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THE EFFECTIVENESS OF THE TEAM QUIZ LEARNING MODEL INCORPORATING WORDWALL IN PKN LEARNING IN ISLAMIC ELEMENTARY SCHOOLS

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Abstract

This research is motivated by the breadth of Civics material, which makes it difficult for students to think critically and creatively in Civics lessons which tends to be boring, resulting in unsatisfactory test scores. This study aims to find out how the effectiveness of the Quiz Team learning model combining Word Wall in improving student learning outcomes in class V MI AL Islam Mangun sari 01 Gunungpati. This research approach is quantitative with a pre-experimental design with a one group pretest-posttest design. This study used the entire population as a sample, namely class V which consisted of 18 students. Data that support this research are primary test data and secondary data (student data, teacher data, teaching staff data, and school conditions). Data collection techniques are carried out by observation and tests. And documentation. Data analysis techniques used the initial normality test analysis and hypothesis testing using the t-test (Paired Sample t-test) to determine its effectiveness using the N-Gain test. Based on the data obtained, namely the pretest-posttest, which has been tested on students, and the t-test results obtained, namely t-count = 39,813 with t-table = 2,042. Acceptance test criteria Ha if t-count > t-table, then the Quiz Team and word wall learning models are said to be effective in improving learning outcomes through pretest-posttest value data. The pretest average obtained is 43.88, and the posttest average is 79.66. The value of n gain indicated an increase in understanding of the concept with a value of 0.65, which was categorized as effective.

Keywords PKn, Team Quiz Learning, Wordwall

INTRODUCTION

Education is a form of effort to improve the quality of human resources. Awareness of the importance of education has encouraged various efforts and attention from all levels of society toward every development in the world of education. In general, it can be said that Education is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them, society, nation, and state". Basically, the science of education is a science that discusses issues related to education (Princess, 2020).

The world of education is currently developing very rapidly, which can be seen from the competitiveness of a country's human resources in globalization competition. Education is used as an important foundation in efforts to improve the quality of life of a country and to have international competitiveness. In a learning situation at school, it is not only demanding learning outcomes from the teacher and getting good grades but students are required to be able to gain new experiences from the material that students get from the learning provided by the teacher. The implementation of the education system in schools is carried out according to the curriculum set by the government. The curriculum is structured according to the conditions of the community and the surrounding environment (Ngafifi, 2014).

So far, learning in schools, especially elementary schools, has often been carried out passively, in which the teacher explains the material, and the students listen. Even though the Research and Development Agency of the Ministry of National Education had been actively pioneering since 1979 with the Supervision Project and the CBSA Project (Active Student Learning Method). The results were then replicated in a number of areas starting at the elementary school level so that they were gradually integrated into the 1984 Curriculum, 1994 Curriculum, 2004 KBK, and KTSP 2006 (Rachmah, 2012).

There are still many problems to improve the quality of education in Indonesia. This problem is heavily influenced by external factors that come from outside the students, as well as internal factors that come from within the students themselves. The results of field observations show that students usually do not participate actively in the learning process. Most of the teaching time is filled by the teacher through one-way communication. Such conditions can lead to a less interactive learning environment and passivity and apathy among students, which in turn can lead to changes in students' critical thinking, making it difficult to respond to information coming from various

directions (Nurdyansah & Toyiba, 2018).

The focus of students is no longer the same when they return to formal learning at school. Many learning strategies and methods are used by teachers to restore interest and enthusiasm for learning in students to improve student learning outcomes. Efforts to increase activity and learning outcomes can be made by applying appropriate learning strategies and methods. In teaching a certain subject (learning), the learning model that best suits the goals to be achieved must be chosen. The accuracy of choosing a learning model is very influential on the success of learning. Therefore, it is very important for teachers to learn and add insight into the learning models that are already known. Teachers who master several learning models (Turdjai, 2016).

