



IMPLEMENTATION OF TEAM QUIZ STRATEGY TO IMPROVE ARABIC VOCABULARY OF FIFTH GRADE STUDENTS OF MI RAUDLATUS SYUBBAN

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Abstrak

Penguasaan mufrodat merupakan salah satu syarat penting dalam mencapai empat keterampilan dasar berbahasa Arab, yaitu menyimak, berbicara, membaca, dan menulis. Penelitian ini bertujuan untuk menganalisis penerapan strategi Team Quiz dalam meningkatkan penguasaan mufrodat bahasa Arab siswa kelas V MI Raudlatu Syubban Wegil Sukolilo Pati. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Subjek penelitian berjumlah 17 siswa yang sekaligus dijadikan sebagai sampel. Hasil penelitian menunjukkan bahwa penguasaan mufrodat siswa sebelum diterapkannya strategi Team Quiz masih tergolong rendah, dengan nilai rata-rata kelas sebesar 58,82; hanya 3 siswa yang mencapai ketuntasan, sedangkan 14 siswa belum tuntas. Setelah penerapan strategi Team Quiz pada siklus I, terjadi peningkatan penguasaan mufrodat dengan nilai rata-rata 72,35, meskipun capaian tersebut masih berada di batas minimal KKM bahasa Arab, yaitu 70. Oleh karena itu, penelitian dilanjutkan ke siklus II. Pada siklus II, penguasaan mufrodat siswa mengalami peningkatan yang signifikan dengan nilai rata-rata mencapai 89,41 dan seluruh siswa dinyatakan tuntas. Peningkatan hasil belajar ini didukung oleh data observasi aktivitas guru dan siswa, di mana nilai observasi guru meningkat dari 77,27 pada siklus I menjadi 84,09 pada siklus II, sedangkan nilai observasi siswa meningkat dari 70,83 pada siklus I menjadi 89,41 pada siklus II. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan strategi Team Quiz efektif dalam meningkatkan penguasaan mufrodat bahasa Arab siswa kelas V MI Raudlatu Syubban.

Kata Kunci: Strategi Team Quiz, Mufrodat, Bahasa Arab

Abstract

Vocabulary mastery is one of the important requirements in achieving the four basic Arabic language skills, namely listening, speaking, reading, and writing. This study aims to analyze the implementation of the Team Quiz strategy in improving the mastery of Arabic vocabulary of fifth grade students of MI Raudlatu Syubban Wegil Sukolilo Pati. The research method used is classroom action research (CAR) which was carried out in two cycles. The research subjects were 17 students who were also used as samples. The results of the study showed that students' vocabulary mastery before the implementation of the Team Quiz strategy was still relatively low, with an average class score of 58.82; only 3 students achieved completeness, while 14 students had not yet completed it. After the implementation of the Team Quiz strategy in cycle I, there was an increase in vocabulary mastery with an average score of 72.35, although this achievement was still within the minimum limit of the Arabic KKM, which was 70. Therefore, the research was continued to cycle II. In cycle II, students' vocabulary mastery experienced a significant increase with an average score reaching 89.41 and all students were declared to have completed the learning. This increase in learning outcomes was supported by observation data on teacher and student activities, where the teacher's observation score increased from 77.27 in cycle I to 84.09 in cycle II, while the student's observation score increased from 70.83 in cycle I to 89.41 in cycle II. Based on these results, it can be concluded that the implementation of the Team Quiz strategy is effective in improving students' mastery of Arabic vocabulary in grade V of MI Raudlatu Syubban.

Keywords: Team Quiz Strategy, Vocabulary, Arabic

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PENDAHULUAN

In its development, the Arabic language is becoming increasingly concerned, especially in the world of education. This is because conventional methods are no longer considered effective. Therefore, varied teaching methods and strategies are needed to get better results in accordance with the objectives. Likewise, Arabic language learning is always trying to be developed gradually, which starts from a sense of liking then followed by good and correct Arabic language practice both orally and in writing. In this case, the researcher wishes to realise Arabic language learning by improving the quality of Arabic language learning which cannot be separated from the role of teachers' strategies when the learning process takes place. That is because teaching is not merely result-orientated, but also process-orientated by both teachers and students (Al Qolbi et al., 2024; Sarah et al., 2024).

