DIFFERENCES IN ISLAMIC CULTURE HISTORY LEARNING OUTCOMES BETWEEN ACTIVE LEARNING STRATEGIES TEAM QUIZ TYPE AND PRACTICE PRIVATE MADRASAH ALIYAH STUDENTS

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Abstract: Researchers have observed low student learning outcomes in the field of Islamic Cultural History, which cannot be separated from the influence of various factors in learning activities. One of the factors influencing learning outcomes is the teacher's teaching method, which is less appealing, causing students to become bored and pay less attention to the teacher's lessons. A quasi-experimental design model with a 1-way analysis of variance (Anava) and a 2 x 1 design is used in this study. Then, using population and samples, the team quiz strategy and practice rehearsal pairs strategy will be compared as independent variables and student learning outcomes as the dependent variable. There were significant differences in the learning outcomes of Islamic Cultural History when taught using a team quiz active learning strategy versus a practice rehearsal pairs active learning strategy. This is demonstrated by the statistical calculation of the t-test, which yields the value of t_{count} = 3.00 and the price of t_{table} = 2.0231. The average learning outcomes of Islamic Cultural History taught with the team quiz strategy = 17.85 were higher than the average learning outcomes of Islamic Cultural History taught with the practice rehearsal pairs strategy = 16.35.

Keywords: Active learning; practice rehearsal pairs; team quiz.

INTRODUCTION

Using effective methods is one way to achieve learning outcomes that are in line with learning objectives. The use of effective methods on a subject will have a significant impact on student learning outcomes. According to Wina Sanjaya, the general principle of using learning methods is that not all learning methods are appropriate for achieving all goals and under all conditions (Sanjaya, 2011).

At the moment, traditional methods are still used in a variety of educational institutions. Whereas the teacher is always assigned the role of "all-rounder" with the task of transferring knowledge. Meanwhile, students, as objects of knowledge recipients, must carry out everything that the teacher conveys. As a result of this learning, students may become bored and uncomfortable while in class. In madrasas, this poor learning process leads to poor student learning outcomes. This is also due to a variety of factors such as materials, learning methods, and evaluation.

It is possible to learn about Islamic culture's history using Active Learning as one of the learning methods that encourage students to participate more actively. The Team Quiz and Practice Rehearsal Pairs Active Learning methods are two examples. The Team Quiz type divides students into three teams or groups, with each team member responsible for preparing the

answer quiz while the other team uses the time to review their notes. This academic competition creates competition between groups, where students will always continue to study with high motivation and increase cooperation to get high scores in matches, generating interest in learning Islamic Cultural History.

The Practice Rehearsal Pairs strategy is a straightforward method for practicing a skill or procedure with a study partner. The goal is for all partners to be able to perform the skill or procedure. The use of appropriate and varied strategies is critical in overcoming the limitations of the student learning experience, concretizing abstract messages, instilling the correct basic concepts causing uniformity, and ultimately increasing the effectiveness and efficiency of the teaching and learning process, which can improve the quality of learning and, of course, results. student education

Islamic Cultural History is one of the subjects that must be taught formally in Indonesian Madrasah Aliyah. This subject is intended to prepare students to recognize, understand, appreciate, and practice Islamic teachings, which will then serve as the foundation for their life views through guidance, teaching, and training activities, as well as the use of experience, habituation, and exemplary. A Learning Implementation Plan (RPP) has been established.

The researchers conducted direct interviews with influential teachers of Islamic Cultural History lessons to gain an understanding of the teaching and learning process in Islamic Cultural History lessons at the madrasa. According to the findings of these interviews, teachers face several challenges when teaching the field of Islamic Cultural History, including (1) inadequate learning media, (2) teachers who are unable to motivate students to learn actively, (3) a lack of student activity in asking and answering questions, and (4) students who appear bored or bored in following the learning process in class and tend to lack critical, innovative, and creative thinking.