The published content standards for primary and secondary education units explain that citizenship education is a subject that focuses on fostering citizens who understand and can exercise their rights. And the obligation to be an intelligent, knowledgeable, and virtuous citizen of Indonesia as outlined by Pancasila and the 1945 Constitution (Indrawati, 2015). Citizenship education aims for students to have the following abilities:

1. Think critically, rationally, and creatively in responding to citizenship issues,
2. Participate actively and responsibly, and act intelligently in community, national and state activities, two as well as anti-corruption,
3. Develop positively and democratically to shape themselves based on the characteristics of the Indonesian people so that they can live together with other nations,
4. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology (Hardini, 2015).

Pancasila and Citizenship Education (PPKN) must be taught to elementary school students (SD) so that students are taught about the importance, values, moral rights, responsibilities, attitudes, and behavior of Indonesian citizens so that every citizen has the same goals and knowledge of national identity. Elementary School (SD) students should be motivated by the spirit of nationalism so that later students understand the meaning of the goals and ideals of the Indonesian state. In addition, Citizenship Education aims to improve the quality of Indonesian people who are virtuous, independent, tough, professional, responsible, and productive, as well as physically and mentally healthy, as well as have a good Indonesian national personality, which is in accordance with the goals of national education (Harahap, 2018).

Pancasila and Citizenship Education (PPKN) must be taught to elementary school students (SD) so that students are taught about the importance, values, moral rights, responsibilities, attitudes, and behavior of Indonesian citizens so that every citizen has the same goals and knowledge of national identity. Elementary schools (SD) should be motivated by the spirit of nationalism so that later, students understand the meaning of the goals and ideals of the Indonesian state. In addition, Citizenship Education aims to improve the quality of Indonesian people who are virtuous, independent, tough, professional, responsible, and productive, as well as physically and mentally healthy, as well as having a good Indonesian national personality. This is in accordance with the goals of national education Hasibuan states that most students are less active and think critically about the material for the Unitary State of the Republic of Indonesia (NKRI). If children face new contextual problems that are different from those exemplified, children have not been able to think critically and find solutions correctly, so many children answer incorrectly, and the reason is that the questions are difficult. Because of this, it is only natural that every time a test is held, the value of Civics lessons is always low on average – average less than KKM (Citizenship, 2016).

Based on the results of interviews with MI AL Islam Mangunsari 01 Gunungpati teachers, learning Citizenship Education is not very attractive to students. This is because most students consider citizenship education to be a very difficult subject because it requires a very broad understanding. In educational subjects of Citizenship, students must understand the relationship between citizens and the state. From the results of the UTS scores at MI AL Islam Mangunsari 01 Gunungpati, there are 80% of grade 5 students whose PKN scores are below the KKM score. Therefore it is necessary to have variations and learning methods that are interesting and fun. The teacher's teaching process and standards are good, but the methods used by teachers in the learning process are less attractive to students (Setiyawan & Hasti Yunianta, 2018).

An alternative learning model that can fulfill the Citizenship Education Learning Principles (PKN) is possible through the Team Quiz learning model. This is a learning model that allows students to develop a mindset according to their individual interests and abilities. Based on this, the quiz team learning model can be applied to the teaching and learning process. Team Quiz "is a type of learning that can increase student activity in the learning process"(Princess, 2020). So, the Quiz Team learning model is a learning model that is able to increase student activity and responsibility through asking and answering activities in a pleasant atmosphere.

The Quiz Team learning model is a learning model that increases student responsibility and, at the same time, improves their way of thinking in a comfortable, creative activity atmosphere. With the Quiz Team learning model, it is hoped that students will be more motivated in learning, especially in Citizenship Education subjects. Minimizing student passivity in the classroom and creating a conducive atmosphere in the learning process of students in Citizenship Education subjects in equal measure can improve learning outcomes and meet learning objectives (Anita Chaudhari, Brinzel Rodrigues, 2016).

