

Application of Group Investigation Model to Increase Learning Outcomes of Elementary School Students

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ARTICLE INFO	ABSTRACT
Received: 09-03-2017 Revised: 08-05-2017 Accepted: 07-06-2017 Keywords: Group investigation, learning outcomes	<p>This research aims to improve student learning outcomes on care for living things through the application of group investigation model can theme. The research method was classroom action consisting two cycles with subjects were the 4th grade students of Pemurus Baru I Public Elementary School academic year 2017/2018, total sample 30 students, and data collected through evaluation test. The results showed that by using study group investigation, the student learning outcomes increase.</p> <hr/> <p>© 2018 The Authors. Journal of K6, Education, and Management (j-K6EM). ISSN: 2580-2135. Published by Graduated Program of Educational Management, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. This is an open access article under the open journal systems 3.</p>

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I. Introduction

In a teaching and learning process, there are expected results. According to Sugiartini et al. (2014), a result obtained from teaching and learning activities are referred to as learning outcomes. Sanjaya (2010) said that learning outcomes can be said to be successful if learners make achievement in accordance with the specific objectives that have been planned. According to Bloom, learning outcomes may include cognitive, affective and psychomotor aspects.

Learning outcome can be produced from assignments such as project or evaluation. In addition, Rahmawati (2012) said that learning outcome can be the abilities mastered by students after receiving a learning experience that can be seen from the change of behavior. But it is still unfortunate that the results obtained are still not satisfactory, meaning it is still below the expected standards.

Based on temporary observation, learning outcome and achievement of 4th grade students at Pemurus Baru I Public Elementary School Banjarmasin, academic year 2017/2018 on "care for living things" theme of Natural Science still has not achieved satisfactory results. This is evidenced from the fact that many students still have low learning outcomes. From the classical mastery score of 4th grade students Semester I of 2017/2018, only 43.3% students were able to exceed the predefined standard score. From 30 students, 17 students were included under minimum mastery criteria score of 65.

This is because there are still many students who keep silent and lack of motivation in following the lesson or passive and reluctant to ask the teacher, so that the students are still lack of knowledge. One of the causal factors is the strategy or learning model that is not enough to be applied. If the issue is not addressed, then some problems might occur, for example it will be very difficult for students to achieve learning outcomes in accordance with the standards set by the school.

There are several things that may affect learning outcomes such as teacher, infrastructure, learning environment, method, media and learning model. Maximum learning outcome according to

Susiloningrum et al. (2016) can be obtained if it is supported by several factors such as the use of right method, model and strategy. One model that can be used to increase the learner learning outcome is Group Investigation (GI) model.

Group Investigation (GI) can increase the learner motivation that is expected to improve the learner learning outcome. The same thing is also conveyed by Indrayani et al. (2017) that learning activities that are in accordance with the learner characteristics, study group formation, use of media and appropriate learning model are very effective in increasing the student learning motivation.

According to Sulasti (2013), GI is a learning model that can develop student skill in thinking, analyzing and solving the problem. If learners are directly involved in the process of analyzing and solving problems, it will make them to be more sensitive in seeing the problem, so that the learning outcomes increase.

The other expected learning outcomes in addition to analyze and solve their own problems is the increase in cognitive, affective, and psychomotor aspect. Primarinda et al. (2012) said that GI is a cooperative learning model that can build all aspects of student skills in terms of cognitive, affective, and psychomotor. And this learning model not only focuses on the development of individual, but also the social aspects of students to work in groups.

2. Methodology

A good methodology should bring the researcher to achieve of the objective (Dalle, 2010; Dalle et al., 2017). This study used qualitative naturalistic approach where the research was performed on natural setting. It emphasized the meaning, definition context, and things related to classroom learning while the research type was classroom action research (CAR). Qualitative research did not generalize but emphasizes the depth of information so that it reached the level of meaning (Sugiyono, 2011).

Classroom action research is a process of reflective observation of learning activities performed by teachers to improve learning quality

and increase student learning outcome (Jalil, 2014).

According to Wardhani (2010), CAR is a research conducted by teachers in their own class through self-reflection aiming to improve teacher performance, so that student learning outcomes increase. Some experts propose action research mode with different charts, but in a broad outline there are four stages that must be passed, namely: a) Planning, b) Implementation, c) Observation, and d) Reflection.