In Arabic language learning, one of the conditions for achieving the four skills (listening, speaking, reading, and writing) is by mastering vocabulary. Increasing Arabic vocabulary is very important for a student because the more vocabulary a student has, the greater the opportunity to make it easier to understand the context of sentences in Arabic language (Golonka et al., 2015; Lane & Allen, 2010).

Teaching is not simply a matter of telling subjects and is not an automatic consequence of pouring information into the minds of students. Learning requires students' own mental engagement and labour. Explanations and demonstrations alone will not produce lasting and credible learning outcomes. The only thing that can produce lasting learning results is active learning. One of the best ways to promote active learning is through small group learning tasks. Peer support and the diversity of their opinions, knowledge and skills, both soft and hard, will help make learning together a valuable part of the learning climate in the classroom. However, learning together is not always effective, there can be unequal participation, poor communication, and confusion for students (Gamo, 2022; White et al., 2016).

Therefore, the role of teacher strategies in optimal and efficient learning activities will affect the liveliness of the learning process, with the more effective the process, the higher the results achieved. The existence of a well-structured curriculum will not affect student achievement if it is not supported by the application of appropriate and precise strategies (Nguyen et al., 2021; Pan et al., 2009).

MI Raudlatu Syubban is the only MI located in Kincir hamlet, Wegil village, Sukolilo sub-district, Pati district, Central Java. In general, schools with the term MI are more directed towards religion but for Arabic lessons, students are very less fond of the subject, and the impact is that students have very little mastery of Arabic vocabulary. From that phenomenon, there are some basic things and at the same time become a motivation in conducting research on the topic of discussion, namely the Implementation of Team Quiz Strategy to Improve Mufrodat of fifth grade students at MI Raudlatu Syubban Wegil Sukolilo Pati. The Team Quiz method will be a new breakthrough method that will improve the mastery of Arabic vocabulary for students in that madrasah.

METODE

1. Type of Research

This type of research is Classroom Action Research, which is a research activity to obtain truth and practical benefits by taking action in a collaborative and participatory

manner, in the sense that this activity is carried out in the classroom in the form of action in order to improve the expected aspects (Abdurrahman et al., 2022; Pandey, 2023; Semathong, 2023). In the opinion of the researcher, the definition of Classroom Action Research is a plan for learning activities in the form of an action that is deliberately raised and occurs in a classroom together between teachers and students in order to improve certain expected aspects.

Classroom Action Research according to Suharsimi Arikunto is a plan for learning activities in the form of an action that is deliberately raised and occurs in a class together. Classroom Action Research is an action research conducted by educators as well as researchers in their classrooms together with others (collaboration) by designing, implementing and reflecting on actions in a collaborative and participatory manner that aims to improve or increase the quality of the learning process in their classrooms through a certain action (treatment) in a cycle (Arikunto, 2013).

2. Data Source

The primary data used in this research come from the fifth grade students of MI Raudlatus Syubban Wegil Sukolilo Pati, while the secondary data were the Vice of Curriculum and the Arabic language teacher of the fifth grade of MI Raudlatus Syubban Wegil Sukolilo Pati.

3. Time and Place of Research

Classroom Action Research (PTK) was conducted on 26 March 2023 - 16 April 2023 at Madrasah Ibtidaiyah Raudlatus Syubban Wegil Sukolilo Pati, Central Java.

4. Research Subject

The subjects of this research were all fifth grade students of Madrasah Ibtidaiyah Raudlatus Syubban Wegil Sukolilo Pati, Central Java, it which totalled 17 students.

5. Data Analysis Techniques

a. Data analysis of student activity and teacher performance

Data on student activity and teacher performance were obtained from student and teacher observation sheets.

b. Student and teacher analysis and feedback

From the students' responses to the learning activities that took place, they were then analysed descriptively qualitatively in the corridor of Classroom Action Research.

HASIL DAN PEMBAHASAN

Classroom Action Research as we know is a study that observes efforts made by teachers by providing treatment or action to a group of students which aims to improve and increase the quality of learning in the classroom in a cycle. Classroom Action Research according to Rochiati Wiraatmaja is how a group of teachers can organise the conditions of their learning practices and learn from their own experiences. They can try an improvement idea in their learning practice and see the real effect of the effort (Wiraatmadja, 2008).