Previous studies that are relevant to this research are; Journal Gustie Agung Sri Parnayathi Sri Parnayathi, with the title Using the Quiz Team Learning Method as an Effort to Improve Science Learning Achievement, used the Classroom Action Method in carrying out this research with the following pattern: planning, acting, observing, and reflecting. With the results of data analysis obtained, t-count = 5.32 > t-table = 2.00 for a significant 5% and dk = 61. Based on the test criteria, then Ho is rejected, and Ha is accepted. The average value of social studies learning outcomes taught by the quiz team learning model based on the mini dictionary game was 78.25, and for students taught by conventional learning was 69.58 (Sri Parnayathi, 2020).

The similarities between Sri Pran Ayati's research and the author's research are that they both examine the quiz team learning method, but what distinguishes Sri Parnayathi examines learning achievement while the writer examines learning outcomes.

Princess Journal, With the title Use of the Quiz Team Learning Method as an Effort to Improve Civics Learning Achievement. The data collection method is the learning achievement test, and the data analysis method is descriptive. In comparison, the results obtained from the study The use of the learning model Quiz Team Learning Method in Civics learning can improve student achievement. This is evident from the results obtained initially, which were 66.87 after being given action in cycle I increased to 71.87, and in cycle II, it increased again to 80.20. The conclusion obtained from this study is that the use of the Quiz Team Learning Method in Civics learning can improve student achievement (Princess, 2020).

The similarities between the daughter's research and the writer's research are the data collection techniques both use. The difference between the female research and the writer's research is that the data analysis method is descriptive, while the authors use the Pre-Experimental Design method using the One-Group Pretest-Posttest design.

Journal Maharani, DAM, Rahmati, I., & Sakamoto, S. with the title Increasing Activities and Student Thematic Learning Outcomes Through Team Quiz Learning Strategies and Media Crossword Puzzles. This research uses the Pre-Experimental Design Method using the One-Group Pretest-Posttest design. The population and sample of this study were fourth-grade students at SDN Tambakrejo 02 Semarang in the even semester of the 2018/2019 academic year, totaling 32 students. Data collection techniques were used, namely tests, observations, interviews, questionnaires, and documentation. From the results of the study, the average test score before being given treatment using the Quiz Team strategy and crossword puzzle media was 54.87, with three students declared complete and 29 students declared incomplete. After being treated with the Quiz Team strategy and the crossword puzzle media, the post-test average score was 83, 19 with a total of 32 students declared complete, while the results of student activity scores in meeting I averaged 50.625 and increased in meeting III with an average of 77.812. This shows that there is an increase in the activity and learning outcomes of students who are taught using the Quiz Team learning strategy and crossword puzzle media (Maharani et al., 2019).

The similarities between Maharani's research and the author's research are that both use the Pre-Experimental Design Method using the One-Group Pretest-Posttest design. The difference in the population and sample of the authors is in MI Al Islam Mangunsari 01 Gunungpati. Data collection techniques use tests, observations, interviews, questionnaires, and documentation. While the author only uses tests and documentation.

So that learning is more varied, the author mixes and matches with games. Games play a role in the learning process and include components that attract students' attention and enable them to learn more actively, as well as a means of entertainment. The educational game used in this research is Wordwall Edugame from the Wordwall website *http://wordwall.net/*. Wordwall is an attractive website that can be accessed anytime, by anyone, from any browser for free(Imanulhaq & Pratowo, 2022). Edugame Wordwall is designed to help teachers easily create educational game-based learning media without learning to code or adapting the material they teach. Because Edugame Wordwall has many ready-made game templates or types and properties for game-based interactive learning (Imanulhaq & Pratowo, 2022). From this background, the authors took this research entitled The effectiveness of the quiz team learning model combining word wall games in improving PKN learning outcomes for fifth-grade students at MI AL Islam Mangunsari 01 Gunungpati.

The purpose of this study was to find out whether the quiz team learning model combined with Wordwall could improve PKN learning outcomes for fifth-grade students mi al islam Mangunsari 01 Gunungpati.

