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# Optimizing Student Engagement in Social Studies Through the Team Quiz Approach

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**Abstract:** This study aims to enhance students' learning outcomes and engagement in Social Studies through the implementation of the Team Quiz (TQ) method in the topic of New Order Government. The research method employed is Classroom Action Research (CAR), conducted in two cycles, each consisting of the stages of planning, implementation, observation, and reflection. Data were collected through observations, learning outcome tests, and reflections on the learning process. The findings indicate that the implementation of Team Quiz positively impacts students' participation and comprehension. In Cycle I, the students' mastery level reached 61% with an average score of 74, while in Cycle II, it increased to 91% with an average score of 85. This improvement is attributed to greater student participation in group discussions, more active interaction, and the competitive nature of the quiz, which enhanced learning motivation. Additionally, this model created a more dynamic and engaging learning environment. Despite its effectiveness, several challenges were encountered, such as the dominance of higher-achieving students in group discussions and limited discussion time. Therefore, teachers need to ensure an equitable distribution of roles within groups and provide more intensive guidance. Based on the study's findings, the Team Quiz method is recommended as an innovative teaching strategy to enhance student engagement and learning outcomes. Furthermore, it can be adapted to other subjects to foster a more interactive and effective learning environment.

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## Introduction

Education plays a fundamental role in shaping the character and quality of a nation's human resources (Abdulatif & Dewi, 2021; Man, 2020; Murcahyanto & Haritani, 2024; Murcahyanto & Mohzana, 2023; Putri et al., 2022). One of the key elements of education is an effective and engaging learning process, particularly in Social Studies (Hamdani et al., 2022; Hati, 2021; D. Yunitasari et al., 2023). Social Studies has a strategic role in developing students' understanding of various social aspects, including history, geography, economics, sociology,



 

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anthropology, politics, and social psychology (Aisyah et al., 2024; Baikuna et al., 2024; Istiqomah & Ningsih, 2024; Oktafrina et al., 2024). This understanding serves as the foundation for students to actively participate in society, nation-building, and governance (Aulia Khoirunni aa' Qosiimah et al., 2024; Santika et al., 2024).

However, in the context of education in Indonesia, there are still various challenges in optimizing Social Studies learning. One of the primary issues is low student engagement and interest in this subject (Fashihah et al., 2024; IIahiyah & Putranto, 2024). Factors such as monotonous teaching methods, minimal teacher-student interaction, and limited opportunities for collaboration and discussion contribute to students' lack of participation in the learning process (Dianto, 2022; Khatimah, 2021). In fact, high learning motivation significantly contributes to academic success. Students with strong learning interest tend to be more motivated to comprehend the material, whereas a lack of interest can hinder their engagement in learning activities (Khatimah, 2021; Suriyanti, 2021; Warsadi, 2020; R. Yunitasari & Hanifah, 2020)

The problem of low student interest and participation in social studies learning also occurred at Montong Gading State Middle School, East Lombok. Based on long-term observations and interviews with teachers and students, several key problems in the Social Studies learning process have been identified. First, student participation in class remains low, as indicated by the limited number of students actively asking questions or engaging in discussions. Out of 34 students, only 2-3 students consistently ask questions or express their opinions. Second, student activities during lessons reflect a lack of learning interest, as seen in low attention levels, frequent off-topic conversations, and unenthusiastic facial expressions. In some cases, students were even observed falling asleep during lessons. Third, the lack of participation and motivation directly affects students' learning outcomes. Data indicate that only 40% of students met the Minimum Mastery Criteria (KKM) in Social Studies, highlighting the urgent need for improvements in the learning process.

To address these challenges, innovative teaching methods are needed to enhance student engagement and interest in learning. One approach that has been found effective in increasing student participation is the Team Quiz method. This method integrates competition, collaboration, and interactivity in the learning process, motivating students to engage more actively (Dina et al., 2024; Sri Parnayathi, 2020). Additionally, this approach has the potential to instill a sense of responsibility toward the subject matter. The Team Quiz method encourages students to take responsibility for their learning in an enjoyable and pressure-free manner, reducing anxiety while enhancing engagement (Maharani et al., 2019; Wahyudi & Aulia Hanum, 2024).

