

Improving Grade V Students' Cooperation Skills by Using the Team Quiz Learning Model

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Abstract

This study is motivated by the insufficient level of students' cooperative skills in Pancasila Education at Class V UPT SDN 003 Muara Uwai, as reflected in weak communication, limited team contribution, and inadequate recognition of individual learning differences. To address this issue, the study implemented the team quiz learning model as an instructional strategy for improving students' cooperative skills in learning the topic "My Country, Indonesia." This research employed a Classroom Action Research (CAR) design conducted in two cycles, with each cycle consisting of two meetings and four stages: planning, implementation, observation, and reflection. The study involved 10 Class V students, comprising five boys and five girls. Data were collected through observation and documentation. The findings show that students' cooperative skills increased from 30% before the intervention to 50% in the first cycle and further improved to 80% in the second cycle. These results indicate that the team quiz learning model effectively enhances students' cooperative skills in Pancasila Education. The study contributes to elementary education practice by demonstrating that interactive, team-based learning can strengthen students' communication, participation, and collaborative responsibility in civic learning contexts.

Keywords: Cooperative Skills; Team Quiz Learning Model; Pancasila Education; Classroom Action Research; Elementary Education

INTRODUCTION

Education is a deliberate and organized endeavor aimed at establishing an environment and process that enables students to actively cultivate their capabilities to attain spiritual and religious resilience, self-discipline, an intelligent character, admirable morals, and the necessary skills for their personal growth as well as for society, the nation, and the government. The goal of education in Indonesia is to shape individuals into comprehensive and well-rounded citizens (Firmansyah, 2019). In the field of education, teamwork abilities are essential for acquiring knowledge, both in academic settings and beyond.

Working together can enhance the achievement of learning goals since, at its core, a group learning experience often produces superior outcomes compared to solitary learning (Rosita & Leonard, 2015). Working together during the learning experience is an essential and integrated component of other abilities that learners need to develop. Skills in collaboration are vital life capabilities for students, as they enhance teamwork and help in establishing successful social connections within the community (Marlina, 2021). If that is the case, collaboration is undoubtedly essential for the existence of all, including students, since without collaboration, there would be no people, households, groups, or educational institutions (Rahmi, 2022).

Working together in groups plays a vital role in the educational journey as it can ease the burden on students and enhance their understanding through the sharing of experiences and information among participants. By collaborating, learners can support one another and share thoughts, allowing those who grasp the subject matter to assist those who are still struggling. Essential cooperative traits include common interests, helping each other, accountability, respect for one another, and willingness to find a middle ground (Hasanah & Himami, 2021). As individuals who thrive in social settings, learners require collaboration to establish interpersonal connections, boost their self-esteem, and adjust to their surroundings. Therefore, teamwork can aid educational students in comprehending and executing tasks effectively to achieve shared objectives.

Pancasila Education is a vital subject that significantly contributes to the development of students' character, promoting virtues, skills, imagination, and autonomy. This educational experience is intended to cultivate resilience in students to confront various challenges while embracing the principles of Pancasila, democracy, individual rights and responsibilities, as well as a sense of accountability. Moreover, Pancasila Education

aims to nurture creative, logical, and analytical reasoning abilities in addressing public issues, enhance social awareness and accountability, encourage leadership and teamwork, elevate awareness of environmental issues, and embed ethical and moral standards within community interactions.

Education ought to focus on fostering spiritual abilities, perspectives, understanding, and expertise, where the qualities related to attitude include personal characteristics such as integrity, self-control, accountability, self-assurance, politeness, and collaboration (Parwati et al., 2025). Collaborative abilities are an essential emphasis, involving the capacity to form connections with classmates, assist others, and engage actively in group projects and conversations. According to Fazrin et al., (2025), by working together, learners are able to share thoughts, foster new ideas, and discover inventive answers to challenges. Therefore, the ability to cooperate is a vital aspect of both education and social interactions that should be cultivated using suitable methods, like cooperative learning, enabling students to work together and make beneficial contributions.

According to the observations and interviews carried out on February 26, 2025, with the homeroom teacher of fifth grade at UPT SDN 003 Muara Uwai, it was determined that the collaboration abilities of the students were lacking. In group activities, some pupils showed a tendency to be disengaged, failed to share their thoughts, did not assist each other, and overlooked the efforts of peers within their group. Additionally, many assignments were submitted late because one student often took the lead. This scenario suggests that the concepts of collaborative learning in group settings have not been applied effectively. Below is a summary of the students' teamwork abilities in the table.

