

IMPLEMENTATION OF THE GROUP INVESTIGATION MODEL TO IMPROVE LEARNING OUTCOMES OF 6TH GRADE STUDENTS ON ISLAMIC CULTURAL HISTORY MATERIAL AT MI PSM GEDORO

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Abstract

Islamic Cultural History lessons at MI PSM Gedoro often face challenges in increasing student engagement due to being perceived as boring. To address this issue, this study applies the ³ "Group Investigation" (GI) learning model, which aims to encourage teamwork, concentration, peer communication, and cognitive development. In the GI model, students work together to complete learning tasks, such as drawing conclusions or communicating their findings. Through GI, students are given the opportunity to actively seek information, discuss, and collaborate with their group members. ¹⁶ The selection of the "Group Investigation" learning model for Islamic Cultural History aims to capture students' attention while working on practice questions, train them to think critically, increase their agility, review previously learned material, understand the content more deeply, and build good cooperation among peers. Classroom Action Research (CAR) is used as the research methodology. Results from the first cycle showed that 86.95% of students scored above 75, which increased to 95.65% in the second cycle. This

¹¹ indicates that the "Group Investigation" learning model effectively improves student engagement and learning outcomes.

Keywords: Group Investigation Model, Islamic Cultural History, Learning Outcomes, MI PSM Gedoro

1. Introduction

It is clear that there are problems with education in Indonesia, particularly in improving the quality of education. This includes low educational quality at various levels, both formal and non-formal education. One of the reasons for ¹² the low quality of education in Indonesia is issues related to the effectiveness, efficiency, and standardization of teaching.¹ Education today faces significant challenges, but it also offers great opportunities. One of these opportunities is digital technology, which can help make education more accessible, and improve how

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¹ Andi Agustang, Indah Ainun Mutiara, and Andi Asrifan, "Masalah Pendidikan Di Indonesia," 2020, 0–19.

teaching is done. Schools need to come up with and apply better strategies to handle these challenges.²

Some subjects are challenging for students at Madrasah Ibtidaiyah. One of these is Islamic History (SKI), which is about the history of Islam. Islamic Cultural History means the development or progress of Islamic culture from a historical point of view. Islamic civilization has other meanings as well, including: formed during the Islamic rule, from the time of Prophet Muhammad (SAW) to the current growth of Islam.³

SKI is one of the required subjects in the 6th grade at MI PSM Gedoro, but there are problems with teaching it. In the 6th grade SKI class at MI PSM Gedoro, students still have trouble understanding the lessons, especially with the many historical dates they need to remember. Additionally, the teaching strategy once used discussions, but the lessons still don't seem meaningful to the students. Another problem is the textbooks for teachers and students there is a difference, teachers use the SKI KA 2020 book,

² Muhammad Fatkhul Hajri, "Pendidikan Islam Di Era Digital: Tantangan Dan Peluang Pada Abad 21," *AL - MIKRAJ Jurnal Studi Islam Dan Humaniora* 4, no. 1 (2023): 35-41.

³ Dwi Muthia Ridha Lubis et al., "Strategi Pembelajaran Sejarah Kebudayaan Islam," *Islamic Education* 1, no. 2 (2021): 68-73, <https://doi.org/10.57251/ie.v1i2.72>.

while students use the LKS book. The book for students looks boring. It's not colorful, so students may not want to review the lessons again.

In the learning process of Islamic Cultural History, the selection of appropriate methods, strategies or learning media is very important in learning activities, because it can affect the effectiveness and efficiency of learning. Teachers who choose the right learning strategies, methods and media make learning more interesting, directed, attractive, planned and make it easier for teachers to transfer teaching materials to students.⁴ The selection of appropriate learning methods can increase the effectiveness of learning and student learning outcomes. Therefore, it is important for educators to pay attention to the learning methods used in order to achieve success in delivering the lesson material.⁵

Therefore, with the problems attached above, the researcher took a solution, namely applying the group investigation learning model. In the

⁴ Maulana Akbar Sanjani, "Pentingnya Strategi Pembelajaran Yang Tepat Bagi Siswa," *Jurnal Serunai Administrasi Pendidikan* 10, no. 2 (2021): 34, <https://ejournal.stkipbudidaya.ac.id/index.php/jc/article/view/517>.

⁵ Brent L Iverson and Peter B Dervan, "Penerapan Metode Pembelajaran Diskusi Untuk Meningkatkan Hasil Belajar Siswa Kelas V SDN Inpres Pandaluk Pada Materi Gaya Gravitasi," *Jurnal Kreatif Tadulako Online* 2, no. 3 (n.d.): 7823-30, <https://ejournal.stkipbudidaya.ac.id/index.php/jc/article/view/517>.

learning process that uses the Group Investigation learning model, the teacher uses visual media in the form of Power Point which is displayed on the projector. The media will make it easier for the teacher to deliver the material and train the students' ability to develop and improve their memory and easily understand the lesson.

