Research Article

EFFECTIVENESS OF GROUP INVESTIGATION LEARNING MODEL ON STUDENT LEARNING OUTCOMES ON GLOBALIZATION MATERIAL

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Abstract

Civic Education (Civics) is one of the subjects that must be taught in primary school education. In the learning process, teachers still often use conventional learning models. This learning model makes students less interested and easily bored in learning activities so that student learning outcomes are less than optimal. This also happens in Civics learning on Globalization material in elementary schools. Learning on Globalization material will be more enjoyable and meaningful if students are given the freedom to choose learning topics and make use of learning resources other than teachers so that student learning outcomes will be better. Such learning can be realised by using the Group Investigation learning model. This study aims to determine the difference in learning outcomes between students who get learning using the Group Investigation learning model and the learning outcomes of students who get learning using conventional models in Civics lessons on Globalization material. The population in this study were 51 students, namely 28 students from class IVA and 23 students from class IVB. The sampling technique used was simple random sampling technique. The number of samples obtained was 48, namely 26 students from class IVA as the experimental class and 22 students from class IVB as the control class. After learning, both classes were given post-test questions. Based on the post-test scores, a hypothesis test was carried out using the Mann Whitney U Test in the SPSS 17 program because the data obtained was not normally distributed and not homogeneous. After the U test is carried out, the Asymp value is obtained. Sig. (2-tailed) 0.044. Referring to the criteria used in the research, a value of $0.044 < 0.05$ means that Ho is rejected and Ha is accepted. So it can be concluded that there is a difference in the average learning outcomes between students whose learning uses the Group Investigation model and the learning outcomes of students whose learning uses the conventional model in Civics lessons on Globalization material. From the post-test data obtained, the learning outcomes of students whose learning uses the Group Investigation model are better than the learning outcomes of students whose learning uses the conventional model. Therefore, it is recommended that the Group Investigation learning model be applied and developed, especially for complex subject matter.

Keywords: Learning Model, Group Investigation, Learning Outcomes.

INTRODUCTION

Every human uses language as a means of communication in everyday life. Through language, the culture of a nation can be formed, fostered and developed and can be passed down to future generations. Language is very important to be taught in primary schools (SD), especially Indonesian because Indonesian is one of the keys to learning all fields of study. If elementary school students do not understand Indonesian, they will not be able to learn other fields of study. Therefore, Indonesian must be instilled in children from an early age. Children should be taught Indonesian starting from elementary school which is then used as a foundation for higher levels. According to Tarigan (1986), language skills (Language Arts, Language Skill) include four skills, namely; listening skills (Listening Skill), speaking skills (Speaking Skill), reading skills (Reading Skill), and writing skills (Writing Skill). Students must be able to master these four language skills because each skill is very closely related to one another. In language practice, the four skills cannot stand alone but are interrelated, for example the relationship between listening skills and speaking, and vice versa, if the student is often a speaker, then he will become a good listener. Based on Curriculum 13, one of the basic competencies that students must have is 'Identifying story elements about folklore that they hear' (Depdiknas, 2006).

Thus, grade II elementary school students should listen to stories to identify the elements of the story in it. After observations in the research environment, in listening to stories to identify the elements of the story in it, students have not been able to identify the elements of the story, students have not been able to explain the setting, determine the theme, explain the mandate, and retell the contents of the story that has been listened to. After questioning with the second grade teacher, data was obtained that the learning outcomes of listening skills were still low. it is evident that 67% of the 27 students (as many as 18 students) obtained scores in learning the skills of listening to stories below the minimum completion criteria for Indonesian language determined by the school, namely 70. The emergence of various problems described above, caused by (1) The teacher only tells stories directly in front of the class, (2) Students are immediately given questions and then asked to answer, (3) During the learning process the teacher does not use innovative learning media. Based on the conditions stated above, a class action research was conducted with the class teacher to improve the quality of learning to listen to stories using audio visual media animation films. By using this media students will be motivated to learn, students' attention is more focused, and it makes it easier for students to understand the material being studied. This class action research has also been conducted by Epi (2012) with the title Use of Audio Visual to Improve Listening Skills to Stories in First Grade Students. The results of these observations can improve the listening skills of grade I elementary school

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students. The difference between this research and the previous one lies in the subject, research location and research situation. With the use of audio visual media, this animated film is expected to improve listening skills, increase student motivation, focus and be active in the implementation of learning in primary school students. Therefore, the title 'Improving Listening Skills by Using Audio Visual Animation Film on Students' was determined.

LITERATURE REVIEW

Listening Skills

According to Tarigan (in Kamidjn, 2009), listening skills are the earliest skills by humans, before they are able to speak, read and write. Listening skills are the beginning of all language activities for humans. As for the purpose of listening according to Kamidjan, et al (2009: 6), are as follows; (1) Get facts, (2) Analyse facts, (3) Evaluate facts, (4) Get Inspiration, (5) Entertain yourself, (6) Improve speaking skills. According to Tarigan (2008: 62), there are eight purposes of listening, namely: Listening to learn, with the aim of gaining knowledge from the speaker's speech material., Listening to enjoy, with an emphasis on enjoying something from the material that is spoken or listened to or played., Listening to evaluate, with the intention of being able to assess something that can be listened to., Listening to appreciate, in order to enjoy and appreciate something he listened to., Listening to communicate ideas, ideas, or feelings to others smoothly and precisely., Listening to distinguish sounds, sound names that distinguish meaning and sound names that do not distinguish meaning: seen in people who are learning foreign languages., Listening to solve problems, because the speaker may get a lot of valuable input., Listening to convince himself of a problem or opinion that has been doubtin.