METHOD

The approach used in this study is a quantitative approach, a quantitative approach is research in which the data are in the form of numbers, and the analysis uses statistics. Quantitative research is research based on the philosophy of positivism, which emphasizes phenomena and is studied quantitatively using numerical data. Data processing statistics, structure, and controlled experiments (Usman, 1994). The type used in this research is experimental. This type of experimental research can be interpreted as a research method used to find the effect/effectiveness of treatment on others under controlled conditions. This type of research is pre-experimental research, and there are still external variables that influence the formation of the dependent (independent) variable (Education & Counseling, 2022).

While the form of the design is a "pre-test and post-test one group design", namely research using only one experimental class without any comparison class or control class application. Before carrying out the treatment, students are given pre-test questions to find out the value before the treatment is carried out, and after being given treatment with the quiz team learning model combined with the word wall, students are given post-test questions to retrieve value data after the treatment is carried out. In this study, the experimental method was used to determine the effectiveness of the quiz team learning model combining word wall games in the Citizenship Education subject at MI AL Islam Mangunsari 01 Gunungpati. This design can be described as follows.

Table 1. Design of Experiment

Group	Pretest	Treatment	Postest
Experiment	O_1	X	O_2

Information :

O_1: Initial Test

X: Treatment

O_2: Final Test

The population taken in this study were all students of MI Al Islam Mangunsari 01 Gunungpati, and the samples taken in this study were fifth-grade students of MI AL Islam, with 11 male students and seven female students.

Data Collection Techniques

Observation Data collection techniques by observation are used in research regarding human behavior, work processes, natural phenomena, and if the observed respondents are not too large (Pujayasa, 2016). In this study, the researchers observed the teaching and learning process carried out by the teacher in PKN subjects in 1 study meeting on the theme of heat and its transfer.

The test is a tool or procedure used to find out or measure something in an atmosphere in a way and rules that have been determined (Moorabbin, 2010). Tests are questions given to measure students' initial abilities and student learning outcomes before (pretest) and after (post-test) undergoing the learning process using the team quiz strategy. This test data will be used as a reference to draw conclusions at the end of the study.

The steps of data collection to be carried out are as follows: 1) Initial test (pertest) In the initial test carried out before treatment, the pretest was carried out to find out the PPKN abilities possessed by students before the treatment was implemented, namely the quiz team learning model with word wall game media Giving treatment (treatment) In this stage, the researcher applied the quiz team learning model with word wall game media on PPKN subjects; 2) Final test (post-test) After being given treatment, the next step is a post-test to determine the effectiveness of using the quiz team learning model with word wall game media.

Documentation is used to collect data in the implementation of PKN learning by using team learning strategies assisted by word wall game media, required school archives, and photos of activities to complete the required data (Setiyaningsih et al., 2020). The documentation needed in this research is student photos and student name data.

Data and Data Sources

Table 2. Data and Data Source

No.	Data	Data source	Data collection technique
1.	Primary data includes:		
	a. Data on student learning outcomes in the form of a pretest	Student	Test
	b. Study results from data students in the form of a post-test	Student	Test
2.	Secondary data includes:	Document	Documentation and observation
	a. General description of the research location.	Student	
	b. The results of observing student activities during the learning process take place		Observation
	c. The condition of MI AL Islam Mangun sari 01 gunung pati students.	Documents and informants	Documentation, interviews, and observations
	d. The state of the teacher council and administrative staff of MI AL Islam Mangun sari 01 gunung pati	Documents and informants	Documentation, interviews, and observations

In accordance with the selection of the main issues proposed with the theoretical framework that underlies this research, the formulation of the research hypothesis is as follows:

Ha: Team Quiz and word wall learning models are effective in improving learning outcomes.

Ho: The Quiz Team and word wall learning models are not effective in improving learning outcomes.

