



APPLICATION OF COOPERATIVE LEARNING MODEL GROUP INVESTIGATION (GI) TYPE OF SOCIAL STUDIES IN IMPROVING LEARNING OUTCOMES IN ELEMENTARY SCHOOL STUDENTS

Acoci^{1*}

¹FKIP, Muhammadiyah University of Buton, Indonesia

ABSTRACT

The purpose of this study was to find out the application of the Group Investigation (GI) cooperative learning model for social studies subjects to improve the learning outcomes of fourth grade students at SD Negeri Wanco. One of the innovative learning models in order to improve and increase social studies learning outcomes for fourth graders of SD Negeri Wanco is through the Group Investigation (GI) Model. This research method uses the class action research method. Classroom Action Research follows a cyclical or recycling process starting from planning, action, observation and reflection. The object of research is 22 students. Data collection techniques carried out are: Tests, Interviews, and Observations. Data analysis was carried out by grouping data about learning outcomes during the learning process. The results of the study show that learning mastery in social studies subjects with the Group Investigation (GI) type cooperative learning model can improve learning outcomes in Social Sciences.

Keywords: *Learning Model, Group Investigation, IPS*

1. Introduction

Education is a form of embodiment of dynamic human culture and development requirements. Therefore, changes or developments in education are what should happen in line with changes in the culture of life (Octaviyantari et al., 2020). One of the characteristics of modern society is that it always wants changes for the better in various fields, including in the field of education (Sumertha, 2019). Inherent components in education includes curriculum, teachers and students. In the learning process the existence of a teacher is very important, because it is the teacher who determines the achievement of learning objectives and student competence (Pamungkas et al., 2023).

The education system in elementary school is a whole between educational components that are interrelated in an integrated and mutually influencing way to achieve basic education goals. The level of education that is considered the basis of education is elementary school (Prasetyo et al., 2019). It is in this school that students experience the process of education and learning. In general, we can say that elementary schools are educational institutions that carry out the basic education process and underlie the further education process (Basirun & Tarto, 2022).

The impact of the learning process is that students often watch their teacher teach rather than pay attention to the teacher teaching. This kind of learning conditions has an impact on student learning outcomes. This learning phenomenon is the same as the learning process that occurs in Wanco Public Elementary School, especially in the IPS learning process (Suriyanti et al., 2022). This is in accordance with the main goal of Social Studies learning, namely to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mentality towards improving everything. inequality that occurs, as well as being skilled in overcoming every problem that occurs daily, both that befalls himself, as well as that befalls a society that is rapidly developing and undergoing change (Mariah et al., 2020).

The success of the social studies learning process can be measured by the success of the students participating in the activity. This success can be seen from the level of understanding, assignment of material and student learning outcomes. The higher the understanding and mastery of the material, the higher the student learning outcomes. Based on the results of interviews with the Class IV teacher at Elementary School Country Wanco on May 26 2018, the Social Studies learning outcomes achieved by Grade IV students were still low. Students who have not reached the specified KKM are 12 students (54.54%) while those who have reached the specified KKM are 10 students (45.46%).

Observing the above phenomenon, there is a need for change and renewal, innovation or a change in mindset movement towards educational attainment in general and specifically learning objectives (Wijaya et al., 2018). Social studies learning should have more varied methods and strategies to optimize student potential (Joru et al., 2023). Teachers' efforts in managing and empowering various variations of learning are an important part of student success in achieving planned goals (Oleo et al., 2020). Therefore the selection of methods, strategies and approaches in designing learning models that are useful in achieving PAKEM (Active, Creative, Effective, Fun Learning) is a demand that must be pursued. Efforts to realize the above are through the use of innovative learning models in the learning process, especially in the social studies learning process (Ibrahim, 2021). One of the innovative learning models in order to improve and enhance social studies learning outcomes for fourth graders of SD Negeri Wanco is through the Group Investigation Model.

The Group Investigation (GI) model is often referred to as the most complex cooperative learning method (Girsang et al., 2021). This is because this method combines several basic ideas, namely based on a constructivist view, democratic teaching, and cooperative learning groups. Based on the constructivist view, the learning process with the group investigation model provides the widest opportunity for students to be directly and actively involved

in the learning process from planning to how to learn a topic through investigation (Annas et al., 2019).

