

Improving Students' Social Studies Learning Outcomes Using the Group Investigation Model

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Abstract. This study aims to explore how the group investigation model could be used to improve student learning results in social studies courses. This study was a two-cycle classroom action research study. Six students of class IV from SDN Inti Sungai Miai 11 Banjarmasin participated in this study for the 2020/2021 academic year. Data were collected using observation techniques on implementing lesson plans and student activities and testing on student learning outcomes. The student standard score was ≥ 70 , and the expected classical success indicator was 81%-99%. According to the research findings, teacher activity received a score of 90.625 on very good criteria. With practically all active criteria, student activity improved to 85.7%. Individual learning outcomes showed that five students with a classical completeness of 83.33% were nearly entirely complete. Based on these findings, it was possible to conclude that using the Group Investigation model could increase student learning outcomes in social studies courses.

Keywords: Group Investigation Model; Learning Outcomes; Social Science Subject

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INTRODUCTION

According to Supardi (2011), one of the disciplines offered in primary schools is social studies. Social studies education offers a greater emphasis on students' abilities to solve problems within their own area and more complex challenges (Rahmad, 2016). According to the Department of National Education, the aim of learning social studies in schools is for students to have the ability to: 1) Have the basic ability to think logically and critically, as well as curiosity, inquiry, problem-solving, and social skills. 2) Understand issues concerning communal life and the environment. 3) Commitment to and knowledge of social and humanitarian ideals; and 4) Ability to interact with others, collaborate, and be

competent in a pluralistic society at the local, national, and global levels (Sujana, 2019).

There are lessons in social studies learning in elementary schools, particularly in class IV, that show the qualities of space and examples of utilizing natural resources. In social studies learning, student creativity is required, particularly when examining the qualities of space and how to use natural resources for the surrounding community (Budiarti, 2015). However, schools are still failing to meet the learning objectives; students are still unable to think critically, rationally, and creatively about life problems or respond to citizenship issues in their country, and they are not yet able to participate in all

areas of activity actively and responsibly, leaving them unable to act intelligently in all activities. Students have also not been able to develop positively and democratically; thus, they have been unable to live together with other nations worldwide, interact, or make excellent use of information and communication technologies. Every school is mandated to follow the 2013 Curriculum, which includes theme learning (Harianto & Seran, 2020; Utami et al., 2021). Students learn a variety of disciplines that are all related to one theme, which corresponds to the age range of elementary school students, who only understand the relationship between concepts in a simplified manner and view everything as a whole (Karli in Chamisijatin, 2013).

The Group Investigation (GI) learning model is one of several learning models that can be employed in the 2013 curriculum. The GI learning model is a cooperative learning paradigm in which students are required to be active and participate in the learning process by exploring/searching for information/material to be studied independently with the available materials (Medyasari et al., 2017). Building knowledge independently teaches students to investigate facts, generalize, and arrange their findings. This will positively affect students'

critical thinking skills (Pratimi et al., 2019). The impact of autonomously searching for information is obvious in the findings of a study (Medyasari et al., 2017) in which GI is pronounced beneficial in student learning outcomes. The stages of implementing the GI learning model start with students being directed to identify themes and create groups (Tariani, 2018). The students then plan the tasks to be studied and conduct the investigations. Following the successful completion of the inquiry, each group prepares a final report that can be presented and assessed collectively (Slavin, 2011). Based on the problem's history, the researcher attempted to solve it using the GI learning model for SDN Inti Sungai Miai 11 Banjarmasin class IV students.

METHOD

This research used a qualitative descriptive research method. Komariah & Satori (2011) aimed to describe and illustrate existing phenomena. Classroom Action Research was the study method used. This study was conducted in two cycles in February 2021. Executing these two cycles aimed to make changes if impediments or weaknesses were discovered in the first cycle. The steps of research are depicted in the following Figure 1.

