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INCREASED ACTIVITIES AND LEARNING OUTCOMES OF STUDENT GEOGRAPHY BY GIVING QUIZZES AT THE END OF LEARNING IN CLASS XII IPS-1 SMA NEGERI 2 LUBUK BASUNG

PENINGKATAN AKTIVITAS DAN HASIL BELAJAR GEOGRAFI SISWA DENGAN PEMBERIAN KUIS PADA AKHIR PEMBELAJARAN DI KELAS XII IPS-1 SMA NEGERI 2 LUBUK BASUNG

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Abstract

This classroom action research aims to improve the activities and learning outcomes of geography students in class XII IPS-1 SMA Negeri 2 Lubuk Basung using quizzes, observation sheets and field notes. Overall, the students' average learning activity increases, it can be concluded that the giving of quizzes to the end of learning can improve learning activities and student learning outcomes, which are not only applied to certain materials but also to all geography learning materials.

Abstract

Penelitian tindakan kelas ini bertujuan untuk meningkatkan aktivitas dan hasil belajar geografi siswa dikelas XII IPS-1 SMA Negeri 2 Lubuk Basung menggunakan kuis, lembar observasi dan catatan lapangan.. Secara keseluruhan aktivitas belajar rata-rata siswa meningkat yaitu dapat disimpulkan bahwa pemberian Kuis pada akhir pembelajaran dapat meningkatkan aktivitas belajar dan hasil belajar siswa, yang tidak hanya diterapkan pada materi tertentu tetapi juga pada semua materi pembelajaran geografi

1. INTRODUCTION

In the learning process, student activity is one of the determining factors for success. Students who have high activity will get better learning outcomes and conversely, students who have low activity will get less satisfactory learning outcomes. For this reason, in order for the basic competencies that have been determined to be successful, student-centered learning is

needed. A problem that often arises in the world of education is the low learning outcomes of students' geography. One of the causes is the lack of mastery of the basic concepts of geography and the activity of students in learning. Activity is an energy that moves students to learn, but also as an effort to achieve learning goals.

Based on the experience and observations of the author teaching geography in class XII IPS-1 SMA Negeri 2 Lubuk Basung for the 2020/2021 academic year, the problems faced by teachers in the process of learning geography in class are the lack of student activities in learning, laziness in making exercises or homework, cheating on the work of other friends, not all students who collect exercises, students get bored quickly, often go in and out of class when learning takes place, and lack of attention in learning. Thus, learning becomes boring and the expected learning outcomes will not be achieved, so some students have not reached the minimum completion criteria (KKM) set.

Understanding the conditions above, the author provides feedback in the form of quizzes at the end of learning so that students often study and practice to do exercises. The test is a form of evaluation that is often used in the teaching and learning process in schools. Suharsimi (1997:29) defines the test. A test is a spate of questions or exercises or other tools used to measure the skills, knowledge, intelligence, and abilities or aptitudes that an individual or group has. In order for the test to truly describe the student's condition, the test needs to be carried out continuously. In accordance with the opinion of Suharsimi (1997: 60) namely: Through frequently conducted tests, teachers will get a clearer picture of students. The tests carried out aim to invite students to study harder so that learning achievement increases, as stated by Suger (1987: 175) that the tests are intended to stimulate students to excel and develop their awareness to improve their respective achievements.

Geography Learning

Learning is any activity designed to shape students to learn a new ability or value. The learning process initially asks the teacher to know the basic abilities that students have. Learning geography is a learning activity so that students get abilities and skills about geography. These abilities and skills are characterized by the presence of positive interaction between teachers and students, students with students in accordance with the established learning objectives. However, in carrying out geography learning activities, it turns out that there are still many obstacles (obstacles) experienced by students and teachers. One of the obstacles faced is the difficulty of students in understanding geography. This is due to the lack of precise approaches and strategies used by teachers in the learning process.

Geography learning equips students with the ability to think logically, analytically, systematically, critically, and creatively, as well as the ability to work together. These abilities are necessary so that students can have the ability to acquire, manage, and utilize information to survive in ever-changing, uncertain and competitive circumstances. In terms of subject aspects, the scope or scope of high school geography includes: concepts, branches of science / supporting sciences, lithosphere, atmosphere, anthropospheric attachment of science to one another.