In this study, using the T-test (Paired sample t-test) and the Ngain test to obtain data to carry out the test, the instrument validity test was first carried out. The validity Test is a measuring tool to determine the accuracy of the instrument in order to produce data according to the actual size you want to measure(Economics, 2017), data processing using Excel with the biserial point correlation formula then to calculate the reliability test, namely the extent to which the instrument is able to produce instruments consistently calculated using excel with the KR.2O formula. Followed by calculating the level of difficulty or level of difficulty, and the last is the discriminating power of the questions. To calculate the Pretest-Posttest normality test using the Lilliefors test formula calculated with Ms. Excel followed by the homogeneity test, then testing the hypothesis using the Paired Sample T-test formula using IBM SPSS 22. And finally, to find out the effectiveness of the quiz team learning model combining word wall with the N formula gain, uses IBM SPSS 22.

FINDINGS AND DISCUSSION

Findings

This study used the type of research method Pre-Experimental Design and using the One Design Group Pretest-Posttest form. The purpose of this study is to see how effective learning is with the team quiz model combining word walls to find out student learning outcomes on the material rights, obligations, and responsibilities as citizens of class V MI AL Islam Mangun sari 01 Gunungpati. Learning with the treatment using the team quiz learning model was carried out in one meeting on February 20, 2023. The team quiz learning model combines a word wall in 1 class there are 18 students. Prior to the treatment, students were given pretest questions to measure students' ability to master the material before being given treatment.

The multiple-choice test questions totaled 15 items obtained from the results of the instrument trial first. Testing this instrument was carried out to see whether the questions that had been made were valid or invalid because the questions given to respondents to be used in the pretest and post-test tests had to be valid and reliable questions. After that, it continued with the hypothesis prerequisite test, namely the normality test and homogeneity test. This normality test is used to determine whether the pretest value of the post-test value is normally distributed or not. After knowing that the data obtained are normally distributed, the next step is to test the hypothesis using the paired t-test. These data are as follows:

Test Test Analysis

1. Validity Analysis

Validity analysis is an analysis used to measure and determine questions that have valid and invalid categories. The calculation is obtained by calculating the coefficient and correlation of each item (Rapes). With a significant level of 5% and N=12 due to n-2, N=10 is obtained with table= 0.576. Items can be said to be valid if they have a correlation recount > table. Based on the trial questions, which totaled 20 items, when measuring their validity, only 17 items were found to be in the valid category, namely 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,15, 17, 18, 19, 20, and 3 other questions are not valid, namely 2, 3, and 16.

2. Reliability

Reliability test is a test used to ascertain whether the questions used in research have a relative consistency. In other words, reliability shows the consistency of a measuring instrument on the instrument being tested. The instrument can be said to be reliable if table>recount. From the

calculation of the reliability test using the KR 20 formula (Kuder-Richardson 20), the result is 0.857302184. The value of the reliability correlation coefficient is at intervals of 0.80 -1.00, with a very high category.

Data Analysis

1. Normality test

The normality test aims to see whether the samples used in the study are normally distributed or not, and it is necessary to carry out a normality test (Aisyah & Sari, 2021). In this study, to test the normality of the data, researchers used the Lilliefors test.

Table 3. Calculation Results of the Pretest Normality Test

No.	X	Z	F(z)	S(x)	F(z)-S(z)
1.	24	-1.740525	0.040883	0.111	0.070228
2.	24	-1.740525	0.040883	0.111	0.070228
3.	28	-1.390475	0.082192	0.222	0.14003
4.	28	-1.390475	0.082192	0.222	0.14003
5.	40	-0.340326	0.366805	0.389	0.022083
6.	40	-0.340326	0.366805	0.389	0.022083
7.	40	-0.340326	0.366805	0.389	0.022083
8.	46	0.1847484	0.573287	0.611	0.037824
9.	46	0.1847484	0.573287	0.611	0.037824
10.	46	0.1847484	0.573287	0.611	0.037824
11.	46	0.1847484	0.573287	0.611	0.037824
12.	52	0.709823	0.761093	0.833	0.07224
13.	52	0.709823	0.761093	0.833	0.07224
14.	52	0.709823	0.761093	0.833	0.07224
15.	52	0.709823	0.761093	0.833	0.07224
16.	58	1.2348975	0.891566	1	0.108434
17.	58	1.2348975	0.891566	1	0.108434
18.	58	1.2348975	0.891566	1	0.108434
Average	43.88888889				
SD	11.426949				
Lo	0.140029906				
Lt	0.200				

