

Enhancing Primary Students' Conceptual Understanding through the Team Quiz Strategy in Thematic Civic Education: A Classroom Action Research Study

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ABSTRACT

Background: Primary students often struggle to develop strong conceptual understanding in thematic civic education when instruction is teacher centered and classroom interaction is limited. This situation highlights the need for active, cooperative strategies that strengthen engagement and provide timely feedback.

Aims: This study aimed to improve third grade students conceptual understanding in thematic civic education by implementing the Team Quiz strategy.

Methods: The study used classroom action research conducted in two cycles, each consisting of planning, action, observation, and reflection. Data were collected through achievement tests, observation sheets for teacher and student activities, and documentation, then analyzed by comparing results across cycles and reviewing changes in classroom engagement.

Result: The Team Quiz strategy improved students learning outcomes and participation across cycles, students became more involved in group discussions, more confident in answering questions, and achieved higher test performance by the second cycle. Classroom observations also indicated better learning focus and more constructive interaction during quiz sessions.

Conclusion: Team Quiz is an effective and practical strategy to enhance conceptual understanding in primary thematic civic education, because it combines cooperative learning with structured questioning and immediate reinforcement, making learning more active and meaningful in similar classroom contexts.

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Introduction

The urgency to improve learning quality in primary civic education has become increasingly apparent as many students continue to demonstrate limited conceptual understanding of basic civic concepts (Agus et al., 2025). This condition is concerning because civic education plays a foundational role in shaping students' social awareness, responsibility, and citizenship values from an early age (Coelho & Menezes, 2021; Younas & Imran, 2025). When conceptual understanding is weak, learning outcomes tend to be superficial and difficult to apply in real-life contexts. In thematic learning settings, this challenge becomes more complex due to the integration of multiple subjects within a single learning theme. Although thematic learning is designed to promote meaningful learning, its success largely depends on how instruction is delivered in the classroom. Ineffective instructional strategies can undermine the intended benefits of thematic integration. As a result, improving instructional practices in thematic civic education is an urgent educational concern. This urgency provides a strong rationale for examining alternative teaching strategies.

In many primary classrooms, instructional practices remain dominated by teacher-centered approaches that emphasize explanation and repetition (Busa & Chung, 2024; Goodwin, 2024). Such practices often limit opportunities for students to actively engage with learning materials and express their understanding. Consequently, students may struggle to grasp abstract civic concepts such as rights, responsibilities, and social norms (Keegan, 2021; Levinson & Solomon, 2021). This issue is particularly evident in thematic learning, where students are required to connect ideas across different subject areas. Without sufficient interaction, students may find it difficult to construct coherent understanding.

Classroom observations frequently reveal low participation and passive learning behaviors. These conditions negatively affect motivation and learning focus. Therefore, there is a clear need to shift instructional practices toward more student-centered approaches.

Conceptual understanding is a critical component of effective learning because it enables students to interpret, apply, and transfer knowledge (Banda & Nzabahimana, 2023; Chew & Cerbin, 2021). In civic education, strong conceptual understanding allows students to make sense of social rules and civic responsibilities in everyday situations. Thematic learning frameworks aim to foster such understanding by integrating knowledge and skills across subjects (Abedi, 2024; Gamage et al., 2021). However, this goal cannot be achieved through passive learning experiences alone. Students need opportunities to discuss ideas, ask questions, and receive feedback during learning activities. When learning environments support these processes, deeper understanding is more likely to develop. Conversely, limited interaction often results in fragmented knowledge. This highlights the importance of instructional strategies that actively support conceptual learning.

Active and cooperative learning strategies have been widely acknowledged as effective means of promoting student engagement and understanding (Agonafir, 2023; Tadesse et al., 2024). These strategies encourage learners to interact with peers, share perspectives, and take responsibility for their learning processes. In primary education, cooperative learning aligns well with students' social development and learning characteristics (Colomer et al., 2021; Silva et al., 2021). Through collaboration, students can clarify misconceptions and reinforce understanding collectively. Cooperative learning also facilitates immediate feedback, which is essential for conceptual development. When students learn in supportive group environments, they tend to be more motivated and attentive. Despite these advantages, cooperative strategies are not always integrated into thematic civic education. This gap suggests the need for further exploration of cooperative learning applications.