Table 1. Recapitulation of Students' Collaboration Skills Values in Initial Conditions (Pre-cycle)

Number of students	Category	%
3	Students communicate collaboratively	30%
2	Students respect individual differences	20%
2	Students contribute	20%
1	Students encourage group participation	10%
2	Students do not complete assignments on time	20%
Number of students	10 Students	
Presentation	100%	
Category	Poor	

According to observations, the collaboration abilities of students remain notably inadequate across various markers, such as communication (30%), respect for diversity (20%), contributions to group efforts (20%), promoting engagement (10%), and timeliness in task completion (20%). These issues stem from insufficient communication practices, leading to a lack of confidence in voicing thoughts, an unwillingness to embrace the ideas of fellow students, minimal engagement and comprehension of the subject matter, difficulties in expressing concepts, and a deficiency in awareness and discipline regarding time management.

Drawing from the challenges faced by fifth-grade learners at UPT SDN 003 Muara Uwai, there is a necessity for research to enhance the collaborative abilities of students within Pancasila Education. Considering the issues mentioned, it can be determined that the collaboration skills of students in Pancasila Education remain relatively inadequate or less than optimal. Consequently, a suitable model is essential to elevate students' collaboration skills, specifically the Team Quiz instructional model. According to Parnayathi, (2020), the Team Quiz educational framework is an instructional approach that can enhance student engagement during the learning experience. Andrini, (2021) mentioned that the Team Quiz educational approach is a method that enhances students' accountability for their learning in an enjoyable manner.

The educational approach using the Team Quiz model encourages students to collaborate as a group to engage in discussions, pose questions, provide answers, and share their viewpoints. Studies employing the Team Quiz model have shown it enhances skills related to teamwork. This is evident from pertinent studies carried out by HIRAMA et al., (2019) titled "Implementation of the Team Quiz Learning Model in Enhancing Science Learning Engagement and Results on Earth's and Celestial Bodies' Appearance Changes in Grade IV Students of SD Negeri 4 Bumirejo during the 2017/2018 Academic Year," which indicates that using the Team Quiz approach can enhance both engagement and science learning results regarding Earth's appearance changes among grade IV students at SD Negeri 4 Bumirejo within the 2017/2018 academic year. In light of the mentioned discussion and from various articles connected to the research topic, the researcher aims to undertake a study concerning "Improving Students' Cooperation Skills in Pancasila Education subjects in Grade V by using the Team Quiz Learning Model."

METHODS

This study took place at UPT SDN 003 Muara Uwai, situated in the Bangkinang District of Kampar Regency in Riau Province, involving 10 students in the fifth grade for the academic year 2024/2025. The site was chosen due to the students' inadequate collaborative abilities and the absence of the Team Quiz learning approach. The research spanned from February to June in 2025, employing the Classroom Action Research (CAR) methodology as outlined by Arikunto, (2014). This research was divided into two cycles, each containing two sessions. Each cycle encompasses stages of planning, execution, observation, and evaluation, aimed at progressively enhancing the educational experience.

Methods for gathering data consisted of observation, interviews, and documentation. The tools employed were teaching materials, student worksheets, and sheets for observing teacher activities, student participation, and collaboration skills among students. Two observers carried out the observations to acquire precise information throughout the learning process using the Team Quiz approach. Documentation served to reinforce student data along with images of learning activities.

Data evaluation was performed both quantitatively and qualitatively. The quantitative evaluation assessed students' teamwork abilities by means of percentage scores that established a minimum completion benchmark of 70% and a traditional completion standard of 80% (Fathonah & Metroyadi, 2024). At the same time, qualitative analysis was employed to illustrate how students' teamwork skills developed and progressed throughout the educational experience. The integration of these two forms of analysis seeks to provide a complete overview of how successful the Team Quiz learning model is.

RESULTS

Results of Cycle I

In Cycle I, which featured two sessions, the educational approach was conducted through the Team Quiz framework for Pancasila Education. During the planning phase, various instructional aims, teaching materials, worksheets (LKPD), educational media, and observation forms were crafted. The educational process encompassed introductory, main, and concluding segments, with the theme "Understanding Regency/City Areas" addressed in Meeting I and "Characteristics of City Areas" discussed in Meeting II. Students were grouped to engage in discussions and share inquiries. Although the overall educational

process followed the established plan, challenges persisted, including students being easily distracted, making noise, and not fully participating in group tasks.