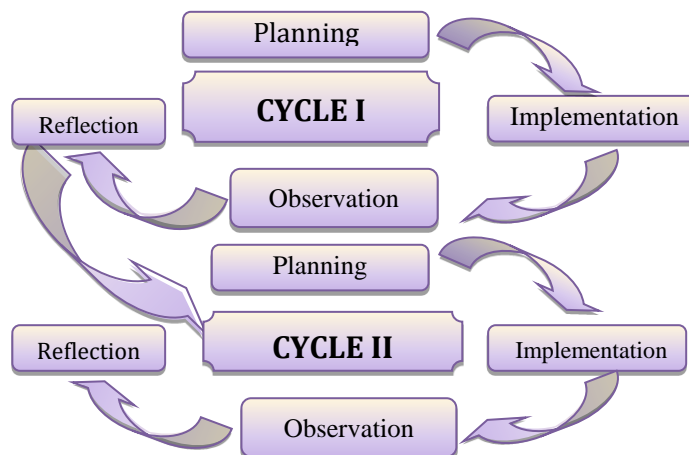


Figure 1 Figure of Two Cycles

Implementation of Classroom Action Research

- a. Planning Stage (Planning): In this stage, the researcher discussed what, why, when, where, by whom, and how the action was carried out. Ideal action research was conducted in pairs, with one party performing the action and the other witnessing the action process. This method was known as collaborative research.
- b. Action Implementation Stage (Acting); implementation or application of design content, particularly implementing classroom actions.
- c. Observation Stage (Observing): Observers performed observation tasks.
- d. Reflection Stage (Reflecting): the stage in which what had been done was restated (Arikunto, 2010).

This class action research project was completed on Theme 6, Social Studies. Material on space characteristics and natural resources used in class IV of

SDN Inti Sungai Miai 11 Banjarmasin, second semester of the 2020/2021 academic year, with a total of 6 students (4 male students and two female students) and a homeroom instructor. This research examined the following factors: (a) implementation of the lesson plan, (b) student activities, and (c) student learning outcomes. Observation techniques were used to collect lesson plan implementation data utilizing the lesson plan implementation observation sheet instrument. The student activity observation sheet tool collected student activity data through observation techniques. Meanwhile, data on student learning outcomes was collected or retrieved via written assessments using evaluation sheets at the end of the learning process.

The lesson plan implementation was analyzed based on the score obtained on the lesson plan implementation observation sheet instrument with equation (1) and categorized based on Table 1.

$$\text{Lesson Plan Implementation Score} = \frac{\text{total score obtained}}{\text{maximum score}} \times 100 \quad (1)$$

Table 1 Lesson Plan Implementation Category

Score Range	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Pretty Good
21 – 40	Not Good Enough
0 – 20	Not Good

Meanwhile, student activities were assessed using the scores from the student activity observation sheet instrument, which was processed using equations similar to equation (1) and categorized as

shown in Table 1. Student activities were also assessed using standard class computations and classified using Table (2).

Table 2 Classical Student Activity Qualification

Score range	Category
100	All active
81-99	Almost all are active
61-80	Most are active

Score range	Category
41-60	Some are active
21-40	A small number are active
1-20	Almost entirely inactive
0	All inactive

Individual students were regarded to be successful if they received a score ≥ 70 . Student learning outcomes were

traditionally measured by the percentage of students who met the KKM and the total number of students.

Table 3 Classical Student Completion Qualifications

Score Range	Category
100	All complete
81-99	Almost all are complete
61-80	Most are complete
41-60	Some are complete
21-40	A small number are complete
1-20	Almost entirely incomplete
0	All incomplete

RESULT AND DISCUSSION

This classroom action research was conducted in two cycles, and the results are shown in Graph 1. Figure 2 shows the

percentages for each student activity in cycle I, whereas Figure 3 shows the percentages for student activities in cycle II.

