



# The Effectiveness of the Team Quiz Method in Improving Akidah Akhlak Learning Outcomes at MTs

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## A B S T R A C T

This study aims to analyze the effectiveness of applying the Team Quiz method in improving the learning outcomes of Aqidah Akhlak among eighth-grade students at MTs Thawalib Putra Padang Panjang, given the persistent problems such as lack of focus, low willingness to ask questions, and uneven achievement of learning indicators. The research employed a quantitative approach with an experimental method, in which the experimental class was treated with the Team Quiz strategy, while the control class used conventional learning methods. The sample consisted of 25 students, and data were analyzed using hypothesis testing with the assistance of SPSS software. The results show a significant influence of the Team Quiz method on improving Aqidah Akhlak learning outcomes, with  $t = -8.754$ ,  $df = 25$ , and  $\text{sig. (2-tailed)} = 0.000 < 0.05$ , indicating that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. The average learning outcomes of the experimental class using Team Quiz were higher than those of the control class, namely 83.40 with a standard deviation of 2.533, demonstrating a substantial difference in academic achievement. The study concludes that the Team Quiz method is effective in fostering student engagement and enhancing understanding of Aqidah Akhlak subject matter. Academically, this research contributes by enriching the literature on participatory-based learning strategies and provides practical insights for educators in optimizing Islamic religious education, particularly Aqidah Akhlak, at the madrasah level.

### Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas metode Team Quiz dalam meningkatkan hasil belajar Akidah Akhlak pada siswa kelas VIII MTs Thawalib Putra Padang Panjang, dengan mempertimbangkan berbagai permasalahan yang ada seperti kurangnya fokus, rendahnya partisipasi siswa dalam bertanya, serta ketidakmerataan pencapaian indikator pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen, di mana kelas eksperimen diajar menggunakan strategi Team Quiz, sedangkan kelas kontrol menggunakan metode pembelajaran konvensional. Sampel penelitian berjumlah 25 siswa, dan pengujian hipotesis dilakukan dengan bantuan perangkat lunak SPSS. Temuan penelitian menunjukkan bahwa penerapan metode Team Quiz berpengaruh signifikan terhadap peningkatan hasil belajar Akidah Akhlak, dengan nilai  $t = -8.754$ ,  $df = 25$ , dan  $\text{sig. (2-tailed)} = 0,000 < 0,05$ , sehingga hipotesis alternatif ( $H_1$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Nilai rata-rata kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol, yakni sebesar 83,40 dengan standar deviasi 2,533, yang menunjukkan adanya perbedaan nyata dalam capaian akademik. Penelitian ini menyimpulkan bahwa metode Team Quiz efektif dalam menumbuhkan keterlibatan siswa serta meningkatkan pemahaman terhadap materi Akidah Akhlak. Secara akademik, penelitian ini berkontribusi dalam memperkaya literatur mengenai strategi pembelajaran berbasis partisipatif serta memberikan rekomendasi praktis bagi pendidik dalam mengoptimalkan pembelajaran Pendidikan Agama Islam, khususnya Akidah Akhlak, di tingkat madrasah.

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## 1. Introduction

Education is a conscious and planned effort with the ultimate goal of preparing students to become individuals who believe in God (Mauch, Shubinets, Chang, & Lin, 2020), are devoted, possess noble character, and are able to practice Islamic teachings comprehensively according to the guidance of the Qur'an and Hadith. The process of education does not merely take place through teaching (Cha, Kan, & Chia, 2016), but also through guidance, habituation, training, and the use of real-life experiences that students encounter in daily life. The term "education" originates from the root word "Educate" which, in the Indonesian Dictionary, is defined as the effort to nurture and provide training in the form of instruction, guidance, or leadership, all of which aim to develop intellectual capacity alongside moral maturity (Liu et al., 2024). Thus, education can be understood as a long-term process containing structured activities designed to help individuals adapt to social life, while also transmitting traditions, culture, and social institutions from one generation to the next. From a linguistic perspective, the term education in Latin is referred to as *educate*, which means to improve morality and train intellectual capacity. Although many scholars hold different opinions regarding the definition of education, in reality, education continues to evolve as an essential human need. Education does not stop at definitional debates; it continues to move forward as a driving force of civilization that influences how people think, act, and interact within society. From this perspective, education becomes a solid foundation that will determine the direction of national development and the progress of future generations.