Observations indicated that the teacher's performance during Meeting I was not effective in managing the classroom and using time wisely, although there was noticeable improvement by Meeting II. Additionally, student involvement began to progress, yet some learners continued to be inactive and did not engage properly within their groups. Reflection brought to light various weaknesses, including insufficient classroom management, the absence of time constraints for discussions, and minimal student involvement. Consequently, enhancements are essential in the next cycles to effectively boost students' collaborative abilities. The following section outlines the findings from the assessment of collaborative skills during Cycle I:

Table 2. Recapitulation of Student Activities in Cycle I, Meetings 1 and 2

No	Category	Cycle I			
		Meeting 1		Meeting 2	
		Number of students	Percentage (%)	Number of students	Percentage (%)
1	Working Together	5	50%	6	60%
2	Not Yet Working Together	5	50%	4	40%

Source: Processed Data 2025

In reference to Table 2, it can be noted that during Cycle I, in meeting 1, 5 out of the 10 students, identified by the initials AB, AA, FN, IA, and NK, collaborated effectively, representing 50%. Conversely, the other 5 students, marked by the initials DA, KMF, MAAR, MDM, and RHN, did not collaborate in accordance with the established indicators, also making up 50%. The implementation of the team quiz learning approach revealed that the collaborative abilities of fifth graders at UPT SDN 003 Muara Uwai showed improvement during the Cycle I intervention when compared to the initial phase.

Cycle II Results

In Cycle II, which involved two sessions, the educational approach utilized the Team Quiz format within the Pancasila Education course, focusing on the subjects "Provincial Areas in Indonesia" and "Provincial Administration." The planning phase was executed to rectify not identified in Cycle I, such as providing clearer explanations of the Team Quiz procedures, enhancing classroom management, and establishing a time frame for discussions. The educational experience featured introductory, main, and concluding

segments, during which students were organized into groups to engage in discussions, create questions, and share their discoveries. In general, the educational process showed improvement compared to the previous cycle, as indicated by increased student participation and interest.

Observations indicated notable advances in teacher engagement, especially concerning classroom control, delivery of materials, and the management of discussion periods. There was also a positive shift in student engagement, with learners becoming increasingly active, collaborating effectively in groups, and feeling confident in sharing their thoughts. Reflection indicated that the collaborative abilities of students met the predefined success criteria, both on an individual basis and as a collective group. Thus, the application of the Team Quiz educational model demonstrated effectiveness in enhancing the collaborative skills of students. The next section outlines the findings from the assessment of collaboration skills in Cycle II:

Table 3. Recapitulation of Student Activities in Cycle II, Meetings 1 and 2

No	Category	Cycle II			
		Meeting 1		Meeting 2	
		Number of students	Percentage (%)	Number of students	Percentage (%)
1	Working Together	7	70%	8	80%
2	Not Yet Working Together	3	30%	2	20%

Source: Processed Data 2025

According to Table 3, in Cycle II, meeting I, a total of 10 students participated and showed collaboration based on the specified criteria. Among them, seven students (70%) identified by the initials AB, AA, DA, FN, IA, MAAR, NK displayed cooperative behavior. conversely, three students (30%) marked by the initials KMF, MDM, RHN did not demonstrate cooperation in line with the set indicators. In the second meeting of Cycle II, from the same group of 10 students who collaborated as per the specified indicators, eight individuals (80%) including AB, AA, DA, FN, IA, MAAR, MDM, NK effectively worked together in accordance with the predetermined indicators. Meanwhile, two students (20%) represented by the initials KMF and RHN did not engage in collaboration as dictated by the established criteria. The implementation of the team quiz format led to a notable enhancement in the collaborative skills of fifth-grade students at UPT SDN 003 Muara Uwai during the second cycle in comparison to their performance in the first cycle.

DISCUSSION

Analysis of Results

This study represents a classroom action research undertaken over two cycles, with each cycle consisting of two meetings. In the initial planning phase, the educator prepared educational resources that included learning goals, instructional modules, and tools for research, such as sheets for observing teacher performance, student engagement, and teamwork abilities. The purpose of this planning is to facilitate a concentrated and efficient educational experience that promotes student involvement, tailored to their unique traits and learning requirements.

Throughout the educational journey, prior to the introduction of the Team Quiz learning framework, the collaboration abilities among students were inadequate, measured at only 30%. This was clear through the limited involvement of students in group activities, slight contributions from individuals, and incorrect completion of tasks. In Cycle I, the learning experience was subpar since the educator struggled to effectively handle the class and had not established time restrictions for discussions, leading to a situation where certain students stayed inactive and showed minimal interest in collaborative tasks.

Enhancements occurred in Cycle II through better class management, clarification of the Team Quiz learning steps, and the establishment of time limits for discussions. As a result, learning improved, marked by students being more engaged, quieter, and capable of collaborating effectively in groups. This signifies an improvement in students' learning habits. Enhancements in student collaboration abilities were noticeable during observations in every cycle. During Cycle I, 50% of students finished the assignment, rising to 60% by Session II. In Cycle II, the completion rate rose to 70% during Session I and achieved 80% in Session II. While a few students had yet to finish the course, in general, there was a notable improvement in the collaboration skills of the students. Sari, (2022)

According to the research findings, students' teamwork abilities reached 80% traditional completion, meeting the defined success benchmarks. Thus, it can be inferred that the application of the Team Quiz learning model is successful in enhancing students' collaboration abilities in Pancasila Education for fifth grade at UPT SDN 003 Muara Uwai.