Table 4. Calculation Results of the Posttest Normality Test

No	X	Z	F(z)	S(z)	F(z)-S(z)
1.	64	-1.65575	0.048887	0.111111	0.062224
2.	64	-1.65575	0.048887	0.111111	0.062224
3.	70	-1.02163	0.153478	0.277778	0.1243
4.	70	-1.02163	0.153478	0.277778	0.1243

5.	70	-1.02163	0.153478	0.277778	0.1243
6.	76	-0.38752	0.349187	0.444444	0.095257
7.	76	-0.38752	0.349187	0.444444	0.095257
8.	76	-0.38752	0.349187	0.444444	0.095257
9.	82	0.2466	0.597391	0.666667	0.069275
10.	82	0.2466	0.597391	0.666667	0.069275
11.	82	0.2466	0.597391	0.666667	0.069275
12.	82	0.2466	0.597391	0.666667	0.069275
13.	88	0.880716	0.810764	0.888889	0.078125
14.	88	0.880716	0.810764	0.888889	0.078125
15.	88	0.880716	0.810764	0.888889	0.078125
16.	88	0.880716	0.810764	0.888889	0.078125
17.	94	1.514832	0.935092	1	0.064908
18.	94	1.514832	0.935092	1	0.064908
average	79.66667				
SD	9.461998				
Lo	0.1243				
Lt	0.200				

The results obtained based on the table above with the help of Ms. Excel display the pretest post-test data normally distributed because it is known that the data will be normally distributed if LeCount <Table where Table = 0.200. The data above shows that the pre-test results have a value of 0.140 <0.200. So, it can be concluded that the pre-test results are normally distributed. While the post-test calculation results produce a value of 0.124 <0.200. From this, it can be concluded that all calculations were successful. Data with the normality test using MS. Excel were normally distributed.

2. Hypothesis testing

Hypothesis testing is carried out to analyze the research data. After the normality test is fulfilled, then it is continued with hypothesis testing. Paired sample t-test (paired sample t-test) is a method of testing the hypothesis where the data used is not independent (paired). The hypothesis test is carried out if the data is normally distributed and the data is homogeneous, and then the hypothesis test is carried out using the Paired sample t-test (Sarana, 2022).

Table 5. Calculation Results of Hypothesis Test

		Paired Differences			
		Means	std. Deviation	std. Error Means	95% Confidence Interval of the Difference Lower
Pair 1	Pretest - Posttest	-35.77778	3.81260	,89864	37.67374

		Paired Differences 95% Confidence Interval of the Difference Upper	Q	Do	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-33.88181	-39,813	17	,000

Research hypothesis:

Ha : t-test > t-table = significantly different (Ho rejected)

Ho : t-test < t-table = Not significantly different (Ho accepted)

- Basic decision making by reading the value of Sig. (2-tailed) contained in the output of SPSS data processing version 20, with the Wilcoxon permit rule

  Sig. (2-tailed) > 0.05, then Ho is accepted.

  Sig. (2-tailed) < 0.05, then Ho is rejected.

- Based on the results of the t-test above, it is known that t count = -39.813. Because the t-count has an absolute value, the t-count becomes 39.813 with t-table = 2.042. Then 39.813 > 2.042, so it can be concluded that Ha is accepted and Ho is rejected. This means that the use of an effective learning model in improving Civics learning outcomes for fifth-grade students of MI Al Islam Manguns 01 Gunungpati

3. N-Gain Test

Gain is the difference between the pre-test scores and post-test scores. The gain reflects the increase in students' abilities after learning. Normalized gain normalization test (N-gain) (Susanto, 2012).

