



THE INFLUENCE OF MOTIVATION AND THE IMPLEMENTATION OF ACTIVE LEARNING TEAM QUIZ AS A LEARNING METHOD ON LEARNING OUTCOMES OF ECONOMICS STUDENTS IN SMA NEGERI I LUBUK ALUNG KABUPATEN PADANG PARIAMAN

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ABSTRACT

This research aims to reveal the effect of 1) Students who were taught by using active learning methods with quiz team learning and students who were taught economics through lecturing method in the SMA Negeri I Lubuk Alung, 2) Students with high motivation learned type of active learning methods of the type of quiz team would be higher learning outcomes than students who have high motivation to use the lecture method in the SMA Negeri I Lubuk Alung . 3) Students who have low motivation used active learning methods of the type of quiz, the team would have higher learning outcomes than students who have low motivation used the lecture methods in the SMA Negeri I Lubuk Alung. 4) The interaction between the application of active learning methods and the type of quiz team motivation towards learning outcomes of economics students in SMA Negeri I Lubuk Alung. This type of research was quasi-experimental research by using two-class research they were class control and experimental classes. The number of research samples from two classes was 63 students This type of data was primary data and secondary data. Learning motivation of data collection was done by spreading the. research questionnaire, while for the results of the research multiple-choice tests were provided at the end of learning. The data analysis techniques performed test data analysis requirements and test hypotheses with the two-way ANOVA.

Introduction

Learning is a two-way communication relationship from the teacher to the students in achieving the targets that have been set. In other words, the learning process is a step-by-step description designed to encourage students to understand and carry out activities where

interaction between teachers and students must be part of the first component of learning activities. The relationship must be able to be developed by the teacher to convey the material into competence in achieving the learning targets that have been set. For this reason, a teacher must be able to realize a learning condition that makes students active so as not to make students feel bored quickly because this will decrease students' motivation to learn. Teaching is not only a matter of carrying out obligations as a teacher but also being responsible for how to increase student involvement in class.

Assessment of learning outcomes is the realization of students' potential. The ability of a person's learning outcomes can be measured by his behavior, both behavior in the form of mastery of knowledge (cognitive), thinking skills, and motoric skills which can be symbolized by values and numbers. Student learning outcomes are one of the components in seeing student success during the teaching and learning process in class and are usually assessed in the form of numbers or letters. Following the provisions of the applicable curriculum and has been set by the school in the form of a minimum standard of completeness of 80. Based on this provision, it is expected that students will be able to get the maximum score if they want to get a complete predicate in all fields of study. However, the reality is that the scores obtained by students in the field of economic studies achieved by class XI students are still unsatisfactory. The indicators that can be used as a reference are obtained from the results of students' daily tests as follows:

Table 1. Average UH 1 Semester II Economics Class XI IS (Social Sciences) State Senior High School 1 Lubuk Alung

Group	Mean	Students who passed	Students who do not pass	% completion	
				Yes	No
XI IS 1	73	15	16	48	52
XI IS 2	76	12	22	35	65
XI IS 3	72	11	21	34	60

Source: Primary Data

The table above illustrates that student learning outcomes in the field of economic studies in class XI IS have not reached 100%. This condition can be seen from there are still many students who have not been able to achieve the value following the standards set by the Economics subject teacher at SMA Negeri 1 Lubuk Alung, which is 80. The Social Studies class that gets the lowest average result among other classes is class XI IS 3 is 72 with 11 people who have been able to achieve the value according to the KKM with a completeness percentage

of 34% and as many as 21 people have not been able to achieve the value according to the KKM with a percentage of 66%.

In addition, from observations of students in the field and a question and answer session in July 2011 with teachers in the field of study, it was found that student's motivation to learn economics was low. This can be seen from 1) the number of students who easily give up if the teacher gives questions to students, 2) students feel bored quickly in following lessons, 3) rarely students ask the teacher if they encounter difficulties and obstacles in doing practice questions. or assignments given by the teacher, 4) the number of students going outside the class during the learning process and 5) the lack of student responsibility in completing the homework given. This lack of student learning motivation also cannot be stimulated by the teacher, if this motivation can be generated by the teacher, the students will feel that the lesson is not a burden but a pleasure learning.

The results of the preliminary study show that students' learning motivation at SMA Negeri I Lubuk Alung is still low. This is because students have low perseverance and patience in learning, have a low willingness to learn, and have a sense of responsibility in completing tasks that are still lacking. This is expected to affect the values that will be obtained by the students themselves because learning motivation is part of the factors that affect student learning outcomes.

