



## HOW TO RELAXATION OF SOCIAL STUDIES LEARNING THROUGH TEAM QUIZ METHOD? IMPLEMENTATION FOR STUDENT ACTIVENESS

Ni'matuz Zuhroh <sup>1</sup>, Ulfi Andrian Sari <sup>2\*</sup>, Itsna Laily Rosyida Achmad <sup>3</sup>, Anisa Nurfadhilah <sup>4</sup>

<sup>1,2,3,4</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

### Abstract

Relaxation can be one way to cope with stress, therefore, it is important to control stress in learning. This research aims to describe the implementation of team quiz learning relaxation in improving student activeness. This research uses qualitative research methods. The data was obtained from observation, interview and documentation. The research subjects were teachers and students of MtsN Kota Malang. Data analysis with the following steps: 1) Data collection, 2) Data Condensation, 3) Data Presentation, and 4) Drawing Conclusions. The findings of this study concluded that the implementation of team quizzes was significantly able to increase student activity, which was reflected in several indicators, such as: 1) higher attendance in learning activities, 2) increased attention to teacher explanations, 3) active in discussing and collaborating in groups, 4) students' ability to express and listen to opinions, and 5) increased cooperation in planning and solving learning problems. The implications of these findings indicate that learning relaxation using the team quiz learning method can be an effective strategy in creating a more active learning environment and is able to reduce stress in students so that it can improve student academic achievement.

**Keywords:** Relaxation, Team Quiz, Activeness, Social Studies

\* Correspondence Address: ulfiandriansari@uin-malang.ac.id

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## INTRODUCTION

## مقدمة

Education has a vital role in creating superior human resources (HR), in accordance with Indonesia's vision to achieve an advanced Indonesia by 2045 (Justice & Hasanudin, 2022). One of the crucial aspects in creating superior human resources is through the development of student potential in schools, especially in social studies subjects. In an effort to improve the education system involving the application of effective learning methods, it is important to realize quality education (Nasri, 2020; Ningrum, 2016; Nuraeni, 2019). Student activity in learning is one of the main and important factors that can improve the quality of learning (Lathif, Muhammad Ichsan Abdul Manjilah, Aguilera, & Khayriyah, Navita Wafiq Amaliyah, 2023; Rokhanah, Widowati, & Sutanto, 2021; Wibowo, 2016). Students who are active in the learning process have high learning motivation, which in turn can influence their success in mastering the subject matter (Fauziyah, 2022; Fernando, Andriani, & Syam, 2024; Rahman, 2021).

In social studies subjects most of the material taught is descriptive, making it a challenge for teachers in teaching. There are still teachers who use the lecture method in the learning process, whereas in the lecture method the teacher is required to have very broad information and knowledge and be able to arouse student activeness. The selection lecture method used is

less stimulating for student activity, and makes students passive and less creative in learning (Adawiyah, 2021). The lecture method also causes boredom in students, so this method is considered less effective to apply, therefore, in the teaching and learning process, it is necessary to have motivation from the teacher in a more effective learning process and be able to create a pleasant learning atmosphere and be able to improve aspects of students' abilities.

Increasing student learning activeness needs to be done in a fun and relaxed way according to the circumstances and needs of students. Relaxation can be one way to overcome stress and have low motivation, therefore, it is important for students to be able to control stress, one way is by providing relaxation (Noor et al., 2024; Nurcahyani & Fauzan, 2016). Sajari, et al. (2018) revealed that relaxation techniques can reduce students' anxiety, which then increases their motivation to learn. However, this study is limited in explaining how relaxation can be applied in a broader learning context or in classes with varying levels of stress. Students can be said to learn effectively if educational goals have been achieved, the achievement of educational goals depends on the teaching and learning process that has been planned and presented by the teacher. One of the learning methods that can be used by teachers is Team Quiz, where this strategy makes students active in learning. Team Quiz is a cooperative learning method that involves students to discuss, learn, and provide direction to friends in learning (Rizal, Tati, & Syawaluddin, 2024).

The use of this method will involve students directly so that it will be more meaningful because students experience for themselves what is being learned (Hirama, Suhartono, & Chamdani, 2020). Several studies also emphasize that the application of cooperative learning methods such as Team Quiz can reduce students' dependence on lecture methods that often make them passive (Hairani, 2021). Methods such as Team Quiz students are not only involved in cognitive processes, but also actively formulate questions and provide answers, which can deepen their understanding. This study provides positive evidence for the Team Quiz method, but is limited to use in certain subjects without explaining how its effectiveness may vary across broader learning contexts.