Education can be categorized into three main forms: guidance, teaching, and training. These three components are essential elements that complement one another in developing the potential of students in a holistic and comprehensive manner. Therefore, although education functions to develop the entirety of a learner's personality, academic studies often classify it into specific domains, namely the cognitive, affective (Sullivan, Hoiriis, & Paolucci, 2018), and psychomotor. The cognitive domain emphasizes the development of knowledge and reasoning, the affective domain concerns attitudes, values, and emotions, while the psychomotor domain deals with practical and physical skills. According to Ahmad Tafsir, education is defined as various efforts carried out by an educator toward students to achieve their maximum positive development. Such efforts may include teaching in the form of knowledge transfer, training in skills, providing exemplary behavior, offering motivation through praise and rewards, and cultivating good habits in everyday life. This indicates that education is not singular or narrow in scope, but rather encompasses a wide spectrum that touches nearly every aspect of human life. In line with this, Ki Hajar Dewantara emphasized that education is the effort to advance students' character, intellect, and physical well-being so that they may grow into balanced individuals who live in harmony with both nature and society. In other words, education is not solely focused on academic achievement but also on shaping personality and character to enable students to face life's challenges with wisdom.

Education requires appropriate approaches and teaching methods to ensure that its objectives are achieved optimally (Yusupa, Triarso, Tumurang, & Tarigan, 2025). Teachers, as the frontline actors in education, carry a great responsibility – not only to transmit knowledge but also to create a conducive, interactive, and meaningful learning environment. Productive interaction between students and teachers, as well as among students themselves, plays a crucial role in determining the quality of learning outcomes. Without the competence of teachers in selecting and implementing suitable methods, education may lose its significance and fail to bring meaningful impact to student development. Therefore, teachers are given the flexibility to utilize a wide range of teaching approaches, including lectures, discussions, demonstrations, simulations, and project- or experience-based learning. The purpose of these methods is to stimulate students' interest in learning, enhance their skills, and encourage active participation in every learning process. As a result, the learning process no longer becomes one-directional or monotonous, but instead transforms into a dialogical

space that fosters creativity, critical thinking, and problem-solving skills. When education is conducted in such a way, students' learning outcomes become more meaningful, not merely rote memorization of material, but a deeper understanding that can be applied in real-life contexts.

The success of education is not determined solely by curriculum or methodology, but also by the awareness and commitment of all parties involved—teachers, students, parents, and the wider community (Kitazawa, Sato, & Akahori, 2016). Quality education requires supportive environments, adequate facilities, and a culture of continuous learning embedded in everyday life. Education must also adapt to the demands of contemporary times, particularly in today's era of globalization and digitalization (Nygaard, Colli, & Wæhrens, 2020), where knowledge expands rapidly, and competition becomes increasingly intense. Under such circumstances, education should not only prioritize the cognitive domain but also strengthen students' character, moral values, and spirituality so that they remain firmly grounded in ethical principles despite living amid dynamic global changes. This is where the integration of scientific knowledge and religious values becomes crucial, ensuring that students grow into individuals who are intellectually capable while maintaining faith and moral integrity. In this way, education truly becomes a strategic instrument for producing a generation that is excellent, competitive, and rooted in cultural identity as well as spiritual values. If all these elements are preserved, education will not only serve as a vehicle for social mobility but also as a driving force of civilization, leading humanity toward a better, fairer, and more dignified life.