The National Board for Educational Standards (2006:388) stated that the objectives of learning geography in high schools so that students have the following abilities:

1. Understand the concept of geography, explain the relationship between concepts and apply concepts, accurate, efficient, and precise in problem solving.
2. Using reasoning on patterns and properties, performing geographic manifests in making generalizations, analyzing, or explaining causal factors and problem solving.

3. Solving problems that include the ability to understand problems, Solving with a specific analysis and interpreting the solutions obtained.
4. Communicate ideas with symbols, tables, diagrams, or other media to clarify circumstances or problems.
5. Have an attitude of appreciating the usefulness of geography in life, that is, have curiosity, attention, and interest in studying geography, and as well as a tenacious and confident attitude in problem solving.

Boxing About Learning Activities

During the learning process, students are expected to have positive learning activities. According to Sriyono (1992: 8) in the world of education, learning activity is a logical demand of proper teaching, there is no learning activity without involving student activity. The problem is the level of activeness of the student in the learning process. Meanwhile, the activeness of the student himself is very dependent on the impulse or motivation that arises both from within a person and from outside himself, so that the higher the impulse that arises in a person, the more active he will be in learning. Kauchak (1998 ; 188) illustrates the activeness as follows:

1. Students will show themselves through questions focused in learning.
2. Student activities in group and class discussions.
3. The authority of students in controlling their work.
4. Students' understanding of learners is applied in everyday life day.

According to Sardiman (1996:95) learning activity is a behavior that always tries, works or learns earnestly to get brilliant progress or achievements from changes in behavior obtained from experience and practice. The student's success factor in learning depends largely on the activeness of the student himself as a learning subject.

2. METHOD

This study is a class action study consisting of two cycles. This research was conducted at Lubuk Basung State High School. The subjects of this study were students who studied geography subjects at SMA Negeri 2 Lubuk Basung in class XII IPS-1, because in that class they lacked activity in learning geography so that their learning ability was low. The research was carried out in class XII ips-1 in the second semester of the 2020/2021 Academic Year from January 11 to March 12, 2021 (\pm 3 months). In this class action study, as the subject of the study were students of class XII IPS-1 totaling 31 people consisting of 14 laki-men and 17 women.

Based on the type of research, that is, the research of spiral-shaped actions from the cycle of one cycle to the next. This study consists of 2 cycles, where each cycle consists of several meetings. This research cycle is stopped if there has been an increase in activity and learning outcomes obtained from the quiz results at the end of learning. Broadly speaking, each cycle consists of 4 stages, namely: planning, implementation / action, observation (observation), and reflection.

1) Planning

Planning is a preparation before conducting research, namely:

- a. Preparing a Learning Implementation Plan (RPP),
- b. Preparing learning materials,
- c. Drawing up an observation sheet,
- d. Analyzing the observation sheet,
- e. Prepare formative test questions for each meeting from each cycle with a maximum number of questions of 3 pieces,
- f. Drawing up an analysis of test results and assessment forms,

- g. Prepare students to be active in learning
- h. Set up a task or exercise.

2) **Implementation/ Action**

In this implementation, the activities carried out are:

a. **Introduction**

- 1) Providing apperception
- 2) Provides motivation
- 3) Prepare students to learn and relate learning to the past

b. **Core Activities**

- 1) The teacher explains the meaning of the region by giving examples
- 2) The teacher shows a picture about the village, then the student is told to observe the picture to mention what was observed through the picture.
- 3) Students discuss it with their deskmates while observers observe what the students are doing.
- 4) The teacher gives an important concept of the image observed by the student.
- 5) Each of the students can explain what is the conclusion of the observed picture.
- 6) After an explanation of the observations made by students, the teacher explains and provides reinforcement to the subject matter.
- 7) Students fill out pre-prepared activity sheets.
- 8) The teacher exchanges activity sheets based on the student's seating.
- 9) The teacher and the students correct the learning outcomes that the students have done and give awards to active students.

c. **Conclusion**

- 1) Students deduce the already studied ones and ask the teacher questions about the material that are not yet understood.
- 2) Students respond and can answer questions from their own friends.
- 3) The teacher gives a test at the end of the lesson then the results are immediately notified and the best score is given a prize.
- 4) The teacher gives assignments before the end of learning.

3) **Observation**

Observation of actions is carried out by means of direct observation by the observer and author during the learning process.

The observed student activities are:

- a. Enter the classroom on time,
- b. Activeness in the learning process,
- c. Ask questions,
- d. In response to questions,
- e. Relevance between the response and the question,
- f. Listening to the explanation of learning materials from the teacher,
- g. Re-expressing through the conclusion of the learning material,
- h. Do not leave the classroom for more than 10 minutes during learning.