Broadly speaking, the main purpose of PTK is to solve real problems that occur in the classroom. This research activity not only aims to solve problems, but also seeks scientific answers as to why it can be solved by the actions taken. Classroom Action Research is carried out with the aim of improving or developing existing learning systems and to overcome the difficulties encountered in learning, which then the results of this research aim to be studied

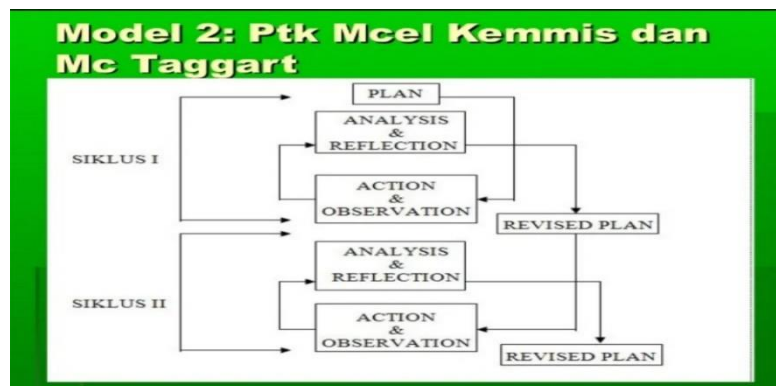
and accessed by others. Classroom action research outlines real problems, namely phenomena that occur in the classroom, then looks for scientific answers as to why this can be solved with the actions taken or treatment (Rahmawati, 2020; Ramadhan & Nadhira, 2022; Rosali et al., 2023).

The characteristics of Classroom Action Research can be divided into two, namely general characteristics and specific characteristics. The general characteristics are as follows:

1. Situational, contextual, small-scale, practical, localised and directly relevant to real workplace situations.
2. Provides an organised framework for practical problem solving.
3. Flexible and adaptive so as to allow for changes during the trial period and the abandonment of control because it emphasises responsiveness and testing and updating at the scene or implementation of Classroom Action Research (PTK).
4. Self-evaluation, in the sense that continuous modification evaluated in the existing situation, the ultimate goal of which is to improve the quality of learning in some way.
5. Changes in practice are based on the collection of information or data that provides the impetus for change.

A. Activity Cycle

The cycle of activities in PTK consists of four stages which include planning, implementation, observation and reflection (Usman, 2019). Researcher used the PTK model according to Stephen Kemmis and Robin Mc Taggart. This can be described as follows:



Picture 1. The Cycle of Classroom Action Research

The research was designed in the stages of cycle I and cycle II, the implementation of PTK begins with the first cycle, if the first cycle has shown improvement or success and obstacles from the activities carried out, then the teacher and researcher determine the design for the second cycle. Activities in the second cycle can be the same activities in the first cycle, but in general the activities in the second cycle have additional improvements from previous actions aimed at correcting various obstacles or difficulties found in the first cycle.

1. Cycle 1

a. Planning

This planning stage is carried out after making initial observations with the Arabic language teacher of class V MI Raudlatus Syubban about the learning process by designing the learning process about the team quiz learning strategy, determining the learning material, choosing the subject matter of المهنة, preparing lesson plans according to the theme that has been determined with the Arabic language teacher, preparing learning materials as a reference for learning Arabic, preparing learning observation formats and conducting evaluations in the form of test questions for students conducted after the implementation of the first cycle.

b. Implementation

The implementation of cycle I action at the first meeting was held on Sunday 26 March 2023 at 09.45 -10.45 WIB with the subject matter of mufrodats about الحيوانات. Researcher will carry out learning activities based on the preparation of lesson plans at the planning stage that have been adjusted to the MI Raudhatus Syubban curriculum by refining the lesson plans according to the MI Raudhatus Syubban curriculum, implementing learning activities by applying the team quiz strategy, carrying out observations of learning continuity, analysing learning outcomes data obtained from learning activities, reflecting on cycle one to improve and design learning using the team quiz strategy for the implementation of cycle II learning.

c. Observation

Researcher conducted an observation process of the learning process in class V MI Raudhatus Syubban which was taking place to determine the success of this treatment. Therefore, the observation of the learning process used the team quiz strategy, then the researcher give questions to students to do.

d. Reflection

At this stage, researcher process data on the results of learning activities and evaluate Arabic learning activities in class V at MI Raudhatus Syubban. Researcher also held discussions with Arabic language teachers regarding the results of observations in cycle 1. If it is sufficient for the success indicator then the research is complete, but if it has not been achieved then cycle 2 class action research will be carried out and so on.

