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Implementation of Interactive Quiz Method to Increase Student Participation and Achievement in Islamic Education Learning at SMP Negeri 2 Lumbanjulu

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the interactive quiz method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the interactive quiz method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 45.69%, the first cycle 64.87% and in the second cycle it increased to 87.72%. Thus, the use of quiz method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, quiz method, Islamic educatian

INTRODUCTION

Quality education is the right of every child of the nation, including in terms of learning Islamic Religious Education (PAI). As one of the important subjects in shaping students' character and morals, PAI plays a big role in the educational process in schools. However, although it is important, in practice there are many challenges in increasing students' interest and achievement in this subject. Many students feel bored or less interested in monotonous learning methods, which has an impact on their low participation and learning achievement.

One of the main indicators of the success of the learning process is the level of student participation in teaching and learning activities. Student participation in learning is very important, because in addition to affecting the understanding of the material, it is also directly related to their motivation to learn and the development of their social skills. At SMP Negeri 2 Lumbanjulu, although many students have good academic potential, there

is a phenomenon of low student participation in PAI subjects. Students are often less active in following lessons, and many of them are only passive listeners.

Another problem found is the low achievement of students in PAI subjects. Based on the results of previous evaluations, many students have not reached the expected competency standards in daily exams and assessments. This shows that there is a gap between the student's ability and the demands of the material being taught. One of the main causes is the lack of active involvement of students in learning, so they have difficulty understanding the material provided.

The learning method used by most teachers at SMP Negeri 2 Lumbanjulu is still conventional, with the dominance of lectures and written assignments. Although these methods can provide information to students, they are often ineffective in increasing active participation and deep understanding of the material. As a result, students tend to be passive and less enthusiastic in participating in learning. Therefore, innovation is needed in learning methods so that students are more engaged and motivated.

One method that can be applied to increase student participation and achievement is interactive quizzes. Interactive quizzes are a learning method that combines elements of play with learning, so that it can attract students' attention and make them more excited. This method can create a fun atmosphere and reduce boredom in learning. In addition, interactive quizzes can also be used to assess students' understanding directly, as well as provide quick feedback, so that students can immediately find out their strengths and weaknesses in understanding the material.

The application of interactive quizzes in PAI learning is expected to overcome existing problems, such as low student participation and low academic achievement. By using interactive quizzes, students can more actively interact with the material, both individually and in groups. Quizzes presented in an interesting and fun form can motivate students to study harder and try to improve their understanding of PAI material.

In addition, interactive quizzes also allow for more varied and creative assessments. The use of quizzes can measure students' understanding in a more dynamic and fun way, as well as provide opportunities for students to demonstrate their abilities in different ways. Thus, student achievement is expected to increase, as they are more actively involved in the learning process.

Through the application of the interactive quiz method, it is hoped that a more interactive and collaborative learning atmosphere can be created. Students can work together in groups, discuss, and help each other in answering quizzes. This not only improves the understanding of the material, but also trains social skills and cooperation between students. In addition, teachers can also more easily monitor student development directly, so that they can provide appropriate intervention when needed.

Along with the development of technology, the use of digital media in learning is also growing. Technology-based interactive quizzes, such as the use of online learning apps or social media platforms, can further engage students and make teaching easier. By utilizing technology, quizzes can be presented in various forms, such as multiple-choice quizzes, fill-in quizzes, or even video-based quizzes, which can motivate students to learn in a more creative and fun way.

However, although the potential for the use of interactive quizzes is huge, its implementation requires the readiness and skills of teachers in managing learning with this method. Teachers must be able to design quizzes that are in accordance with the PAI learning materials and ensure that the quizzes can measure the desired competencies. In addition, teachers also need to use technology wisely so that learning remains effective and does not distract students from the main goal of learning. Based on the description above, this study aims to examine the application of the interactive quiz method in increasing student participation and achievement in PAI learning at SMP Negeri 2 Lumbanjulu.

This research is expected to contribute to the development of more interesting and effective learning methods, as well as a reference for educators in creating a more fun and productive learning atmosphere for students.