One cooperative learning approach that offers potential benefits is the Team Quiz strategy (Troussas et al., 2023, 2025). This strategy combines group collaboration with structured questioning activities that actively involve students in the learning process. Through team-based quizzes, students are encouraged to prepare collectively, discuss answers, and reflect on learning content. The interactive nature of Team Quiz can increase students' attention and motivation during lessons (Nevid & Armata, 2024; Nuci et al., 2021). Additionally, the strategy allows teachers to monitor students' understanding continuously. By embedding assessment within learning activities, conceptual reinforcement becomes more systematic. However, the effectiveness of Team Quiz may vary depending on instructional context and implementation. Therefore, empirical investigation is needed to evaluate its use in thematic civic education.

Previous research on cooperative and quiz-based learning strategies generally reports positive effects on student participation and academic achievement (Medina et al., 2024; Samaila & Al-Samarraie, 2023). Studies indicate that group-based quizzes can enhance engagement and promote active learning behaviors. In thematic learning contexts, cooperative approaches have been shown to support students in connecting ideas across disciplines (Dyson et al., 2021; Lakkala et al., 2021). Nevertheless, much of the existing literature focuses on overall achievement rather than conceptual understanding. Moreover, limited attention has been given specifically to civic education within integrated thematic learning. Many studies also rely on experimental designs without examining classroom improvement processes. As a result, there is insufficient evidence on how instructional strategies evolve across learning cycles. This limitation reveals an important research gap.

Classroom action research provides a suitable framework for addressing instructional challenges in real classroom settings (Toquero, 2020; Wright, 2021). This approach allows teachers and researchers to collaboratively implement and evaluate instructional strategies through reflective cycles. By focusing on continuous improvement, classroom action research captures both learning processes and outcomes. In primary education, this method is particularly relevant because it responds directly to contextual classroom needs (Tajic & Bunar, 2023). Classroom action research also supports teacher professional

development through reflective practice. Despite its relevance, such research remains underrepresented in international discussions of thematic civic education. Greater empirical attention is needed to demonstrate its instructional value. This makes classroom action research an appropriate methodological choice.

Considering the persistent challenges in achieving conceptual understanding in thematic civic education, exploring alternative instructional strategies is essential. Integrating the Team Quiz strategy within a classroom action research framework offers a promising approach to addressing these challenges (Davison et al., 2021; Küpper et al., 2021). This integration combines cooperative learning, structured questioning, and reflective practice in a systematic manner. Investigating this approach contributes to both classroom-level improvement and broader pedagogical knowledge. The findings can inform teachers about effective strategies for thematic civic education. Additionally, the study enriches international literature by providing context-based empirical evidence (Abu-Ras et al., 2022; Thi Nguyen & Dang, 2022). Therefore, this research is both relevant and necessary within contemporary educational discourse.

Conceptual understanding is widely viewed as a key indicator of meaningful learning in primary education because it reflects students' ability to build links among ideas and use knowledge beyond recall Gupte et al. (2021). Within civic education, this kind of understanding is particularly important since students are expected to interpret rules, responsibilities, and social values that guide everyday interactions Bosio & Schattle (2023). Thematic learning is commonly adopted to help young learners experience content as an integrated whole rather than as disconnected subjects. Evidence from classroom-based studies suggests that thematic instruction becomes more effective when it is supported by interactive pedagogy and frequent opportunities for student participation. Nevertheless, many primary classrooms still implement thematic lessons through teacher-dominated explanations, which may reduce engagement and limit the development of deeper understanding Mpolomoka (2025). Cooperative learning provides an alternative because it structures peer interaction so that students can negotiate meaning, practice reasoning, and learn through shared accountability. Research has repeatedly reported that cooperative structures can strengthen achievement and motivation, especially in elementary settings where social learning is developmentally appropriate Gkloumpou & Germanos (2022). Alongside cooperation, quiz-oriented activities have been discussed as a form of formative reinforcement that can help teachers detect misconceptions early while helping students consolidate key ideas. When quizzes are embedded in group discussion, students often benefit from immediate feedback and collective problem solving Parrish et al. (2021). The Team Quiz strategy blends these two strands by organizing learners into teams that respond to structured questions, encouraging preparation, dialogue, and active involvement during lessons. Prior findings indicate that Team Quiz can improve participation and learning intensity, yet research examining its use specifically within thematic civic education remains limited Kosberg (2024). To study such classroom-based improvement in a realistic way, classroom action research is frequently recommended because it documents change across iterative cycles of planning, action, observation, and reflection (Polat, 2025).