Aligned with the identified issues and previous research findings, this study aims to optimize student engagement in Social Studies learning through the implementation of the Team Quiz method. This approach is expected to encourage students to be more active, enthusiastic, and engaged in the learning process, thereby creating a more dynamic and effective learning environment. Through this research, empirical evidence on the effectiveness of the Team Quiz method in enhancing student participation and learning outcomes is expected to be obtained. Furthermore, the findings of this study can serve as a valuable reference for educators in developing more innovative and student-centered teaching strategies.



 

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## Research Method

This study employs a qualitative approach using the Classroom Action Research (CAR) method. CAR is a research method conducted in the classroom environment to address learning challenges, enhance the quality of the teaching and learning process, and evaluate the effectiveness of new instructional approaches. This research model can be implemented individually by a teacher in their own classroom or collaboratively with other teachers to observe and assess the learning process (Juhji et al., 2021; Tanjung & Ridho, 2024). This study adopts the Kemmis and McTaggart model, which consists of four stages in each cycle: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. The research was conducted in two cycles, with each cycle serving as an improvement of the previous one based on the results of reflection (Falah & Jufrida, 2024; Okta Rosfiani et al., 2024).

In the planning stage, the researcher collaborated with the Social Studies teacher to develop a Team Quiz-based learning strategy. The planning for the first cycle was based on a preliminary study, while the subsequent cycle was adjusted according to the reflection results. Several key steps were undertaken during this phase, including: designing lesson plans aligned with competency standards, developing observation instruments to monitor student and teacher engagement, preparing evaluation questions to assess student learning outcomes, and organizing learning media to support the implementation of the Team Quiz method.

The implementation stage followed the structured lesson plan, with the researcher acting as the instructor and the Social Studies teacher serving as the observer. Observations were conducted simultaneously to assess student responses during the Team Quiz implementation, ensuring that the learning process proceeded without disruption.

The reflection stage aims to evaluate the effectiveness of the implemented actions. Reflection is conducted through discussions between the researcher and the Social Studies teacher, considering the following aspects: the alignment between planning and implementation, challenges encountered during the learning process, student progress in engagement and learning outcomes, and necessary improvements for the next cycle.

The research instruments used in this study include observations and tests. Observations were conducted systematically using a checklist to assess student engagement in learning. Key indicators observed included concentration during lessons, participation in group work and discussions, involvement in quiz activities, and completion of individual tasks. Tests were used to measure students' academic achievement, consisting of group tests (5 subjective questions) to assess understanding through discussion and individual tests (20 objective questions) to evaluate content mastery.

Data analysis was conducted based on observations and test results from each cycle. In the learning motivation analysis, student motivation was measured using a categorization scale with four levels: very low, low, moderate, and high. Motivation was considered to have improved if observation results indicated an increase to the high category.

For the learning achievement analysis, test results were analyzed using the individual and classical mastery percentage formula. Learning mastery was considered successful if at least 80% of students achieved scores above the Minimum Mastery Criteria (KKM). Through the approach and methods applied in this study, it is expected that student engagement and learning outcomes in Social Studies will improve through the implementation of the Team Quiz method.



 

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## Result and Discussion

### Research Results

Implementation of Cycle I

Cycle I in this study consisted of two sessions, covering four main stages: planning, implementation, observation, and reflection. In the planning stage, the researcher designed a Team Quiz-based learning framework, determined the learning material, prepared evaluation tools, and organized the class into discussion groups. Research instruments, such as observation guidelines and evaluation tests, were also prepared to measure the effectiveness of the learning process. The implementation stage took place over two sessions, where the teacher initiated the lesson by providing motivation and explaining learning objectives. During the main session, students worked in groups to discuss and exchange questions in a quiz format, with the teacher acting as a facilitator. The session concluded with a summary of key points, practice exercises, and homework assignments.

In the first session, many students were still passive, inattentive, and less engaged in discussions. Some students were distracted, engaging in side conversations or playing, which reduced the effectiveness of the learning process. In the second session, the teacher reapplied the same strategy but with a more structured group organization. While student participation began to improve, challenges remained in understanding the material and students' confidence in asking or answering questions. Following the completion of both sessions, observations and evaluations were conducted to assess the effectiveness of the Team Quiz method and to identify areas for improvement in the next cycle.