4) **Reflection**

At this stage, the authors together with the observer analyzed the results of the observations and the scores of formative tests carried out at the end of the learning. The results of such activities become the basis in determining the next step. Meanwhile, the criteria for this study are student activity in learning every time the meeting and formative

test scores at the end of learning. If the activeness in learning and the results of student formative tests are not satisfactory, then this study is continued in the next cycle. This means that the actions performed in the second cycle step are refinements in the first cycle step.

To measure the results of the actions performed, instruments are used in the form of observation sheet, field notes, and test sheets. Observation sheets and field notes to see student activity while the final learning test is to see mastery of learning materials. To see and observe student activities in the learning process, the observation sheet (observation) is analyzed with a percentage technique as stated by Nana Sudjana (2009: 130), namely:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of students who perform activities

F = Number of students actively involved during the learning process based on the indicators available in the observation sheet

N = Number of students attending

Table 1. Student activity criteria

Percentage of learning activity (quantitative)	Designations (Qualitative)
0 – 20	Less once
21 – 40	Less
41 – 60	Keep
61 – 80	Good
81 – 100	Good Once

To determine the learning outcome in the form of a formative test used the formula:

$$NI = \frac{T}{SM} \times 100$$

Information:

NI = individual completion value

T = Score obtained by the student

SM = Maximum test score

To find out the ability to learn geography students are obtained from the quiz scores that are carried out at the end of each learning. Furthermore, the quiz results are analyzed to see the completeness of individual student learning. Students are said to have completed learning if the learning outcomes have reached the KKM limit of 75. In this class action study, the indicator of success is if there has been an increase in the average score of student activities and learning outcomes. Teachers are said to have been able to activate students in learning and have used learning strategies appropriately if **the average score of student activity** has reached **60%** and **70%** of students **have reached KKM** in the final learning test.

3. RESULTS AND DISCUSSION

1. Cycle I Meeting 1

Cycle I of meeting 1 will be held on Monday, January 11, 2021, during class hours 7 – 8 with a time allocation of 2 x 45 minutes

a. Planning

The activities carried out by the author in planning are:

1. Determining the schedule of the study,
2. Determining the material to be taught,
3. Make a Learning Implementation Plan (RPP),
4. Make observation sheets about student activity data in the teaching and learning process,
5. Create quiz questions that will be used in research.

Basic Competencies: 3.7 Understanding the patterns and structures of urban urban activities **Competency Achievement Indicators (GPA):** 3.7.1 Describe the meaning of cities, city characteristics and city functions.

Material: Definition of village

To facilitate the implementation of learning so that students understand the material about the meaning of village, the author shows a picture After that, students are told to write down the meaning of the city from the image show

After that, the author evaluates student activities and learning outcomes in the form of written tests / quizzes at the end of learning.

b. Implementation / Action

1. Introduction

The beginning of the author's learning activities prepares students psychically and physically to participate in learning. Furthermore, students are given apperception and motivation. Then in this activity the author also conveys the learning objectives to be learned.

2. Core activities

- a. Teachers show about the city (then students) are told to observe the image to determine the characteristics of the city.
- b. Students discuss it with their deskmates while observers observe what students are doing
- c. The teacher gives an important concept of the image of the city observed by the students
- d. Each of the students can explain what is the conclusion of the observed picture
- e. After explaining the observations made by students, the teacher explains and provides reinforcement to the learning material
- f. Students fill out pre-prepared activity sheets
- g. The teacher and the students correct the learning outcomes that have been carried out by the students and give awards to the active students

3. Final words

- a. Students conclude the material already studied and ask the teacher questions about the material that are not yet understood
- b. Students respond and can answer their own friends' questions
- c. The teacher gives a quiz at the end of the lesson then the results are immediately notified and the best grade is given a prize
- d. The teacher gives the assignment before the end of the lesson.

c. Observation

Observation is defined as the activity of recognizing and observing all indicators, the changes that occur and the final result achieved as a result of the actions carried out. This stage runs simultaneously with the time when the implementation of the action or PBM takes place.

1. Data collection techniques

The observer fills out the observation sheet according to the observed student activity and then calculates the number of students who carry out learning activities in the teaching and learning process

2. Test/quiz execution

In this study, tests were given to students in the form of quizzes at each meeting at the end of learning.