METHODS

This research employs the Classroom Action Research (CAR) approach, which is chosen due to its focus on improving and enhancing the quality of classroom learning through a cycle of actions that involve planning, implementation, observation, and reflection. The goal of CAR is to continuously improve teaching strategies and learning outcomes by involving students in an interactive and engaging manner. This study aims to apply the interactive quiz method to increase student participation and performance in memorizing the Surah At-Tin in Islamic Religious Education (IRE). The research is conducted over several cycles (at least two cycles), each consisting of the following steps: First, the planning phase, which involves preparing lesson plans based on the interactive quiz method. During this phase, the teacher also develops the necessary media and tools for the interactive quiz aligned with the IRE material on belief in the Books of Allah. Additionally, the research instruments, such as observation sheets, student participation questionnaires, and achievement test items, are prepared. The planning stage is critical to ensure that the teaching activities are well structured and aligned with the research objectives.

In the second phase, the action phase, the interactive quiz method is implemented in the classroom. During this phase, students are actively involved in the quiz activities designed to teach them the material on belief in the Books of Allah. This active involvement is expected to increase students' engagement and motivation, enhancing their learning experience. The interactive quizzes are structured in such a way that they encourage students to think critically, recall previously learned material, and actively participate in the learning process. The third phase, observation, involves closely monitoring student participation during the lesson. The researcher collects data from observations, questionnaires, and student achievement tests to measure the impact of the interactive quiz method on student participation and learning outcomes. During this phase, the researcher looks for evidence of increased student engagement, such as asking questions, answering, and interacting with their peers and the teacher. This observational data is essential to assess how well the interactive quiz method works in real classroom settings. In the final phase, the reflection phase, the researcher evaluates the results of the cycle based on the data collected. This includes assessing the effectiveness of the interactive quiz method, identifying strengths and weaknesses, and making necessary adjustments for future cycles. Reflection is a crucial part of the CAR process as it allows for the improvement of teaching practices and ensures that the learning objectives are met. The researcher reflects on the overall learning experience, identifying what worked well and what needs to be improved to enhance student participation and performance in future cycles.

The research variables consist of the independent variable, which is the interactive quiz method, and the dependent variables, which are student participation and achievement. The independent variable refers to the teaching method applied during the study, which uses interactive quizzes to engage students actively. The dependent variables measure the outcomes of the teaching method, including the level of student participation during the lesson and their performance in the achievement tests related to belief in the Books of Allah. The control variables in this study include the learning material, which focuses on belief in the Books of Allah, the characteristics of the students, such as their academic ability, and the teaching methods used. The study focuses solely on the interactive quiz method and does not incorporate any other teaching strategies during the research period. This allows for a clearer assessment of the impact of the interactive quiz method on student learning outcomes.

The population for this research consists of all students at SMP Negeri 2 Lumbanjulu who participate in Islamic Religious Education (IRE) during the 2024/2025 academic year. The sample is selected using purposive sampling, which means choosing a specific class based on certain characteristics. The selected class should represent a variety of academic abilities (low, medium, high) and have an ideal number of students for the interactive quiz method (e.g., 25-35 students). This ensures that the sample is appropriate for the study and allows for meaningful analysis of the results. Data collection involves both quantitative and qualitative data. Quantitative data includes test scores that measure student achievement and participation scores based on observations. The test scores are used to assess improvements in students' memorization skills and their understanding of the material. Qualitative data is collected through student feedback on the interactive quiz method, as well as through observations of student behavior during the learning process. These data provide insights into how students experience the method and whether it has an impact on their engagement and motivation. The sources of data include primary and secondary data. Primary data is collected from observations, achievement test results, and questionnaires or interviews with students about their responses to the interactive quiz method. Secondary data includes school documents such as previous student grades and the teacher's lesson plans used during the research period. These secondary sources provide additional context for understanding the students' academic background and the teaching practices employed in the classroom.

Data collection techniques include observation, achievement tests, questionnaires, and documentation. Observations are conducted using observation sheets to record student participation during the learning process. The focus is on indicators such as the frequency of student questions, answers, and interactions with the teacher and their peers. Achievement tests are administered before and after the implementation of the interactive quiz method to measure any improvements in student learning outcomes. Questionnaires are used to gather student feedback on their experiences with the interactive quiz method, including its ease, enjoyment, and effectiveness. Documentation is also collected in the form of photos, videos, or notes that record student activities during the lessons. Data analysis involves both quantitative and qualitative methods. Quantitative data, such as test scores and participation scores, are analyzed using descriptive and comparative statistics. Descriptive statistics, including calculating the mean, percentage, and standard deviation, provide an overview of student performance and participation. Comparative statistics, such as paired t-tests, are used to compare pre- and post-test scores to determine if there is a significant improvement in student learning outcomes after the implementation of the interactive quiz method.

