# THE INFLUENCE OF QUIZ TEAM LEARNING MODEL ON STUDENT LEARNING ACHIEVEMENT IN THE 1ST GRADE OF MTs MUHAMMADIYAH PURWOKERTO

**THESIS**

*Presented to Mathematics Education Study Program, State Institute on Islamic Studies Purwokerto as a Partial Fulfillment on the Requirements for Undergraduate Degree in Mathematics Education*

**By :**

**ISTIQOMAH**
**NIM. 1522407020**

**STUDY PROGRAM OF MATHEMATICS EDUCATION**
**FACULTY OF TARBIYAH AND TEACHER EDUCATION**
**STATE INSTITUTE ON ISLAMIC STUDIES**
**PURWOKERTO**
**2019**

# STATEMENT OF ORIGIN

Herewith I,

Name                  : Istiqomah

Student Number    : 1522407020

Grade               : Bachelor Degree (S1)

Major               : Mathematics Education

Faculty            : Tarbiyah and Teacher Education

Declared that this Thesis script **"The Influence of Quiz Team Learning Model on Student Learning Achievement in The 1st Grade of MTs Muhammadiyah Purwokerto"** is entirely my own research outcome or work, except in given parts which are cited the sources.

Purwokerto, on 7th October 2019
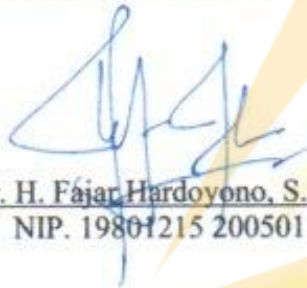
Who I Declare

**Istiqomah**
**S.N 1522407020**

ii

## APPROVAL

Thesis entitled :

### THE INFLUENCE OF QUIZ TEAM LEARNING MODEL ON STUDENT LEARNING ACHIEVEMENT IN THE 1ST GRADE OF MTs MUHAMMADIYAH PURWOKERTO

arranged by Istiqomah (Student Number 1522407020) Study Program of Mathematics Education, Faculty of Tarbiyah and Teacher Education, State Institute on Islamic Studies Purwokerto, has been examined on October 22, 2019 and stated to fulfill the requirements to get Undergraduate Degree in Mathematics Education by the Board of Thesis Examiners session.

Examiner I/Chairman of the session

Dr. H. Fajar Hardoyono, S.Si., M.Sc.
NIP. 19801215 200501 1 003

Examiner II/Secretary of the Assembly

Muflihah, SS., M.Pd.
NIP. 19720923 200003 2 001

Primary Examiner

Dr. Maria Ulpah, S.Si., M.Si.
NIP. 19801115 200501 2 004

Legalited by:
Dean,

Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

iii

# OFFICIAL MEMORANDUM OF SUPERVISOR

To the honorable
Dean of Faculty of Tarbiya
and Teacher Training
in Purwokerto
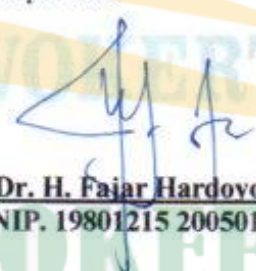
*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Having guided, analyzed, directed and corrected writing thesis by Istiqomah (Student Number: 1522407020) entitled :

**"THE INFLUENCE OF QUIZ TEAM LEARNING MODEL ON STUDENT LEARNING ACHIEVEMENT IN THE 1ST GRADE OF MTs MUHAMMADIYAH PURWOKERTO."**

I recommended that this thesis has been able to be submitted to Dean of Faculty of Tarbiyah and Teacher Education to be examined in order to get Belowgraduate Degree on Education (S.Pd).

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

Purwokerto, on 7th October 2019
Supervisor

**Dr. H. Fajar Hardoyono, S.Si., M.Sc**
NIP. 19801215 200501 1 003

**MOTTO**

خير الناس

انفعهم للناس

واحسنهم حلقا

ممتاز ... ممتاز ...ممتاز

# DEDICATION

I dedicate this little work to

My beloved parents, Dad Karsimin and Mom Soimah

My beloved handsome and *sholeh* brothers, Arif Fakhri and Dzikri Maftuh Hadi

And My beautiful young sister, Inayah Khoirunnisa

My Almamater IAIN Purwokerto

My Islamic Boarding School of eL-FIRA Purwokerto

My readers of my thesis

Me and my self that believe about spirit and miracle of "Life".