Developing students' conceptual understanding in primary civic education requires instructional practices that move beyond explanation and recall. Although thematic learning is intended to support meaningful understanding by integrating content across subjects, its effectiveness depends on the quality of classroom interaction. Learning approaches that promote cooperation, discussion, and formative reinforcement are more likely to support students in constructing knowledge actively. The Team Quiz strategy brings together these elements by combining peer collaboration with structured questioning during lessons. This strategy allows students to engage with content collectively while enabling teachers to observe learning progress in real time. However, the instructional value of Team Quiz cannot be assumed without empirical examination in actual classroom contexts. Classroom action research offers a suitable means to investigate such instructional practices because it emphasizes reflective improvement.

For these reasons, the present study is grounded in the need to examine a practical and context-responsive learning strategy.

Existing research has widely acknowledged the benefits of cooperative learning and quiz-based activities in primary education. However, much of this research concentrates on general learning outcomes, such as test scores, rather than students' conceptual understanding. Studies on thematic learning often focus on curriculum design and integration, leaving instructional implementation underexplored. Research specifically examining the Team Quiz strategy remains limited and is often conducted outside thematic civic education contexts. Moreover, few studies employ classroom action research to document how students' understanding develops across instructional cycles. This results in a lack of detailed evidence regarding the process of instructional improvement. Consequently, there is limited guidance for teachers seeking to apply cooperative quiz-based strategies in thematic civic education. Addressing this gap is necessary to strengthen both pedagogical practice and empirical knowledge.

In response to the identified gap, this study aims to improve primary students' conceptual understanding in thematic civic education through the implementation of the Team Quiz strategy. The study seeks to examine changes in students' engagement and understanding as the strategy is applied across classroom action research cycles. It is hypothesized that the use of the Team Quiz strategy will enhance students' active participation and lead to higher levels of conceptual understanding. By focusing on classroom-based improvement, this study intends to provide practical insights for teachers. At the same time, it contributes empirical evidence to discussions on effective instructional strategies in primary thematic learning. The findings are expected to inform future applications of cooperative and quiz-based approaches in similar educational contexts.

Method

Research Design

This study adopted a classroom action research design to address instructional challenges and improve students' conceptual understanding in thematic civic education. Classroom action research was selected because it enables teachers to diagnose learning problems directly in the classroom, implement a targeted instructional response, and evaluate its effects through systematic reflection. In this study, the approach was applied not as a one time intervention, but as a planned process of improvement that aligns with the practical demands of primary teaching. The research followed a cyclical structure consisting of planning, action, observation, and reflection, implemented across two consecutive cycles to ensure that instructional decisions were refined based on evidence from classroom practice. The overall methodological sequence began with identifying the learning problem through preliminary observation, which focused on students' limited participation and difficulties in explaining key civic concepts within thematic learning activities. Based on this initial diagnosis, the first planning phase involved preparing lesson plans, learning materials, and classroom procedures that integrated the Team Quiz strategy as the main instructional treatment. The lesson plans were designed to encourage cooperative interaction, structured questioning, and immediate reinforcement of concepts, so that students were guided to engage actively with learning content rather than passively receiving information.

During the action phase, the prepared Team Quiz-based lesson plans were implemented during regular classroom instruction to maintain the authenticity of the learning environment. Learning activities were organized so that students worked in teams, discussed possible answers, and responded to quiz prompts under teacher facilitation, allowing conceptual reinforcement to occur throughout the lesson. Observation was carried out simultaneously to document both the instructional process and students' learning behaviors, including attention, participation, interaction within groups, and responsiveness during quiz sessions. Observation records were used to capture how the strategy functioned in practice, including classroom dynamics that could not be represented by test results alone.

