


Figure 1 Pre-cycle Student Learning Motivation Percentage Chart

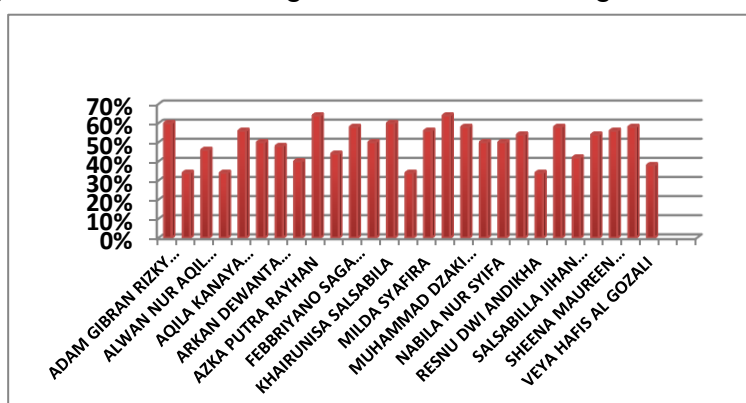


Figure 2 Pre-cycle Student Learning Motivation Percentage Graph

Based on the results of the initial diagnosis of the condition which showed that most students had low motivation to learn, the researcher and the collaborator gave actions to the students in the form of learning Asmaul Husna using the Team Quiz method. The provision

of two cycles of actions to participants totaling 27 students. Asmaul Husna's learning implementation technique through the Team Quiz method each cycle consists of planning, action, observation, and reflection. To find out the implementation and learning outcomes of Asmaul Husna with the Team Quiz method in students, tools in the form of learning motivation scale instruments and observation guidelines were used.

Based on the results of the learning motivation scale, the results of Asmaul Husna's learning with the Team Quiz method cycle 1 can be seen in the following table:

Table 2

Results of Student Learning Motivation Percentage cycle 1

No.	Percentage Interval	Frequency	Percentage (%)	Criterion
1	84% - 100%	2	7 %	Very High
2	68% - 83%	17	63 %	Tall
3	52% - 67%	7	26 %	Keep
4	36% - 51%	1	4 %	Low
5	20% - 35%	0	0 %	Very Low

From the analysis of the percentage of cycle 1, it was obtained that overall grade IV had an average learning motivation of 75% with high criteria. The details of the number of students in the criteria are 2 students who get very high criteria with a percentage of 7%, 17 students who get high criteria with a percentage of 63%, 7 students who get medium criteria with a percentage of 26%, and 1 student who gets a low criterion with a percentage of 4%.

The results of the descriptive analysis of the percentage of learning motivation of grade IV students in cycle 1 can be presented in the form of diagrams and graphs to see the percentage result level, which is as follows:

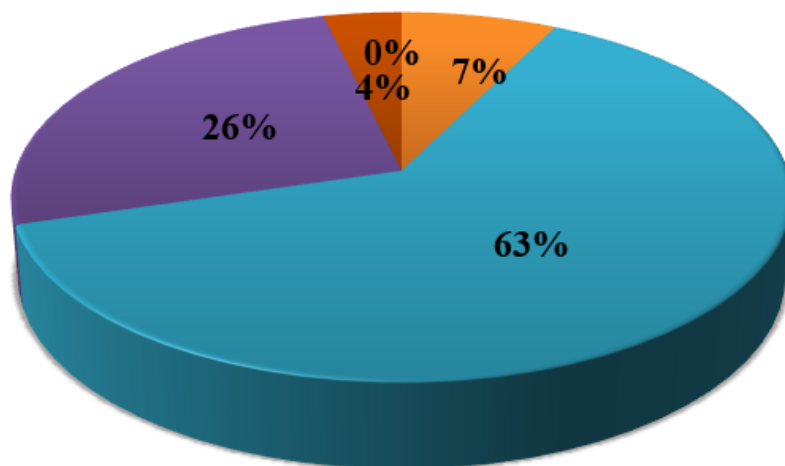


Figure 3. Percentage Chart of Student Learning Motivation Cycle 1

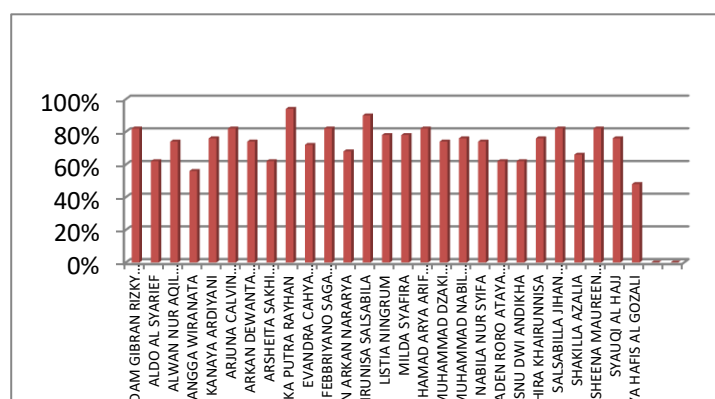


Figure 4. Graph of Percentage of Student Learning Motivation Cycle 1

The results of reflection in cycle 1 found that there were several things that were not optimally carried out by the researcher in carrying out their role at each stage of action. Things that are lacking are used as recommendations for improvement in the implementation of learning in cycle 2. The results of the improvement in the implementation of actions in cycle 2 can be seen in the process of Asmaul Husna's learning results with the Team Quiz method which includes the stages of planning, action, observation, reflection.

Based on the results of the learning motivation scale, the results of Asmaul Husna's learning with the Team Quiz method cycle 2 can be found in the following table:

Table 3

Results of Student Learning Motivation Percentage in Cycle 2

No.	Percentage Interval	Frequency	Percentage (%)	Criterion
1	84% - 100%	11	41 %	Very High
2	68% - 83%	14	52 %	Tall
3	52% - 67%	2	7 %	Keep
4	36% - 51%	0	0 %	Low
5	20% - 35%	0	0 %	Very Low

From the analysis of the percentage of cycle 2, it was obtained that overall grade IV had an average learning motivation of 81% with high criteria. The details of the number of students in the criteria are 11 students who get very high criteria with a percentage of 41%, 14 students who get high criteria with a percentage of 52%, and 2 students who get medium criteria with a percentage of 7%.

The results of the descriptive analysis of the percentage of learning motivation of grade IV students in cycle 2 can be presented in the form of diagrams and graphs to see the percentage result level, which is as follows:

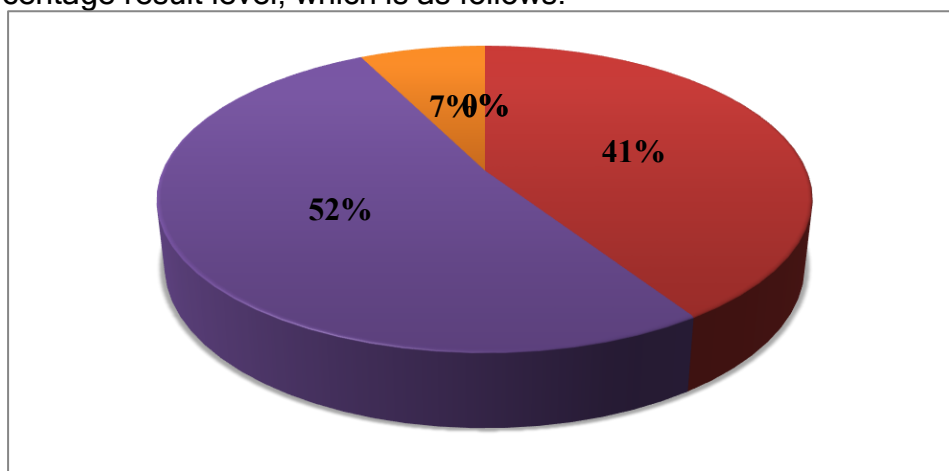


Figure 5 Chart of Student Learning Motivation Percentage Cycle 2

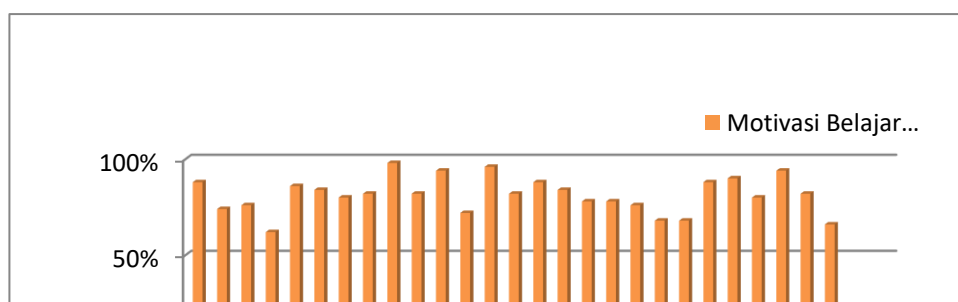


Figure 6 Graph of Student Learning Motivation Percentage Cycle 2

## E. Discussion

Based on the purpose of the research to find out the overview of the level of learning motivation of grade IV students of SDN Ngesrep 03 after receiving Asmaul Husna learning with the team Quiz method. So it can be presented about a comparative picture of student learning motivation in pre-cycle, cycle 1 and cycle 2. Table of percentages per respondent with differences from pre-cycle, after cycle 1, and after cycle 2. It is presented in full as follows:

Table 4  
Results of Student Learning Motivation Percentage from Pre-cycle after Cycle 1 and 2

No	Criterion	Student Learning Motivation					
		Pre-Cycle		Siklus 1		Siklus 2	
		Sum	%	Sum	%	Sum	%
1	Very High	0	0%	2	7%	11	41%
2	Tall	0	0%	17	63%	14	52%
3	Keep	13	48%	7	26%	2	7%
4	Low	10	37%	1	4%	0	0%
5	Very Low	4	15%	0	0%	0	0%
<b>Average Motivation</b>		50% ( Low )		75% ( High )		81% ( High )	
<b>Increased</b>				25%		6%	

Based on the table above, it can be seen that there is a significant change in the percentage of student learning motivation from the initial condition to cycle 1 and cycle 2. It can be seen from the average motivation from the initial condition of 50% with low criteria, then after cycle 1 it increased to 75% with high criteria, this shows that from the initial condition to cycle 1 there was an increase of 25%. Then from cycle 1 of 75% with high criteria to cycle 2 increased to 81% with high criteria, then from cycle 1 to cycle 2 there was an increase of 6%. The percentage of increase in learning motivation of grade IV students of SDN Ngesrep 03 is higher in pre-cycle to cycle 1 compared to the increase from cycle 1 to cycle 2, this means that in the implementation of cycle 1 it is more appropriate to increase the learning motivation of grade IV students. The total increase from pre-cycle to cycle 2 was 31%.

For more details, the increase in learning motivation of grade IV students of SDN Ngesrep 03 from the pre-cycle stage to cycle 1 and cycle 2 can be described in the form of a graph as follows:

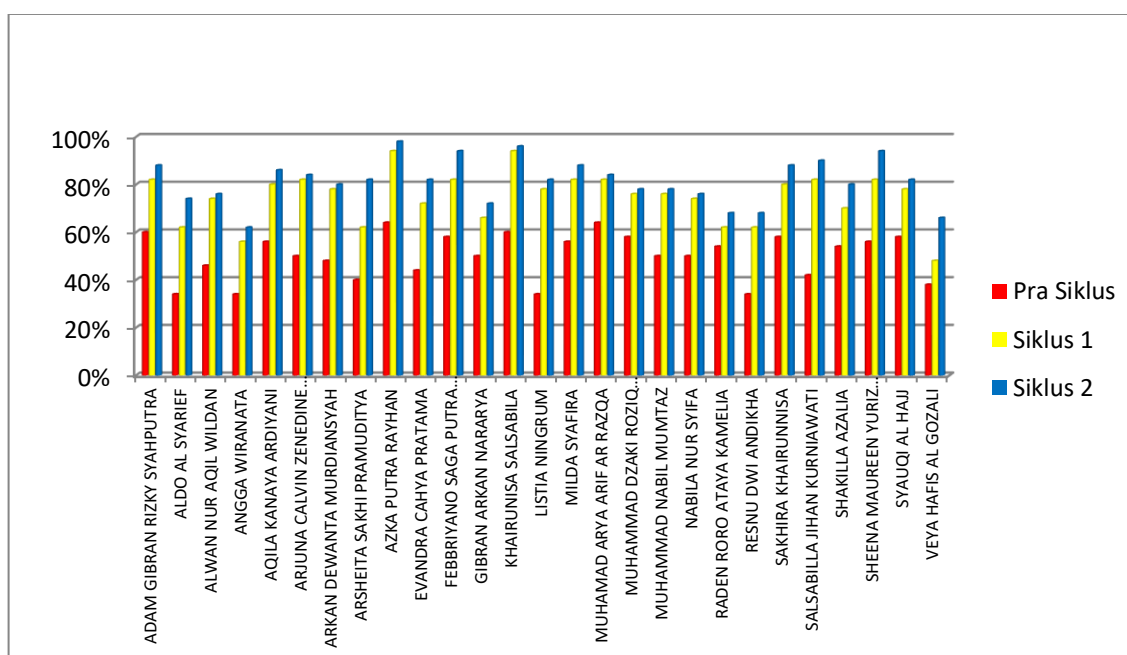


Figure 7 Graph of the Percentage of Student Learning Motivation Development

Based on the results of the implementation of Asmaul Husna's learning with the Team Quiz method in cycles 1 and 2, the learning motivation of grade IV students of SDN Ngesrep 03 has increased. This is evidenced by the results of the descriptive calculation of the percentage of the learning motivation scale showing a significant increase. Before being given action in the form of the Team Quiz method, the average student's level of learning motivation was in the low category, but after being given the action of applying the Team Quiz method, the average level of student learning motivation became high.

Research findings that show a significant increase in student learning motivation from the initial condition to cycle 1 and cycle 2 can be explained through learning theory approaches, especially constructivism theory and reinforcement theory. According to the theory of constructivism, as put forward by Piaget and Vygotsky (in Santrock, 2011), students build their knowledge through experience and active interaction with the learning environment. In the context of this study, the implementation of more innovative and participatory learning strategies during cycles 1 and 2 provided students with new experiences, thereby increasing their interest and motivation to learn. In addition, Skinner's reinforcement theory (in Papalia & Feldman, 2011) explains that a positive response to a particular behavior increases the likelihood of that behavior being repeated. In cycle 1, teachers may start giving positive feedback, rewards, or a more supportive classroom atmosphere, leading to a 25% increase in motivation. Although the increase in cycle 2 was smaller (6%), this still showed a cumulative effect of changes in learning environment and consistent learning methods. Overall, this theoretical approach helps explain how changes in learning strategies can directly affect students' learning motivation.

## F. Conclusion

Based on the results of class action research conducted in grade IV of SDN Ngesrep 03, the application of *the team quiz* method in learning Asmaul Husna's material was proven to be able to increase students' learning motivation. This increase can be seen from the average learning motivation which increased from 50% in the pre-cycle to 75% in the first cycle, and reached 81% in the second cycle, with a total increase of 31%. This shows that *the team quiz* method is effective in creating a more interactive and fun learning atmosphere, thereby



encouraging student participation and enthusiasm. Thus, this method can be an alternative innovative learning strategy for teachers to improve mastery of the material and student learning achievement. However, this study has several limitations, such as the limited number of respondents and the relatively short implementation time, so it is not yet able to describe the long-term effects of this method. In addition, the observation of learning motivation is still quantitative and does not involve an in-depth analysis of qualitative changes in student behavior or attitudes. For this reason, future researchers are advised to conduct follow-up research with a wider sample, longer duration, and combine qualitative approaches to gain a more comprehensive understanding of the influence of *the team quiz* method on student motivation and learning outcomes.

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