# PREFACE

First of all, *Alhamdulillahirobbil 'Alamiiin,* thanks unto Allah SWT, who always given me happiness and healthiness for completing my thesis entitled, "The Influence of Quiz Team Learning Model to Students' Learning Achievement in Class VII Grade of MTs Muhammadiyah Purwokerto" smoothly.

Peace and salutation always be given to our beloved prophet Muhammad SAW, as the leader of the most perfect true Muslims.

With all the strength and patience that Allah Almighty has, that given to the writer. Finally, I can complete the preparation of my undergraduate thesis well and smoothly, though there are still many shortcomings. Accompanying to all those who provided support and encouragement, both morally, materially and sincerely, and thanks giving to :

1. Dr, H, Moh. Roqib, M.Ag., as Rector of IAIN Purwokerto.
2. Dr. Suwito, M.Ag., as Dean of Tarbiyah and Teacher Training Faculty of IAIN Purwokerto.
3. Dr. Suparjo, S.Ag., M.A., as Vice Dean I of Tarbiyah and Teacher Training Faculty of IAIN Purwokerto.
4. Dr. Subur, M.Ag., as Vice Dean II of Tarbiyah and Teacher Training Faculty of IAIN Purwokerto.
5. Sumiarti, M.Ag., as Vice Dean III of Tarbiyah and Teacher Training Faculty of IAIN Purwokerto.
6. Dr. Maria Ulpah, S.Si., M.Si., as Chief of Mathematics Education Study Program of Tarbiyah and Teacher Training Faculty of IAIN Purwokerto.
7. Dr. Mutijah, S.Pd., M.Si., as academic advisor who has guided the researcher during the study at IAIN Purwokerto.
8. Dr. H. Fajar Hardoyono, S.Si., M.Sc., as the supervisor who gives researcher best guidance, corrections, and advices by his patience.
9. Muflihah, SS., M.Pd. as the examiner of my thesis.

10. Dra. Rasiwen, as headmaster of MTs Muhammadiyah Purwokerto who giving the writer permission to do this research in the school.

11. Wiko Sari, S.Pd., as Mathematics teacher of MTs Muhammadiyah Purwokerto who always giving me help and advice for preparing this research while applying the learning to students in the class.

12. Dr. K.H Fathul Aminudin Aziz, M.M. as supervisor of Islamic Modern Boarding School of eL-FIRA Purwokerto.

13. Ust. Hasanudin, B.Sc., M.Sy, Usth. Nurul Azizah, as our parents in Bilingual Village Community who always giving us support for completing this study and baby cute Hasna, who always accompany researcher in every situations by her smile.

14. All of *Asatidz* council and my beloved friends of Islamic Modern Boarding School of eL-FIRA III Purwokerto.

15. My beloved family in eL-FIRA III, who always giving supports, encouragement, prayer, and affection, so that the writer can finish this thesis well.

16. All of my beloved friends of the struggle force year 2015 in Class VII generation of Mathematics Education class without B, who always giving the writer smile, spirit, struggle, and best experiences in study learning program, or daily activities until finishing our study of Strata 1.

17. My beloved friends in UKM EASA (English Arabic Student Association) Period 2018/2019, who always support the writer to be better when preparing the thesis to achieve the academic tittle of S.Pd.

18. All parties who have helped the writer in the process of preparing undergraduate thesis that could not mention one by one.

There is no word that the writer can convey, except thank you very much and do hope that everyone who had helped writer in completing the preparation of this thesis always healthy and hopefully always accepted all good deeds by Allah SWT. And this paper can provide benefits for writer in particular, and for readers in general.

*Aamiin Allahumma Aamiin.*

Purwokerto, 6th October 2019
Researcher,

**Istiqomah**
**S.N 1522407020**

# THE INFLUENCE OF QUIZ TEAM LEARNING MODEL ON STUDENT LEARNING ACHIEVEMENT IN THE 1ST GRADE OF MTs MUHAMMADIYAH PURWOKERTO

**Istiqomah**
SN. 1522407020

E-mail : iistiqomah710@gmail.com
Study Program of Mathematics Education
Faculty of Tarbiyah and Teacher Education
State Institute of Islamic Studies (IAIN) Purwokerto

## ABSTRACT

Mathematics was still difficult subject for students of class VII in MTs Muhammadiyah Purwokerto. The new curriculum of 2013 had been applied, but teacher still taught the learning by lecture method in this school. Active student was very needed to build the good interaction in the class easily. Teacher could deliver the material with funny learning model exactly.