This research shows earlier performed by Sari (2022), which demonstrated that using the team quiz learning model can enhance students' collaboration abilities. The enhancement in students' collaborative abilities was noted in the baseline conditions prior to the intervention. The completion percentage for students in the pre-action phase was

46%, which rose to 62% following the team quiz implementation in Cycle I, and reached 90% in Cycle II. Both studies share the common goal of enhancing students' collaboration skills through the team quiz learning model; however, they differ in terms of subject matter and research context.

This research has limitations in several areas, particularly since the team quiz learning model was recently introduced in this class; Therefore, it is essential to prepare and enhance students' comprehension of the learning process through the team quiz learning model. Students still have not become accustomed to formulating questions and collaborating in groups, as observed during the initial meeting; they find it challenging to adapt. For future studies on the team quiz learning model, it is hoped that they can effectively manage learning time. This aligns with the views of Marcella et al., (2018) that using the team quiz model can make a learning model enjoyable rather than intimidating.

Literature Comparison

A study by Putri Nadila and colleagues aimed at enhancing collaboration skills among fifth-grade elementary school students using the Team Quiz learning model in Pancasila Education. The findings revealed a notable rise, progressing from an initial rate of 30% to 80% in cycle II. This shows that the Team Quiz model successfully enhances students' collaboration abilities. These findings are consistent with Sari, (2022), which similarly demonstrated that using the Team Quiz model enhances student collaboration. In her research, the rate of student collaboration rose from 46% during the pre-action stage to 62% in cycle I and climbed to 90% in cycle II. The commonalities between these two studies are found in the application of the same learning model and the shared objective, which is to enhance students' collaboration abilities.

Additionally, a study by Marcella et al., (2018) corroborates these results, indicating that the Team Quiz approach can enhance students' collaborative abilities in mathematics education. This shows that the success of the Team Quiz model is not confined to a single subject but can be utilized in multiple subject areas. Nonetheless, distinctions exist between Putri Nadila et al.'s study and earlier research, especially regarding the subject matter and the circumstances of the research participants. This research concentrated on Pancasila Education involving a limited group of subjects (10 students), whereas other studies have explored different topics and used diverse sample sizes. Additionally, the progress made in this study (80%) was marginally less than that of Sari's, (2022) research, which achieved 90%, probably affected by students' adjustment to the newly adopted learning model.

Implications of Findings

The findings of this research offer significant theoretical and practical insights for education. This study theoretically supports the idea that cooperative learning models, especially the Team Quiz model, enhance students' collaborative abilities. These results bolster constructivist learning theory, highlighting the significance of social interaction in the learning experience. This study effectively shows that educators can implement the Team Quiz model as an alternative learning approach to enhance students' collaboration abilities, especially in Pancasila Education. Applying this model can motivate students to participate in more dynamic discussions, share viewpoints, and assume responsibility in groups.

Additionally, for educational institutions, the findings of this research can serve as a factor in creating more innovative and student-focused learning strategies. Schools can motivate teachers to adopt diverse learning models to enhance the quality of the learning experience and results. For upcoming researchers, this study shows that the Team Quiz model's implementation still holds promise for additional refinement, either in different subjects, with more students, or by integrating other educational models to achieve the best outcomes.

CONCLUSION

The research findings indicate that the implementation of learning planning through the Team Quiz model, which encompasses the development of learning objectives, teaching modules, and observation sheets for teachers, students, and collaboration skills, has been executed effectively. The execution of learning demonstrates progress from cycle I to cycle II, resulting in a more effective learning process. This influences the enhancement of students' collaboration abilities, evidenced by the completion percentage in cycle I meeting I rising from 50% to 60% in meeting II, followed by an increase to 70% in meeting I of cycle II and reaching 80% in meeting II. Therefore, the implementation of the Team Quiz learning model has been shown to enhance the collaborative abilities of fifth-grade students at UPT SDN 003 Muara Uwai during Pancasila Education lessons.

This study offers a notable contribution to the field of education, especially in creating student-focused learning approaches. By using the Team Quiz learning model, this research shows that students' teamwork abilities can be significantly enhanced, thus

facilitating the development of a more dynamic, engaging, and cooperative learning experience. These results enhance the exploration of cooperative learning and also offer teachers viable options for enhancing learning quality, particularly in Pancasila Education courses. Consequently, this study aids in promoting the enhancement of students' social skills, which are vital for social interactions and facilitating the attainment of comprehensive educational objectives.

Future studies should aim to broaden the application of the Team Quiz model by engaging a larger and more varied sample and evaluating its effectiveness across different subjects to assess its reliability. Additionally, upcoming researchers may integrate the Team Quiz model with various learning models or include factors like motivation and learning outcomes to achieve more thorough results, thus enhancing its role in boosting learning quality.

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