Moreover, many Economics subjects are concepts and theories, and the use of conventional methods in the form of lectures by teachers often makes students bored quickly. Some students also do not have handbooks. This causes students to only wait for materials given by the teacher. Students do not have the motivation to find a concept before it is explained or given by their teacher.

Based on the author's observations in July 2011, the Economics subject is less attractive to most students. This can be seen from the lack of students who are actively involved during PBM activities in class, this is shown when they were given several questions or cases. Thus, only students who have high abilities are willing to be actively involved in finding solutions to the problems given. Meanwhile, students who have low abilities are only passive or can be said to only be spectators in teaching and learning activities in class. During the learning process, it also shows conditions where the student is less enthusiastic and does not show the ability and curiosity of a material or concept presented by the teacher. Facing these conditions, teachers should be able to create learning conditions that are active and creative. Syufyarma (2001) revealed that in creative active learning students function as subjects and

teachers function as objects with the term now called student-centered or student active learning.

However, the reality in the field during the learning process takes place that one-way communication occurs, meaning that the teacher is the source of learning and the source of knowledge. Of course, this can lead to less two-way interaction between teachers and students.

To be able to grow and interest students in understanding economics material, it is very necessary for teachers who can design or design meaningful learning for their students. In this case, the teacher must master and be able to apply various varied learning methods so that the teaching and learning process that occurs in the classroom is not monotonous. The more varied strategies or learning methods by the teacher are expected to later be able to create a learning atmosphere that can support learning objectives.

Teaching and learning activities in the classroom which were started by the teacher through a lecture approach by observing caused students to experience boredom. Of course, it will affect students' interest in studying economics at school. The teacher is busy explaining the material as much as possible without paying attention to the students. Often teachers assume that all students can master the learning material provided at the same speed or with the same learning method. However, they often forget that in essence, every student has prior knowledge, experience, reading or references, and spectacles that are different from one another which causes them to differ from one another.

The teacher's inability to use the applied learning strategies or methods is thought to trigger the problem of students' low understanding of concepts or materials, which of course will also lead to low student learning outcomes in economics subjects. Based on this thought, it is necessary to implement a more conducive teaching and learning approach to improve student learning abilities to the maximum. Group learning is an alternative strategy to improve students' ability to work together, and to think critically so that at the same time it can affect their learning outcomes. On the other hand, group learning is expected to be able to help students understand concepts or materials that are considered difficult and can lead to a willingness to cooperate and a willingness to help friends.

To overcome the problem of increasing learning motivation, learning strategies can be used as an alternative that can be applied, namely the active learning strategy of the team quiz. This active learning method is learning done by students in small groups. It is hoped that the formation of this small group will be supported by fellow students and the diversity of their opinions, knowledge, and skills will help make learning together with a part of the learning

climate in the classroom. Active learning is learning that invites students to learn actively because when students learn actively, it means they dominate learning activities. With active learning, students are invited to participate in all learning processes in this way students are expected to feel a more pleasant atmosphere so that student learning outcomes can be improved. (Samadhi 2010).

The findings in the field described above show that there are problems that occur in the field or school which will affect the teaching and learning process to be obtained. Based on this phenomenon, the authors are interested in raising this issue through research with the title "The Influence of Motivation and the Implementation of Active Learning Team Quiz as a Learning Method on Learning Outcomes of Economics Students in SMA Negeri I Lubuk Alung Kabupaten Padang Pariaman

Literature Review

1. Learning Outcomes

Learning is often seen as a process of changing individual behavior caused by interactions between individuals and their environment. This view is following that expressed by Slameto (1995: 2) where psychologically learning is a process of changing behavior as a result of interaction with the environment in meeting the needs of life. Furthermore, Slameto (2002:45) suggests that: 1) learning is a process to acquire knowledge of habits and behavior skills. 2) learning is a process of mastering knowledge or skills obtained from the learning process. The learning process carried out by students will then be given a test by the teacher which aims to see students' understanding of the material that has been taught in the form of an assessment of learning outcomes. Assessment based on cognitive aspects is part of the assessment of students' abilities in terms of knowledge, understanding, analytical applications, and critical synthesis. Moreover, Sudjana (2002:22) reveals that learning assessment is an important part of the learning process to see how good the students' achievements or changes, especially in knowledge after experiencing the learning process. In addition, Sudjana revealed that there are 3 types of assessment which include: 1) Affective (skills and habits), 2) Cognitive (knowledge and understanding), and 3) attitudes and ideals.