At the end of Cycle I, reflection was conducted by reviewing test outcomes, observation notes, and classroom documentation to identify what aspects of the implementation supported learning and what aspects needed adjustment. The findings from this reflection informed the second planning phase, where lesson procedures and teacher facilitation were refined to address the weaknesses identified in the first cycle. Cycle II then repeated the same sequence of action, observation, and reflection, with the revised Team Quiz implementation, to examine whether instructional refinements led to stronger engagement and improved conceptual understanding. The full sequence of these stages, from problem identification to iterative refinement across two cycles, is presented in Figure 1 to clarify how the classroom action research procedure was operationalized in this study.

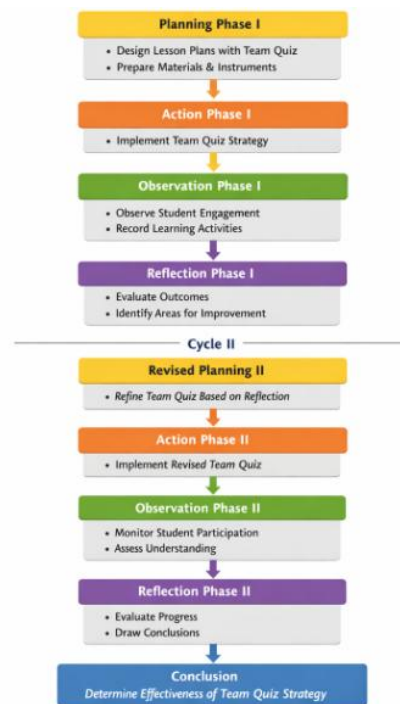


Figure 1. Flowchart of the Classroom Action Research Procedure Using the Team Quiz Strategy

Participants

The participants in this study were students from a third-grade primary school class involved in thematic civic education learning. This class was selected because initial observations indicated that students experienced difficulties in understanding key civic concepts. All students in the class participated fully in the learning activities throughout the research cycles. The classroom teacher acted as the practitioner-researcher, while a colleague served as an observer to support objective classroom observation. This collaborative role distribution allowed teaching and observation to occur simultaneously without disrupting normal learning activities. The study emphasized collective instructional improvement rather than individual student assessment. Ethical considerations were maintained by ensuring that the research procedures aligned with routine classroom practices. Student participation posed no academic risk and remained part of regular instruction.

Instrument

Multiple instruments were employed to obtain comprehensive data on both learning processes and outcomes. Achievement tests were used at the end of each cycle to assess students' conceptual understanding of thematic civic education content. Observation sheets were designed to document students' participation, interaction, and responsiveness during Team Quiz activities. Separate observation tools were also used to record the teacher's implementation of the instructional strategy. In addition, documentation such as lesson plans, student worksheets, and reflection notes supported data triangulation. All instruments were aligned with the learning objectives and thematic materials. Prior to

implementation, the instruments were reviewed to ensure clarity and relevance to classroom conditions. This combination of instruments allowed for a balanced analysis of process and outcome data.

Data Analysis

Data analysis was conducted using descriptive and reflective techniques appropriate to classroom action research. Students' learning outcomes were examined by comparing achievement test results across cycles to identify changes in conceptual understanding. Observation data were analyzed qualitatively to identify patterns in student engagement and classroom interaction during the implementation of the Team Quiz strategy. Reflection notes were reviewed to evaluate instructional effectiveness and areas requiring improvement. Rather than focusing on statistical generalization, the analysis emphasized observable trends and instructional progress. Data from different sources were compared to strengthen credibility and consistency. The results of the analysis informed instructional revisions in subsequent cycles. This analytical approach supported the primary aim of improving classroom learning practices.

Results and Discussion

Results

The findings of this classroom action research reveal a progressive enhancement in students' conceptual understanding of thematic civic education following the implementation of the Team Quiz strategy. At the initial stage, prior to any instructional intervention, classroom learning was characterized by limited student involvement and shallow comprehension of civic concepts. Most students showed difficulty in explaining ideas beyond textbook definitions, indicating that conceptual understanding had not yet developed optimally. This preliminary condition was therefore used as the baseline for evaluating learning improvement across subsequent research cycles.