Class action research is an action research conducted aiming to improve the quality of classroom learning practice (Arikunto, 2012). This research was very useful for teachers to improve the process quality and increase learning outcomes in the classroom since it raised the actual problems faced by teachers in the field.

This research was conducted in academic year 2017/2018 semester I at Pemurus Baru I Public Elementary School with 30 students consisting of 13 boys and 17 girls. The factor studied was student learning outcome on “care for living things” theme.

This research presented quantitative data in the form of learning outcome measurement performed at each end of the cycle using GI model to obtain score test. The success indicator used in this research was individual learning mastery of ≥ 65 based on KKM in the theme mentioned. In classical mastery, the success indicator reached at least 80% of the total students who got ≥ 65 .

3. Results and Discussion

Student learning outcome data was obtained from the evaluation test conducted at the end of each meeting in order to measure student ability in mastering the material that has been given and added by the final cycle evaluation covering all the learning materials at the meetings.

Based on the results of evaluation test conducted on cycle I and cycle II, classical mastery of student learning outcome continues to increase. In cycle I – meeting 1, the classical mastery of 63.34% increased to 73.34% at meeting 2. While on cycle II – meeting 1, the classical mastery of 83.34% increased to 96.66% at

meeting 2 and managed to achieve the classical mastery set by the researchers.

After the implementation of group investigation model, there is an increase in learning outcomes on “care for living things” theme of Natural Science. As we see in table one, in cycle I – meeting 1, the classical mastery of 63.34% or 19 students who passed had increased to 73.34% where 22 students passed. While in cycle II – meeting 1, the classical mastery of 83.34% or 25 students who passed had increased to 96.66% where 29 students have mastered the subject.

Student learning outcomes on “care for living things” theme of natural science using cooperative group investigation model in cycle II has reached the success indicator expected by the researchers. In this second cycle, the students have understood the lesson delivered by teachers and they have become more enthusiastic about learning. As a result, the student learning outcomes increase from not mastered into mastered. This is because GI model requires students to conduct their own research into the problems they face starting from gathering information, analyzing, until finding the result. Similarly, Rahmawati (2012) also stated that GI model can help the students to be directly involved in solving problems, so that they become more sensitive to the problems in order to increase student learning outcomes.

In addition, according to the perspective of Government Regulation Number 19 of 2005, specifically Chapter IV Article 19 in Suriansyah, et al (2014), it expressly states that learning process in an education is organized: 1) Interactively, 2) Inspirationally, 3) Fun, 4) Challenging, 5) Motivate learners to participate actively. To achieve these five aspects, it is necessary to use the right learning model. According to Listiana (2013), GI is a learning model that can create an interactive, more challenging and fun atmosphere because it requires the students to conduct research where cooperation and interaction to find information are necessary. With a fun learning atmosphere, both learning motivation and learning outcome of student will increase.

The similar thing also has been expressed by Indrastuti et al. (2017) who states that if the students involve and interact directly with the source of information, then they will understand

the material taught better, so a good learning outcome is obtained. When students engage directly with the object of problem, it will create meaningfulness in the learning process. Therefore, to create a meaningful learning situation, it is necessary to have an appropriate learning model namely GI.

Based on the results of research that has been conducted, the application of GI learning model can improve student learning outcomes. Before the classroom action research aiming to determine the initial condition of students, the student learning outcomes on "care for living things" theme of natural science is still low. Students tend not to be motivated to follow the learning process. Consequently, the student learning outcomes also decrease. In addition, after action research with GI model in cycle I and cycle II was applied on "care for living things" theme, the learning outcomes increase

4. Conclusion and Recommendations

Based on the research results, it can be concluded that the student learning outcomes on "care for living things" theme of natural science can increase by using cooperative learning model of GI. It is shown on classical mastery cycle I - meeting 1 (63.34%), cycle I - meeting 2 (73.34%), and cycle II - meeting 1 (83.34%) that increase to 96.66% in cycle II - meeting 2. This proves that GI learning model used by the researchers is appropriate and in accordance with the material taught. It is supported by the results of learning conducted at the end of each meeting both in cycle I and cycle II that continues to increase.

Teachers should improve the learning quality in the classroom. Rather than using lecture method, it is better for the teachers to use appropriate learning methods and models to optimize and improve the teaching quality of teachers as well as to increase student learning outcomes. For example, teachers can use group investigation learning model on learning with "care for living things" theme of natural science.

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