

The Effect of Using Quiz-Based Teaching Materials on the Learning Outcomes of Akidah and Akhlak in Students of MTs Ma'arif NU 16 Sirau

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Abstract: *This study sought to determine how the usage of quiz-based teaching materials affected the learning results of Akidah Akhlak students at MTs Ma'arif NU 16 Sirau. A pretest-posttest control group experimental design was employed in this investigation. The research sample was divided into two classes: a control class using traditional techniques and an experimental class using quiz materials. The findings demonstrated that students' learning outcomes considerably improved when they were in the experimental class as opposed to the control group. Data analysis utilizing the t-test revealed that students' comprehension of Akidah Akhlak improved with the usage of quiz-based teaching materials, with a p value <0.05. The findings demonstrated that at MTs Ma'arif NU 16 Sirau, including quizzes in instructional materials can enhance students' motivation and learning outcomes. Furthermore, tests have the potential to improve the educational process in classrooms.*

Keywords : *Teaching, Quizzes, Learning, Akidah Akhlak, Mts Ma'arif NU 16 Sirau.*

Abstrak: Tujuannya adalah untuk menguji dampak bahan ajar berbasis kuis terhadap hasil belajar Akidah Akhlak siswa MTs Ma'arif NU 16 Sirau. Studi ini menggunakan rancangan kelompok kontrol untuk eksperimen pretest-posttest. Sampel penelitian terdiri dari dua kelas: kelas eksperimen, yang menggunakan materi kuis ajar, dan kelompok kontrol, yang menggunakan metode konvensional. Temuan penelitian menunjukkan bahwa ketika siswa terdaftar di kelas eksperimen dibandingkan dengan kelas kontrol, hasil belajar mereka meningkat secara signifikan. Penggunaan bahan ajar berbasis kuis berdampak positif pada pemahaman siswa tentang Akidah Akhlak berdasarkan analisis data menggunakan uji-t dengan nilai p kurang dari 0,05. Temuan penelitian menunjukkan bahwa kuis di kelas dapat meningkatkan motivasi dan hasil belajar siswa di MTs Ma'arif NU 16 Sirau. Selain itu, kuis dapat berdampak positif pada proses pendidikan di sekolah.

Kata kunci: bahan ajar, kuis, hasil belajar, Akidah Akhlak, MTs Ma'arif NU 16 Sirau.

Introduction

Moral education plays a crucial role in shaping students' morals and character. Moral education not only provides knowledge of Islamic law and the laws of faith, but also identifies the noble principles that underlie daily activities. However, in practice, moral education is often considered unsatisfying and unengaging by students. This is due to several factors, such as monotonous teaching, a lack of variety in material, and teaching materials that are not relevant to students' needs (Mu'min, 2018).

Innovative and interactive teaching materials are crucial for improving the quality of moral education. Quiz-based teaching is an alternative to address this issue. Quizzes can encourage students to learn, improve their conceptual understanding, and provide quick and effective feedback (Sari & Huda, 2020). Furthermore, quizzes can make learning more engaging and competitive. Madrasah Tsanawiyah Ma'arif NU 16 Sirau is an educational institution dedicated to improving the quality of moral education. Based on initial observations, it is possible that student achievement in this class is still not optimal.

The average daily test scores below the current Minimum Completion Criteria (KKM) support this. Therefore, the purpose of this study was to gain an understanding of some of the best methods used by students of MTs Ma'arif NU 16 Sirau in teaching Akidah Akhlak using quiz-based teaching materials. It is hoped that the results of this study can help develop more effective and engaging teaching methods for Akidah Akhlak.

Research methods

Quantitative, qualitative, and research and development (R&D) approaches are some of the methods that can be used in educational research, according to Sugiyono (2019). This guide also helps researchers choose the most appropriate method for their research objectives. The effect of quiz-based teaching materials on students' academic achievement in Aqidah and Akhlak (Islamic Faith and Morals) was designed with a pretest-posttest control group in mind. The subjects of this study were grade VII students at MTs Ma'arif NU 16 Sirau. The sample was selected purposively. There were two classes: the first was a control class using a traditional approach. The second was an experimental class using quiz-based teaching materials.