This research was aimed to know the influence of Quiz Team learning to Students' Learning Achievement in the 1st grade of MTs Muhammadiyah Purwokerto.

This research is quantitative research by quasi experimental design. The population were three classes of VII A, VII B and VII C. The sample was taken randomly. The Treatment of lecture method was applied in class VII A as control class that consist of 20 students. The Treatment of Quiz Team learning was applied in class VII B as experiment class that consist of 19 students. Class VII C was still learning the previous material, it was not a sample of this research. Data collection technique used tests of Pretest and Post test from 6 questions of Quadrangle material, and data analysis technique used students' score of Post Test and Pretest by N-Gain Score.

There was a positive influence in the amount of 0.65 by applying the Quiz Team learning model to student learning achievement on Quadrangle material in the 1st grade of MTs Muhammadiyah Purwokerto. And there was influence in the amount of 0.50 in the treatment of lecture learning. The different treatments of those classes were group discussion and student creativity to make questions for quiz.

**Keywords:** Quiz Team, Learning Achievement, Mathematics.

# PAGE OF CONTENT

# LIST OF TABLE

IAIN PURWOKERTO

# LIST OF APPENDICES

## CHAPTER I
## INTRODUCTION

### A. Background of The Study

Mathematics is a universal science that underlies the development of modern technology. It has an important role in various disciplines and advances human thinking power. The rapid development in the field of information and communication technology, today is based on the development of mathematics in the fields of number theory, algebra, analysis, opportunity theory and discrete mathematics. To master and create technology in the future requires a strong mastery of mathematics from an early age.[1]

In the field of education, Mathematics is a very important and crucial subject. Where students are intended to be able to have good understanding and skills in solving problems in life systematically and have a good level of analysis. In the level of education in Indonesia, the elementary school, junior high school and senior high school level are a place for Indonesian students to explore the world of education formally. And, one of the most important subjects is Mathematics.

Mathematics has several tangible links in student's life for junior high school students. How does mathematics train the level of student mathematical ability and analysis on some material that is concerned with geometry, opportunities, flat wake, statistics, and others. One of the concrete material that is learned in real life is about Quadrangle concept for students of class VII.

Students are introduced some of flat shapes that have four elements of length and width that having values and units. Students are expected to be able to calculate correctly and be able to measure flat wiring orderly and systematically. Quadrangle in life around, can be found in a flat square,

---

[1] Dr. Ibrahim, *Pembelajaran Matematika Teori dan Aplikasinya,* 2012, (Yogyakarta: SUKA-Press), P. 35.

rectangle, trapezium, parallelogram, kite-laying, and rhombus. Students were first introduced to the concepts of square and rectangle.

Teacher is a part of important stakeholder to deliver the material to students in class. This is because, the teacher has several roles in the learning process, as follows: (1) The teacher as an educator. The teacher is an educator who is a character, role model, and identification for students, and their environment. Therefore, teacher must have certain quality standards that are includes of responsibility, authority, independence and discipline. (2) The teacher as a real teacher. The role of the teacher as a real teacher and mentor in the activities of students is influenced by various factors, such as motivation, maturity, student relations with the teacher, verbal ability, level of freedom, security and teacher skills in communication.

Teacher should have various skills as an effort to optimize this role, one of the way is applying the learning strategy. The learning strategy is an action plan (series of activities) which includes the use of methods and the use of various resources /strengths in learning. Some mathematics learning strategies include of cooperative learning strategies, innovative learning strategies, problem based learning strategies and others. Learning will be systematic, directed, and easy to achieve the expected goals by applying the suitable strategy.

The learning process does not run well if the teacher can not deliver the material by supporting of correct strategy in class. It will bring negative impacts that will disrupt the learning process. The negative impacts include of the steps in learning that are not well  from expectations. The learning process has no direction in the process or objectives, and difficult to achieve the learning objectives.

