

# The Effect of *Group Investigation (GI)* Model Toward Activities and Results of Learning Social Studies in Class V MIN 3 Padang

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**Abstract:** *The purpose of this study is to prove the influence of Group Investigation (GI) model on student learning activities and outcomes. Type of this research is quasi experimental research using a quantitative approach. The population is students of VA, VB, VC, and VD MIN 3 Padang, while the sample is 60 students in VB class and VD MIN 3 Padang. 30 students in the VB class as an experiment and 30 students in the VD Class as a control class. The data from the results of the study were obtained from student learning outcomes tests. The results of the study indicate that there is an influence of Group Investigation (GI) model on the activities and learning outcomes of social studies in the V MIN 3 Padang class.*

**Keywords:** *Group Investigation (GI), activities, results of social studies*

## 1. Introduction

Curriculum 2013 made reference to the implementation of education with the goal of achieving national education. The learning process in Curriculum 2013 is Integrated Thematic at every level, whereas in the 2006 Curriculum the thematic learning is only used in the low class. In the high class the learning process is separate in each field of study. In Addition Integrated thematic learning is a theme-based learning that can provide convenience for students in understanding the concept of material in a unified whole. Although there are differences, the subjects contained in these two curricula remain the same. One of them is social studies. Social studies subjects in the 2013 curriculum are taught in an integrated manner with other subjects. More ever this subject is a subject that examines a set of events, facts, concepts and generalizations relating to social issues. Through these subjects in Elementary School (SD) students are expected to have knowledge and insights about the basic concepts of IPS, and have good skills and attitudes in solving problems in a complex and challenging society that occurs in their environment.

Social studies subjects are important to be studied by elementary school students. It is based on the objectives of social studies subjects according to the Ministry of Education (2006: 164), namely: recognizing concepts related to the needs of the community and its environment, having the basic ability to think critically, logically, deep curiosity, inquiry, solving problems, and skills in social life, having a commitment to awareness of social and humanitarian values, having good communication skills, good cooperation and potential in a pluralistic society at the local, national and regional levels.

Achievement of social studies learning is influenced by the factors from the students themselves and the teacher. One of the factor from the teacher is the ability to choose and use

models in learning. Given the learning model as one of the factors that influence the success of learning, the teacher should be able to choose a model that is suitable to be applied in learning. In addition, the selection of suitable learning models can create a pleasant learning atmosphere for students and be able to increase the activity of students in learning. The current reality, according to Jasdila et al. (2017: 3) one of the problems in social studies learning at elementary school is the lack of teacher understanding of the appropriate learning model to be applied in social studies learning. This causes social studies learning to be less attractive, the material is poorly understood by students, low learning outcomes, and not meaningful for students.

The problem expressed by Jasdila above is in line with the problem that occurred at MIN 03 Padang. Based on observations and interview with teachers VB, C, D and E MIN 03 Padang, the author found several problems namely 1) students are less active in social studies learning. This shows the lack of participation of students in the learning process such as asking questions, answering questions, and expressing opinions, 2) students pay less attention to the teacher when the learning process, 3) students often tell stories with friends and do other things not related to social studies, such as drawing, folding paper, crossing hands or stools, 4) lack of collaboration of students in discussions, so that activities and learning outcomes have not increased, 5) students do not do the tasks given by the teacher to the fullest. It is seen that students are still playing while working on assignments.

The problem above is caused by the learning model used by the teacher is monotonous. Most teachers deliver social studies material that is more focused on the lecture method, so that students are less involved in the learning process. Learning is more teacher-centered (teacher center) and students are centered as listeners in learning. This is due to the low activity of the teacher, so it also has an impact on the

low learning outcomes of students. The value of the first semester UH grade V Academic Year 2018/2019 MIN 3 Padang.

**Table 1** The average grade of UH semester I class V Academic Year 2018/2019

Class V	Average UH Theme Themes 7	KKM
Class VB	56.56	80
Class VC	68.13	80
Class VD	68.28	80
Class VE	70.78	80

Sources data: secondary data UH semester 1 cls V MIN 03 Padang

From the table the results of the average UH semester I class V Academic Year 2018/2019 at MIN 03 Padang above can be seen that the average grade in social studies learning has not reached the completeness criteria the minimum set by the school is 80. This indicates that the learning that has been carried out has not been successful. Based on these problems, the teacher should use the right learning model. Joyce (in Rusman, 2011: 133) states that "The learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or others."

One of the learning models suitable for social studies learning is *Cooperative learning type Group Investigation (GI)* model. *Cooperative learning of Group Investigation* model is one form of cooperative learning that emphasizes the participation and activity of students to search for their own material (information) lessons to be learned through available materials, for example from textbooks or students can find in the internet. Students are involved since planning, both in determining topics and ways to learn them through investigation. This type requires students to have good abilities in communication and in group process skills. Furthermore learning model *Cooperative learning model type Group Investigation* can increase student activity in learning. With the increasing activity of students, the learning outcomes will also increase. This is caused by learning using *Cooperative learning model type Group Investigation* the students are directed to find out the subject matter materials themselves through various sources so that students understand the learning material provided by the teacher.

This theory is supported by the results of research conducted by Trismanita, et al (2013). The results of these studies indicate that there is an increasing in the activity of students in terms of group discussions, asking questions, and making conclusions in learning. aspects of learning outcomes have also increased. Based on the results obtained it can be concluded that there is an effect of the application of the *group investigation* to the increase in the activity of students in the matter of pollution and environmental preservation. Furthermore, the results of the research conducted by Gina et al. (2014) also showed that there was a significant increase in student activity in learning compared to conventional models. This proves that the learning model *group investigation* has an effect on increasing the learning activities of students significantly.