Assessment of a student's learning achievement is generally given by scoring numbers, for this reason, it is necessary to evaluate learning by a teacher through daily tests, midterm exams, and semester-end exams. Assessment is part of the final goal to determine the achievement of expected learning objectives, where the assessment is used as a medium or a

means of seeing the success of the learning process that occurs between educators and students. Assessment of market activities can be done with an evaluation tool in the form of a test.

2. Learning Motivation

The term motivation comes from the word motive which can be interpreted as the power contained within the individual that causes the individual to act or do. From the theory developed by Maslow (in Slameto, 2010: 170) it can be concluded that as a student, students have different or different motives for seeing the potential that exists in each of them, as well as the ability to reach their goals differently. what they think is best for them. Not a few of them will always try to be the best in school and achieve good academic achievements in school so that they are truly considered by their parents and teachers. They always or often consider the success they get at school as one of the best alternatives so that their existence is considered and appreciated by people who are more mature than them. Some of them make or motivate themselves to excel in school because they want to make their parents proud of them, besides that because they don't want to make their parents disappointed with their achievements.

Furthermore, David McClelland (in Hamzah B Uno, 2011: 47) sees the emphasis on the necessity of someone having the motivation to want to excel in themselves, this is because those who are successful are a collection of individuals who can complete everything. He further explained that each individual must have three absolute needs, namely: 1) the need for power, 2) the need for affiliation, and 3) the need for achievement. In terms of the need for achievement, it can be realized in their achievement when carrying out the tasks assigned to them.

Motivation is very necessary for learning. A student who has the motivation to learn within them will be able to obtain good learning outcomes and vice versa. In other words, with this motivation, students will always determine the intensity of their learning efforts. According to Sardiman (2001: 75) some of the functions of motivation are as follows: 1) it allows students to do something (become a mover), from every activity that is carried out. 2) guidelines in determining where the desired goal is and the actions of students, in this case With this learning motivation, they have clear goals in various aspects of their lives, namely towards the goals to be achieved. Thus, motivation can provide direction and activities that must be carried out following the formulation of its objectives. 3) Ability to conduct a selection of attitudes, namely determining what actions and steps must be taken following existing rules to achieve goals by setting aside actions that are beneficial for these goals.

Furthermore, Hamalik (2001: 161) reveals three benefits that an individual gets when he has high motivation in his life and life as follows:

- 1) Triggering someone to take a certain action or step such as learning to get maximum results.
- 2) Motivation functions as an influence in other words capable of directing students to achieve certain targets in their lives.
- 3) Motivation functions as a mover. In this case, motivation functions as a machine that can change behavior. The size of the behavior determines the speed of a job.

3. Active Learning with Quiz Team Learning Method

In the implementation of learning strategies or methods, in essence, none of the learning methods is considered perfect and fits the same subject matter in each field of study because each method has its advantages and disadvantages. Active learning strategies are all forms of learning that invite and empower the potential that exists in students in the class so that they can participate actively in teaching and learning activities, both in the form of relationships between students and their teachers who act as facilitators in the learning process.

The active learning planned in this study applies the team quiz in the active learning method popularized by Silberman. Learning in this type of team quiz is by dividing students into several teams. Each student on the team is responsible for preparing a short answer quiz and the rest of the team takes the time to check their notes.

The active learning strategy of the team quiz begins with the teacher explaining the material classically and then the students are divided into three large groups. All group members study together to study the material with several questions. They discuss, give direction, and give each other questions and answers to understand the material. After that, there will be an academic match.

With the academic competition, competition between groups is created so that it is hoped that students will always try to learn with high motivation to get high scores.

Mel Sillberman (2006: 175) reveals the learning procedures using active learning using this team quiz are:

- a. Choosing learning materials that can be presented in 3 terms
- b. Dividing students into large groups into 3 teams
- c. Explaining the lesson scenario and start presenting the material in less than 10 minutes.
- d. Asking team A to prepare a short answer quiz and it must be finished in less than 5 minutes. Meanwhile, team B and team C took the time to correct each other's notes.

- e. Team A gave a quiz to team B members. If Team B could not answer a question, Team C answered it immediately.
- f. Asking team A to direct the next question to team C to repeat the process.
- g. When the quiz is finished, continue with the second term and appoint Team B as the quiz guide
- h. After Team B completes the quiz, continue with the third segment and appoint Team C as quiz guide.