2. Cycle II

a. Planning

The planning stage in cycle II is based on the results of observations in cycle 1. As for this stage, the researcher designs the learning process by discussing with the Arabic language teacher of class V MI Raudhatus Syubban about the team quiz learning strategy, determining the learning material about الحيوانات, preparing lesson plans according to the learning theme that has been determined, preparing learning materials as a reference for learning Arabic, preparing learning observation formats and making evaluation tools in the form of test questions for students. Cycle II was carried out after the implementation of cycle I.

b. Implementation

The Implementation of cycle II action, the first meeting was held on Sunday 09 April 2023 at 09.45-10.45 with the subject matter of the mufrodat text الحيوانات. While in the second meeting of cycle II, it was held on 16 April 2023 at 09.45-10.45. The implementation stage to be carried out by researcher refers to the lesson plan that has been prepared in the planning stage and in accordance with the curriculum of MI Raudhatus Syubban, namely by looking for factors inhibiting the learning process and implemented in cycle I, evaluating the learning process in cycle I, improving the learning process of cycle I so that it is not repeated in cycle II, carrying out the learning process using the team quiz strategy by paying attention to the evaluation in cycle I, carrying out learning according to the previously designed lesson plan, and analysing the results obtained in cycle II. What was different from the first meeting was conducting an evaluation in the form of a written test on Al-Hayawanat.

c. Observation

At this stage, the researcher conducted an observation process in the ongoing learning activities in class V MI Raudhatus Syubban. To determine the success of the learning process, this observation used the team quiz strategy. Researcher give the questions to the sample to be done and then obtained the score. In addition, researcher carried out observations using observation sheets for teachers and students.

d. Reflection

At this stage, researcher evaluates and processes the data from the observation of learning activities in class V MI Raudhatus Syubban that had been carried out. Researcher also held discussions with Arabic language teachers regarding the results of observations in cycle II. If it is sufficient then the research is complete, but if it has not been achieved the researcher must conduct cycle 3 class action research and so on.

B. Pre-Cycle

The result of achievements related to student learning outcomes in the pre-cycle, researcher recaps in the table below:

Table 1. Recapitulation of Pre-Cycle Student Learning Outcomes

No.	Description	Information
1.	Average Value	58,62
2.	Lowest Score	50
3.	Highest Score	70
4.	Number of students who have reached the KKM	3
5.	Number of students who have not reached the KKM	14

Based on the table above, there are 3 students with complete scores, and 14 students have not completed, where the KKM value for Arabic language subjects is 70.

1. Cycle I

The result of the achievement of student learning outcomes in cycle I, researcher recaps in the table below:

Table 2. Recapitulation of Cycle I Student Learning Outcomes

No	Description	Information
1.	Average Value	72,35
2.	Lowest Score	60
3.	Highest Score	90
4.	Number of students who have reached the KKM	14
5.	Number of students who have not reached the KKM	3

Based on the table above, students have seen an increase in mastery of Arabic vocabulary. This is because the average student score has shown completion at 72,35. However, this figure is still very close to the KKM value of Arabic language in MI Raudhatus Syubban. Therefore, researcher will conduct PTK cycle II to improve students' mastery of mufrodats and maximise the learning outcomes that will be obtained in the next cycle.