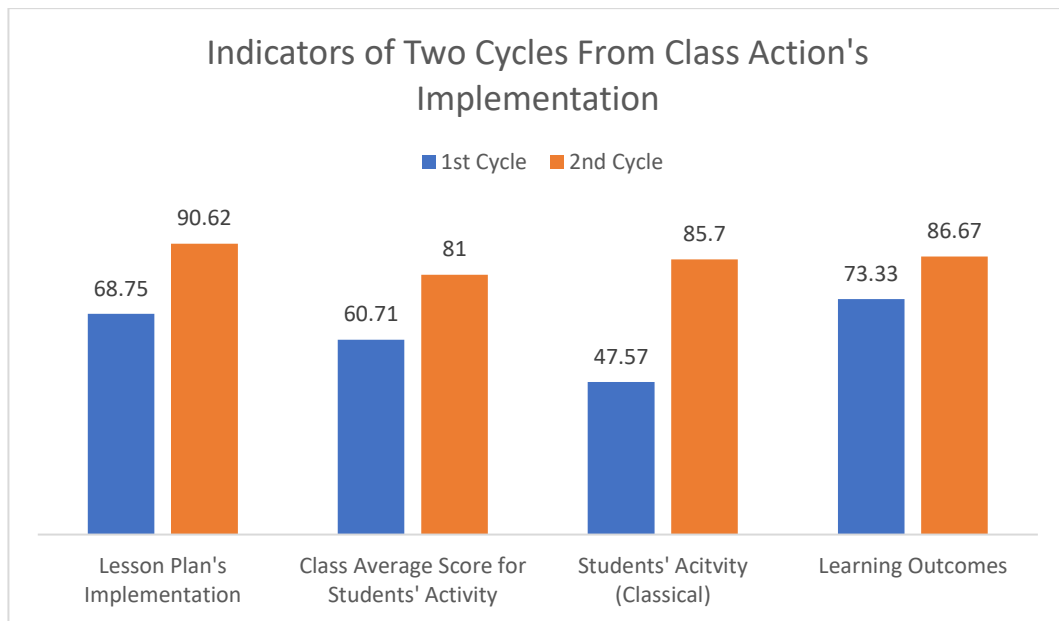


Figure 2 Indicator Results of Two Cycles of PTK Implementation

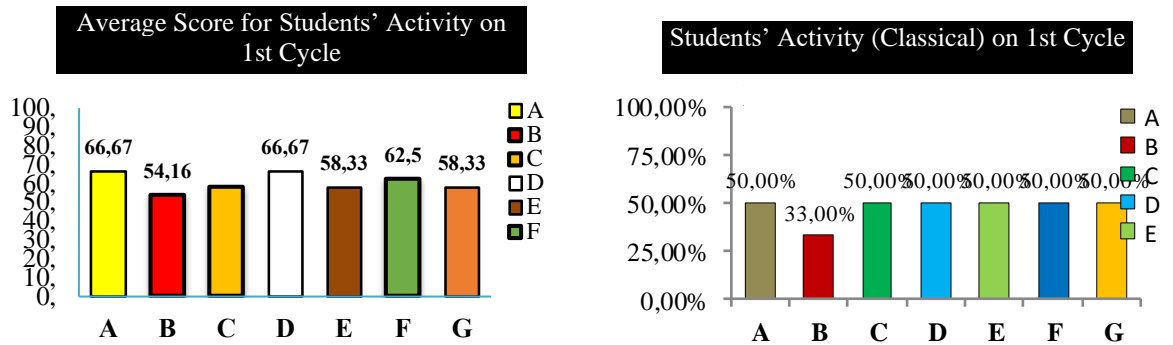


Figure 3 Results of Cycle I Student Activities

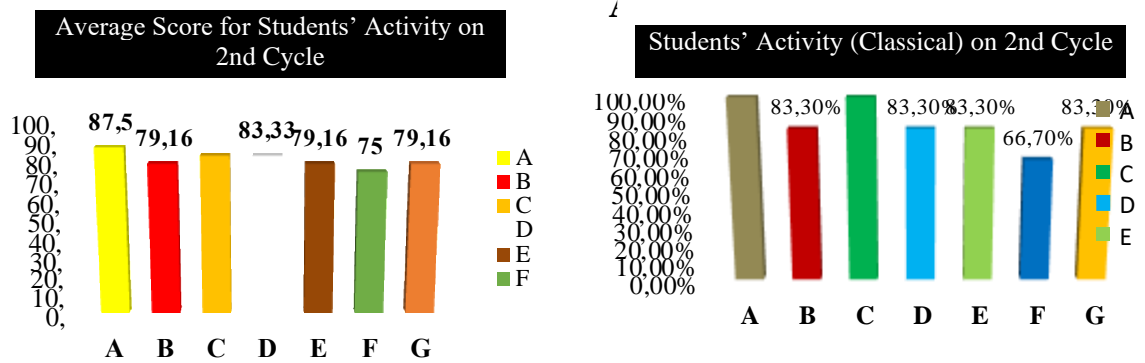


Figure 4 Results of Cycle II Student Activities

Information:

- A. Students' activities were organized into groups based on the teacher's instructions.
- B. Student activities that encouraged students to pay attention to and comprehend the material presented.
- C. Student actions determine the group leader and the group leader selects assignment material for his/her group.
- D. Student activities included group discussions and assignment completion.
- E. Student activities presented the results of the discussion.
- F. Students' activities in responding to the discussion's results.
- G. Student activities that helped the teacher summarize learning results.

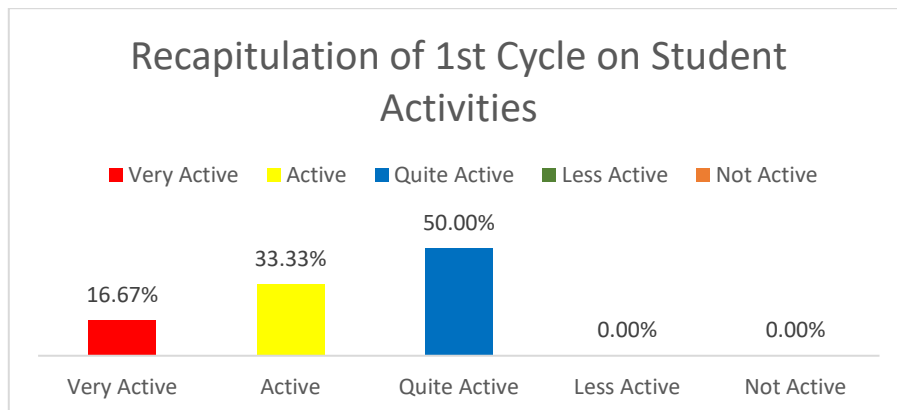


Figure 5 Recapitulation of Observation Results of Cycle I Student Activities

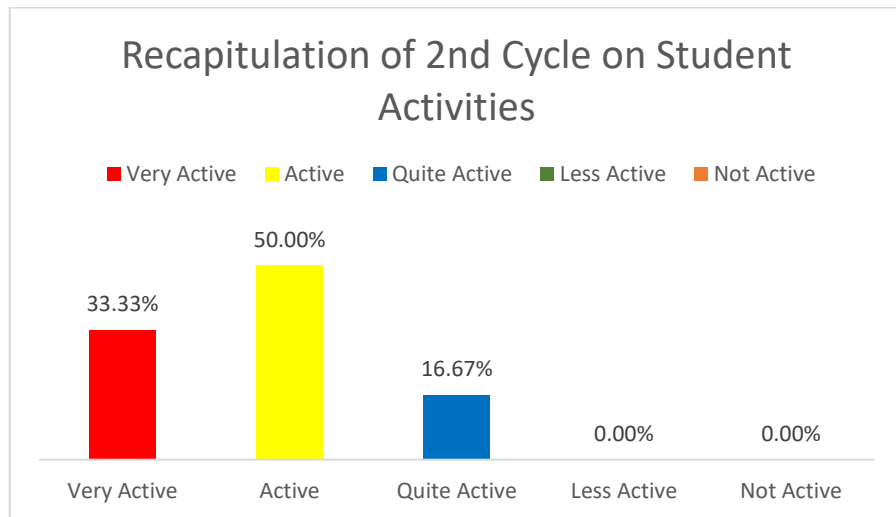


Figure 6 Recapitulation of Observation Results of Cycle II Student Activities

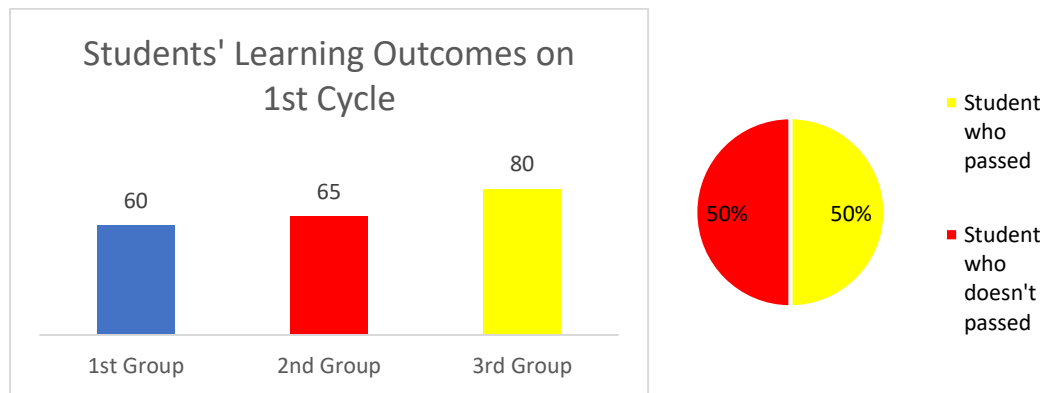


Figure 7 Cycle I Student Learning Results

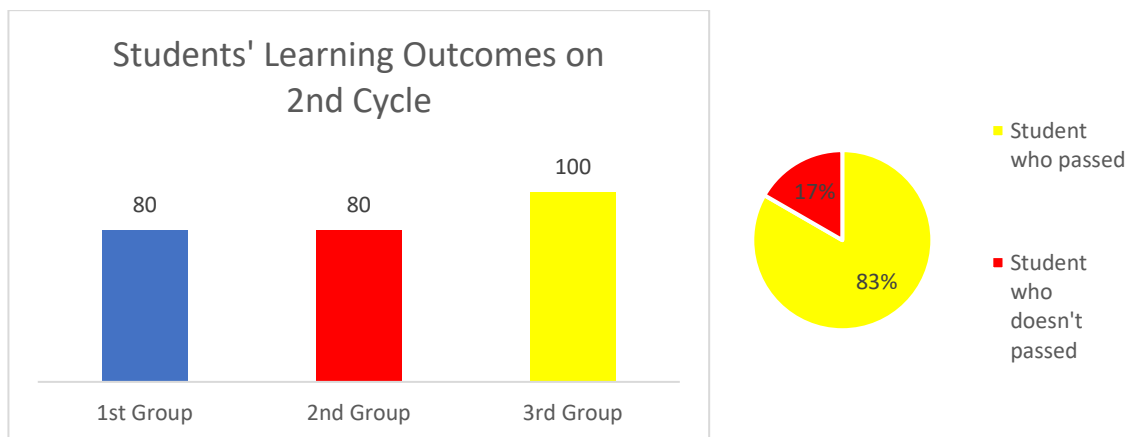


Figure 8 Cycle II Student Learning Results

From cycle I to cycle II; there was an increase in observation results in the implementation of lesson plans, student activities, and participant learning outcomes. Using the GI model, the teacher achieved a score of 68.75 in the good category during cycle I of the learning process; however, the score received by the teacher at this initial meeting did not reach the predicted indicator of success, namely very good. This was due to the teacher's inability to divide groups in various ways. Aside from that, the teacher's presentation of content throughout class was less than excellent. The results of cycle I reflection were then used as an evaluation in the learning process for cycle II.

Using the Group Investigation Model during the cycle II learning process, the teacher received a score of 90.625 in the very good category, indicating that the teacher had achieved the predicted indicator of success, namely very good. This was because, in terms of teachers developing more in-depth discussions regarding the results of students' discussions, which were still carried out less than optimally, teachers developed more in-depth discussions by providing opportunities for other students to respond to the results of their friends' presentations, namely encouraging students to participate in giving responses, setting the atmosphere for the discussion, but did not help the students directly. The teacher provided a quick explanation, but the conclusion was still not ideally implemented, meaning the teacher provided a brief explanation and conclusion clearly and involved students in the lesson's conclusion. However, if there was a misunderstanding, the teacher did not provide clarification. The teacher carried out the learning process using the model and paid close attention to the students' conditions while studying. This had to be maintained by the teacher in order for him/her to maximize other areas

of improvement and get better in the future.