The purpose of this research is to analyze in depth the essence of education as a conscious and planned process in shaping students who are faithful, devoted, possess noble character, and demonstrate a balanced development of cognitive, affective, and psychomotor domains in accordance with the values of the Qur'an and Hadith. This study also aims to comprehensively examine the views of educational thinkers such as Ahmad Tafsir and Ki Hajar Dewantara in providing a conceptual foundation of education, both as an effort to develop knowledge and as a means of character and personality formation. In addition, this research seeks to evaluate the implementation of relevant methods, strategies, and approaches in enhancing the interaction between teachers and students so that the teaching and learning process can take place more effectively, meaningfully, and contextually. Another objective is to identify the role of education in transmitting values, culture, and social traditions across generations while simultaneously adapting to the challenges of globalization and the digital era. Thus, this study endeavors to present a holistic understanding of the strategic function of education, not only as an instrument of knowledge transfer but also as a medium for moral, spiritual, and life skills formation that can support national progress. The results of this research are expected to provide conceptual, methodological, and practical contributions to the development of Islamic educational theory while also enriching modern educational practices to be more adaptive, integrative, and relevant to contemporary needs.

## 2. Methods

The type of research employed in this study is experimental research with a quantitative approach, which is considered appropriate for testing the effectiveness of specific learning strategies. The research was designed by applying the Team Quiz Strategy as a treatment in the experimental class, while the control class was taught using conventional learning methods. The study was conducted at MTS Thawalib Putra Padang Panjang with a sample consisting of 25 students, representing the target population of the research. This design allowed for a comparative analysis between two groups of learners, one receiving innovative instruction and the other relying on traditional approaches. The researcher was present throughout the process to ensure that the treatment was implemented consistently, the class environment was maintained under similar conditions, and the procedures were conducted systematically. The materials provided to both groups were kept identical in terms of content, objectives, and duration, with the only distinction being the instructional strategy used. By structuring the research in this manner, the study sought to minimize external variables that could influence learning outcomes and thus ensure fairness in comparison. The

presence of an experimental and control group design also allowed the researcher to draw causal inferences about the effect of the Team Quiz Strategy on students' academic performance. Through this carefully arranged process, the study aimed to generate empirical evidence that could be generalized to similar learning contexts in Islamic secondary education.

The techniques of data collection involved administering pre-tests and post-tests to both the experimental and control classes in order to measure the progress of students' learning outcomes. The research instruments were developed according to the objectives of the curriculum and the indicators of competence that were expected from the students. Before being implemented in the field, the instruments were validated to ensure their accuracy, appropriateness, and relevance for measuring the intended learning objectives. Reliability testing was also conducted to confirm the consistency of the instruments over repeated use, thus ensuring that the data collected were both stable and dependable. The results of the validation and reliability tests indicated that the instruments were suitable for application in the actual study. Once the data were collected from both groups, statistical analysis was carried out with the assistance of the SPSS software to test the research hypothesis objectively. The analysis involved comparing mean scores between the experimental and control groups to identify whether the application of the Team Quiz Strategy produced a significant difference. Furthermore, hypothesis testing was employed to determine the strength of the observed effect and its implications for educational practice. This systematic analysis process ensured that the findings were not only descriptive but also inferential, offering evidence-based conclusions regarding the potential benefits of active and collaborative learning strategies in the classroom.