Table 1. Development of Students' Conceptual Understanding Across Research Cycles

Learning Stage	Student Participation	Conceptual Understanding	Learning Outcome Category
Preliminary Condition	Low	Limited	Below expectation
Cycle I	Moderate	Improving	Fair
Cycle II	High	Well developed	Good

Table 1 presents the development of student participation and conceptual understanding based on classroom observations and learning assessment results throughout the research cycles. As shown in Table 1, the introduction of the Team Quiz strategy in Cycle I led to a noticeable shift in classroom interaction. Student participation increased from a low to a moderate level, and early signs of conceptual improvement began to emerge. Although several students were still hesitant to express their understanding independently, group discussions during quiz activities helped them engage more actively with learning content. The improvement observed in Cycle I indicated that the instructional approach had begun to address the identified learning problem, though further refinement was required.

More substantial progress was observed in Cycle II after instructional adjustments were made based on reflection from the previous cycle. Student participation became more evenly distributed across groups, and learners demonstrated greater confidence during quiz sessions. Conceptual understanding also showed clearer development, as students were increasingly able to explain civic concepts using their own words and relate them to thematic contexts. These improvements suggest that the refined implementation of the Team Quiz strategy contributed positively to both learning processes and outcomes.

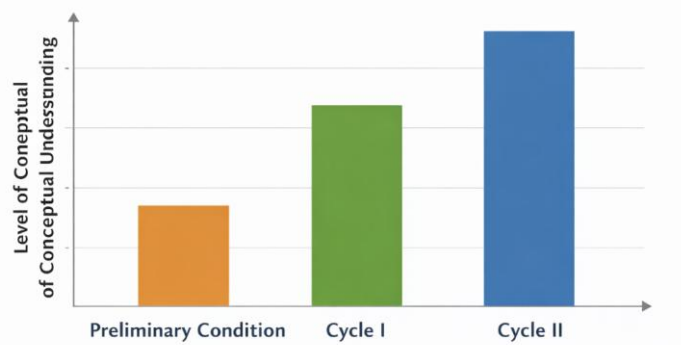


Figure 2. Trend of Students' Conceptual Understanding Across Research Cycles

To complement the tabular findings, Figure 2 provides a visual illustration of the overall trend in students' conceptual understanding across the preliminary condition, Cycle I, and Cycle II. The figure highlights a consistent upward pattern, reinforcing the results presented in Table 1 and confirming that students' conceptual understanding improved progressively as the classroom action research cycles advanced.

Discussion

The present study demonstrates that the implementation of the Team Quiz strategy contributes positively to the development of students' conceptual understanding in thematic civic education. This improvement did not occur instantly, but rather emerged gradually across the classroom action research cycles. Such a pattern indicates that conceptual understanding is a developmental process that requires sustained instructional support. This finding reinforces the argument proposed by Gupta et al. (2022), who emphasize that meaningful learning involves building conceptual connections rather than memorizing information. In civic education, this process is particularly important because students are expected to interpret abstract values and social responsibilities. The structured interaction embedded in the Team Quiz strategy allowed students to engage with these concepts more actively. As a result, learning shifted from surface-level recall toward deeper understanding. This initial finding sets the foundation for interpreting subsequent changes in classroom engagement.

Building on this improvement, the study also revealed a noticeable increase in student participation during learning activities. As students became more familiar with the Team Quiz format, they showed greater willingness to contribute ideas and respond to questions. This active engagement aligns with the perspective of Bosio & Schattle (2023), who argue that civic education should encourage students to interact meaningfully with social values rather than passively receive information. Participation played a critical role in helping students articulate their understanding. Through discussion, students were able to clarify their interpretations and refine their reasoning. The collaborative atmosphere reduced hesitation and increased confidence. Consequently, participation functioned as a bridge between interaction and conceptual growth. This relationship highlights the pedagogical importance of active learning environments.