Researchers have observed that students' learning outcomes in the field of Islamic Cultural History are poor, and this cannot be separated from the influence of various factors in learning activities. One of the factors influencing learning outcomes is the teacher's teaching method, which is less appealing, causing students to become bored and pay less attention to the lessons conveyed by the teacher; therefore, to attract students' attention, a teacher must carry out learning actively.

The active learning strategy of Team Quiz type and Practice Rehearsal Pairs type is one of the efforts that researchers will offer to increase students' attention and, of course, improve student achievement. It aims to make it easier for students to be more focused and understand the teacher's lessons. Students can learn actively and meaningfully using these two strategies

because they are required to study with their peers. To improve student learning outcomes (Pratiwi, 2017).

Based on the foregoing information, the researcher is very interested in conducting experimental research on the application of active learning strategies with the Team Quiz type and the Practice Rehearsal Pairs type, which is one of the Active Learning methods, so the researchers conducted this research.

METHOD

This study employs a quasi-experimental design model with a 2-by-1 design and 1-way analysis of variance (ANAVA). Then, using population and samples, the team quiz strategy and practice rehearsal pairs strategy will be compared as independent variables and student learning outcomes as the dependent variable. The research population consisted of all students from class X Madrasah Aliyah Private Gunungsitoli City, which was made up of three madrasas. The characteristics of the Gunungsitoli City Private Madrasah Aliyah students who are divided into two classes are not grouped according to the ranking and grouping of superior classes, but rather the distribution of students into the two classes is done at random when placing students in their respective class groups.

While the sample is a subset of the population with the characteristics of the conditions being studied (Burhan, 2011). The sample in this study is drawn from two classes and is drawn from a population that is thought to be representative of the existing population. The sampling in these two classes is based on the assumption of class-level similarity, with no superior class, the same average age of students, and the same curriculum and learning facilities.

The sampling technique used was cluster random sampling, i.e. random sampling of clumps, which meant that all individuals in the sample class were the study's subjects. The sample was drawn from the above population in class X Madrasah Aliyah Private Ummi Kalsum, Gunungsitoli City. As a result, they were chosen as returnees for the Team Quiz strategy, while the class X Madrasah Aliyah Private Ashhabul Kahfi, Gunungsitoli City. was chosen as the class to receive the practice rehearsal pairs strategy.

DISCUSSIONS

The study's findings include data on Islamic Cultural History learning outcomes, both before and after the application of the team quiz learning strategy and practice rehearsal pairs strategy. The research data informs the mean, mode, median, variance, standard deviation, maximum and minimum score, and the data description includes a frequency distribution table and histogram graph. The data on learning outcomes of Islamic Cultural History for students at the Private Madrasah Aliyah in Gunungsitoli City are described below.

Before implementing Team Quiz Learning Strategies, describe the learning outcomes of Islamic Cultural History.

Prior to the implementation of the team quiz learning strategy, data on the learning outcomes of Islamic Culture History students at the Private Madrasah Aliyah in Gunungsitoli City were as follows: mean = 14.60; mode = 16.08; median = 14.82; variance = 6.14; standard deviation = 2.47; maximum score = 20; and minimum score = 10. Before the implementation of the Team Quiz learning strategy, the distribution of learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City.Hasil Belajar Sejarah Kebudayaan Islam Yang Diajar Dengan Strategi *Team Quiz*.

According to statistical calculations using the t-test, tcount = 3.47 is greater than t_{table} = 2.0231. Thus, it was concluded that there was an influence on the learning outcomes of Gunungsitoli City Private Madrasah Aliyah Islamic Cultural History students who were taught with an active learning strategy of team quiz type. This means that the magnitude of the t_{count} value produced in this test is entirely due to the treatment effect of the team quiz learning strategy used by students.