2. Methods

This research method uses the class action research method (Harefa, 2021). Classroom Action Research follows a cyclical or recycling process starting from planning, action, observation and reflection (Pratami et al., 2019). The data procedure starts from an analysis of the data that has been obtained based on the results of observations and social science learning achievement tests (IPS) for each respondent. The subjects of this study were fourth grade students at SD Negeri Wonco because there were 1 class at Elementary School Country Wonco, the students as the research subjects were the same as the research objects. The object of research were 22 students, namely 10 male students and 12 female students. The data collection techniques carried out are: Tests, Interviews, and Observations.

Data analysis was carried out by grouping data about learning outcomes during the learning process. The technique used is quantitative data analysis techniques (Ilma* et al., 2022). Observational data were analyzed using descriptive analysis in order to obtain an average value, and the percentage of researcher and student activities presented in a narrative manner. In this study, the data obtained was collected for study and analysis. The summary of data that is considered important and can strengthen the research is presented in the form of descriptive and tables. After collecting data and obtaining strong evidence regarding the results of the research (Sajidan et al., 2022).

Indicators of achievement of the material for the Development of Production, Communication and Transportation Technology are said to be successful if: (1) the learning outcomes of each student achieve a KKM score of ≥ 70 .; (2) the class average score is at least 75%; (3) and the percentage of classical learning completeness is achieved, namely at least 75 students who get a score > 70 (Hal, 2021). To determine the level of mastery or mastery of learning quantitatively using the following formula:

Determine the average value of student acquisition with the formula:

$$NR = \frac{\sum SR}{N}$$

Information:

NR = Average Value

$\sum SR$ = total value obtained by the students as a whole

N = total number of students

(Nurlita et al., 2021)

A student is said to have completed learning individually if the student obtains a minimum score of 70, using the formula:

$$N = \frac{\sum R}{R_{total}} \times 100\%$$

Information:

SN = final value

ΣR = total score of student acquisition

R_{Total} = total score sum

(Nurlita et al., 2021)

3. Findings and Discussion

Before the researcher conducted cycle I, the researcher first made pre-cycle observations. This pre-cycle observation was carried out in order to determine the extent to which students' understanding of the knowledge that students had learned in previous meetings with social studies subject teachers who did not use the Group Investigation (GI) cooperative learning model in delivering the material.

3.1 Findings

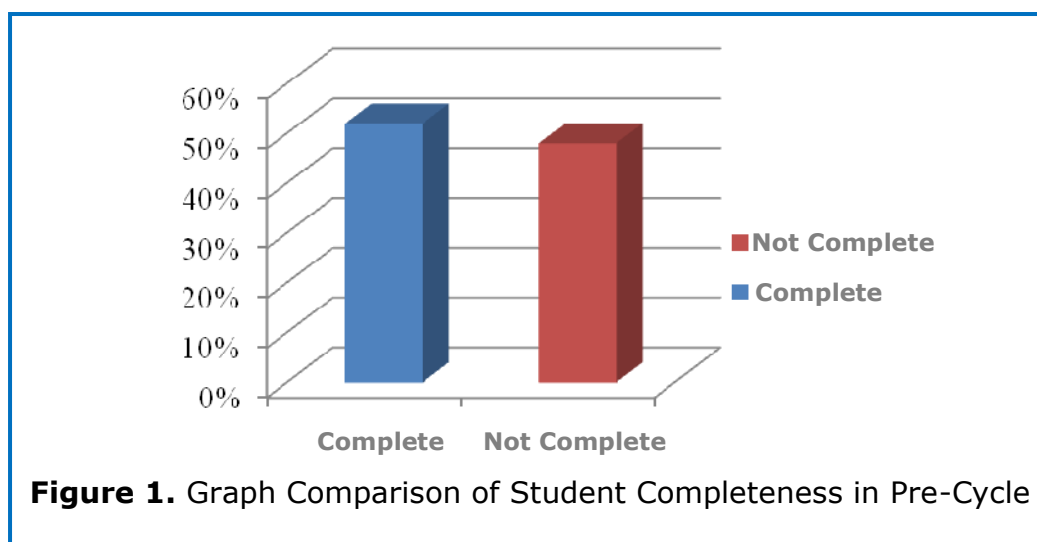
Based on the researchers' observations at the pre-cycle stage, there were several grade IV students at Elementary School Country Wonco who had not yet reached the specified standard scores. With a number of students still getting scores below 65, this indicates that the level of achievement of student scores has not been completed due to the failure to achieve the achievement indicator that has been determined by the social studies subject teacher, namely 65.