This problem occured in the learning process of Mathematics in one of the Madrasah Tsanawiyah schools, MTs Muhammadiyah Purwokerto in class VII too. Based on the results of preliminary observations and interviews with the teacher who taught the mathematics subject, several problems could be identified besides of economy and struggle factors. Teacher has not applied a

specific strategy yet, and the students were less enthusiastic to take part in the mathematics learning process in the classroom.

The results of the diagnosis show that the problem is caused by the teacher that has not developed a new learning strategy to increase student learning achievement. Lecture method was still applying in this learning.

One effort that can be done  to implement of learning process is  active learning strategy. Active learning strategies in the learning process are students who are expected to be actively involved in learning activities to think, interact, do to try, discover new concepts, and produce a work. Conversely, students are not expected to be passive to receive subjects matter like an empty glass waiting to be filled. Students are not passive empty glasses, which receive the knowledge and information as described above only.[2]

One of the Active Learning Strategy is Quiz Team. Quiz Team learning can increase the student responsibilities by a pleasant atmosphere.[3] Students are guided to be active individually and in groups. Passive interaction was happened in the learning between students and teacher. The good interaction, student teamwork, and the confident are needed to be learned on mathematics learning. Student comprehension can be increased by their understanding while making quiz and the solution. Students were able to increase the enthusiasm and motivation to study mathematics, especially in Quadrangle material, square and rectangular. Regarding of those reasons, this research was conducted. This research is intended to increase student learning achievement.

Based on the problem of statements above, researcher feels comfort and interested to do a research under a tittle of  "The Influence of Quiz Team Learning Model on Student Learning Achievement in The 1st Grade of MTs Muhammadiyah Purwokerto".

---

[2] Hamzah B. Uno and  Nurdin Mohamad, *Belajar dengan Pendekatan PAILKEM,* 2013, Jakarta : Bumi Aksara,  P. 76 – 77.

[3] Hisyam Zaini dkk, *Strategi Pembelajaran Aktif di Perguruan Tinggi,* 2002, Yogyakarta : CTSD, P. 54.

## B. Operational Definition

1. Influence of Quiz Team Learning Model

   In Oxford Learner's Pocket (2008), Influence is an effect that something/somebody has on the way somebody thinks or behaves or on the way something develops.[4]

   Quiz Team learning model is an active learning strategy. Active learning is an approach of learning that involve student activities to access the informations and knowledge to discuss and learn the process of learning. Student experience can be increased their comprehension on learning. According to Hisyam Zaini, Quiz Team learning model can raise student struggle and mindset critically. Quiz Team learning strategy can increase teamwork and can increase the student's responsibility about what they are learning in fun atmosphere.[5] Moreover, active learning can develop student intelligence comprehension, as like analyzing and synthetic, measuring on learning process, and apply in daily activity.[6]

2. Student Learning Achievement

   The Regulation of the Minister of National Education (*Permendiknas*) Number 20 of 2007 states that the assessment of education is the process of gathering and processing information to determine the achievement of student learning achievement. Assessment of learning achievement conducted by teacher uses a variety of assessment techniques, namely in the form of tests, observations, assignments either individually or in groups, and other forms that match with the characteristics of competencies and the level of student development. Meanwhile, in *Permendiknas* Number 16 of 2007 stated that the assessment is one of the important elements that must be mastered by an educator in carrying out his duties in learning activities at school.

---

[4] Oxford Learner's Pocket Dictionary. 2008. New York : Oxford University Press

[5] Ngalimun, *Strategi dan Model Pembelajaran,* 2016, (Yogyakarta: Aswaja Pressindo), P. 211.

[6] E. Mulyasa, *Kurikulum yang Disempurnakan Pengembangan Kompetensi dan Kompetensi Dasar,* 2009, (Bandung : Remaja Rosdakarya), P. 191.

In thıs research, student learning achievement is measured by *N-Gain* score. It is looking for the different score between *Post test* and *Pretest* that is given by researcher from Control class and Experiment class in Quadrangle material. And then, compare the average value from Control class and Experiment class.

## C. Problem Statement

Based on the problems above, we can know that the problem statement of this research is :

*Does Quiz Team Learning Model can increase the student learning achievement in the 1ˢᵗ grade of MTs Muhammadiyah Purwokerto?*

## D. Objective and Significance of The Research

1. Objective of The Research

Based on the problem statement above, objective of this research is :

Describe the influence of Quiz Team learning model to student learning achievement in 1ˢᵗ grade of MTs Muhammadiyah Purwokerto.