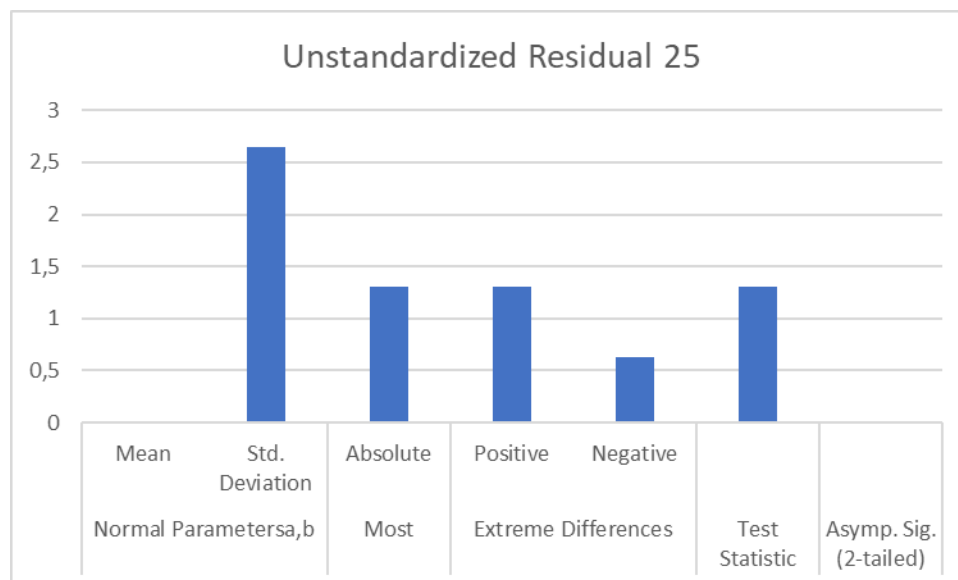
### **3. Results and Discussion**

#### **Results**

##### **3.1. Inferential Analysis**

###### **Normality Test**

In this study, a normality test was conducted to examine whether the data obtained fulfilled the assumption of normal distribution, which is an essential requirement for parametric statistical analysis. The test used was the Kolmogorov-Smirnov test, which evaluates the distribution of residuals compared to a normal distribution. The criterion applied states that the data can be considered normally distributed if the Asymptotic Significance (Asymp. Sig) value obtained from the Kolmogorov-Smirnov output is greater than the predetermined alpha level of 5% (0.05). If the probability value exceeds this threshold, the null hypothesis that the data follow a normal distribution cannot be rejected, thereby confirming normality. Conversely, if the value is less than or equal to 0.05, it indicates that the data deviate significantly from a normal distribution. Meeting the assumption of normality is crucial because it ensures the validity and reliability of subsequent statistical tests, such as t-tests or regression analysis, which rely on normally distributed data. In the context of this research, the results indicated that the Asymp. Sig value was 0.200, which is greater than 0.05, thereby providing evidence that the residuals are normally distributed. This finding confirms that the data obtained from the implementation of the Team Quiz method in Aqidah Akhlak learning meet the normality assumption and can thus be analyzed further using parametric statistical techniques.



**Figure 1.** One-Sample Kolmogorov-Smirnov Test

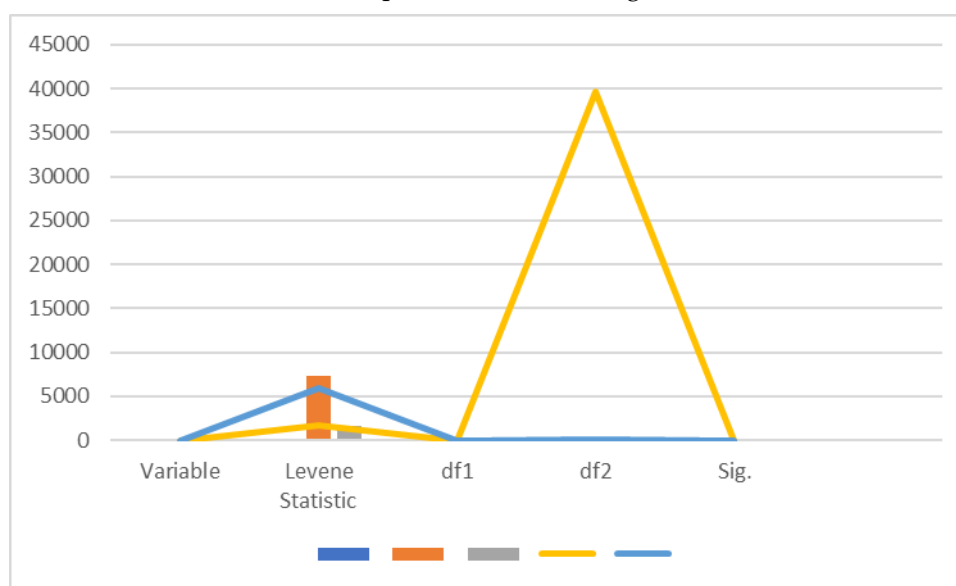
Based on the results of the normality test presented in Table 4.11, it can be explained that the Kolmogorov-Smirnov significance value obtained was 0.200. This value is greater than the established significance level of 0.05. Therefore, the data of the Team Quiz method in the teaching of Akidah Akhlak in this study can be considered to be normally distributed. A normal distribution indicates that the data collected follow a balanced pattern and do not deviate significantly from the theoretical normal curve. This condition is crucial because the normality test is one of the main prerequisites for applying parametric statistical analysis in quantitative research. The assumption of normality ensures that subsequent hypothesis testing, whether by t-test or other statistical tests, rests on a valid and reliable foundation. Hence, this finding reinforces the appropriateness of the analytical procedures applied in the study. In addition, the confirmation of normal distribution also shows that the implementation of the Team Quiz method did not produce extreme deviations in students' score patterns, allowing the learning outcomes to accurately represent the actual conditions of the participants. This further supports the argument that the data gathered possess sufficient quality in terms of both reliability and validity for further analysis. Methodologically, the presence of normality also ensures that one of the fundamental assumptions of inferential analysis is fulfilled, thereby reducing potential bias and maintaining scientific rigor. Consequently, the Kolmogorov-Smirnov results provide confidence that subsequent statistical procedures will be carried out in accordance with established rules and will substantiate the validity of the findings on the effectiveness of the Team Quiz method in Akidah Akhlak instruction.