**Table 1**. Data on Class Student Learning Results in Cycle I

| Num | Name | Cycle I Student Learning Results | | | | | |
|---|---|---|---|---|---|---|---|
| | | Expl | | | | Expl | |
| | | Pre | T | TT | Post | T | TT |
| 1 | AAP | 55 | | | 65 | | |
| 2 | AS | 65 | | | 70 | | |
| 3 | AA | 75 | | | 80 | | |
| 4 | AP | 75 | | | 75 | | |
| 5 | AW | 60 | | | 75 | | |
| 6 | APp | 75 | | | 80 | | |
| 7 | AS | 75 | | | 75 | | |
| 8 | APr | 60 | | | 75 | | |
| 9 | BKR | 50 | | | 80 | | |
| 10 | DMP | 55 | | | 60 | | |
| 11 | DA | 60 | | | 75 | | |
| 12 | DL | 75 | | | 75 | | |
| 13 | DMP | 75 | | | 80 | | |
| 14 | FIH | 55 | | | 60 | | |
| 15 | HA | 50 | | | 60 | | |
| 16 | HAe | 60 | | | 60 | | |
| 17 | HP | 60 | | | 75 | | |
| 18 | IJP | 55 | | | 60 | | |



 

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 19 | IA | 80 | | | 85 | | |
| 20 | IM | 50 | | | 60 | | |
| 21 | LF | 60 | | | 75 | | |
| 22 | LH | 75 | | | 75 | | |
| 23 | MMD | 55 | | | 60 | | |
| 24 | MRS | 75 | | | 80 | | |
| 25 | MH | 50 | | | 75 | | |
| 26 | NN | 75 | | | 85 | | |
| 27 | OA | 80 | | | 80 | | |
| 28 | RM | 50 | | | 60 | | |
| 29 | SJP | 75 | | | 75 | | |
| 30 | So | 50 | | | 60 | | |
| 31 | ZM | 50 | | | 60 | | |
| 32 | ZMa | 60 | | | 75 | | |
| 33 | NNA | 50 | | | 75 | | |
| 34 | Oar | 50 | | | 75 | | |
| Amount | | 2120 | 12 | 22 | 2510 | 21 | 13 |
| Number of Average Values | | 62 | | | 72 | | |
| Procentage | | 35% | | | 61 | | |

Implementation of Cycle II

Cycle II was conducted as an improvement based on the findings from Cycle I, following the same stages: planning, implementation, observation, and reflection. The planning stage in this cycle focused on enhancing student comprehension and active participation in learning. The Team Quiz method was still utilized, but with strategic adjustments to further engage students. Cycle II consisted of two sessions, beginning with teacher-led aperception and a review of previous material through interactive questioning. During the main session, students were grouped heterogeneously and assigned discussion topics to be explored collaboratively. The teacher facilitated inter-group questioning and answering to encourage students to participate more actively.

In the second session, the learning structure remained the same as in the first session but with a stronger emphasis on evaluating student comprehension. The teacher once again initiated the lesson with a reflection on previous material through interactive questions. The group discussions were more dynamic compared to Cycle I, with increased student participation in answering questions from other groups. The session concluded with a summary of key points, multiple-choice practice exercises, and homework assignments as preparation for the next meeting. Overall, Cycle II demonstrated a significant increase in student engagement, forming the basis for the final evaluation of the study.



 

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**Table 2**. Data on Class Student Learning Results in Cycle II