Table 6. Calculation Results of the N-Gain Hypothesis Test

	N	**Minimum**	**Maximum**	**Means**	**std. Deviation**
Gainsford	18	,50	,86	,6544	,10764
Nanoparsec	18	50.00	85.71	65.4357	10.76404
Valid N (listwise)	18				

Table 7. N-Gain Interpretation

Average Pretest	**Posttest mean**	**N-gain**	**N-gain Interpretation**
43.88	79.66	0.65	Currently

Gain is the difference between the pre-test scores and post-test scores. The gain reflects the increase in students' abilities after learning. Normalized gain normalization test (Susanto, 2012) (N-gain) can be calculated by the following formula:

$$N\text{-}gain = \frac{nilai\ posttest - nilai\ pretest}{nilai\ maksimum - nilai\ pretest}$$

N-gain can be classified as follows:

The amount of N-gain	Interpretation
<g> ≥ 0.7	Tall
0.7 > <g> ≥ 0.3	Moderate
<g> < 0.3	Low

The N-Gain test is to determine the effectiveness in improving learning outcomes through the pretest post-test value data. The pretest average obtained 43.88, and the average post-test is 79.66. the n gain value shows an increase in understanding or mastery of the concept with a value of 0.65 in the moderate category seen from the table.

Discussion

By using the quiz team learning model, students work together in groups to think about and understand problems, beginning with students reading. Then students discuss alternative solutions with their group mates. After the discussion, representatives of each group were asked to present the results of their discussion to encourage students to be more courageous and confident, and the audience was given the opportunity to ask questions. At the final stage, students were asked to take notes using their own language about the flat sided space construction material that had been taught. This is where learning activities will become more active, and the material obtained can stick for a long time in the implementation of teacher learning as a facilitator and mentor. From the data analysis of the post-test results of the experimental class, it was found that the average value == 0.140 of 18 students.

Meanwhile, the results of the post-test after the treatment was carried out were known from the data analysis that the post-test results had an average value = 0.124 of 18 students. Achievement of student learning outcomes is normal. In the implementation of learning, the Team Quiz model includes activity steps. Interestingly, the activity in question is combined by using a word wall game. The steps referred to are in Table 8.

Table 8. Quiz Team Learning Model Steps Integrate Word Wall

No.	Activity	Activity Description	Time Allocation
1.	Opening	The teacher opened the lesson by greeting them, asking how they were doing, and checking attendance. Teacher checks readiness Followed by praying before studying, led by the teacher. The teacher does ice breaking The teacher informs the material for class 5 semester two thematic subjects (PPKN) The teacher explains the activities to be carried out and the objectives of the learning activities.	10
2.	Main	The teacher asks students about the pictures on the ppt screen Students take turns answering by raising their hands first. The teacher explains the material rights, responsibilities, and obligations through ppt media The teacher continues the team quiz game combining word wall The teacher chooses a topic that can be delivered in three parts. The teacher divides students into three groups, namely A, B, and C. The teacher conveys to students the lesson delivery format and then begins delivering the material. Limit delivery of material to a maximum of 10 minutes. After the delivery, the teacher asks group A to prepare questions related to the material just presented. Groups B and C use this time to review their notes. The teacher asks Group A to ask Group B a question. If Group B cannot answer the question, throw the question to Group C. If Group C can answer, then Group C will get points, while Group B will be punished by answering questions in the word wall game. If group C cannot answer, then groups B and C will be punished by answering the questions in the word wall game. If the debriefing is finished, continue the second lesson and appoint group B to be the questioner. Follow the process for group A. After group B has finished its questions, continue delivering the third lesson material and appoint group C as the questioning group. The teacher gives a reward to the group that collects the most points.	