The contrast between the initial learning condition and later cycles further illustrates the limitations of teacher-centered instruction. Prior to the intervention, learning activities were dominated by explanation and repetition, which constrained opportunities for student interaction. Such conditions often lead to fragmented understanding, as noted by Mpolomoka (2025) in studies of thematic classrooms. In the present study, students initially struggled to explain civic concepts beyond textbook definitions. The introduction of the Team Quiz strategy disrupted this pattern by redistributing learning responsibility. Students were required to engage cognitively and socially during lessons. This shift reduced dependency on teacher explanations. Over time, students demonstrated greater ownership of their learning. These findings underline the need to reconsider instructional dominance in thematic civic education.

Cooperative learning emerged as a central mechanism supporting the effectiveness of the Team Quiz strategy. Working in teams enabled students to exchange ideas and negotiate meaning collaboratively. This finding supports the work of Gkkloumpou & Germanos (2022), who highlight the role of cooperation in strengthening learning outcomes and motivation in elementary education. In this study, cooperation provided a supportive environment for less confident students. Peer interaction encouraged participation without fear of making mistakes. As students collaborated, misconceptions were addressed collectively. This process fostered shared responsibility for learning. Cooperation also strengthened social bonds within the classroom. Consequently, cooperative learning contributed to both cognitive and social development.

In addition to cooperation, the quiz-based structure played a significant role in reinforcing conceptual understanding. Quizzes functioned not merely as assessment tools, but as opportunities for formative learning. This finding resonates with Parrish et al. (2021), who emphasize that formative reinforcement supports early detection of misconceptions. During Team Quiz sessions, students discussed answers before responding. This discussion allowed immediate feedback to occur within groups. Rather than focusing on correct answers alone, students reflected on reasoning processes. Such feedback supported continuous learning adjustment. As a result, quizzes became integral to learning rather than evaluative interruptions. This reinforces the instructional value of well-designed quiz activities.

The progression from Cycle I to Cycle II highlights the importance of instructional refinement through reflection. Improvements observed in Cycle II were influenced by adjustments made after evaluating Cycle I outcomes. This process reflects the view of Kosberg (2024), who suggests that instructional strategies must be adapted to contextual classroom needs. In the present study, refinements addressed uneven participation and group dynamics. These adjustments enhanced the effectiveness of subsequent implementation. Reflection enabled the teacher to respond directly to observed challenges. This responsiveness strengthened instructional alignment with student needs. The cyclical nature of improvement underscores the value of reflective practice. Thus, refinement emerged as a key factor in instructional success.

The use of classroom action research provided a methodological framework that supported this reflective improvement. Unlike experimental approaches, classroom action research captures change as it unfolds in authentic settings. This aligns with Polat (2025), who emphasizes that classroom action research documents instructional development through iterative cycles. In this study, the method allowed simultaneous examination of process and outcome. Learning behaviors and conceptual understanding were observed together. This holistic perspective enriched the interpretation of findings. Teachers were positioned as reflective practitioners rather than external observers. Such positioning supports professional growth. Therefore, the methodological choice strengthened both instructional and analytical depth.

The compatibility between the Team Quiz strategy and thematic learning principles also contributed to the observed outcomes. Thematic learning requires students to connect ideas across subjects and contexts. Through Team Quiz activities, students were encouraged to relate civic concepts to broader thematic discussions. This integration supported holistic understanding rather than isolated learning. The strategy provided structure without restricting exploration. Students were able to contextualize concepts within meaningful scenarios. This alignment enhanced the relevance of learning activities. Consequently, thematic objectives were reinforced through interactive practice. The findings suggest that instructional alignment is critical for thematic success.

Despite the positive findings, the study also indicates that the effectiveness of the Team Quiz strategy depends on careful facilitation. Teacher guidance played a crucial role in maintaining productive discussion and equitable participation. Without structured facilitation, cooperative activities may lose focus. The study shows that instructional strategies require contextual sensitivity. Classroom culture, student readiness, and teacher expertise influence outcomes. Therefore, strategies cannot be applied

mechanically. Adaptation and reflection remain essential. These considerations are important for practitioners seeking to replicate the approach. Instructional effectiveness depends on thoughtful implementation.