Qualitative data is analyzed through data reduction, data presentation, and drawing conclusions. Data reduction involves simplifying and categorizing the data into themes, such as positive and negative student feedback. Data presentation includes presenting the results of observations or student responses in a narrative form. Drawing conclusions involves determining whether the interactive quiz method has a significant impact on student participation and interest in learning. The hypothesis testing involves testing the null hypothesis (H0) and the research hypothesis (Ha). The null hypothesis states that the interactive quiz method does not improve student participation and achievement in the IRE subject, while the research hypothesis posits that the method does have a positive impact. Hypothesis testing includes normality tests to ensure the data is normally distributed, followed by a paired sample t-test to compare the pre- and post-test scores. The decision criteria for hypothesis testing are based on the significance level (p-value). If the p-value is less than 0.05, the research hypothesis is accepted, indicating a significant improvement in student learning outcomes. If the p-value is greater than 0.05, the null hypothesis is accepted, indicating no significant change.

Through this rigorous and systematic approach, the research aims to evaluate the effectiveness of the interactive quiz method in enhancing student participation and achievement in Islamic Religious Education, particularly in the context of belief in the

Books of Allah. By combining quantitative and qualitative data, the study provides a comprehensive understanding of how this teaching method can impact students' learning experiences and academic performance. The findings of this research will offer valuable insights for educators seeking to improve classroom learning strategies and foster greater student engagement and achievement.

RESULTS

Before the implementation of the research, the researcher took several important preparatory steps to ensure the smooth running of the research. The first step is for the researcher to ask for a pre-research permit from the Principal of SMP Negeri 2 Lumbanjulu, Bonatua Lunasi District, Toba Regency, to obtain initial permission related to the implementation of research at the school. After permission was granted, the researcher continued by conducting initial observations to identify existing problems together with classroom teachers on August 21, 2024. This observation aims to understand the existing learning context and to find areas that need improvement in the teaching and learning process.

After making initial observations, the researcher then asked for formal approval of the research permit and submitted the research proposal to the Principal. After approval is given, the researcher meets with the class teacher to further discuss the plan and stages of research activities to be carried out. The researcher also made further observations to dig deeper into the research subject, namely the students involved in this study. In follow-up observation, the researcher recorded a list of names of students in grade VIII of SMP Negeri 2 Lumbanjulu, Bonatua Lunasi District, Toba Regency for the 2024-2025 school year, to ensure that the data used in the study was complete and accurate.

The first step in this classroom action research is the implementation of pre-cycle, which serves as the first step to collect basic data about the condition of students before the application of the new learning method. At this pre-cycle stage, researchers have not provided assessment criteria or determined the number of tests to be used in the study. Therefore, the teaching and grades obtained by students at this stage are still pure and become the basis for comparing the results after the application of the interactive quiz method in the next cycle.

In the implementation of the pre-cycle, the researcher collected preliminary data consisting of a list of students' names and their initial grades. The initial score of these students is taken from the results of the pre-test given before the implementation of the interactive quiz learning method. This pre-test serves to measure the level of students' understanding of the subject matter of Islamic Religious Education (PAI) before using new learning methods. In other words, the pre-test provides an overview of the initial level of achievement of students in the material taught, which will later be compared with the test results after the application of the interactive quiz method. This pre-cycle process is very important because the data obtained at this stage will be used as a benchmark to see if there is an improvement in student learning outcomes after the implementation of the learning cycle involving the interactive quiz method. This data also provides an overview of the initial conditions in the classroom, which will help researchers in designing more effective next steps to improve the quality of learning in the classroom. The existence of this initial data is the basis for researchers to design and compile a learning cycle that is more structured and in accordance with the needs of students.

By conducting initial observations and collecting student score data, researchers can identify potential problems that exist in the learning process and understand factors that may affect the effectiveness of learning. This process also allows researchers to design more appropriate approaches to improving student engagement and their learning outcomes, especially in materials that some students find difficult. As the next step, the researcher will carry out cycles of action involving the application of the interactive quiz method which is expected to increase student participation and

achievement in PAI learning. This pre-cycle stage provides a clear picture of the initial condition of students and is a starting point for improvement steps that will be taken in the next cycle. Thus, the results of this pre-cycle stage are very important in helping researchers assess the effectiveness of the method to be applied in subsequent cycles and ensure that the research objectives can be optimally achieved.