2. Significance of The Research

Based on the problem statement above, significances of this research are :

a. Theoretical Significances

1) This research will be a reference for other researches.

2) As a representation of influence of Quiz Team learning model to increase student learning achievement for learning contents of line and angle.

b. Practical Significance

The important of practical significances for :

1) Student, by applying Quiz Team learning, students are able to interact to mathematics lesson actively and courageously, both of student and student, or students and teacher in classroom.

2) Teacher, teacher can make many variation of learning model as like Quiz Team learning model to increase the student active participation in the class.

3) School, can be used as a consideration in motivating teaachers to create active, effective, and efficient learning by applying the Quiz Team learning.

4) Researcher, researcher is able to add the perception of increasing the student learning achievement by applying Quiz Team learning model.

## E. Literature Review

Literature review is a part of research to create a planning of research by learning the findings by exploring, examining, and identifying things that already exist to find out what is and what does not yet exist.

Based on the literature review, the researchers conducted a title that was almost the same as my research title, including:

A study conducted by Nugroho Susanto, Parijo, and Husni Syahrudin, a student in the economic education study program FKIP UNTAN Pontianak entitled: "Pengaruh Model Pembelajaran Team Quiz Terhadap Hasil Belajar Kelas XI SMA Muhammadiyah 2 Pontianak". The research method used is the Ex Post Facio method and the analysis used is quantitative analysis which consists of (quantitative descriptive analysis, statistical test and quality). By using a simple linear test and t test in this study, the results of this research show that the influence of the team quiz learning model is very influential on the learning achievement of class XI students of Muhammadiyah 2 High School in Pontianak. In my research, I used a research method that is quasi-experimental for mathematics subjects in the comparison material in class VII MTs Muhammadiyah Purwokerto.[7]

---

[7] http://jurnal.untan.ac.id/index.php/jpdpb/article/view/1684, Vol.2No. 4, 2013 Tuesday, 14th May 2019 at 01:23 am.

A thesis from the research conducted by Wahyu Danang Saputro, a student from the Automotive Engineering Education Study Program at the Faculty of Engineering UNY (2016) entitled: "Pengaruh Metode Pembelajaran Team Quiz Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Teknologi Dasar Otomotif Kelas X Jurusan Teknik Kendaraan Ringan SMK Muhammadiyah 3 Yogyakarta". This research is a quasi-experimental study. The number of samples in this study were 52 students divided into two classes, namely the experimental class in TKR class X 3 and the Control class in TKR class X 1 with 26 students each. In this study, it was found the results of the study that the achievement of students taught by the Quiz Team method was higher than the students taught by the lecture method, with proven t count> t table that is equal to (6,503> 2,056). In my study, the object of the study was students from class VII of MTs Muhammadiyah Purwokerto using the Control class and the experiment class.[8]

A scientific publication manuscript written by Ningrum Herlinawati Sari from Muhammadiyah University of Surakarta (2015) entitled: "Pengaruh Metode Quiz Team Terhadap Hasil Belajar Siswa Kelas IV SD Aisyiyah Unggulan Gemolong Tahun 2014/2015". This study uses a population of all fourth grade students of SD Aisiyah Gemolong in 2014/2015. The analysis technique used is simple regression analysis and analysis prerequisite test in the form of normality and homogeneity test. The conclusion in this study is that there is a significant effect between the quiz team method and the influence of 46% on the learning achievement of fourth grade students of SD Aisyiyah in 2014/2015. In my research, using a quasi-experimental approach by raising the comparison material in class VII MTs Muhammadiyah Purwokerto.[9]

---

[8] http://eprints.uny.ac.id/46253/ , ePrints@UNY, Tuesday 14th May 2019 at 14:20 pm.
[9] https://www.google.com/url?q=http://eprints.ums.ac.id/32616/13/NASKAH%2520PUBLIKASI.pdf&sa=U&ved=2ahUKEwjcg03EKMnjAhWL2FAKHe3BCtcQFjAAegQIAhAB&usg=AOvVaw1SG7MURFf8sAG4_cvUD0ym, Tuesday, 14th May 2019 at 15:00 pm.