Classroom learning problems that use less varied learning methods will lead to weak student learning activeness. Research conducted by Wahidin (2022) "The low activeness of students is a problem, this is due to the teacher who teaches predominantly using lecture and question and answer methods. Students need methods that can increase student activeness in learning. The Team Quiz method is one alternative that can address the issue of weak student engagement. However, this study has not explored in depth how this method can be adapted to address specific challenges faced by students, such as anxiety or low motivation to learn. Team Quiz has great potential to increase student engagement, there is an increase in understanding how this method interacts with students' emotional and social factors. More in-depth research is needed to explore how stress management and relaxation can be integrated into the Team Quiz method, as well as to analyze the contextual factors that may influence the success of this method in more diverse classes. Thus, this study aims to fill this gap by investigating how relaxation can be applied in learning using the Team Quiz method to increase student engagement, as well as providing insight into the limitations of previous studies.

## METHOD | منهج

### *Identify Subsections*

The data in this study were obtained using interview methods, observation, documents,

and the presence of researchers in testing the validity of the data. The data that has been obtained is managed systematically so as to obtain a formulation or description of the condition of the research location. The data collected is in the form of descriptive/narrative text. The data sources in the research used are only people, place and paper with the following explanation: 1) People, namely data sources that can provide data in the form of oral answers through interviews. 2) Documents, sources related to teaching tools used by social studies teacher. 3) Place, The research was conducted at MTsN Batu.

### ***Participant (Subject) Characteristics***

The data sources of this study include the human element, namely 2 social studies teachers, the Principal, Waka Curriculum and 20 X1 class students. 2) Paper/document is a source of documents related to learning tools from social studies teachers. 3) Place is the place where the research was conducted, namely at MTsN Batu.

The participants in this study include 2 social studies teachers, the Principal, the Curriculum Deputy, and 20 students from the X1 class. The selection of these participants was based on their involvement in and knowledge of the social studies teaching process at MTsN Batu. The sample was chosen to represent a cross-section of individuals who could provide in-depth insights into student engagement and teaching methods. While the sample size may not be large, it provides a focused view of the school's social studies teaching and its impact on student activity. This approach was deemed appropriate given the qualitative nature of the research and the desire for a detailed, in-depth understanding rather than generalization across a broader population.

### ***Research Design***

This study employs a qualitative approach. The choice of qualitative methods is based on the goal of gaining a deeper understanding of the factors influencing student activity, which cannot be fully measured through numbers or statistics. While student activity can be quantified, a qualitative approach is more appropriate for exploring the underlying dynamics, such as motivation, perceptions, and social interactions within the classroom. Qualitative methods allow the researcher to explore the subjective experiences of students and teachers, providing a more holistic view of the context and meaning behind the activities observed. While quantitative methods can provide useful numerical data, the qualitative approach was chosen to offer deeper, contextual insights into the phenomena being studied. This approach also offers flexibility in data collection, which is crucial for adapting to the dynamics that may emerge during the teaching and learning process.

The typical nature of field research with qualitative methods is open, unstructured, and flexible. Open means that in the observed research location, there is an opportunity to choose and determine the focus of the study. Unstructured means that the systematic focus of the study cannot be strictly and definitively systematized, allowing for greater exploration. Flexible refers to the research process, where the researcher can modify the details, formulation of the problem, and design formats as needed (Arikunto, 2006). This study is classified as field research, aimed at studying the social realities of students at MTsN Batu. This study follows a descriptive research pattern, aimed at providing an in-depth understanding of how the use of the team quiz method in social studies teaching can enhance student activity. A phenomenological approach is used to understand the meanings of events experienced by ordinary people in specific situations, providing deeper insight into the observed phenomena. With this type of research, the effectiveness of the team quiz method in increasing student activity in social studies classes at MTsN Batu can be thoroughly and deeply described.

Data collection procedures are carried out by following the stages in Team Quiz which include Plan-Do-Check-Act (PDCA), Planning Stages, by preparing lesson plans in collaboration with teachers. The teacher as a model and as an implementer of the Team Quiz method. The research subjects were students of Class IX MtsN Batu who were taught by 2 social studies teachers. The data that has been obtained in this writing is guaranteed the level of validity, so it is necessary to check or check the validity of the data. Data triangulation is used as a process of determining the degree of trust (credibility) and consistency of data, and is useful as a tool for data analysis in the field. This is done with several procedures, namely: 1) Comparing observation data with interview data. 2) Comparing what the research subject said in a public forum with what was said privately. 3) Confirming the results of interviews between one subject and another. 4) Comparing interview results with related document reports. The data analysis process carried out by researchers is with the following steps: 1) Data Collection, 2) Data Condensation, 3) Data Presentation, and 4) Drawing Conclusion (Miles, Huberman, & Saldana, 2014).