This is consistent with the learning outcomes of Islamic Cultural History before the implementation of the team quiz learning strategy, which averaged = 14.60, and the learning outcomes of Gunungsitoli City Private Madrasah Islamic Cultural History students after the implementation of the team quiz learning strategy, which averaged = 17.85. According to the results of these calculations, the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City after the implementation of the team quiz learning strategy were higher than the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City before the implementation of the team quiz learning strategy.

The implementation of the team quiz learning strategy used in this study could improve the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City because there was an increase in learning outcomes between before and after the implementation of the team quiz strategy, with a score increase of 1.77.

The proof of the first hypothesis is supported by theories and concepts advanced by experts that the team quiz learning strategy is to train students to get used to studying in groups and asking questions in groups by asking other groups in turn.

The team quiz learning strategy is a learning strategy that involves students divided into groups playing topics that have been taught to them. This learning strategy also requires students to actively ask and think about the group's problems. The high level of activity among students in

terms of questioning and arguing is expected to improve students' scientific attitudes toward learning Islamic Cultural History.

The use of an active learning strategy of the team quiz type in the Islamic Cultural History learning process is a learning strategy that can improve students' Islamic Religious Education learning outcomes. A teaching strategy capable of changing students' negative attitudes toward enjoyable Islamic Cultural History subjects, lessons that provide numerous opportunities for children to function physically, practice responsibility, and cooperate. Learning strategies like this not only make learning enjoyable, but they also have a positive impact.

Ismail emphasizes in the preceding statement that the Team Quiz strategy is a group question. The goal of this strategy is to get students used to studying in groups and asking questions in groups to other groups in turn (Ismail, 2008: 86). One effort to generate active learning in Islamic Cultural History subjects is to use an active learning strategy, Team Quiz, to liven up the atmosphere and activate students to ask or answer questions.

This is understandable because the team quiz learning strategy encourages students to be active in their learning. After all, students at Gunungsitoli City Private Madrasah Aliyah can learn the material through activities carried out during the team quiz learning strategy's implementation. As a result, the role of teaching staff in Islamic Cultural History learning is that of a facilitator, directing students to discover and construct their knowledge while also facilitating their learning needs.

The above facts can be obtained because this strategy has advantages when applied to learning, which is as follows: (1) it can increase seriousness, (2) it can eliminate boredom in the learning environment, (3) it can invite students to be fully involved, (4) it can improve the learning process, (5) it can build self-creativity, (6) it can achieve the meaning of learning through experience, (7) it can focus students as learning subjects, and (8) it can increase students' enthusiasm and interest in learning.

The following are the success factors for student learning, according to the findings of this study:

1. Students at Gunungsitoli City Private Madrasah Aliyah will learn well if they are treated as individuals with needs and interests.
2. Students at Gunungsitoli City Private Madrasah Aliyah will learn more effectively if they are allowed to engage in communicative learning about the material through a variety of activities.
3. Gunungsitoli City Private Madrasah Aliyah students will learn well if they are exposed to communicative data that is understandable and relevant to their needs and interests.
4. Gunungsitoli City Private Madrasah Aliyah students will learn well if they intentionally focus their learning on forms, skills, and strategies to support the acquisition of learning outcomes; and

5.   students will learn well if they are allowed to organize their learning.

The acquisition of Islamic Cultural History learning outcomes for students of the Gunungsitoli City Private Madrasah, which was carried out in this study, supports the achievement of Islamic Cultural History learning objectives, in this case, the most important goal in Islamic Cultural History is the formation of the character of the object of education so that all educational goals can be achieved on a moral basis. and Islamic ethics, which, of course, has the goal of assisting in the achievement of these goals.

Learning Outcomes of Islamic Cultural History Taught With Practice Rehearsal Pairs Strategy.

According to statistical calculations using the t-test, tcount = 5.28 is greater than ttable = 2.0231. As a result, it is concluded that there is an influence on the learning outcomes of Gunungsitoli City Private Madrasah Islamic Cultural History students who are taught with an active learning strategy of practice rehearsal pairs type. This means that the magnitude of the tcount value generated in this test is entirely due to the practice rehearsal strategy treatment. During the learning process, Gunungsitoli City Private Madrasah Aliyah students were given pairs.