In this study, observations were made to see whether the actions given (quizzes) had a positive impact on student activities in the teaching and learning process.

d. Reflection

This stage aims to thoroughly examine the actions that have been carried out based on the data that has been collected and then reflected / pondered.

Through reflection, several strengths and weaknesses of actions in cycle I can be determined, which will later be used as the basis for action **planning** in **cycle II**.

Meeting 1

At this meeting, students were given an explanation by the teacher about the strategies that will be used in learning and learning objectives from the material **understanding the city and the characteristics of the city community**. Furthermore, students were told in groups to discuss how to determine the approach taken by the city community in socializing between communities. Then from the picture on the blackboard the students were told to show which one they thought was an individualist and materialist society. by providing the reason (argumentation) of each image

The next stage of the drawing on the student's blackboard **determines what the impact of the individualist life of the city's people is**. After observation, most of the students just kept silent without wanting to ask questions, were not serious in learning, and many of them did not care only / did not show activeness, students asked for permission to leave the classroom and joked with their friends / noisy class atmosphere.

Then the teacher motivates students to be active and strives to ask questions and respond to the material being studied. In these conditions the teacher asks the students a question about how to cope with the individualist society of the city. Some students answer the teacher's question, but there are also those whose answer is irrelevant to the question (just answer it).

At the end of the learning, the activities carried out are:

1. The teacher gives a conclusion to the learning material and the student notes on the notebook
2. The teacher gives 3 quizzes with a 15-minute time allocation on the material just studied
3. Teachers give assignments (homework) to do at home

From the results of the student quiz at the end of face-to-face (learning), 43% (12 people) of students have completed (reached the KKM limit) and 57% (16 students) have not been completed with an average score of 69.3.

2. Cycle I Meeting 2

Cycle I of meeting 2 will be held on Saturday, January 16, 2021, at class hours 5 – 7 with a time allocation of 3 x 45 minutes.

Basic Competencies: 3.7 Describe the functioning of the city

Competency Achievement Indicator (GPA): 3.7.2 . Describes the functioning of the city numerically and non-numerically.

Material: City functions

a. Planning

In the first cycle of this 2nd meeting, students are already seated in a predetermined place. After that, the author conducts an examination as well as a discussion of the exercises carried out by students at home.

The author explains the learning objectives and then a question and answer is carried out about what are the functions of the city.

b. Implementation / Action

At this meeting, the author prepared quizzes and observation sheets for student activities and LKS to be done. Based on the observation sheets and field notes at meeting 2, students have begun to show activity. This can be seen with there are already students who dare to go to the front of the class to give reasons for the answers to the questions given by the teacher, although sometimes the answers of students raise new questions from their friends students have begun to seriously discuss about the functioning of the city. The next stage is that students are told to do the assignments individually. According to the observer's observations, there are still students who are busy with their affairs (don't care), joking with friends and still waiting for their friends' answers, but the percentage has begun to decrease from meeting 1.

At this meeting 2, the classroom atmosphere has begun to be conducive, because students have begun to be active and give a lot of answers and responses to the questions of the teacher and their friends. Every student who is able to answer correctly, the teacher gives a reward by giving an additional grade every time the student gives his response. At the end of the learning students with the teacher conclude the material and proceed with the giving of quizzes .

From the results of the observation sheet of cycle I at meeting 2 it can be concluded that:

- 1) The percentage of student activity in learning geography about the material of the functioning of the city on average is 60%
- 2) The percentage of student learning outcomes through quizzes at the end of face-to-face (learning) is 55% (17 people) the score is ≥ 7.75 or has reached the KKM / complete limit and 45% (14 people) students scored < 7.75 (incomplete) with an average score of 79.2.

So from the results of the observation sheet on the activeness of students in learning geography at the end of face-to-face (learning) carried out by the author and observer at meeting 2, it can be concluded that:

- a. Student activity increased from 49% in cycle I of meeting 1 to 60% in cycle I of meeting 2
- b. The percentage of student completion from quiz results increased from 45% (14 people) in Cycle I of meeting 1 to 55% (17 people) in Cycle I of meeting 2
- c. The average score of students from quizzes increased by 69.3 in Cycle I of meeting 1 to 78.2 in Cycle I of meeting 2
- d. The average value of Cycle I is 79.2

At the time of action, observations were also carried out using 8 indicators. But there are still certain indicators that students are still not active about, although the average is increasing. Among the indicators that do not match the expectations of the author are: not yet accustomed to the discipline of time, not daring to ask questions (lazy to ask), not daring to respond to friends' questions for fear of being laughed at.