| Num | Name | Cycle II Student Learning Results | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Expl | | | Expl | |
| | | Pre | T | TT | Post | T | TT |
| 1 | AAP | 65 | | | 75 | | |
| 2 | AS | 70 | | | 80 | | |
| 3 | AA | 80 | | | 90 | | |
| 4 | AP | 75 | | | 80 | | |
| 5 | AW | 75 | | | 70 | | |
| 6 | APp | 80 | | | 85 | | |
| 7 | AS | 75 | | | 100 | | |
| 8 | APr | 75 | | | 85 | | |
| 9 | BKR | 80 | | | 85 | | |
| 10 | DMP | 60 | | | 90 | | |
| 11 | DA | 57 | | | 85 | | |
| 12 | DL | 75 | | | 90 | | |
| 13 | DMP | 80 | | | 100 | | |
| 14 | FIH | 60 | | | 90 | | |
| 15 | HA | 60 | | | 85 | | |
| 16 | HAe | 60 | | | 85 | | |
| 17 | HP | 75 | | | 75 | | |
| 18 | IJP | 60 | | | 65 | | |
| 19 | IA | 85 | | | 100 | | |
| 20 | IM | 60 | | | 85 | | |
| 21 | LF | 75 | | | 85 | | |
| 22 | LH | 75 | | | 90 | | |
| 23 | MMD | 60 | | | 85 | | |
| 24 | MRS | 80 | | | 95 | | |
| 25 | MH | 75 | | | 85 | | |
| 26 | NN | 85 | | | 100 | | |
| 27 | OA | 80 | | | 85 | | |
| 28 | RM | 60 | | | 85 | | |
| 29 | SJP | 75 | | | 80 | | |
| 30 | So | 60 | | | 75 | | |
| 31 | ZM | 60 | | | 70 | | |
| 32 | ZMa | 75 | | | 85 | | |
| 33 | NNA | 75 | | | 90 | | |
| 34 | Oar | 75 | | | 90 | | |
| Amount | | 2600 | 26 | 8 | 2902 | 31 | 3 |
| Number of Average Values | | 76 | | | 85 | | |
| Procentage | | 61% | | | 91% | | |



 

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**Discussions**

The pretest results in Table 1 show a total score of 2,120. To calculate the average score, the following formula is used:

$$\text{Average Score} = \frac{2120}{3400}\ x\ 100 = 0{,}62\ x\ 100 = 62^{a}$$

Similarly, to determine the posttest average score, the same formula is applied:

$$\text{Average Score} = \frac{2120}{3400}\ x\ 100 = 0{,}72\ x\ 100 = 72$$

Furthermore, to better illustrate students' learning achievement in Cycle I, the classical mastery percentage is calculated using the following formula:

$$\text{Classical Mastery Percentage} = \frac{12}{34}\ x\ 100 = 0{,}35\ x\ 100 = 35\%$$

For the posttest mastery percentage in Cycle I, the formula is:

$$\text{Classical Mastery Percentage} = \frac{21}{34}\ x\ 100 = 0{,}61\ x\ 100 = 61\%$$

Based on the formula above, using the Team Quiz learning model, namely group questions, it can be explained that the average score for student learning outcomes is 67, both on the pretest and posttest. Classical learning completion results reached 35% on the pretest and 61% on the posttest, or there were 12 students who completed the pretest and 21 students on the posttest out of a total of 34 students. The results show that classical students have shown quite good improvement in the first cycle. However, these results do not yet show complete learning, because students with a score of more than 70 are only 61 percent lower than the expected percentage of completeness, namely 75 percent. This is because there are still students who feel new and do not understand what is meant by using the Teams Quiz model.

Observations were made on teacher and student activities during learning. In Cycle I, several deficiencies were found in the teacher's activities, such as a lack of motivation at the beginning of learning and group discussions, less optimal division into heterogeneous groups, and a lack of explanation before the assignment was given. Apart from that, teachers have not fully directed students to look for relevant sources of information and tend to take over making discussion conclusions without involving students. Reflection at the end of learning is also not optimal. Meanwhile, the results of observations of students showed that most did not pay attention to the teacher's explanations, were not serious in group discussions, and had difficulty answering quiz questions from other groups. Many students also do not actively listen to the teacher's responses to group answers, so their understanding of the material is still low.

Based on the results of academic observations and evaluations, improvements need to be made in Cycle II so that the implementation of the Team Quiz method is more effective. Teachers must be morefirm in directing students to focus on the initial explanation, dividing tasks clearly into groups, and ensuring that each student is actively involved in discussions and quizzes. Apart from that, teachers need to form more heterogeneous groups, provide direction about learning resources that can be used, and provide references if needed. During discussions, teachers are advised to be more active around observing and guiding students to understand the material better. Before closing the lesson, each group must be given the opportunity to deliver a closing statement, and students are involved in final reflection to evaluate the learning process



 

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that has taken place. This is in line with research conducted by Wahyudi & Aulia Hanum, (2024).