The active learning strategy of the Team quiz is a form of active learning method by giving learning assignments that are carried out in small groups (Mel Silberman 2006: 163). In team quizzes, there is a cooperation between students in study groups or teams. The support of fellow students and the diversity of students gain, their knowledge, and skills will be able to make learning together with a valuable part of the learning climate.

Research Method

This research is a quasi-experiment with two homogeneous classes. The first class was used as the experimental class and the other class as the control class. The experimental class uses the team quiz method learning procedure, while the control class still applies conventional learning.

The research design used in this study was a 2x2 treatment by block design. In this study, we will compare the use of an active learning strategy of the team quiz with conventional methods using learning motivation variables which are seen in the high or low of each variable which is described as follows:

Table 2. Research design

Motivation Method		Quiz Team Method (A1)	Lecturing Method (A2)
Learning	High (B1)	A1B1	A2B1
Motivation	Low (B2)	A1B2	A2B2

Notes:

A1B1= learning outcomes using the team quiz method from students with high motivation.

A1B2= learning outcomes using the team quiz method from students with low motivation.

A2B1= learning outcomes using the lecture method from highly motivated students.

A2B2= learning outcomes using the lecture method from low-motivated students.

Results

The data obtained from the results of the research conducted were processed using SPSS. The t-test was conducted to test the hypothesis of each independent variable on the dependent variable. The criteria for testing the hypothesis are:

H0 is accepted if $t_{count} \leq t_{table}$

H0 is rejected if $t_{count} > t_{table}$

The t-test of each variable can be seen in the table below:

Table 3. Two-way ANOVA Calculation

Source	Type III Sum of Squares	df	Mean Square	f	Sig
Corrected Model	10602.020a	44	240.955	3.551	0.003
Intercept	216713.361	1	216713.361	3194.138	0.000
Mot Metode	1131.250	6	188.542	2.779	0.043
Mot	5726.548	37	154.772	2.281	0.032
Metode	426.021	1	426.021	6.279	0.022
Error	1221.250	18	67.847		
Total	282830.000	63			
Corrected Total	11823.270	62			

- a. R square = , 897 (Adjusted R Square = , 644)

Source: Primary Data

The results of the data processing above can be seen that test hypotheses 1 and 4 are accepted with a sig level < 0.05

a. Hypothesis 1: The economics learning outcomes of students using the team quiz of active learning strategy are higher than those taught using the lecture method in class XI IS SMA Negeri I Lubuk Alung

In the Hypothesis Testing section, it is discussed about the differences in students' economic learning outcomes who are taught using the team quiz active learning method, which is higher than that taught using the lecture method in class XI of SMA Negeri I Lubuk Alung. The results of the processed data show the Fcount value of 6.279 at the level of Sig = 0.022, this means that the value of sig is smaller than the value of = 0.05 (sig $<$). So the value of Fcount $>$ Ftable consequently H0 is rejected and Ha is accepted. This means that there are significant and

positive differences in learning outcomes between students who are taught using the team quiz of active learning method when compared to the learning outcomes of students who are taught using the lecture method. So it can be concluded that students who are taught by the active learning method of the team quiz have higher learning outcomes compared to students who are taught by the lecture method.

- b. Hypothesis 2: There are differences in the learning outcomes of students who have high motivation in the active learning method of team quiz and students who have high motivation with the lecture method in class XI IS SMA Negeri I Lubuk Alung**

Table 4. t-test Hypothesis Test 2

	Levene's Test For Equality of Variances		t-test for Equality of Means						
	F	Sig	T	df	Sig (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
HB Equal Variances assumed	3.660	.065	3.007	31	.005	12.173	4.049	3.916	20.430
Equal Variances not Assumed			2.972	26.132	.006	12.173	4.096	3.755	20.590

This section discusses the differences in learning outcomes in the active learning method of team quiz between students with high motivation in the experimental class compared to students who have high motivation in class XI IS SMA Negeri I Lubuk Alung. The results of the processed data show the Tcount value of 3.007 at the level of sig = 0.005, this means that the sig value is smaller than = 0.05 (sig <). So the value of tcount > ttable consequently H0 is rejected and Ha is accepted. This means that there are differences in learning outcomes in the active learning method of team quiz between students with high motivation compared to students who have high motivation with the lecture method in class XI IS SMA Negeri I Lubuk Alung. So it can be concluded that students who have high learning motivation in Economics subjects will have high learning outcomes when compared to students who have high motivation in the control class.