Overall, the discussion highlights that the Team Quiz strategy offers a meaningful approach to improving conceptual understanding in thematic civic education. By integrating cooperation, formative reinforcement, and reflective practice, the strategy addresses multiple learning needs. The findings support existing theories while extending their application to thematic civic contexts. Classroom action research enabled systematic refinement of instructional practice. This study contributes empirical evidence to discussions on active learning in primary education. It also provides practical insights for teachers seeking instructional alternatives. The emphasis on interaction and reflection emerges as a central theme. Therefore, the Team Quiz strategy represents a viable pedagogical option for enhancing civic learning in primary schools.

Implications

The results of this study suggest that instructional strategies which emphasize interaction and formative reinforcement can play a crucial role in strengthening conceptual understanding in thematic civic education. The successful implementation of the Team Quiz strategy indicates that cooperative and quiz-based learning activities encourage students to engage more actively with learning content. This finding implies that teachers should reconsider instructional practices that rely heavily on explanation and repetition. By embedding assessment within learning activities, teachers can support students in monitoring and refining their own understanding. The use of classroom action research further highlights the importance of reflective practice in improving instructional effectiveness. When teachers systematically evaluate and adjust their teaching strategies, learning becomes more responsive to students' needs. At the institutional level, these findings imply that professional development should focus on practical, classroom-based instructional innovation. Overall, the study underscores the need to align teaching strategies with the interactive goals of thematic learning.

Limitations

While the findings offer valuable insights, they should be interpreted in light of several limitations. The study was conducted in a single classroom, which limits the extent to which the results can be generalized to other educational contexts. In addition, the research was carried out over a limited time span, encompassing only two action cycles, which may not fully capture longer-term learning development. The analysis relied mainly on descriptive data drawn from observations and classroom assessments. More detailed quantitative or qualitative data could have provided deeper insight into students' conceptual change. The study also focused on one instructional strategy without direct comparison to alternative approaches. As a result, it is not possible to determine the relative effectiveness of the Team Quiz strategy compared to other cooperative methods. These constraints highlight areas where further investigation is needed.

Suggestions

Considering both the implications and limitations, several directions for future research and practice can be proposed. Future studies may expand the scope of investigation by involving multiple classrooms or schools to enhance the generalizability of findings. Longer research durations would allow examination of the sustainability of conceptual understanding over time. Researchers are also encouraged to incorporate qualitative methods, such as student interviews or reflective journals, to capture learners' perspectives more comprehensively. Comparative studies involving different cooperative learning strategies could provide deeper pedagogical insights. For classroom practitioners, careful adaptation of the Team Quiz strategy to specific student characteristics is recommended. Continuous reflection and adjustment should accompany implementation to maintain instructional effectiveness. Through such efforts, the potential of cooperative and formative learning strategies in thematic civic education can be further explored and refined.

Conclusion

This study affirms that the use of the Team Quiz strategy within a classroom action research framework can meaningfully enhance students' conceptual understanding in thematic civic education at the primary level. The improvement observed across learning cycles indicates that conceptual development emerges through gradual instructional refinement rather than through isolated teaching interventions. By combining cooperative interaction with structured quiz activities, the strategy provided students with opportunities to actively process, discuss, and internalize civic concepts. The reflective nature of classroom action research enabled continuous adjustment of teaching practices in response to students' learning behaviors and needs. As a result, student engagement became more consistent, and conceptual understanding showed clearer development in the later cycle. These findings emphasize that effective thematic civic education requires instructional approaches that prioritize interaction, reflection, and formative reinforcement. In conclusion, the Team Quiz strategy represents a practical and pedagogically sound alternative for supporting conceptual learning in primary civic education when implemented through reflective and context-sensitive teaching practices.

Author Contributions Statement

Astri Pratiwi was responsible for conceptualizing the study, designing the classroom action research framework, conducting data collection in the classroom, and implementing the Team Quiz instructional strategy. She also performed data analysis, interpreted the research findings, and drafted the initial manuscript. Firdah Nailil Karimah contributed to the development of research instruments, supported the data analysis process, and provided critical revisions to the manuscript. She also contributed to refining the theoretical framework and strengthening the discussion section to enhance academic rigor.

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