The pretest results in Table 2 show a total score of 2510. To calculate the average score, the following formula is used:

Average Score $= \frac{2600}{3400}\ x\ 100 = 0{,}76\ x\ 100 = 76$

Similarly, to determine the posttest average score, the same formula is applied:

Average Score $= \frac{2902}{3400}\ x\ 100 = 0{,}85\ x\ 100 = 85$

Furthermore, to better illustrate students' learning achievement in Cycle II, the classical mastery percentage is calculated using the following formula:

Classical Mastery Percentage $= \frac{26}{34}\ x\ 100 = 0{,}76\ x\ 100 = 76\%$

Kemudian untuk mencari prosentase ketuntasan klasikal pada postes siklus I yaitu:

Classical Mastery Percentage $= \frac{31}{34}\ x\ 100 = 0{,}91\ x\ 100 = 91\%$

The evaluation results show that the application of the Team Quiz (TQ) method has succeeded in improving student learning outcomes. The average pretest score in Cycle II was 76, while the average posttest score increased to 85. The level of learning completeness also increased, from 76% in the pretest to 91% in the posttest, with 31 out of 34 students achieving completeness. This increase was caused by increased student motivation after learning that there would be a test at the end of each lesson, as well as a better understanding of the TQ method. From the results of observations, there was an improvement in teacher performance, such as being more active in providing motivation, dividing groups heterogeneously, providing explanations before assignments were given, and directing students in looking for relevant information. Apart from that, observations of students showed increased attention to teacher explanations, seriousness in group discussions, and the ability to answer quizzes well. However, there are still several groups who have not been able to complete their assignments on time.

Based on the results of evaluations and observations, several improvements need to be made to optimize learning. Teachers must be more firm in directing students to focus on the initial explanation, dividing tasks clearly into groups, and ensuring that all students are active in discussions and quizzes. Apart from that, teachers need to provide more specific directions regarding learning resources that can be used, both from books and the internet, as well as providing additional references to help students' understanding. During discussions, teachers must also be more active around monitoring and guiding students in understanding the material. As a final step, each group needs to be given the opportunity to deliver a closing statement before the teacher provides a conclusion, as well as involving students in learning reflection to ensure a deeper understanding and evaluation of the overall learning process.

This Classroom Action Research consists of two cycles, each with two meetings. In Cycle I, the level of student learning completion reached 61% with an average score of 74, indicating an increase in understanding of the material. Furthermore, in Cycle II, completeness increased to 91% with an average score of 85, exceeding the set target, namely 75%. This 30% increase shows the effectiveness of implementing the Team Quiz (TQ) method in learning Social



 

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Sciences on New Order Government material. This is in line with research conducted by Dina et al., (2024).

Even though it is not completely optimal, the results of this research prove that the TQ method can increase students' understanding and involvement in learning. This model can also be applied to various other topics, including more complex material, because it encourages students to explore concepts they do not yet understand and actively ask questions during the learning process.

## Conclusion

The results of this research show that the application of the Team Quiz (TQ) model significantly improves student learning outcomes in Social Sciences subjects, especially in New Order Government material for the 2023/2024 academic year. The level of learning completeness increased from 61% in Cycle I to 91% in Cycle II, reflecting an increase of 30% which was influenced by active student interaction in group discussions. Apart from increasing grades, the TQ model also encourages student activity in the learning process through cooperation, discussion and healthy competition, creating a more dynamic and enjoyable learning atmosphere. Even though it has been proven effective, the application of this method still faces challenges, such as differences in the level of understanding of students in groups, which need to be overcome with a fair distribution of tasks so that all students are actively involved. Additionally, the study's limitations in number of cycles and scope of material suggest opportunities for further exploration in other subjects as well as longer-term studies to understand the ongoing impact of this method. Therefore, the Team Quiz model is recommended as an alternative learning strategy for teachers of Social Sciences and other subjects to increase student activity and learning outcomes, while also opening up opportunities for more varied and effective learning innovations in the future.

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