		After the discussion is over, the teacher asks students to work on multiple choice worksheets	
3.	Closing	Students make conclusions assisted and guided by the teacher. The teacher asked about the impression of today's lesson The teacher closes the lesson by greeting.	10

Based on Table 8, it can be seen that the Team Quiz learning model prioritizes teamwork. In addition, this model is also able to strengthen students' self-confidence and thinking skills, develop the ability to express thoughts or ideas, help children respond to other people, empower students, be more responsible in learning, and improve academic achievement. Because social skills increase students' ability to use the information and abstract learning skills in a real way, increase motivation and stimulate thinking, and create collaboration between students (Purnima & Aldila, 2016). The application of a word wall game combined with a word wall game is a form of learning innovation. So far, word wall games have only been used for learning evaluation.

Teacher as the main character. This means that the teacher conveys material in class and regulates the course of learning in class while students are only spectators and listeners. However, in this learning concept, the Quiz Team requires students to be able to master the material presented by the teacher and also apply it in the form of quizzes that are tested on other teams (Maharani et al., 2019). If, in understanding the material conveyed by the teacher, each team does not master the material, of course, the team will find it difficult to make quizzes for other groups. Likewise, other teams certainly will not be able to answer questions. With this academic competition, competition between groups is created, and students will always try to study with high motivation in order to get high scores in the competition. This technique increases the ability of students to take responsibility for what they learn in fun and not scary way, and if the group presenting the material

cannot answer, then they will get a penalty, namely answering the questions given by the teacher through the word wall game media which is presented on the projector screen. Then learning will be more effective and active.

Figure 1. Class Atmosphere Using the Team Quiz Model Combined Word Wall Game

The Quiz Team model develops students' social and collaborative skills, student interaction, and collaboration. It will help students learn more comfortably. Figure 1 shows the classroom atmosphere Using the Team Quiz Model, and it combines word wall games. The class atmosphere becomes more active when activities begin to be carried out. One group presents to another group, then gives a quiz to the other group. If the group cannot answer, then the question is thrown to the next group, and the previous group is punished by answering the question on the word wall game prepared by the teacher on the projector screen, and so on, until all groups make presentations and then give quizzes. It can also be done by the teacher giving quizzes, questions, or scramble issues to be answered by each group to scramble to get the most points. In the teaching and learning process using the Quiz Team learning model, students, together with their team, study the material in the worksheets, discuss the material, give directions to each other, and give each other questions and answers. Learning materials are divided according to the number of teams so that each team will get the opportunity to become a questioning team and an answering team. Other than that, another opinion Learning materials are divided according to the number of teams so that each team will get the opportunity to become a questioning team and an answering team. Other than that, another opinion is that Learning materials are divided according to the number of teams so that each team will get the opportunity to become a questioning team and an answering team. Other than t, hat another opinion by (Herman & Winarti, 2018) is that re are many advantages and disadvantages to the Team Quiz system. The advantages include being able to eliminate boredom in the learning environment, create student self-creativity, gain meaning in learning through experience because it

focuses on students as learning subjects, adds enthusiasm and interest in student learning, utilizing all the strengths and senses of students, uses a variety of systems and media., and equated with existing knowledge. The disadvantages of this system, among others, are that it is difficult for students to orient their minds when not accompanied by a teacher, impressive comments in all directions or not cantered, require strict control in conditioning the class when riots occur, only certain students are considered smart in that line.

CONCLUSION

Based on the results of the study, it was shown that the use of the quiz team learning model combined with the word wall was effective in increasing learning outcomes. The results of the t-test were t-count = 39.813 with t-table = 2.042. The test criterion is accepted Ha if t-count > t-table, then Ha (Team Quiz and word wall learning models are effective in increasing learning outcomes) is accepted, and Ho (Team Quiz and word wall learning models are not effective in improving learning outcomes) is rejected. Based on t-test testing, the confidence level is 0.95, or the error level is 0.05. And it is said to be effective in improving learning outcomes through the pretest and posttest value data. The pretest average obtained is 43.88, and the posttest average is 79.66. the value of n gain indicates an increase in understanding or mastery of the concept with a value of 0.65 in the moderate category, and it is said to be effective.

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