Pracycle

Based on the data on student scores at the pre-cycle stage above, the researcher can obtain classical student mastery data as follows:

- a. Percentage of students who have completed the study
 - Many students = 22 students
 - Students who have completed = 12 students
 - Percentage of students who have completed learning = 54.54%
- b. Percentage of students who have not completed
 - Students who have not completed = 10 students
 - Percentage of students who have not completed = 45.46%

The data described above, the comparison of the percentage of students who passed and those who did not complete at the pre-cycle stage when shown in the graph is as follows:



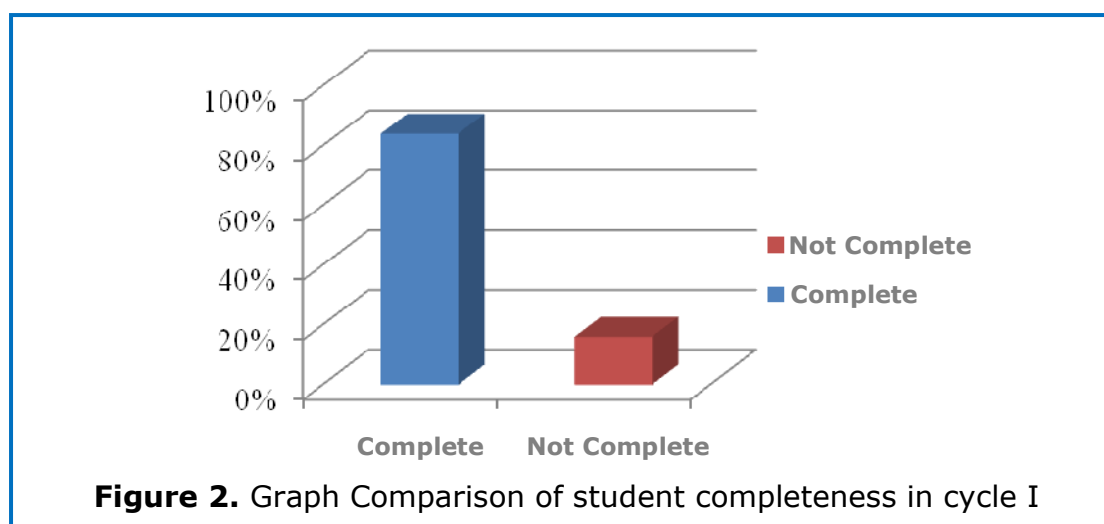
From the data above, it can be seen that only 54.54% of grade IV students at Elementary School Country Wonco have completed their studies, while students with a percentage of 45.46% have not completed their studies. This means that the achievement indicators for the social studies subject matter Development of production technology in class IV Elementary School Country Wonco have not been achieved.

Cycle I

After the student data during the learning process in class was obtained from the pre-cycle stage, the researcher continued the research to the first cycle stage. The following are the results of the first cycle research on the application of the Group Investigation (GI) type cooperative learning model which was carried out in an effort to improve learning outcomes for fourth grade elementary school students Negeri Wonco on social studies subject material on the development of production technology at SD Negeri Wonco. From the data on student scores in the first cycle stage above, the researcher can obtain classical student mastery data as follows:

- a. Percentage of students who have completed the study
 - Many students = 22 students
 - Students who have completed = 19 students
 - Percentage of students who have completed learning = 86.37%
- b. Percentage of students who have not completed
 - Students who have not completed = 3 students
 - Percentage of students who have not completed = 13,64%

Based on the data described above, the comparison of the percentage of students who passed and those who did not complete in the first cycle stage when shown in the graph is as follows:



Classically, it was stated that it was incomplete because the student's score only reached 86.37%. there are still a number of students who have not completed it, namely as many as 3 students (13.64%). This means that research at the end of learning in cycle I, the results have not met the expectations desired by researchers because there are still some students who have not achieved minimal completion, so that complete classical learning has also not been achieved.