Before the implementation of the practice rehearsal pairs learning strategy, the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City were = 13.55, while after the implementation of the practice rehearsal pairs learning strategy, the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City were = 16.35.

These calculations show that the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City after implementing the practice rehearsal pairs learning strategy were higher than the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City before implementing the practice rehearsal pairs learning strategy. This demonstrates that the implementation of practice rehearsal pairs learning strategies has an effect.

As previously stated, the practice rehearsal pairs strategy is a strategy in which students are grouped in pairs (pairs) with their friends, one observing and the other practicing. The practice rehearsal pairs learning strategy is a simple strategy that can be used to practice a skill or producer with a study partner. The goal is for each partner to be able to perform the skill correctly. Knowledgeable materials are ideal for teaching with this method. As a result of the rehearsal pairs strategy (practice in pairs), students are expected to have a thorough understanding of the subject matter.

The practice rehearsal pairs strategy used in this study could improve the learning outcomes of Islamic Cultural History students at the Private Madrasah Aliyah in Gunungsitoli City because there was an increase in learning outcomes between before and after the implementation of the practice rehearsal pairs learning strategy, with a score increase of 2.80 and a statistically significant increase.

The proof of the second hypothesis is supported by theories and concepts put forward by experts, as quoted in Chapter II, in which students are grouped in pairs (pairs) with their friends, one observing and the other practicing. The practice rehearsal pairs learning strategy is a simple strategy that can be used to practice a skill or producer with a study partner. The goal is for each partner to be able to perform the skill correctly. Knowledgeable learning materials are ideal for use in conjunction with this practice rehearsal pairs strategy.

It is hoped that by using practice rehearsal pairs learning strategies, it will be possible to overcome students' difficulties in understanding Islamic Cultural History subject matter, making the classroom atmosphere more fun and interesting, and learning more varied, to improve learning outcomes. This method of learning aims to ensure that both partners can perform a skill or procedure so that students can be active and have the right learning responsibilities.

Differences in Islamic Cultural History Learning Outcomes Between the Implementation of Team Quiz Learning Strategies and Practice Rehearsal Pairs Strategies.

According to statistical calculations using the t-test, tcount = 3.00 is greater than ttable = 2.0231. Thus, it was concluded that there was a significant difference in the learning outcomes of Islamic Cultural History for students of Madrasah Aliyah Private in Gunungsitoli City who were taught using a team quiz type active learning strategy and a practice rehearsal pairs active learning strategy.

This is consistent with the learning outcomes of Gunungsitoli City Private Madrasah Aliyah students who were taught using the team quiz learning strategy, which had an average of = 17.85, and the learning outcomes of Gunungsitoli City Private Madrasah Aliyah students who were taught using practice learning strategies rehearsal pairs, which had an average of = 16.35.

In this case, it can be seen that the learning outcomes of Gunungsitoli Private Madrasah Aliyah students who were taught using a team teaching strategy were higher than the learning outcomes of Gunungsitoli City Private Madrasah Aliyah students who were taught using practice rehearsal pairs learning strategies. According to the findings of the preceding research, students of the Private Madrasah Aliyah in Gunungsitoli City are more likely to use the team quiz strategy to achieve the learning outcomes of Islamic Cultural History.

Efforts to achieve optimal learning outcomes of Islamic Cultural History for students of Madrasah Aliyah Private in Gunungsitoli City necessitate a more meaningful learning strategy in which students can find the knowledge and skills they require through this learning strategy, not only because they are told by the teacher, but students can construct their knowledge in their minds.

The use of learning strategies in the learning process necessitates the full mental and emotional involvement of students and teachers. The achievement of learning objectives and the acquisition of effective learning outcomes will be possible with mental and emotional involvement in the learning process.