The research instrument included several components. First, a pretest was administered before the lesson to measure students' understanding of Aqidah and Akhlak. The experimental class, on the other hand, used interactive quiz-based teaching materials. Third, a posttest was administered after the lesson to measure improvements in student learning outcomes.

There are three main components to the research process. In the research phase, the researcher developed quiz-based learning materials and used the research instrument as the pretest and posttest topics (Ridwan, A. 2017). Furthermore, in the

implementation phase, a pretest was administered to two classes, an experimental class and a control class, to assess students' initial abilities. During this period, the experimental class was taught using quiz-based learning materials, while the control class used traditional teaching methods. After a successful learning process, both students were given a post-test to assess their learning outcomes.

In the data collection phase, pretest and posttest results were collected and analyzed using a t-test to determine differences in learning outcomes between the two classes (Shihabuddin Azhar, 2022). Furthermore, the data analysis highlighted the significance of the use of quiz-based learning materials as a means to improve student learning outcomes. This approach is expected to provide a clear picture of the impact of quiz-based learning materials on student learning outcomes regarding Aqidah Akhlak at MTs Ma'arif NU 16 Sirau.

Results and Discussion

The study results show that students at MTs Ma'arif NU 16 Sirau will be more effective in learning Aqidah Akhlak if they use a quiz-based learning method. Pretest and posttest scores between the experimental and control groups demonstrate this.

Table 1: Average Scores of Experimental and Control Classes Pretest and Posttest

Class	Average Pretest	Average Posttest	Difference (Δ)
Experimental	62,45	85,30	22,85
Control	61,80	73,10	11,30

Table 1 shows the improvement in learning outcomes for both the experimental and control groups; however, the growth of the experimental group was better than that of the control group, with a difference of 22.85 points compared to 11.30 points.

Table 2: shows the t-test between the experimental and control groups.

Statistical Test	Nilai t hitung	Df	p-value (Sig. 2-tailed)	Keterangan
Uji t	4,12	58	0,000	Signifikan ($p < 0,05$)

Table 2 shows that $p = 0.00000$ is less than 0.05. This indicates that the learning outcomes of students using conventional methods and those using quiz-based learning materials are significantly different. Therefore, the alternative hypothesis is that the use of quiz-based learning materials has a positive effect on learning outcomes. From an educational perspective, quiz-based learning materials

make learning more engaging and competitive. Students not only gain a better understanding of the learning material, but they also acquire knowledge more quickly through feedback and self-correction.

The quiz-based learning method has proven effective in improving student learning outcomes. The significant increase in the experimental group, 22.85 points, compared to the control group's 11.30 points, indicates that students are more engaged and motivated when learning using the quiz method. Several factors contributed to this result. First, the interactivity of the quizzes creates an active learning environment, where students can participate and collaborate with their peers, thus increasing engagement with the material being taught. Second, the instant feedback students receive through quizzes allows them to identify their strengths and weaknesses and improve their understanding in real time. Third, the competitive element of quizzes encourages students to work harder, increasing their intrinsic motivation and enthusiasm for learning.

Furthermore, quizzes not only test memory but also encourage students to understand concepts more deeply, which is crucial in learning Aqidah Akhlak. Finally, the quiz method makes the learning process more enjoyable and less monotonous, thus increasing student enjoyment. Consequently, this study shows that quizzes can significantly improve student learning outcomes. Consequently, educators are recommended to consider using this method in teaching Aqidah Akhlak and other subjects to make learning more effective and engaging. It is hoped that this method will improve student learning outcomes in the future.

Conclusion

The results of this study indicate that students at MTs Ma'arif NU 16 Sirau's learning about Aqidah Akhlak is significantly influenced by the use of quiz-based teaching materials. This indicates a significant difference ($p < 0.05$) through statistical analysis of the t-test, indicating a difference in learning outcomes between classes using quiz-based materials and classes using conventional learning methods.

The higher average posttest score in the experimental group indicates that the quiz method has the ability to improve student understanding and motivation, as well as active student participation in the learning process. Furthermore, quiz-based teaching materials offer tacit feedback that helps students quickly overcome obstacles, positively impacting the quality of learning. Thus, the integration of quiz-based teaching materials can be considered an innovative alternative in Aqidah Akhlak education to improve student learning outcomes efficiently and engagingly.

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