### Homogeneity Test

In addition to testing the normality assumption, this study also conducted a homogeneity test to examine whether the variances of the experimental and control groups were equal. Homogeneity of variance is a critical assumption in parametric statistical analysis because it ensures that comparisons between groups are valid and unbiased. The test applied in this study was Levene's Test of Equality of Variances, which evaluates whether the observed variances in different groups are statistically equal. Several approaches were reported in the analysis, including results based on the mean, median, median with adjustment, and trimmed mean. Each of these approaches provides a slightly different calculation, but they are all intended to test the same assumption of variance equality. The significance value (Sig.) obtained from Levene's Test is compared to the predetermined alpha level of 0.05. If the significance value is greater than 0.05, it indicates that there is no statistically significant difference between the variances of the groups, meaning that the assumption of homogeneity is satisfied. On the other hand, if the value is less than or equal to 0.05, it would suggest a violation of



this assumption, requiring alternative statistical procedures such as nonparametric tests. Ensuring homogeneity is particularly important in this study, given the experimental design comparing the effectiveness of the Team Quiz method in Aqidah Akhlak learning with traditional methods.



**Figure 2.** Test of Homogeneity of Variance

Based on the results presented in Table 2, it can be observed that the significance values obtained from Levene's Test across different approaches (Based on Mean = 0.080, Based on Median = 0.207, Based on Median and adjusted = 0.208, Based on Trimmed Mean = 0.098) are all greater than the alpha threshold of 0.05. These results clearly indicate that the null hypothesis of equal variances cannot be rejected, and thus the assumption of homogeneity is fulfilled. This finding demonstrates that the variances of the experimental group, which received the Team Quiz learning strategy, and the control group, which experienced conventional learning, are statistically equivalent. The implication of this result is that subsequent analyses, such as independent samples t-tests, can be confidently applied without concerns about variance inequality affecting the reliability of the conclusions. In other words, both groups can be fairly compared in terms of their learning outcomes in Aqidah Akhlak, since the differences observed will be attributable to the treatment rather than disparities in group variance. The confirmation of homogeneity adds robustness to the statistical procedures employed in this study and further strengthens the validity of the research findings.

### 3.2. Research Hypothesis Testing

Accordingly, the statistical hypotheses formulated in this study are as follows. The null hypothesis ( $H_0$ ) states that there is no effect of applying the *team quiz* method in the teaching of Islamic creed and ethics at MTs Thawalib Putra Padang Panjang, which means that the use of this method does not produce a significant difference in students' learning outcomes compared to other teaching methods previously applied. Conversely, the alternative hypothesis ( $H_a$ ) states that there is an effect of applying the *team quiz* method in the teaching of Islamic creed and ethics at MTs Thawalib Putra Padang Panjang, implying that this learning strategy can positively contribute to improving students' understanding, engagement, and academic achievement. This hypothesis formulation serves as the basis for empirical testing to determine the effectiveness of the *team quiz* method in the context of teaching Islamic creed and ethics.