According to Tarigan (2008), listening is an activity that is a process. in the process of listening there are stages, among others: Hearing, at this stage we just hear everything that is stated by the speaker in the utterance of his speech., Understanding, after we hear then we will have the desire to understand or understand well the contents of the conversation conveyed by the speaker.., Interpreting, a good listener, who is careful and thorough, is not satisfied if he only hears and understands the content of the speaker's speech, he wants to interpret or interpret the content, the points of opinion contained and implied in our speech. Evaluating; the listener also begins to assess and evaluate the opinions and ideas of the speaker regarding the advantages and disadvantages as well as the good and disadvantages of the speaker. Responding, this stage is the last stage in listening activities. Listeners welcome, discern and absorb and accept ideas or ideas put forward by the speaker in his speech or conversation. Meanwhile in Kamidjan (2009: 5) argues that to understand the content of the listening material a process is needed. The process consists of several stages, including: (1) Listening, (2) Identifying, (3) Interpreting or interpreting, (4) Understanding, (5) Assessing and (6) Responding or Reacting.

Learning Media

According to the large Indonesian dictionary (KBBI), media is a tool, intermediary, or connector. Learning media is a set of tools, tools used to motivate students in students in a lesson. The word media comes from Latin and is the plural form of the word medium which literally means intermediary or introducer (Sadiman: 1986). Meanwhile, Gagne (in Sadiman, 1986) states that media are various types of components in the student's environment that can stimulate him to learn. According to Sadiman (1986) media is anything that can be used to channel messages from sender to receiver so that it can stimulate students' thoughts, feelings, attention, and interests and attention in such a way that the learning process occurs. Meanwhile, according to Arsyad (1997), the word media comes from the Latin Medius which literally means 'middle', 'intermediary', or 'introduction'. In Arabic, media is an intermediary or messenger from the sender to the recipient of the message.

According to Gerlach and Ely (in Asyhar, 2012), learning media has a very broad scope, which includes humans, materials or studies that build a condition that makes students able to gain knowledge, skills and attitudes. Educators also include one form of learning media so that it becomes a study of learning delivery strategies (Degeg in Asyhar, 2012). So learning media is not only in the form of inanimate objects but also in the form of living objects, such as humans. Learning media can be understood as anything that can convey or channel messages from a source in a planned manner, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively (Asyharm 2012). From some of these opinions, it can be concluded that learning media is a tool, intermediary or means that can be used to channel messages and can stimulate students to think, express feelings, attention, and student interest in the learning process. Learning media can also make it easier for students to receive material provided by the teacher, so that it can stimulate students' abilities and scores to increase.

According to Mayer (in Asyhar, 2012), a person will learn better from text and image media than text media alone. The important role of media in learning requires educators to be more creative and innovative in utilising various learning resources and media. Learning media is an integral part of the learning process. The utilisation of learning media is a creative and systematic effort to create experiences that can teach students so that the results are quality graduates. Meanwhile, according to Riyana (In Asyhar, 2012), through media a learning process is more interesting and fun (Joyfull Learning), for example students who have an interest in colours can be given media with attractive colours. Learning media can help educators to facilitate the learning process of students. Learning media can also help educators to facilitate the learning process, clarify learning material with a variety of concrete examples through the media and also provide practical opportunities for them. So it can be concluded that the role of learning media in the teaching and learning process is to make students more active and creative. In addition, the role of learning media is also to encourage, clarify learning material so that students learn more actively.

METHODS

Type of Research

The type of research used by researchers is class room action research. The material on the influence of globalization in this PTK is based on competency standards, showing attitudes towards globalization in the environment. In the basic

competencies determine the attitude towards the influence of globalization that occurs in the environment. Classroom action research was first introduced by the results of American social psychology named Kurt Lewin in 1946. The essence of Lewin's idea was further developed by other experts such as Stephen Kemmis, Robbin Mc Taggar, Jphn Elliot, Dave Ebbutt and so on. The approach used in this research is a qualitative approach. According to Aqib (2006: 15) qualitative research is research that is carried out carefully, deeply and in detail so that it can collect very complete data and can produce information that shows the quality of something. Classroom Action Research will not interfere with the learning process, because Classroom Action Research is carried out in the learning process experienced in class according to the schedule Classroom Action Research is situational, contextual, small-scale, localised and relevant to real situations in the world of work. As subjects in Classroom Action Research are students who are conducting learning activities. In carrying out Classroom Action Research can involve other teachers who teach the same subject area, who will function as collaborators and observers. In this study, the researcher's activities in the field are to develop an activity plan, carry out observations, conduct interviews with research subjects, conduct evaluations and finally report the results of the research. This type of research is also descriptive qualitative research, namely research on data collected and expressed in the form of words. Words are arranged in sentences, for example sentences from interviews between researchers and informants. Qualitative research stems from the philosophy of constructivism which assumes that reality is multi-dimensional, interactive and an exchange of social experiences interpreted by individuals. Qualitative research is intended to understand social phenomena from the perspective of participants. Participants are people who are interviewed, observed, asked to provide data, opinions, thoughts and perceptions (Sukmadinata, 2006).