### Sampling Strategy and Ethical Considerations

The participants in this study—2 social studies teachers, the Principal, the Curriculum Deputy, and 20 students from class IX—were selected purposefully based on their role in the classroom and involvement with the team quiz method. This purposive sampling strategy was employed to gather insights from individuals directly involved in or affected by the intervention. While the sample size may not be large, it is sufficient to gain detailed, context-specific insights within the scope of this research.

Ethical considerations in this research were carefully followed. Informed consent was obtained from all participants, and confidentiality was maintained throughout the study. The researcher ensured that participants understood their rights, including the right to withdraw from the study at any time without consequence. To maintain data integrity, the research was conducted with transparency, and the findings were reported honestly, with care taken not to misrepresent the data.

## RESULT | نتائج

Relaxation of Social Studies Learning Implementation by using the Team Quiz method in Social Studies class IX. It is expected that students feel happy and relaxed in following social studies learning. Social studies teachers MTsN Kota Batu based on the results of observations that have been done at MTsN Kota Batu already use several methods, including the Team quiz method in improving student learning activeness. So, not only the teacher who provides overall knowledge but students also play a role in providing knowledge for their classmates.

Basically, social studies teachers apply a variety of methods in the hope that students are active and happy when learning social studies so that learning objectives are easily achieved. One way is to use the Team Quiz method. In line with what Mr. BUA said that "the use of methods and media is adjusted in student-centered learning so that in learning students are more active, independent, and creative". The application of the Team Quiz method as one of the tools to achieve educational teaching objectives certainly cannot be separated from the role of the teacher, as an educator and facilitator in the teaching and learning process, and knows better how he can carry out his duties well, especially in social studies learning.

The steps for the application of the Team Quiz method in increasing student learning activeness in social studies subjects are as follows:

**Table 1 Learning Activities of Team Quiz Method**

Learning Activities	Description
Early activities	Before the learning process begins, the teacher familiarizes the students with reading al-fatihah together and praying before the learning process begins. Then the teacher pays attention to student readiness and enthusiasm, by checking attendance, neatness of dress and providing motivation.
Core Activities	<ul style="list-style-type: none"> <li>a) The teacher divides the students into 3 large groups, namely groups A, B and C, each consisting of 8 students.</li> <li>b) The teacher gives directions on the method that will be used, which is Team Quiz.</li> <li>c) The teacher explains the material according to the lesson plan.</li> <li>d) The teacher distributes each group a piece of paper as a medium for students to write questions during the game.</li> <li>e) The teacher distributes the materials to each group.</li> <li>f) Students discuss in each group to create questions that will be submitted to the opposing group.</li> <li>g) The teacher invites group A to ask questions to group B, for group C as the assessment team. If Group B is unable to answer then it must be thrown to Group C. The teacher gives a time limit to the students to answer immediately. And so on, do the same thing to the other groups until each group has finished giving questions and answering.</li> <li>h) The teacher and students add up the scores of each group that have been given by fellow students in answering questions.</li> <li>i) The teacher rewards the group with the highest score and motivates the group with the lowest score.</li> <li>j) The teacher conducts a question-and-answer session with the students to discuss the material</li> </ul>
Core Activities	The teacher concludes the learning discussion material, asks students to study the upcoming lesson material, then closes the learning activities by inviting students to pray and recite Hamdalah. The teacher greeted the students before leaving the class and the students answered the greetings.

The results of observations of students feel happy and more relaxed when learning in class because learning is fun and can play games in class with friends. In line with what was stated by student JMK "learning social studies is fun, because it's not boring, enjoy and sometimes joke around, the way of teaching is also good not boring because the learning is not just lecturing, sometimes we are told to discuss, ask questions, direct practice." This is one of the triggers that can improve student activeness in the classroom.

The activeness of students in learning social studies appears in the activity of doing something to understand the subject matter. Based on the results of interviews and observations, it shows that the method used by teachers to increase student learning activeness in class IX social studies subjects at MTsN Kota Batu is with several indicators, which behavior appears in a teaching and learning process. Student learning activeness can be seen from the following criteria: 1) Present in the implementation of learning activities. 2) Student attention to the teacher's explanation. 3) Cooperation in the group. 4) Learners' ability to express opinions in the group. 4) Giving opinion to group mates. 5) Listening well when other friends argue. 6) Giving brilliant ideas. 7) Making plans and dividing group work. 8) Making decisions based on the consideration of other members. 9) Helping each other and solving learning problems.

The disadvantage of applying the Team Quiz method is that it is carried out only a few times a semester, because this learning method takes a very long time. Usually, if there is interesting material, the method is used. It is also not possible for each meeting to use this learning method, so the method is not used continuously only a few times.