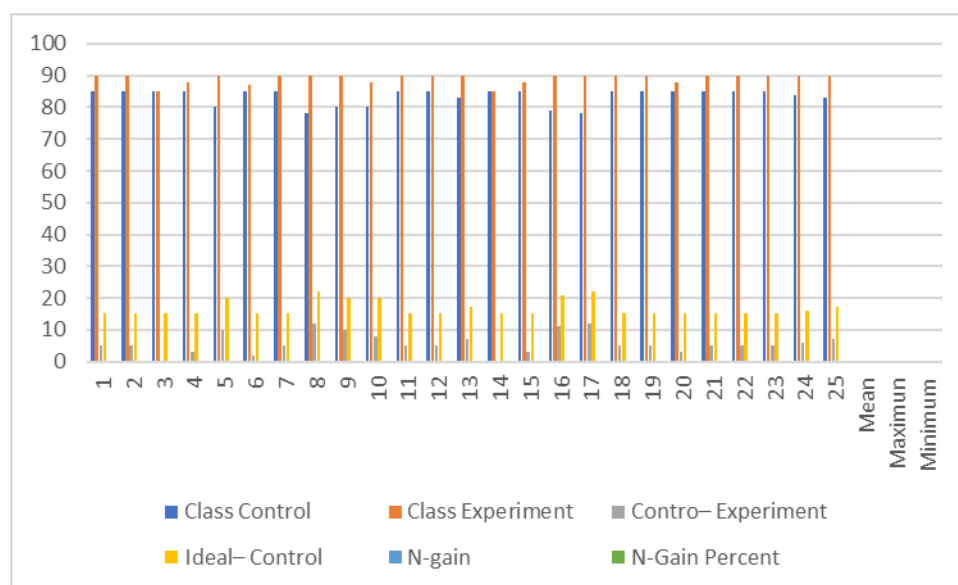
**Table 1.** Paired Samples Statistics

Pair	Group	Mean	N	Std. Deviation	Std. Error Mean
1	Control	83.40	25	2.533	0.507
	Experiment	89.16	25	1.546	0.309

Based on the *Paired Samples Statistics* figure, the average learning outcome in Islamic creed and ethics without applying the *team quiz* method was 83.40 with a standard deviation of 2.533. After the application of the *team quiz* method in the teaching of Islamic creed and ethics at MTs Thawalib Putra Padang Panjang, the average score increased to 91.10 with a standard deviation of 1.546. This finding shows that, descriptively, there is a difference in the average learning outcomes of Islamic creed and ethics before and after the implementation of the *team quiz* method. In other words, the average learning outcome after applying the *team quiz* method is higher than before, which suggests that the *team quiz* method has a positive effect on improving students' performance in Islamic creed and ethics.

### 3.3. N-Gain Score Analysis of the Study

To evaluate the effectiveness of the Team Quiz method in improving students' learning outcomes in *Akidah Akhlak*, the N-Gain analysis was conducted by comparing the scores of the control and experimental classes against the ideal control values. This analysis provides a more accurate picture of the extent to which the learning method contributes to students' conceptual understanding. The N-Gain score was calculated for each student, and the results are presented both in raw form and as percentages to indicate the relative level of improvement. The table below summarizes the detailed findings, including the initial control scores, experimental scores, the ideal control values, the N-Gain scores, and their corresponding percentages. Furthermore, the table highlights the mean, maximum, and minimum N-Gain values, which serve as the basis for interpreting the overall effectiveness of the applied learning strategy.



**Figure 3.** N-Gain Results of Akidah Akhlak Learning

Based on the results of the N-gain score test, it was found that the average N-gain score was 33.12%, which falls into the category of less effective. The lowest N-gain score was 0.0%, while the highest reached 54.55%. These findings indicate that the Team Quiz method did not significantly improve learning outcomes. Therefore, it can be concluded that the Team Quiz method is less effective in supporting the teaching and learning process of *Akidah Akhlak* at MTs Thawalib Putra Padang Panjang.