## F. Hypothesis

Hypothesis comes from the word hypo (*hypo*) which means *less than* and thesis (*thesis*) which means *opinion*. So, a hypothesis is an opinion or conclusion that is temporary in nature, not really status as a thesis. The hypothesis is a new one possible answer to the problem that was raised.

To solve the problem in this study, the researcher proposes the working hypothesis as follows :

$H_o$ : There is no influence of Quiz Team learning model to student learning achievement in $1^{st}$ grade of MTs Muhammadiyah Purwokerto.

To prove that this research is objective, the researcher submits a null hypothesis as proof :

$H_1$ : There is influence of Quiz Team learning model to student learning achievement in $1^{st}$ grade of MTs Muhammadiyah Purwokerto.

If the null hypothesis is proven, the work hypothesis is rejected. Thus, it means that there is no significant effect of the Quiz Team learning strategy on student learning achievement in mathematics learning. And conversely, if the null hypothesis is not proven, the working hypothesis is accepted then. It means that there is a significant influence between the Quiz Team learning on student learning achievement.

## G. Structure of The Study

This research are divided into three parts, beginning part, contents part and closing part.

The first part of this research consist of Cover Page; Page of Title; Page of Statement of Original; Page of Approval; Page of Official Memorandum of Supervisor; Page of Motto; Page of Dedication; Page of Preface; Page of Abstract; Page of Content; List of Table; and List of Appendices.

The second part is contents, consist of five chapters those are :

Chapter I is Introduction that consist of Background of the Study; Operational Definition; Problem Statement; Objective and Significance of Research; Literature Review; Hypothesis; and Structure of the Study.

Chapter II is Quiz Team Learning Model and Student Learning Achievement of Mathematics theories from research focus that are : Theoretical Framework (Quiz Team Learning, Learning Achievement, and Mathematics Learning in Junior High School) and The Correlation of Quiz Team Learning Model and Student Learning Achievement..

Chapter III is Research Method that consist of Type of Research; Time and Location of Research; Population and Sample of Research; Variable and Indicator of Research; Technique of Data Collecting; Technique of Data Analysis.

Chapter IV is Result and Discussion that consist of Description of School, Presentation of Research Output, Analysis of Research Output, and Discussion.

Chapter V is Closing Remarks that contain of Conclusion and Suggestions.

The last are Bibliography and Appendices.

# CHAPTER V
# CLOSING REMARKS

### A. Conclusion

Based on the results and discussion of this research, it can be concluded that there is a positive influence on the use of active learning strategy of Quiz Team learning model to student learning achievement in class VII of MTs Muhammadiyah Purwokerto. This is indicated by the value of *N-Gain* score for the Experiment class which is higher than the Control class. The magnitude of the effect can be seen from the acquisition of *N-gain* score in the experiment class amounts 0.65 in the medium category and the control class is 0.50 in the medium category too.

There is an insignificant difference between the student learning achievement by using the Active Learning Strategy of Quiz Team learning model and Lecture method in class VII of MTs Muhammadiyah Purwokerto. This is because, there are students who were less interested in learning mathematics even though they have been given any motivation or ice breaking during the Quiz Team learning. Students of each gruops discussion have different difficulty level while making questions in academic competition in the last meeting. Furthermore, activities of quiz need to be modified in determining the group discussion.

### B. Suggestions

Based on the result of the research, the researcher gives some advices to related parties, as follows :

1. Students
    e. Students could improve the quality of learning, from the family environment, association with peers, and within the community.
    f. Students have to optimize the time in mathematics learning efficiently.

2. Teacher

   a. Teacher could improve the quality of teaching learning process by Quiz Team learning, especially in effective implementation of learning strategies, and students could achieve the mathematics learning achievement optimally.

   b. Teacher could estabilish a good cooperation in the use of instructional media related to mathematics learning with school optimally.

3. Researcher

   a. Researcher could add the insight and knowledge about Quiz Team learning model to achieve the influence in the learning optimally.

   b. Researcher can increase the experience to apply the Quiz Team learning model in increasing the skill of teaching in class.

# BIBLIOGRAPHY

Darmadi, Hamid. 2009. *Kemampuan Dasar Mengajar Landasan Konsep dan Implementasi.* Bandung: Alfabeta.