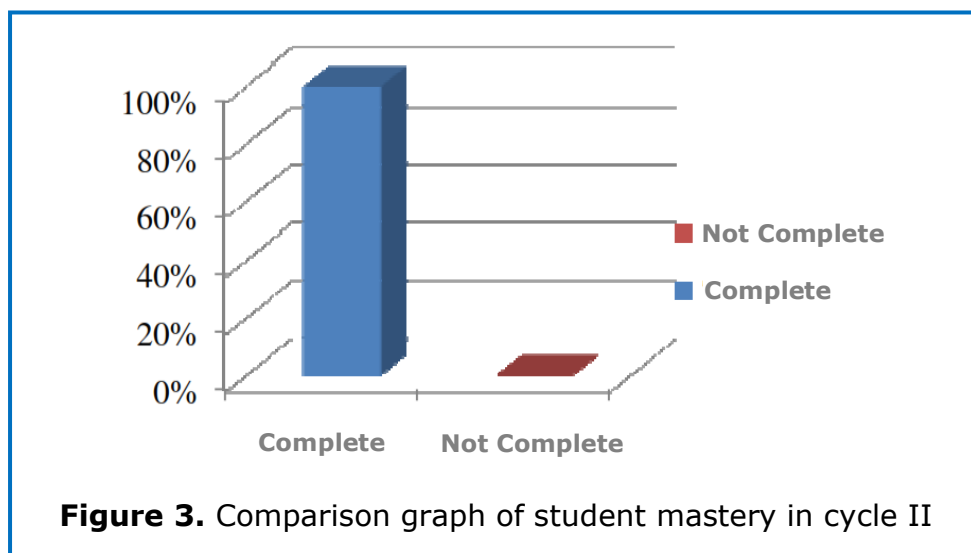
Cycle II

The planning stage in cycle II refers to the results obtained in the reflection of cycle I. The results of the reflection of cycle I show that the application of the Group Investigation (GI) cooperative learning model carried out by students during learning activities in class has gone well. This is evidenced by the existence of data on increased student activity and learning outcomes as mentioned above. However, there are still some students who have not reached the completeness criteria with scores above 65, so further planning is needed for cycle II actions.

The plan in cycle II is that the researcher wants to further increase student activity during cooperative learning of the Group Investigation (GI) type and increase student learning outcomes so as to achieve the existing completeness criteria. Researchers together with research partners, namely class IV subject teachers at Elementary School Country Wonco, carried out more mature planning in cycle II. Researchers rearranged learning scenarios (RPP) and test questions for cycle II. In addition, the researcher will explain the steps of Group Investigation (GI) cooperative learning more slowly and by using easy-to-understand words so that students understand and understand what they have to do during Group Investigation (GI) cooperative learning. From the data on student scores in the second cycle stage above, the researcher can obtain classical student completeness data as follows:

- a. Percentage of students who have completed the study
 - Many students = 22 students
 - Students who have completed = 22 students
 - Percentage of students who have completed learning = 100%
- b. Percentage of students who have not completed
 - Students who have not completed = 0 students
 - Percentage of students who have not completed = 0%

Based on the data described above, the comparison of the percentage of students who complete and those who do not complete at cycle II stage when displayed in the graph is as follows:



The data above explains that student learning outcomes have experienced an increase in the learning process. The number of students who passed also increased to 100%. None of the students scored below the predetermined standard of completeness criteria indicator, namely 65%. And this shows that social studies learning using cooperative learning type Group Investigation (GI) on the material of production technology development in class IV SD Negeri Wonco has been successful.