Furthermore, classroom action research conducted by Wisnawa et al. Proved the influence of the *group investigation* model in learning. This is seen in the increasing in learning outcomes starting from the first cycle to the second cycle, namely 71.12 in the first cycle and 81.30 in the second cycle. Besides that, it is also supported by the results of research conducted by Sastriawan, et al (2014). The results of the study prove that the Cooperative learning *Group Investigation* model affects the science learning outcomes of fifth grade elementary school students even semester in Cluster XIII of Buleleng District Academic Year 2012/2013. This is seen from the comparison of student learning outcomes using *Group Investigation* model with conventional models. There differences were significant in learning outcomes between *Group Investigation* model and conventional models. Furthermore, the results of the study of Primarinda, et al (2012) in the classroom action research he had done The results of the study show that by applying *Group Investigation* model of learning outcomes increases from cycle I to cycle II.

The research above has differences with the research that the author will do. The author will conduct experimental research with *Group Investigation* model especially in social studies subjects, while in the relevant research above in the experimental model of the *Group Investigation* model on science subjects and *group Investigation* model in classroom action research. Then in relevant research, researchers conduct research on only one variable, namely on activities or on learning outcomes only. While the research that will be conducted by the author includes two variables, namely the activities and learning outcomes of students. The research that the authors will do also has differences in terms of the place of research. Researchers will conduct research at MIN 3 Padang on class V. Based on the description above, a study is needed to prove the theory with the title " The Effect of *Group Investigation (GI)* Model Toward Activities and Results of Learning Social Studies In Class V Min 3 Padang"

## 2. Experimental

Type of research used in this study is quasi-experimental research using a quantitative approach that aims to prove the influence of *Cooperative Learning model Type Group Investigation* on Student Activities and Learning Outcomes on Social Studies Learning. This research was conducted at MIN 3 Padang in the odd semester of the 2018/2019 academic year which took place August-September 2018. The sample of this study was all students of Class V MIN 3 Padang.

## 3. Results and Discussion

The results of this study are seen in the testing of hypotheses 1 and 2. The following are presented test data for hypotheses 1 and 2:

### 1) Hypothesis Test 1

The results of the calculation of the t test for hypothesis 1 are shown in the following table.

**Table 1:** Test Results tHypothesis 1

Class	N	Average	Df	Sig.
Experiment	30	91	58	0,000
Control	30	80		

Based on the table above, the value of sig is obtained. smaller than the level of 0.05, the null hypothesis is rejected. This means that there are significant average differences between the activities of students who use *Group Investigation* model of students who use conventional methods. Because the average activity of students who use *Group Investigation* model is higher than students who use conventional models.

## 2)Hypothesis 2

**Table 2:** The results of the t test Hypothesis 2

Class	N	average	Df	Sig.
Experiment	30	86	58	0,000
Control	30	81		

Based on table 10, the average experimental class learning outcomes were higher than the control class. If seen from the value of sig. smaller than the level of 0.05, the null hypothesis is rejected and vice versa hypothesis 1 is accepted. This means that there are significant differences between the learning outcomes of students who learn with *Group Investigation* model than learning outcomes of students who learn with conventional models.

*Group Investigation* model is able to influence the activities and learning outcomes because students are directed to find the material of their own learning material through various sources so that students understand the learning material provided by the teacher. In addition, *Group Investigation* model emphasizes the participation and activities of students to search for their own material (information) lessons to be learned through available materials, for example from textbooks or students can search through the internet. Students are involved since planning, both in determining topics and ways to learn them through investigation. This requires students to have good abilities in communication and in group process skills. In line with the expression of Slavin (2010: 165) that *Group Investigation* model is able to train students to think higher, train students to develop the ability to think independently, active involvement of students can be seen from the first stage to the final stage of learning.

## 4. Conclusion

*Group Investigation* model proved to be able to influence the activities and learning outcomes of students in social studies learning in Class V MIN 3 Padang. This can be seen in the differences in activity and learning outcomes that are significant between the *Investigation Group (GI)* model and the conventional model.

## 5. Implication

Based on the research that has been done, the implications of this research are 1) as a guideline for teachers and prospective teachers in improving themselves in relation to the teaching that has been done to improve activities and

learning outcomes, 2) As material for principals to provide guidance for teachers in activities learning has been done so that the teacher is able to improve teaching skills with the right learning methods so that the activities and learning outcomes of students increase, 2) As an ingredient for school supervisors related to improving teacher performance in the learning process so as to improve students' learning activities and outcomes in learning.

## 6. Suggestion

Based on the findings obtained in this study, the suggestions 1) for the V MIN 3 Padang classroom teacher can apply the learning *Group Investigation* model in the learning process, because it is proven to be able to improve students' learning activities and outcomes, 2) for advanced researchers, those who want to do similar research should examine aspects of *Group Investigation* model with variations that can improve the activities and learning outcomes of students. In this study limited to social studies subjects in semester 1, so that the next researcher can implement it in semester 2 or on other subjects, 3) for related institutions can socialize about *Group Investigation* model to be truly implemented in the learning process according to step right steps and can provide the facilities and infrastructure needed so that learning is meaningful and well implemented.

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