2. Cycle II

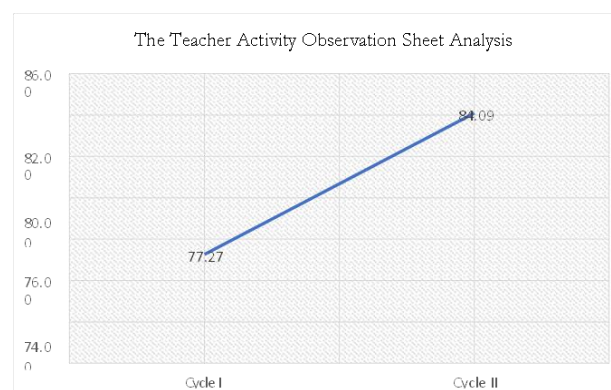
The result of the achievement of student learning outcomes in cycle II, researcher recaps in the table below:

Table 3. Recapitulation of Cycle II Student Learning Outcomes

No.	Description	Information
1.	Average Value	89,41
2.	Lowest Score	80
3.	Highest Score	90
4.	Number of students who have reached the KKM	17
5.	Number of students who have not reached the KKM	0

Based on the table above, students have seen an increase in mastery of Arabic vocabulary than the results in cycle I. This is because the average student score has shown completion at 89,41 and the value of each student is no longer below the KKM score of 70.

C. The Comparison of Cycle I and Cycle II

**Diagram 1. The Teacher Activity Observation Results**

Based on the diagram above, the analysis of the teacher activity observation sheet shows that the teacher experienced increasing changes during the learning process for two cycles in four meetings using the team quiz method. The average acquisition in cycle I was 77,27; while the average acquisition in cycle II was 84,09.

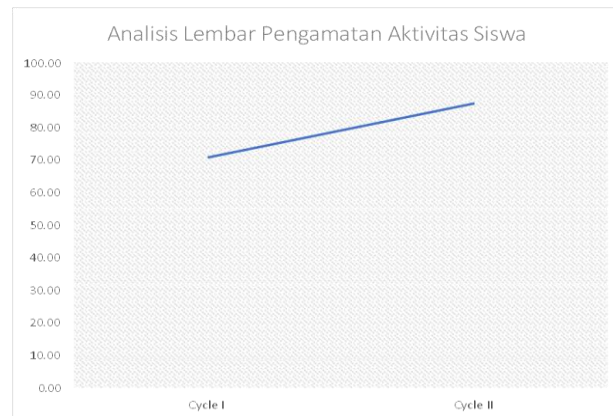


Diagram 2. The Student Activity Observation Results

Based on the diagram above, the analysis on the student activity observation sheet shows that students experienced an increasing change during the learning process of two cycles in four meetings using the team quiz method. The average acquisition in cycle I was 70,83; while the average acquisition in cycle II was 87,50.

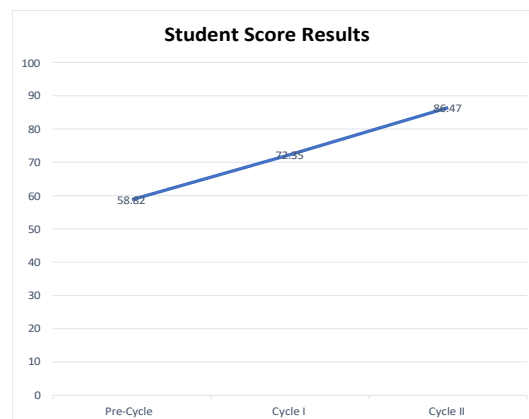


Diagram 3. The Student Score Results

Based on the diagram above, the analysis on the student score sheet shows that students experienced an increasing change during the learning process of two cycles in four meetings using the team quiz strategy method. The average acquisition in the pre-cycle was 58,62. In cycle I it was 72,35; while the average acquisition in cycle II was 86,47.

SIMPULAN

Before the implementation of the Team Quiz strategy, the vocabulary mastery of fifth-grade students of MI Raudhatus Syubban Wegil, Sukolilo, Pati was still in the low category, with an average score of 58.82 and only 3 out of 17 students achieved mastery. After the implementation of the Team Quiz strategy, there was a gradual increase in students' vocabulary mastery. In cycle I, the average score increased to 72.35, although it was still close to the KKM limit. Furthermore, in cycle II, students' vocabulary mastery increased significantly with an average score of 89.41 and all students achieved mastery. The results of this study indicate that the Team Quiz strategy is effective in improving students' Arabic vocabulary mastery of fifth-grade students of MI Raudhatus Syubban.

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