3.2 Discussion

Through the results of research that has been carried out that in social studies learning using tools has a positive impact, namely in the form of a significant increase in learning outcomes or achievements. In general, students' understanding of the concept of the Group Investigation (GI) cooperative learning model has increased when compared to the pre-cycle stage. Students are very interested in the Group Investigation (GI) cooperative learning model applied by researchers. However, there are some students who are still not active in doing the tasks given by the researcher, so that the learning outcomes of these students are still low. Student understanding in cycle I was shown by the number of students who passed increasing from 54% to 84%. This means that the mastery of student learning has increased to 30%, although there are still some students who have not achieved completeness, namely 3 students (13.64%).

Learning experienced a high increase as was the case in the implementation of cycle I. Action corrective steps taken in learning cycle II had a positive impact on improving student learning outcomes. The researcher in opening the lesson and using the Group Investigation (GI) cooperative learning model attracted the attention of students, so that it could lead to student learning motivation in cycle II. There is an increase in the seriousness of students in learning. All students do the teacher's assignment. Student enthusiasm began to increase so that students tried to pay attention to the explanation of the material. Learning completeness was also completed classically, namely 100%. There was not a single student who did not complete the implementation of this second cycle. Student involvement in learning cycle II has increased compared to cycle I. From the results of research on learning cycle II, it appears that there is an increase in achievement compared to improvement in learning cycle I.

Based on the research results from the observations, observation sheets and discussion stated above, the increase in student learning outcomes from the pre-cycle, cycle I and cycle II proves that the application of Group Investigation (GI) type cooperative learning in class IV SD Negeri Wonco the subject matter of development production technology provides an increase in higher student learning outcomes. The use of the application of the Group Investigation (GI) cooperative learning model can facilitate learning activities. In the implementation of cycle I and cycle II it can be seen that there are changes, both from the way students learn, student enthusiasm and student activity with the application of the Group Investigation (GI) cooperative learning model. This proves that the application of the Group Investigation (GI) cooperative learning model can improve student learning outcomes in the learning process in class.

4. Conclusion

Based on the description, various conditions and activities related to the application of Group Investigation (GI) Cooperative Learning type in class IV students of SD Negeri Wonco with material on the development of production technology, the researcher can conclude that by using the Group Investigation (GI) type cooperative learning model in learning process can improve student learning outcomes. Improvement in student learning outcomes can be seen from the results of each cycle carried out in the pre-cycle, cycle I and cycle II. The completeness of student learning at the pre-cycle stage there were 12 students or 54.45%, while those who did not complete were 10 students or 45.46%, in the implementation of cycle I there were 19 students or 86.37% who did not complete, while those who did not complete were 3 students or 13.64%, there is a significant increase, namely the completeness of student learning as many as 22 students or 100% of the total number of students. This means that learning mastery in social studies subjects with the Group Investigation (GI) cooperative learning model can improve learning outcomes

Bibliography

- Annas, A., Suardika, I. K., & Rafiuddin, L. O. (2019). Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation (Gi) Dalam Meningkatkan Hasil Belajar Ips Siswa Materi Sumber Daya Alam Di Kelas Iv Sdn Tinengi. *Jurnal Ilmiah Pembelajaran Sekolah Dasar*, 1(2), 74–80.
- Basirun, B., & Tarto, T. (2022). Efektifitas Model Group Investigation dalam Meningkatkan Hasil Belajar IPS Di Sekolah Dasar. *Proceedings Series on Social Sciences & Humanities*, 3, 236–245.
- Girsang, P. D., Tanjung, D. S., & Azelina, D. (2021). The Effect of Group Investigation Type Cooperative Learning Model on Students' Learning Outcomes on The Themes of Daerah Tempat Tinggalku at Grade IV SDN 094117 Bangun Saribu. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, 5(20), 252–261.
- Hal, M. (2021). Jurnal Ilmiah Pendidikan Akuntansi Application of the Group Investigation (GI) Cooperative Learning Model to Improve Student Activity and Learning Outcomes. *Jurnal Ilmiah Pendidikan Akuntansi*, 7, 19–28.
- Harefa, O. (2021). Pengaruh Model Pembelajaran Kooperatif Tipe Group Investigation Terhadap Hasil Belajar Ipa. *Jurnal SOMASI (Sosial Humaniora Komunikasi)*, 2(1), 71–79.
- Ibrahim, R. A. (2021). Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation untuk Meningkatkan Hasil Belajar Peserta Didik. *Syntax Idea*, 3(4), 916.
- Ilma*, A. Z., Jumadi, J., & Narumsari, M. C. (2022). Teacher's Perceptions of Essential Learning Models to Improve Students' Science Learning Achievement in Secondary Schools. *Jurnal Pendidikan Sains Indonesia*, 10(2), 403–423.
- Joru, C. S. R. P., Makaborang, Y., & Enda, R. R. H. (2023). The Group Investigation Type Cooperative Learning Model With The Assistance Of Image Media To Improve The Learning Outcomes Of Class VIII Students At SMPN. *Jurnal Eduscience (JES)*, 10(1), 146–158.