As a result, teachers are expected to have knowledge and understanding of learning strategies to provide experiences and achieve optimal student learning goals. So, to determine an effective learning strategy in teaching materials, the possibilities that can arouse students' mental involvement in learning are estimated.

The use of appropriate learning strategies is expected so that Gunungsitoli City Private Madrasah Aliyah students are truly engaged in learning activities and that more opportunities are provided for students to gain awareness, develop better self-concepts, and develop individual abilities. Students should be encouraged to work on group or individual projects to solve problems. The teacher is the resource person in this case, whose job it is to ensure and direct students in achieving the set learning objectives.

Learning Islamic Cultural History, as one of the required subjects for students, has a fairly broad scope; therefore, teachers must use effective and efficient learning strategies to ensure that learning achieves the desired results. Furthermore, if students are motivated to learn, learning objectives will be easily met.

Team quiz learning strategies and practice rehearsal pairs learning strategies differ in terms of emphasizing efforts to empower Gunungsitoli City Private Madrasah Aliyah students in knowledge construction. Both learning strategies emphasize students' active efforts to create and construct knowledge.

This makes it easier for Gunungsitoli City Private Madrasah Aliyah students to focus on learning materials, and students' interest and curiosity, as well as their concentration, will make it easier for students to gain new knowledge, especially after receiving an explanation from the teacher, until the knowledge becomes more attached and remains in memory. long-term students, and can be reactivated at any time for student learning needs, particularly when the teacher provides training at the final stage of learning implementation and during the implementation of the learning outcomes test at the end of the learning meeting.

Several factors must be considered when studying Islamic Cultural History, namely:

1. Education is a conscious effort, namely an activity of guidance, learning, or training carried out in a planned and conscious manner to achieve goals.
2. Students who want to be prepared to achieve goals by being guided, taught, or trained in increasing belief, understanding, appreciation, and practice of Islamic teachings.
3. Educators who consciously engage in guidance, learning, or training activities with their students to achieve learning objectives.

Islamic Cultural History learning activities aim to improve students' beliefs, understanding, appreciation, and application of Islamic teachings.

CONCLUSION

Several conclusions can be drawn from the research's findings and discussion, including the fact that there are differences in the learning outcomes of Islamic Cultural History, taught using an active learning strategy of team quiz type. This is demonstrated by the statistical calculation of the t-test, which yields the value of t_{count} = 3.47 and the price of t_{table} = 2.0231. Similarly, the average score of Islamic Cultural History learning outcomes before the implementation of the team quiz strategy was 16.08, and the average score of Islamic Cultural History learning outcomes after the implementation of the team quiz strategy was 17.85, resulting in a score increase of 1.77. A significant increase of 1.77 was calculated using statistical calculations.

The learning outcomes of Islamic Cultural History taught with active learning strategies of practice rehearsal pairs differ. This is supported by statistical calculations of the t-test, which show that the value of t_{count} = 5.28 and the price of t_{table} = 2.0231. Similarly, the acquisition of the average value of Islamic Cultural History learning outcomes before the implementation of the practice rehearsal pairs strategy was 13.55, and the acquisition of the average value of Islamic Cultural History learning outcomes after the implementation of the practice rehearsal pairs strategy was 16.35, resulting in a score increase of = 2, 80. A significant value of 2.80 was calculated using statistical calculations.

There were significant differences in the learning outcomes of Islamic Cultural History when taught using a team quiz active learning strategy versus a practice rehearsal pairs active learning strategy. This is demonstrated by the statistical calculation of the t-test, which yields the value of tcount = 3.00 and the price of ttable = 2.0231. The average learning outcomes of Islamic Cultural History taught with the team quiz strategy = 17.85 were higher than the average learning outcomes of Islamic Cultural History taught with the practice rehearsal pairs strategy = 16.35.

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