Research Location

In carrying out this research, the author took the research location at SDN Alassumur Lor 1, Besuk District, Probolinggo Regency in the 2023-2024 academic year whose learning system already refers to the Education Unit Level Curriculum (K13). The research was conducted from September to February 2024 during the effective school week.

Research Subjects

The subjects of this study were grade II students of SDN in the 2023-2024 academic year, totalling 35 students, of which there were 13 male students and 22 female students. In this study the subjects conducted learning on the subject of the influence of globalization.

Data and Sources

The data sources of this research are SDN I class teachers, students and teachers as observers during the learning process. The data obtained from this study consisted of qualitative and quantitative data. Qualitative data consists of; The results of observations of student activeness in the affective aspect of the GI (Group Investigation) type cooperative learning method were measured using an observation sheet., Field notes containing recorded data related to the classroom situation during cooperative learning that is not listed in the observation sheet. Interview results with Civics teachers and students given

before and after the implementation of research actions. Meanwhile, what is quantitative is the test scores, in this case the post-test at the end of each cycle.

Data Collection

To solve problems in research, data that is relevant to the problem is needed, while to get this data it is necessary to use data collection techniques so that truly valid and reliable data is obtained. The data collection techniques used in this study are;

1) Observation Sheet

The observation sheet was used to observe teacher activities and student activeness directly in GI (Group Investigation) type cooperative learning activities. This technique is done by observing the object of research and recording the phenomena being investigated. According to Spradley in H.B Sutopo (2002:65) the implementation of observation techniques can be divided into: Non-Participant Observation, in this observation the researcher is completely unaware of his presence in making observations by the observed subject. Role Observation, in this observation is carried out by visiting the event, the presence of the researcher at the location has shown the most passive role because his presence as a stranger is known by the observed and however it has an influence on the observed. Observation in this study is passive role observation and uses the GI (Group Investigation) type which is guided by the observation sheet prepared by the researcher. The observation technique is used to collect data regarding student activeness in the learning process and teaching and learning activities which include methods and strategies of teaching and learning activities. Observation is a recording process by observing all events and activities that occur during class action research.

Data Analysis

Data analysis is carried out every time the action in one cycle ends, the data analysed are; *Student Activeness Data*, to determine whether there is an increase in student activeness in learning Civics, the observation score before action is compared with the activeness score after being given action and supported by observations in the form of observation sheets, field notes and interview results before and after the implementation of the action. *Student Learning Achievement Data*, To determine whether or not there is an increase in student learning achievement, the test scores for each action in one cycle are compared with the test scores in the next cycle. The changes that occur are then expressed in the form of a percentage that states classical learning completeness. In (Ufafa, 2005) states that 'a student is said to have completed learning if he has achieved a score of at least 75 and classical absorption, that is, if 85% of students in the class have achieved a score of at least 75.

RESULTS AND DISCUSSION

Based on the results of data analysis and discussion, it can be concluded that the application of cooperative learning methods of Group Investigation (GI) techniques can improve the skills of grade II elementary school students.

1) In learning about the influence of globalization. This can be seen and the achievement of all assessment indicators that

have been determined in the assessment of student activeness and aspects of student activity during the provision of action as well as in aspects of student activeness in the affective domain.

2) The application of the cooperative learning method of group investigation (GI) technique can increase the knowledge of second grade students of elementary school students about the material on the influence of globalization. This can be seen and the achievement of all assessment indicators that have been set in the students' understanding of the material on the influence of globalization.

3) The application of the cooperative learning method of group investigation (GI) technique can improve learning achievement about the influence of globalization on grade II students of elementary school students. The increase in student learning outcomes occurred in the cognitive and affective domains of cycle I and increased in cycle II, a very good increase in learning achievement.

Conlusion

Based on the results and discussion found, it can be concluded that there is an effectiveness of the group investigation learning model on student learning outcomes on globalization material. The suggestions in this study are, for students should be able to give a better response to the teacher in presenting the cooperative learning method of group investigation (GI) technique so that it can increase students' activeness and better learning achievement. Teachers should be able to present the cooperative learning method of group investigation (GI) technique better through the use of teaching materials that are more active for students. so that it can further increase student activeness and learning achievement. For students, it is expected that the cooperative learning method of group investigation (GI) model can motivate students to interact and cooperate more and can evaluate to improve the quality of individual and group work which is expected to improve learning outcomes. There needs to be other research in order to improve the quality of learning by using other learning techniques, especially learning.

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