DISCUSSION

The data from the study shows that the students' learning outcomes were at a low level, as indicated by the low classical completion rate of only 29%. In the pre-cycle phase, 15 students did not complete their learning, while only 6 students showed completion. This was primarily due to the use of traditional teaching methods, which led to passive student participation. The students were less engaged because the teaching approach was monotonous, especially in the lesson on "Faith in the Books of Allah," which was difficult for the students to understand when taught solely through lectures without visual aids. Based on these observations, the researcher, in collaboration with the class teacher, decided to improve learning outcomes by introducing a more interactive approach, specifically using audiovisual media to teach the topic of "Faith in the Books of Allah."

Cycle I of the study was conducted on September 18, 2024, with the researcher leading the class and the class teacher assisting as a collaborator. The following summarizes the data and observations collected during this cycle: In the planning phase, the researcher and teacher worked together to determine the steps necessary for the study. They discussed the problems faced in Class VIII, particularly the low academic achievement, as most students had not reached the minimum passing grade of 75%. Additionally, the teacher noted that students showed little attention to the material during lessons, often becoming bored or drowsy when the teacher relied solely on lectures. This highlighted the need for more engaging teaching methods that would capture students' attention. Another issue was external noise from nearby schools, which disrupted the class and made it difficult for students to concentrate.

Given these challenges, the researcher proposed using audiovisual media to create a more engaging and dynamic learning environment. The class teacher agreed with this idea, hoping that the new teaching approach would make lessons more interactive and interesting for the students. Together, they designed a lesson plan incorporating audiovisual media and created observation sheets to monitor student participation. Once the issues were identified, the researcher planned the actions to be taken, including the introduction of audiovisual media. They proceeded to develop instructional materials such as teaching modules, student worksheets, and assessment tools for cognitive and psychomotor skills in the subject of Islamic Religious Education. Cycle I of the learning process was conducted on September 18, 2024, with the researcher leading the lesson and the class teacher assisting as a collaborator. The lesson lasted for 2 x 35 minutes. The session began with the teacher greeting the students, followed by a prayer led by one of the students. The teacher then checked attendance and assessed the students' readiness for learning by observing their neatness, the cleanliness of the room, and the seating arrangement. Once everything was in order, the teacher began by explaining the lesson objectives.

After the introductory activities, which lasted for about 20 minutes, the main teaching session began. The teacher used audiovisual media by dividing the students into small groups of 4 to 5 members. Each group was asked to watch a video on Asmaul Husna, aiming to help the students better understand the material. After watching the video, students were encouraged to ask questions about anything they did not understand. Following the video, the teacher handed out the student worksheets for group discussions, which lasted for about 15 minutes. Each group then selected an image related to the Books of Allah, which they placed on the board and explained their choice. Afterward, the students were asked to submit their group's work. They were then required to recite the

Asmaul Husna and its meanings in their own words. The lesson concluded with a post-test to assess the students' understanding of the material.

The final part of the lesson involved a closing session, where the teacher and students worked together to summarize the day's lesson. The teacher briefly introduced the material for the next lesson, and the class was concluded with a prayer. The class ended at 09:20 AM. Observations were made to assess both the teacher's activities and the students' engagement. The focus of the observations was on recording students' cognitive abilities related to "Faith in the Books of Allah," as well as their participation in the learning process. Specific aspects observed included: 1) The level of student participation during group discussions; 2) How students tackled problems or challenges during the lesson; 3) Students' ability to explain their reasons for selecting the images displayed on the board; 4) The students' ability to explain the meaning of Asmaul Husna in their own words; 5) Students' ability to summarize the material learned during the lesson. The results of the observations revealed several key points about the students' skills during Cycle I: 1) The student worksheets should have been distributed after the students presented their images on the board so that their cognitive abilities could be better assessed after watching the instructional video. 2) Some students struggled to complete tasks correctly because they had not fully grasped the material. As a result, the cognitive assessment did not go as planned, and many students did not achieve satisfactory results. 3) Some students were hesitant to ask questions and were unsure about answering the teacher's questions; 4) Students struggled to manage the time given to complete their tasks; 5) Some students were distracted and talked with their group members instead of focusing on the task.

The learning outcomes for Cycle I were evaluated based on the results of the cognitive test administered at the end of the cycle, which consisted of 10 questions. The students' performance revealed that there were still several areas needing improvement, and further cycles would be necessary to address these issues.