- c. Hypothesis 3: There are differences in the learning outcomes of students who have low motivation in the team quiz method and students with low motivation in the lecture method in class XI IS SMA Negeri I Lubuk Alung.**

Table 5.T- Hypothesis Testing Test 3
 Independent Sample Test

	<i>Levene Test for Equality of Variances</i>		<i>t-test for equality of means</i>						
	F	sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
HB Equal variances assumed equal variances not assumed	174	680	5.715	28	000	19.667	3.441	12.618	26.715
			5.715	27.638	000	19.667	3.441	12.614	26.719

In the Hypothesis Testing section 3, it is discussed the differences in learning outcomes for low motivation in the experimental class compared to students with low motivation in class XI IS SMA Negeri I Lubuk Alung. The results of the data processing show the tcount value of 5.715 at the level of sig=0.000, this means that sig is smaller than = 0.025 (sig<). So as a result Ho is rejected and Ha is accepted. This means that there are differences in learning outcomes in the lecture method between students with low motivation compared to students who have low motivation in the control class in class XI IS SMA Negeri I Lubuk Alung.

- d. d. Hypothesis 4: there is an interaction between the active learning method with Quiz team and learning motivation on students' economic learning outcomes in class XI IS SMA Negeri I Lubuk Alung.**

This section discusses the interaction between the active learning method of the team quiz and learning motivation on the economics learning outcomes of students in class XI IS SMA Negeri Lubuk Alung. From the processed data, it is obtained that fcount is 2.779 and Ftable is 2.17 or at the level of sig= 0.043, this means that the value of sig is smaller than = 0.05 (sig <). So the value of Fcount > Ftable consequently H0 is rejected and Ha is accepted. This means that there is an interaction between the active learning method of team quiz and learning motivation on the economics learning outcomes of students in class XI IS SMA Negeri I Lubuk

Alung. This indicates that the variable using the team quiz of active learning method needs to be considered as a determining variable in influencing student learning outcomes.

To determine the interacting groups, further analysis was carried out using the Tukey method. From the calculations that have been carried out, the following results are obtained:

Table 6. The results of the Tukey Method Analysis of the Interaction of Active Learning Methods, Team Quiz, and Learning Motivation.

	the source compared Score (Mean)	Q	
			Count Table
A1B1-A2B1	71.24-76.27	2.04	3.76
A1B1-A1B2	71.24-59.06	4.95*	3.76
A1B1-A2B2	71.24-56.60	5.95*	3.76
A2B1-A1B2	76.27-59.06	6.99*	3.76
A2B1-A2B2	76.27-56.60	7.99*	3.76
A1B2-A2B2	59.06-56.60	1.00	3.76

Source: Primary Data Analysis

From the data in table 16, it can be seen that there is indeed an interaction between the application of the team quiz of active learning method and learning motivation. The application of the active learning method is suitable for use on students who have high motivation and students who have low motivation, it can be seen from the calculation $Q_{count} > Q_{tab}$ when $\alpha 0.05$, where the use of the team quiz of active learning method is more appropriate for students who have low motivation.

Conclusion

Based on the results of data processing using two-way ANOVA and a discussion of the results of student research at SMA Negeri I Lubuk Alung the following conclusions can be drawn:

1. The application of the active learning method of team quiz to students has a significant and positive effect on student economic learning outcomes at SMA Negeri I Lubuk Alung. From the results of hypothesis testing, it can be seen that there are differences in student learning outcomes who are taught using the active learning method of team quiz which is higher than that taught using the lecture method in class

XI IS SMA Negeri I Lubuk Alung. Where is $F_{count} = 6.279 > F_{tabel} = 4.00$ where $\alpha = 0,05$.

2. 2. There are differences in learning outcomes in the active learning method of team quiz between students with high learning motivation compared to students who have high motivation with the lecture method in class XI IS SMA Negeri I Lubuk Alung, where $t_{count} = 3.007 > t_{tabel} = 2.042$ and $\alpha = 0,025$.
3. 3. There are differences in the learning outcomes of students with low motivation on the team quiz method compared to students who have low motivation on the lecture method in class XI IS SMA Negeri I Lubuk Alung. The results of the data processing show the T_{count} value of 5.715 and t_{table} of 2.042 or at the level of $sig = 0.000$, this means that sig is greater than $\alpha = 0.025$ ($sig < \alpha$).
4. 4. There is an interaction between the active learning method of the team quiz and learning motivation on the economics learning outcomes of students in class XI IS SMA Negeri I Lubuk Alung. The results of data processing obtained F_{count} of 2.779 and F_{table} 2.17 or at the level of $sig = 0.043$, this means that the value of Sig is smaller than $\alpha = 0.05$ ($sig < \alpha$).

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