- Mariah, M., Sarkadi, S., & Ibrahim, N. (2020). The Effect of Talking Stick Learning Model Toward Students' History Learning Outcomes. *JED (Jurnal Etika Demokrasi)*, 5(2), 213–220.
- Nurlita, A., Marhadi, H., & Zufriady, Z. (2021). Penerapan Model Pembelajaran Kooperatif Tipe Student Facilitator And Explaining untuk Meningkatkan Hasil Belajar IPS Siswa Kelas IV Sdn 57 Pekanbaru. *Neliti.Com*, 2(2), 1–11. <https://www.neliti.com/publications/186383/penerapan-model-pembelajaran-kooperatif-tipe-student-facilitator-and-explaining>
- Octaviyantari, N. L. A., Suarni, N. K., & Widiana, I. W. (2020). Improving Social Studies Learning Outcomes Through Group Investigation Learning Model Assisted with Audio-Visual Media. *Journal of Education Technology*, 4(3), 349.
- Oleo, U. H., Munir, A., Oleo, U. H., & Oleo, U. H. (2020). Implementation of Group Investigation (GI) Cooperative Learning Model to Improve Students' Critical Thinking Skills in Biology Subject. *Journal of Biological Science and Education*, 2(2).
- Pamungkas, J., Harun, & Manaf, A. (2023). A Systematic Review and Meta-Analysis Group Contrasts: Learning Model Based on Local Cultural Wisdom and Student Learning Outcomes. *International Journal of Instruction*, 16(2), 53–70.
- Prasetyo, W. E., Kristin, F., & Anugraheni, I. (2019). Penerapan Model Pembelajaran Cooperative Learning Tipe Group Investigation Untuk Meningkatkan Kerjasama Dan Hasil Belajar Mapel Ipa Siswa Kelas 4. *Edukatif: Jurnal Ilmu Pendidikan*, 1(2), 64–71.
- Pratami, A. Z., Suhartono, S., & Salimi, M. (2019). Penerapan model pembelajaran group investigation untuk meningkatkan hasil belajar Ilmu Pengetahuan Sosial. *Harmoni Sosial: Jurnal Pendidikan IPS*, 6(2), 164–174.
- Sajidan, Suranto, Atmojo, I. R. W., Saputri, D. Y., & Etviana, R. (2022). Problem-Based Learning-Collaboration (Pbl-C) Model in Elementary School Science Learning in the Industrial Revolution Era 4.0 and Indonesia Society 5.0. *Jurnal Pendidikan IPA Indonesia*, 11(3), 477–488.
- Sumertha, I. G. (2019). Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation (GI) untuk Meningkatkan Hasil Belajar IPA Siswa. *Jurnal Pedagogi Dan Pembelajaran*, 2(2), 195–202.
- Suriyanti, D., Yusri, R., & Lovia, L. (2022). the Influence of Student Perception on Mathematics Learning Outcomes Through Implementation of Group Investigation Learning Model. *Alifmatika: Jurnal Pendidikan Dan Pembelajaran Matematika*, 4(2), 109–121.
- Wijaya, F. A., Mawardi, & Wardani, K. W. (2018). Upaya Peningkatan Hasil Belajar Menggunakan Group Investigation Pada Siswa Kelas 4 Sekolah Dasar. *Widyagogik*, 5(2), 149–159.
- Yusnan, M. (2022). Implementation Of Character Education In State Elementary School.