## DISCUSSION

## مناقشة

Social studies learning is one of the branches of science that provides instructions Active learning is any form of learning that allows students to play an active role in the learning process, both in the form of interaction between students, and with the teacher in the learning process. Students in active learning can express opinions or solve problems related to the material being taught. Students are involved in more complex activities where learners are involved and understand what they are doing.

Based on the research findings, at the planning stage social studies teachers in making lesson plans using Team Quiz that reflects student-centered social studies learning. Planning begins with activities to analyze the needs and problems faced in learning such as: Basic competencies, how to teach students, characteristics of students and overcoming the lack of facilities and learning resources. In addition to preparing lesson plans, this stage in planning also prepares equipment to carry out team quiz activities (Sufiyati & Novianto, 2021), for example: quiz questions, materials, modules, books and evaluation results. This natural condition is believed to be able to make knowledge useful for people, especially needed by students with a sense of pleasure and never forgotten or in other words, learning is easily understood by students.

At this stage of implementation aims to see the activeness of students in learning social studies seen from the activities and activities in understanding the subject matter. For example, students who actively ask or answer questions show their better understanding of the material being taught. For example, "Student A shows high activeness by asking about the relationship between the historical events discussed and everyday life." Another indicator is participation in group discussions. To see the realization of the activeness of students in learning, there are several indicators, through these indicators can be seen behavior that appears in a teaching and learning process. According to Afrida (2020), team quiz is one of the learning methods for students to generate activeness and critical thinking. Team quiz is one type of active learning method that serves to liven up the learning atmosphere. Activate learners to ask and answer what they learnt through a fun and not boring way (Mutakin, 2022). Team quiz type active learning method will help students in understanding the subject matter. The teaching and learning process using this team quiz type active learning method, so that students together with their team study the material in the worksheet, discuss the material, give each other questions and answers.

The active role of students is very important in order to form a creative generation, which is able to produce something for the benefit of themselves and others. The active learning experienced by students is related to the activities that occur, both physically and non-physically, which have been carried out to the maximum, so as to achieve an active learning situation. Active learning is a teaching and learning system that emphasizes the activeness of students, both physically, mentally intellectually, and emotionally which is useful for obtaining learning outcomes in the form of a combination of cognitive, affective and psychomotor aspects. Active learning is needed by students to get optimal results. When students are passive, they will only receive information from the teacher, so they have a tendency to quickly forget what the teacher has given. This may be influenced by psychological factors, such as shyness or lack of self-confidence, which were also noted in Kusumawati (2017) study, which identified that although team quizzes can increase activeness, students' internal factors such as self-confidence affect their participation. Students who understand the learning material can be seen from the active



participation of students in class and the increase in students' memory in remembering the material and not easily forgetting.

The application of the team quiz method that has been applied to students is very good in understanding the material I provide because students also participate directly. The team quiz method makes students active in class learning, so that will directly affect student achievement or learning outcomes (Manullang, 2017). Teachers increase student activeness in learning using the team quiz method by providing material that each group will discuss, asking questions and students are asked to argue and answer the questions that have been given. Students will participate more actively in the lesson, think more critically and not just talk. Students will also get used to speaking and arguing in front of others. Group discussion activities in class will stimulate students to argue actively, so as to foster self-confidence in students (Christina, 2023). Students actively ask questions and answer questions from friends will increase students' ability to think critically in dealing with problems. In addition, students' activeness in playing games using quiz will foster social attitudes and good teamwork (Utami, Subroto, & Hendratno, 2023).

## CONCLUSSION | خاتمة

The results of the research on relaxation of social studies learning through the team quiz method can improve the effectiveness of students in weak classes. Learning using the team quiz method is maximally able to provide change, development, progress, both in physical, motor, intellectual, social, emotional aspects as well as attitudes and values. Student learning activeness in social studies subjects using the team quiz method is much better. Student activeness in class can be seen from students working together in groups, the ability of students to express opinions in groups, giving opportunities to argue to group friends, listening well when other friends argue and answering questions correctly. This active learning method not only improves students' understanding of the material but also enhances their social and cognitive skills. Student learning activities become more focused and involved, and cooperation within the group is visibly better. This indicates that learning through an active approach such as the Team Quiz method can make social studies lessons more dynamic and engaging.

There are several important considerations for future implementation and research. first, modifications to the Team Quiz method should be made to suit the specific characteristics of students, ensuring that learning is more effective and inclusive. second, the research was conducted within a specific context and in certain classes, so the findings may not be universally applicable. Additionally, psychological factors such as students' self-confidence have not been fully explored, which could provide further insights into how such factors might influence the effectiveness of the Team Quiz method. Lastly, exploring alternative evaluation methods could offer new perspectives on the method's overall effectiveness in improving student outcomes.

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