2. Materials and Methods

²⁴ The research method used in this study is classroom action research. ¹⁰ Classroom action research aims to develop the most efficient and effective learning strategies in everyday situations. This class action research method uses the Kemmis and Taggart model, in this model has an action research procedure in four stages in cycles such as; planning-action and observation-reflection. The cycle is carried out continuously until the problem is resolved. In this study only used two cycles because according to the teacher this was so effective in solving the problem.

2.1. Learning Outcomes Concept

Learning outcomes refer to the knowledge, skills, attitudes and behaviours that learners acquire and demonstrate after participating in a learning experience. ⁸ Learning outcomes can be categorised into three main areas: Cognitive (knowledge and understanding), Affective

(attitudes and values), and Psychomotor (physical abilities and skills). Assessment of learning outcomes helps educators assess the effectiveness of learning methods and the extent to which learners achieve desired learning outcomes.⁶

Learning outcomes are the level of proficiency achieved by students after the learning process, usually shown through evaluations and tests. Factors that influence learning outcomes include learner ability, learning environment, learning quality, and changes in learner behaviour. Learning success is one of the indicators of learning outcomes that show changes in learner behaviour.⁷

To find out how much students' learning outcomes are, an evaluation is carried out. Learner learning outcomes are measured based on the magnitude of the range of changes before and after participating in learning activities. This evaluation is carried out to see the changes that occur after participating in learning.⁸

⁵ Dirgantara Wicaksono and Iswan, "Upaya Meningkatkan Hasil Belajar Peserta Didik Melalui Penerapan Model Pembelajaran Berbasis Masalah Di Kelas IV Sekolah Dasar Muhammadiyah 12 Pamulang, Banten," *Jurnal Ilmiah PGSD* 3, no. 2 (2019): 111–26.

¹³ ⁷ Anny Sulastrri, Sugiyono, And Endang Uliyanti, "Peningkatan Hasil Belajar Siswa Dalam Pembelajaran Ilmu Pengetahuan Alam Dengan Menggunakan Media Gambar Di Kelas Iii," n.d.

⁸ Ahmadiyahanto, "Meningkatkan Aktivitas Dan Hasil Belajar Siswa Menggunakan Media Pembelajaran Ko-Ruf-Si (Kotak Huruf Edukasi) Berbasis Word Square Pada Materi Kedaulatan Rakyat Dan Sistem Pemerintahan Di Indonesia Kelas Viic Smp Negeri 1 Lampihong Tahun

2.2. Concept of Group Investigation Learning

Model

This group investigation learning method involves group formation, topic identification, investigation planning, investigation implementation, final report preparation, final report presentation, and evaluation.⁹ In this learning model, students work together in completing learning tasks, such as summarising or communicating the results. Through GI, students have the opportunity to actively seek information, discuss, and collaborate with group mates. This helps learners in developing critical, creative and collaborative thinking skills.¹⁰

2.3. Results and Discussion

In this section, we will present the persicus data from the implementation of class action research that took place in class VI A MI PSM Gedoro on Islamic Cultural History material.

2.4. Cycle 1 class action

In the planning stage of this first cycle,

⁸ Pelajaran 2014/2," *Jurnal Pendidikan Kewarganegaraan*, 6(2), 980-993. 6, no. 2 (2016). <http://ppjp.ulm.ac.id/journal/index.php/pkn/article/view/2326> 34.

⁹ Azmi Zakiyya Pratimi, Suhartono Suhartono, and Mohammad Salimi, "Penerapan Model Pembelajaran Group Investigation Untuk Meningkatkan Hasil Belajar Ilmu Pengetahuan Sosial," *Harmoni Sosial: Jurnal Pendidikan IPS* 6, no. 2 (2019).

¹⁰ Sri Asrik, Trapsilo Prihndono, and Tri Mariyanti Rahayu, "Model Pembelajaran Kooperatif Tipe Group Investigation Berbasis Observasi Gejala Fisis Pada Pembelajaran Ipa-Fisika Di Smp," *Jurnal Pembelajaran Fisika* 6, no. 1 (2017).

researchers made lesson plans as lesson plans that had been collaborated with learning models and media. Prepare questions about the subject matter studied as a measure of the completeness of the learning outcomes of the students. Make student and teacher observation sheets and class actions as instruments in observing how the situation is, the activeness of students in learning.

In the implementation stage of the first cycle of action, the researcher observed the classroom situation to find out the state of the class and what was needed when teaching. After observation, teaching and learning activities were carried out in accordance with the action plan that had been prepared in the lesson plan (RPP). The learning steps in this first cycle are as follows: (Initial Activities) Opening the lesson, conveying learning objectives, checking attendance, class tidiness, conveying learning objectives. (Core Activity) The teacher begins a brief explanation of the material and students also observe the slides displayed by the depower point teacher, after which students are formed into discussion groups.

Learning begins with observing and listening to explanations that are in accordance with the material, namely the sunan kalijaga material in the SKI VI book of the Ministry of Religion of the Republic of Indonesia 2020. During the

explanation, the teacher gradually asked about their understanding when it was explained, the teacher told several students to repeat the teacher's explanation in front of their friends, after that, the teacher told students to write the points of the material, which had been written on the slide.