To observe (observe) the activities of implementing teacher learning by the Observer in Cycle I, there are 11 aspects that need to be observed, namely:

- a. Praying and checking the attendance of students,
- b. Conducting apperception,
- c. Quiz giving at the previous meeting accompanied by rewards and motivation,
- d. Explanation of learning strategies,
- e. The role of teachers in learning as facilitators and motivators,
- f. Motivate students to be active in learning,
- g. Observing students during learning,
- h. The teacher uses the technique of asking students mainly for material that is not yet understood,
- i. The teacher provides reinforcement to the answers of students,
- j. The teacher guides the students in drawing a conclusion,
- k. The teacher executes the Quiz at the end of the lesson

From the observation results, there are several weaknesses encountered including: the planned time is not right, the facilitator speaks rather quickly and the conclusions are usually dictated by the teacher.

These shortcomings and drawbacks can be corrected in the next cycle.

1. Cycle II Meeting 1

Cycle II of meeting 1 was held on Thursday, January 28, 2020 at class hours 3 – 4 with a time allocation of 2 x 45 minutes.

Basic Competencies: 3.7 Explaining the structure of a City Space

Competency Achievement Indicators (GPA): 3.7.3 Explaining the Structure of Concentric, Sectoral and Double Core Urban Spaces

Material: 3 City structures/patterns.

a. Planning

Cycle II is an improvement of Cycle I, which was prepared with a mature plan by paying attention to the results of the reflection of Cycle I.

Planning in Cycle II includes: timely attendance of students, answering teacher questions, responding / providing responses in learning. The author and observer plan to take the right steps in order to motivate students who are still embarrassed to ask questions (passively) and guide students evenly / fairly does not mean only focused on active students. In Cycle II, the teacher tries to manage the time according to what is stated in the rpp, so that all activities can be carried out properly.

b. Implementation/Action

The implementation of planning in cycle II is almost the same as cycle I, but the learning scenario is slightly different. In cycle II, it is more emphasized for improvement to the implementation of actions that occur in Cycle I.

Meeting 1

Before the learning activities began, the author conditioned the class by having the students sit in a predetermined place and the author discussed the assignments given last week

by conducting questions and answers to the students about the Characteristics of the city's society and the Functions of the city.

By reading student activity sheets (LKS) and reference books/package books as well as discussing them, students solve questions about the functioning of the city. After answering the questions at LKS, then students are told to go to the future of the class to answer questions related to the functioning of the city. From the description of the students who went to the front of the class, many other students asked and responded to their friends' answers, so that learning became more motivated. At the end of the learning the co-author draws conclusions and students record conclusions, namely

1. The structure of the city space
2. Examples of individual structures of urban space
3. The explanation of each city zone is based on each of the city's space structures.

Furthermore, the teacher gives quizzes to measure students' ability in learning.

Follow-up

Data on student activity in Cycle II of meeting 1 was obtained from the analysis of observation results, where the stages of implementing the observation of Cycle II were the same as cycle I. From the results of observations, student activities turned out to be: coming to be on time has increased, have been active in groups, want to ask if the subject matter is not understood, student responses to their friends' answers are still not relevant and there are no more students who ask for permission or leave during learning. After planning, action and observation, reflection is carried out.

Reflection is carried out by the process of reflection discussing with peers. At this stage it is seen whether the research objectives have been achieved or there are still weaknesses / shortcomings. These deficiencies or weaknesses serve as the basis for planning and action in the next cycle.

In order to succeed the strategy with quizzes at the end of this lesson, the activities carried out by the author and observer are:

1. Sanctioning students who are late for class,
2. Students who leave the classroom for more than 10 minutes during learning are not allowed to enter the learning,
3. Giving questions to non-serious / less active students,
4. Checking student records periodically so that students can be motivated to make conclusions of learning materials each time of meeting,
5. Provide value bonuses for students who are willing to ask and respond to questions and are active in learning

From the results of observations / observations of cycle II meeting 1 during learning, it can be concluded that: the percentage of student activity from the learning material Explaining the structure of the city room found an average score of 82%, while from the results of student quizzes at the end of face-to-face (learning), namely from 31 students, there were 75% (23 people) completed and 25% (8 people) had not been completed with an average score of 81.6.

2. Cycle II Meeting 2

Cycle II of meeting 2 was held on Saturday, February 20, 2020 at class hours 5 – 7 with a time allocation of 3 x 45 minutes.