## Discussion

The findings of this study demonstrate that students who received the Team Quiz method in *Akidah Akhlak* learning achieved better outcomes compared to those who did not. The data analysis shows that students in the experimental group had a higher mean score after the application of the Team Quiz method. Specifically, the paired samples statistic indicates that the average score of students in the control group without the Team Quiz method was 83.40 with a standard deviation of 2.533. After the implementation of the Team Quiz method, the experimental group achieved a mean score of 91.10 with a standard deviation of 1.546. This descriptive comparison reveals a significant difference between students' learning outcomes before and after the method was applied. In other words, the average score of *Akidah Akhlak* learning outcomes significantly increased when the Team Quiz method was employed. Furthermore, the inferential analysis strengthens this conclusion, showing a t-value of -8.754, with 25 degrees of freedom and a significance level (p-value) of 0.000, which is below the threshold of 0.05. This result confirms that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Thus, it can be concluded that the implementation of the Team Quiz method has a statistically significant effect on improving students' learning outcomes in *Akidah Akhlak* at MTs Thawalib Putra Padang Panjang.

Reflecting on the reasons behind these findings, several contributing factors can be identified that explain why the Team Quiz method was effective in enhancing learning outcomes. First, the collaborative nature of the Team Quiz method fosters active participation, peer discussion, and mutual reinforcement of knowledge, which helps students internalize the concepts of *Akidah Akhlak* more effectively. Second, the method introduces an element of competition that motivates students to perform better (Karimova & Csapó, 2021), as they strive to contribute positively to their team's success. This sense of responsibility enhances both focus and engagement during the learning process. Third, the Team Quiz format encourages repetition and reinforcement of key materials, which helps reduce misconceptions and solidify understanding (Jones & Korula, 2021). Moreover, students in the experimental group may have felt a stronger sense of ownership over their learning process, as the interactive nature of quizzes allows them to directly monitor their progress and learning achievements. On the contrary, the traditional lecture method used in the control group might not have provided the same level of stimulation, interaction, or immediate feedback, which explains the lower average scores (Ningsih, 2025). These reflections suggest that the success of the Team Quiz method is grounded not only in its instructional design but also in its capacity to address students' motivational and psychological needs in the learning environment.

The implications of these findings indicate that the Team Quiz method generates positive effects that extend beyond mere score improvement. First, the method appears to cultivate higher levels of student engagement (Dahlia Sirait, 2022), which is crucial in the subject of *Akidah Akhlak*, where understanding values, morals, and spiritual principles requires active reflection and discussion. By engaging students in group-based activities, the method strengthens not only their academic competence but also their social and moral skills (Meishar-Tal, Amzalag, Persi, & Sapir, 2024), such as cooperation, respect for others' perspectives, and accountability. Second, the increased mean score demonstrates that the Team Quiz method enhances students' cognitive abilities (Dizon, An, Lubguban, & Suppes, 2018), particularly in memory retention, comprehension, and application of religious knowledge in daily life (Zakiah, Jaya, & Agustina, 2024). Third, the statistical significance of the results suggests that the method has a reliable and replicable impact, making it a promising strategy for future implementation in similar contexts (Aiman, Hasyda, Lasmawan, & Kertih, 2024). Importantly, the positive effects observed also highlight the potential of integrating active learning models in religious education (Burgess & Medina-Smuck, 2018), which traditionally relies heavily on lecture-based approaches. The adoption of interactive pedagogical techniques such as the Team Quiz



method therefore not only improves learning outcomes but also aligns with modern educational demands that emphasize critical thinking, collaboration, and learner autonomy.

When compared to findings from previous studies, the results of this research both reinforce and expand existing knowledge (Solkhi Albari et al., 2025). Earlier research in the field of active learning and cooperative methods has consistently shown that interactive teaching strategies improve student motivation, participation, and academic achievement. For example, studies that employed cooperative learning models (Mazza, 2021), such as Jigsaw or Think-Pair-Share (Fatmawati, Mursali, & Karmana, 2025), reported similar improvements in student outcomes (Stout, Henson, & DiBello, 2023). The current study aligns with these results by demonstrating that the Team Quiz method can be effectively used in the context of *Akidah Akhlak* (Nadya Dewinda Agustin et al., 2025). However, a key difference lies in the cultural and religious dimension of this subject matter, where fostering moral understanding and spiritual development is equally important as cognitive achievement (Aprialiana, Kalsum, & Rustam, 2025). Previous studies in general education settings often focus primarily on cognitive gains, whereas this study highlights the broader benefits of active learning in religious education (Witchel, Guppy, & Smith, 2018). Furthermore, while some earlier works noted that competitive elements in quizzes could potentially disadvantage lower-performing students (Littlefield, 2022), this study suggests that in the context of MTs Thawalib Putra Padang Panjang, the team-based format mitigates such risks by promoting collective responsibility and support. Thus, the findings of this research provide new insights into how team-oriented quiz strategies can be successfully adapted to enhance both academic and character education.