As indicated in Figure 3, student activities were still quite active in cycle I. Of course, this was still below the predefined markers, which were 81-99 in the very active category and 60.71 in the quite active category. There were still many less active students and many students in the quite active category; therefore, student activity had not yet achieved the specified levels. Classically, student activity in cycle I hadn't yet met the success indicators since the percentage of active and very active students reached just 47.57%, but classical activity or students in the active and very active group required to reach between 61% and 80%. Student activity in each aspect remained low. Aspects A and D had the highest results in both class average and classical, with a class average of 66.67 and classically 50%. Meanwhile, the lowest was in aspect B, with an average class gain of only 54.16 and a classically gain of only 33%.

According to Figure 4, students' activities in the teaching and learning process had not yet reached the indicators of success in cycle I, due to the total number of students present, the percentage of students who were active and very active only reached 50%. In contrast, the indicators of classical completion in this study were students in the active and extremely active categories must be active between 81%-99% of the time, with the requirements being nearly fully active. There were six student activities in the teaching and learning process throughout cycle I, with three active and highly active students accounting for 50% of the total.

According to Figure 6, the average group score in cycle I was 73.33; group 1 received a score of 60, group 2 received a score of 65, and group 3 received a score of 80. Only group 3 met the KKM based on their achievements. In terms of the final evaluation of Learning Cycle I, three

students completed it, implying that overall classical completeness was 50%. In comparison, the other three students did not complete with a percentage of 50%, implying that the expected success markers were not met. 81%-99% of the total number of students achieved the complete category.

Meanwhile, according to Figure 4 (Cycle II), student activities were already highly active. Of course, this was consistent with the identified indicators, namely a score of 81-100 with very active criteria, although the obtained score was 81. According to Table 2, there were no less active students, a few students in the moderately active category, and many students in the active and very active categories, indicating that students' activities had met the stated indications. The percentage of active and very active students in cycle II ranged between 81%-99%. In contrast, classical completeness or students in the active and very active category had ranged 85.7% with the criteria of almost all active. In this way, the teacher succeeded in finding a technique to ensure that all aspects studied were successful and met the expectations.

As seen in Figure 5, student activity in each aspect had begun to increase compared to the previous cycle. Obtaining the highest class average and classical score, namely in the activity component of students creating groups by the teacher's directions. Specifically with a class average of 87.5 and a traditional 100%. Meanwhile, aspect F had the lowest class and classical average. Students' activities were in response to the outcomes of the conversation, with a class average of just 75% and a traditional 66.7%. Student activity in the teaching and learning process had attained markers of success, as the percentage of active and extremely active students had reached 83.33% of the total students. In contrast, student activity was the indicator of classical completion in this research.

Those in the active and extremely active groups had to achieve between 81%-99% of the criteria, with the criteria being almost entirely active. There were six students' activities in the teaching and learning process during cycle II, with five active and very active students accounting for 83.33% of the total.

According to Figure 8, the results of the student group work in cycle II showed that group 3 received a score of 100, while groups 1 and 2 received a score of 80. The three groups met the KKM, namely >70. Thus, the final evaluation of cycle II learning was reached: five students completed it, implying that overall classical completeness was 83.33%. In contrast, the other student did not complete it with a percentage of 16.67%, indicating that this had fulfilled the criteria. With the criteria almost entirely active, the success indication to be obtained was between 81%-99%. The results of this research were in line with (Astuti et al., 2020; Devi et al., 2021), which stated that the group investigation learning model could improve social studies learning outcomes.

CONCLUSION

Based on the data presentation and discussion, it was possible to conclude that: (a) the implementation of the lesson plan in social studies learning material on spatial characteristics and the use of natural resources for class IV students at SDN Inti Sungai Miai 11 Banjarmasin had been carried out by expectations and had received the criteria "Very Good", (b) for class IV students at SDN Inti Sungai Miai 11 Banjarmasin, their involvement when participating in social studies learning material on spatial characteristics and natural resource exploitation utilizing the Group Investigation model had increased in each cycle and had attained the criteria "Very Active", and (c) there was an increase in social studies learning outcomes in class IV students at SDN Inti Sungai Miai 11

Banjarmasin regarding spatial characteristics and natural resource utilization using the Group Investigation model, and they had achieved the desired completion both individually and classically. The findings of this study could be used to construct innovative additional learning models to improve the quality of education in elementary schools and student learning outcomes.

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