Basic Competencies: 3.7 Explaining the Stages of urban development

Competency Achievement Indicators (GPA):

Material: Describes the stages of development of the city

The implementation of learning in Meeting 2 is almost the same as the first meeting, but it requires an increase in both learning activities and learning quiz results. Students sit in their respective groups to discuss the subject matter given by the teacher. By the time of the discussion students have begun to get used to speaking both asking and responding. After all the learning materials have been discussed, students conclude the material under the guidance of the teacher and at the end of the learning a formative test is held to find out the student's learning ability. At this meeting 2, there are still students who are still not active, but the percentage has started to be small.

From the results of the observation sheet of **cycle II** at meeting 2 it can be concluded that:

- 1) The percentage of student activity in the learning of geography about the material stages of urban development reaches an average of 91% .
- 2) The percentage of student learning outcomes through quizzes at the end of face-to-face (learning) is 87% (27 people) students have completed (the score is 75) and 13% (4 people) students have not completed (the score < 75) with an average score of ≥ 83.3 .

So from the results of the observation sheet on student activity in learning geography and quizzes at the end of face-to-face / learning carried out by the author and observer at meeting 2 this can be concluded that:

- a. The percentage of student activity increased from 82% in Cycle II meetings I to 91% in Cycle II meetings 2
- b. The percentage of student completion from quiz results increased by 75% (23 people) in Cycle II of meeting 1 to 87% (27 people) in Cycle II of meeting 2.
- c. The average score of students from the Quiz results increased by 81.6 in Cycle II of meeting 1 to 83.3 in Cycle II of meeting 2
- d. The average value of Cycle II is 82.5

For more details about the results of the Cycle II Quiz meeting 1 and meeting 2 can be seen in table 1 and the activities of the Students of Cycle II meeting 1 and meeting 2 can be seen in table 2 below:

Table 2: Cycle II Quiz Results of Meeting 1 and Meeting 2

No.	Cycle II	Rated < 75	Score $75 \geq$	Average value
1.	Meeting 1	8 people (25%)	23 people (75%)	81,6
2.	Meeting 2	4 people (13%)	27 people (87%)	83,3
Average learning outcomes cycle II		18%	82%	82,5

Table 3: Results of Observations of Student Activities of Class XII IPS-1 For the 2020/2021 Academic Year from Cycle II

No.	Observed indicators	Meeting 1 (%)	Meeting 2 (%)	Average (%)
1.	Arrive on time	84	98	91
2.	Active in groups	77	86	81,5
3.	Ask a question	78	87	82,5
4.	Respond to questions	66	79	72,5

5.	Relevance of responses to the question	64	84	74
6.	Listen to the teacher's explanation	89	95	92
7.	Making conclusions	98	100	99
8.	Don't excuse me for leaving class for more than 10 minutes during learning.	98	100	99
Sum		654	729	691,5
Average		82 %	91 %	86,4 (Well done)

From the results of observations in Cycle I (meeting 1 and meeting 2) and Cycle II (meeting 1 and meeting 2) it turns out that student activities and learning outcomes increase in learning. This increase in learning outcomes can be seen from the average scores obtained by students at each meeting, for example in Cycle I of meetings 1 and 2 the average scores obtained by students are 69.3 and 78.2 and in Cycle II of meetings 1 and 2 the average scores obtained by students are 81.6 and 83.3. Furthermore, the average value of the Cycle also increased, namely Cycle I average value 73.8 and Cycle II the average value of 82.5.

In addition, from field records, it was found that students enjoyed this strategy because each question given could be solved in groups under the guidance of the teacher rather than students working individually. From the percentages, it is illustrated that students' learning ability has increased, this is because students are already active and serious about participating in learning, do not want to go out and disturb their friends.

So from the description above, it can be concluded that the strategy of giving quizzes at the end of learning / face-to-face in geography learning can increase student activities and learning outcomes. When compared to previous learning that did not use this strategy, time is more widely used by teachers with lectures so that students' learning ability can only be seen at daily test times and sometimes only 2 times.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that:

1. Giving Quizzes at the end of learning or face-to-face can increase student learning activities
2. Giving Quizzes at the end of learning or face-to-face can improve student Learning Outcomes
3. Giving Quizzes at the end of learning or face-to-face can improve student learning completion.
4. With the variety of methods used by teachers, one of them by carrying out quizzes at the end of learning can solve students' problems in learning.

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