Based on the observation results and the final test scores from Cycle I, it was found that several students remained passive, not paying attention to the teacher's and peers' explanations, and were reluctant to ask questions when facing difficulties. This was due to the students still being unfamiliar with the use of audiovisual media and being influenced by the old method. In Cycle I, the teacher used audiovisual media by dividing the students into 5 small groups and providing material for each group to work on together. However, because of various shortcomings in the learning process, this affected the students' understanding of the material. The results of the students' learning in Cycle I showed that both the classical and group learning completion indicators had not been achieved, with only 61% of students completing the learning. In Cycle I, 11 students did not achieve a score of 75, while 10 students scored above 75.

At the end of the session, the researcher filled out the observation sheets for the students in Cycle I and then conducted a reflection and evaluation of the activities, seeking solutions to the problems encountered in the classroom and planning for the next steps. The researcher concluded that it was necessary to improve the teaching methods to motivate the students to become more active in the learning process. Efforts were made to create a more enjoyable classroom atmosphere and to involve higher-scoring students in the process to ensure that the learning outcomes could meet the success indicators set by SMP Negeri 2 Lumbanjulu, Bonatua Lunasi District, Toba Regency. Based on the data analysis of Cycle I, the steps to improve were planned and implemented by revising the lesson plan for Cycle II. This included the development of teaching modules, student worksheets, and test items for Cycle II. From the reflection, several solutions were identified to address the issues in the teaching and learning process, specifically for the Islamic Religious Education (PAI) subject on the topic of Asmaul Husna using audiovisual media. The reflection results were then formulated and applied in Cycle II as a corrective measure to improve student learning outcomes based on the results of Cycle I. To meet the

individual success indicator of scoring 75 and the classical completion rate of 85%, the researcher decided to conduct Cycle II.

Cycle II was carried out on September 25, 2024, with the researcher assisted by the class teacher as a collaborator. The following summarizes the data and observations from this cycle: Planning Phase In collaboration with the teacher, the researcher planned the necessary actions based on the lesson plan. The teacher and researcher discussed the persistent issues in Class VIII, such as students' learning outcomes still being below the minimum passing grade of 75. The researcher and collaborator designed the lesson plan using the appropriate instructional strategies aligned with the audiovisual media teaching model and developed observation sheets to track student participation. After identifying the problems, the researcher created an action plan that involved applying the audiovisual media teaching model. Subsequently, the researcher and class teacher prepared the learning materials, including the Lesson Plan (RPP), student worksheets (LKPD), and cognitive and psychomotor test items for the Islamic Religious Education subject.

Implementation Phase The implementation of Cycle II for Class VIII at SMP Negeri 2 Lumbanjulu was conducted on September 25, 2024, with a time allocation of 2 x 35 minutes. The lesson began with the teacher greeting the students, ensuring their readiness for learning, and leading them in a group prayer. Afterward, the teacher checked attendance and led the students in reading a prayer for the Prophet as part of reinforcing good habits in line with the topic. The teacher then motivated the students by discussing the value of humility and proceeded to explain the learning objectives and the material to be covered. After the introduction phase, which lasted for 20 minutes, the core learning activities began. The teacher implemented the audiovisual media teaching model by asking the students to watch a video on Asmaul Husna. The aim was for students to gain information on the "Faith in the Books of Allah." After watching the video, students were encouraged to ask questions about anything they did not understand. Following the video, the teacher asked the students to engage in group discussions about the wisdom of studying Asmaul Husna. The teacher then distributed the student worksheets for further discussion, which lasted about 15 minutes. Afterward, each group presented the results of their discussions, and the students were asked to submit their group's work.

Once the student worksheets were collected, students were asked to explain the wisdom of studying Asmaul Husna in their own words. The session ended with a post-test, and the teacher closed the class by summarizing the lesson, conducting a reflection, and giving a preview of the next lesson. The class concluded at 09:20 AM. Observation Phase Observations were made to monitor the teacher's activities and the students' engagement. The focus of the observations was to assess students' cognitive abilities related to the wisdom of studying "Faith in the Books of Allah,"

CONCLUSION

From the entire series of Classroom Action Research activities carried out at SMP Negeri 2 Lumbanjulu, Bonatua Lunasi District, Toba Regency, it can be concluded that learning activities using a learning model using audio visual media can improve students' learning outcomes in the subject of Islamic Religious Education and Ethics. It can also be concluded that the action hypothesis described above is acceptable.

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