Davies, Ivor. 1991. *Pengelolaan Belajar.* Jakarta: Melton Putra Offset.

*Guidelines of Thesis Writing (for undergraduate students).* 2016. Purwokerto.

Hanafiah, Nanang. 2012. *Konsep Strategi Pembelajaran.* Bandung: PT Refika Aditama.

Hatibe, Amiruddin. 2012. *Metodologi Penelitian Pendidikan IPA.* Yogyakarta: SUKA-Press UIN Sunan Kalijaga.

Heruman. 2007. *Model Pembelajaran Matematika di Sekolah Dasar.* Bandung: PT Remaja Rosdakarya.

Ibrahim dan Suparni. 2012. *Pembelajaran Matematika Teori dan Aplikasinya.* Yogyakarta: SUKA-Press.

Jacqueline P. Leighton, and Mark J. Gierl. 2011. *The Learning Science in Educational Assessment.* New York: Cambridge University Press.

Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016. 2016. *Matematika.* Jakarta: Pusat Kurikulum dan Perbukuan.

Listyo, Prabowo, etc. 2010. *Perencanaan Pembelajaran.* Malang: UIN Maliki Press.

Machmudah, Umi, etc. 2008. *Active Learning Dalam Pembelajaran Bahasa Arab.* Malang: UIN Malang Press.

Mulyasa, E. 2009. *Kurikulum yang Disempurnakan Pengembangan Kompetensi dan Kompetensi Dasar.* Bandung : Remaja Rosdakarya.

Ngalimun. 2016. *Strategi dan Model Pembelajaran.* Yogyakarta: Aswaja Pressiondo.

Oxford Learner's Pocket Dictionary. 2008. New York : Oxford University Press

Rizki Aulia Rachmah, *Thesis of Efektifitas Strategi Pembelajaran Team Quiz Terhadap Hasil Belajar IPA di MI Ma'arif NU 01 Langgongsari Banyumas.* 2015. IAIN Purwokerto,

Silberman, L. Melvin. 2006. *Active Learning 101 Cara Belajar Siswa Aktif.* Nuansa Cendekia.

Slavin, E. Robert. 2016. *Cooperative Learning.* Bandung: Penerbit Nusa Media.

Sudjana, Nana. 2010. *Penilaian Hasil Proses Belajar Mengajar.* Bandung: Remaja Rosdakarya.

Sugiyono. 2017. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta Bandung.

Tanzeh, Ahmad. 2011. *Metodologi Penelitian Praktis.* Yogyakarta: Teras.

Uno, Hamzah and Mohamad, Nurdin. 2013. *Belajar dengan Pendekatan PAILKEM.* Jakarta: Bumi Aksara.

Murni, Wahid, etc. 2014. *Evaluasi Pembelajaran Kompetensi dan Praktik.* Yogyakarta: Nuha Litera.

Wijaya, Ariyadi. 2012. *Pendidikan Matematika Realistik.* Yogyakarta: Graha Ilmu.

Yelland Nicola, etc. 2014. *Early Mathematical Explorations.* Australia: Cambridge University Press.

Zaini, HIsyam, etc, 2002. *Strategi Pembelajaran Aktif di Perguruan Tinggi.* Yogyakarts: CTSD.

Zaenurrohman, etc. *Efektifitas Model Pembelajaran Mathematic Realistic Education Terhadap Pemahaman Konsep Perkalian Siswa Kelas II MI. 2018* Prosiding Seminar Nasional Matematika dan Pendidikan Matematika Universitas Negeri Yogyakarta.

http://eprints.uny.ac.id/46253/, ePrints@UNY, Tuesday 14th May 2019 at 14:20 pm.

http://jurnal.untan.ac.id/index.php/jpdpb/article/view/1684,Vol.2No.4,2013, Tuesday, 14th May 2019 at 01:23 am.

https://www.google.com/url?q=http://eprints.ums.ac.id/32616/13/NASKAH%2520PUBLIKASI.pdf&sa=U&ved=2ahUKEwjcg03EKMnjAhWL2FAKHe3BCtcQFjAAegQIAhAB&usg=AOvVaw1SG7MURFf8sAG4_cvUD0ym, Tuesday, 14th May 2019 at 15:00 p,..