Based on these findings, several actions and recommendations can be proposed to improve educational practice, research methodology, and policy development. From a conceptual perspective, it is recommended that religious education teachers adopt interactive strategies such as the Team Quiz method to foster both academic achievement and moral development in students. From a methodological standpoint, future research should expand the scope of inquiry by including larger sample sizes, multiple institutions, and longitudinal designs to capture the long-term effects of active learning methods on students' values and behaviors (Moradi, Maraghi, Babaahmadi, & Younespour, 2021). It would also be beneficial to integrate qualitative approaches, such as interviews or classroom observations, to capture the nuanced experiences and perceptions of students and teachers. From a policy perspective (Khairunnisa & Wulandari, 2025), educational authorities should consider incorporating active learning models into the official curriculum guidelines for religious education, thereby ensuring that teachers are adequately trained and supported in implementing such methods (Zamora-Polo & Sánchez-Martín, 2019). In addition, schools could provide professional development workshops to equip educators with the necessary pedagogical skills (Majid, 2020). Ultimately, the adoption of interactive and collaborative strategies like the Team Quiz method can contribute significantly to achieving a balanced educational approach that nurtures students' intellectual, social, and spiritual growth in line with the objectives of holistic Islamic education.

#### 4. Conclusion

The present study provides strong empirical evidence that the application of the Team Quiz strategy in *Aqidah Akhlak* learning produces significantly better outcomes than conventional instructional methods. Students exposed to the Team Quiz approach achieved higher mean scores ( $M = 91.10$ ,  $SD = 1.546$ ) compared to those taught through traditional approaches ( $M = 83.40$ ,  $SD = 2.533$ ). Statistical testing further confirmed this difference, with  $t = -8.754$ ,  $df = 25$ , and  $p = 0.000 < 0.05$ , thereby validating the alternative hypothesis and rejecting the null. These results corroborate the working assumption that cooperative learning methods enhance student performance by fostering active participation, motivation, and deeper cognitive processing. More importantly, the findings extend prior literature in Islamic education by showing that even in religious subjects, which are often taught with conventional didactic methods, interactive strategies can generate measurable academic benefits. Theoretically, this research contributes to the discourse on pedagogical innovation in Islamic

education by positioning Team Quiz as a framework that integrates classical values with modern, student-centered learning paradigms.

In practical terms, the findings carry clear implications for classroom practice and educational policy. Teachers of Aqidah Akhlak are encouraged to incorporate Team Quiz as part of their instructional repertoire, as it has been shown to promote not only achievement but also engagement and peer collaboration. At the institutional level, schools may consider embedding cooperative learning models across the curriculum to align Islamic education with contemporary pedagogical standards while retaining its moral and spiritual essence. Policymakers should take note of these findings when designing training programs for teachers, ensuring that innovative strategies are introduced systematically and supported through professional development. Nevertheless, this study is limited by its relatively small sample size and single-site implementation, which constrain generalizability. Future research should therefore replicate the study across different contexts, with larger and more diverse populations, and over extended time frames to evaluate long-term effects on knowledge retention and character formation. Further inquiry into hybrid models that combine cooperative learning with digital platforms could also provide new pathways for integrating Islamic values into 21st-century education. Collectively, these findings highlight the transformative potential of the Team Quiz strategy, both as a practical intervention and as a conceptual contribution to the evolving field of Islamic pedagogy.

## Declarations

### Author Contribution Statement

Muhammad Imam Muqoddas contributed to the conception and design of the study, conducted the data collection and analysis, and was responsible for drafting as well as revising the manuscript. He approved the final version of the article and agrees to be accountable for all aspects of the work.

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### Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

### Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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