At the end of learning, the teacher asks questions to students, to learners who dare to answer the teacher's questions get door prizes, so that students are more enthusiastic in learning. After a few minutes the teacher reviews the memory of the students, about the learning material that was delivered earlier. Before the lesson is over the teacher motivates students to always be diligent in learning, enthusiastic about studying, and says greetings.

The observation stage is carried out simultaneously with the process of learning activities. At this stage, observations are made to obtain data on student activeness which affects the completeness of student learning outcomes. This observation is measured through an observation sheet, which is attached as follows:

Table 1: Observation Results of Student Activity Cycle 1

Category	Number of Students
Very good	15
Good	5
Simply	3

²⁰Based on the table attachment above, it can be concluded that the students' activeness in learning looks quite maximum. In this first cycle the teacher has used the GI learning model in delivering material and using learning media. During this learning, students play an active role in learning, in asking, answering, and discussing. When learning there are some students who are categorised as very good because when learning takes place pay attention and when the student's question quickly raises his hand. In addition, there are those who are categorised as good, this good he pays attention to learning but is silent and then asks, as for being categorised as sufficient, this can be called he pays attention but lacks focus, when asked he does not know.

²⁶In the reflection stage, the researcher starts with the assessment and evaluation of student learning outcomes that will show student learning outcomes, the time is insufficient because at the time of learning the bell has rung and students must immediately attend congregational prayers in the mosque, so the reflection stage is replaced at the time before closing, for practice questions given and answered and collected at the next meeting.

Table 2: Student Learning Outcomes Completeness

Category	Cycle 1 Number of Students	Percentage
Completed	20	86,95%
Not Completed	3	13,05%

The data results of students who scored 75 and above were 20 students, with a percentage of 86.95%. It can be concluded that the learning outcomes are still far from the target of Minimum Completeness Criteria or what is called KKM. The KKM target in this subject is 75%. So, it is necessary to improve the learning method. We plan to improve this by using the GI model in SKI subjects in grade 6 at MI PSM Gedoro.

The results of reflection based on observation data on student activeness and assessment data on the completeness of student learning outcomes. learning in this first cycle has not yet reached the target of completeness, thus this class action research is continued in the second cycle as an improvement from the previous cycle.

2.5. Cycle 2 Class action

The second cycle is a follow-up, which follows the reflection stage. In this stage the researcher sees the development of students in their learning whether there is progress and strong understanding at that time. At that time the researcher gave questions that were previously given to learners with higher levels, there will be

seen student understanding and student memory.

The results of this second cycle of action after understanding the learning media and the application of GI, students were able to answer the exercise questions easily, before entering this reflection stage the researcher reviewed the lessons that had been taught previously about sunan kalijaga.

At this stage the researcher presents the assessment and evaluation of student learning outcomes and the completeness of learning outcomes in Islamic Cultural History subjects in this cycle, the following is the presentation of the results of the assessment and evaluation of completeness in cycle 2:

Table 3: Results of Observations of Student Activity cycle 2

Category	Number of students
Very good	20
Good	2
Simply	-
Less	1

The results of observations in this second cycle showed that students using the GI model, students were better able to remember the lessons that had been taught, resulting in an increase in grades, and student evaluations on this material.

The cycle of learning activities carried out by the teacher. Before discussing the material in the book, the teacher has not invited students to open their books, and ordered them to focus on the

teacher's explanation. When the teacher presented the explanation, the teacher used the media, namely power point complete with colours and pictures, students were enthusiastic in paying attention to the teacher's explanation. The class condition looks conducive and fun. After the teacher explained the material, the teacher divided the group investigation groups into 4, each group consisted of 6 members and there was one group that had 5 members, so that students were more active in discussing.

When the teacher finished dividing the student groups, the teacher distributed the material titles to each group, which had been explained by the teacher previously. Each group is asked to discuss and look for wider references in the book from the teacher's previous explanation. At this time students prepare their respective groups to come forward, after conducting discussions each group one by one presents the material that has been discussed, and other groups listen and prepare questions and responses. Each group listened to the explanation presented in front. It was a lively class as each group scrambled to give questions and responses. This can enhance students' critical thinking and courageous process, where they are widely and actively involved in the discussion. Slowly but surely, the teacher responded if they

were at a stage where they did not understand the material.

After understanding the material with the group investigation model, the activity continues with a focus on the textbook. The teacher instructs them to return to the initial position before the formation of the group, and repeat the material that has been learned earlier according to the contents of the Power Point and the results of the discussion. From this the students can take away important points, and expand their vocabulary, which is in the textbook. At the end of the explanation, the teacher draws conclusions and lessons learnt and the students follow suit.

At the reflection stage in cycle 2, the researcher presents the assessment and evaluation of student learning outcomes and the completeness of learning outcomes in the subject of Islamic History in cycle 2, the following is the presentation of the results of the assessment and evaluation of completeness in cycle 2 after the assessment and evaluation.

Table 4: Student Learning Outcomes Completeness Cycle 2

Category	Number of Students	Percentage
Completed	22	95,65%
Not Completed	1	4,35%

From the data above, it can be seen that the number of students who scored 75 and above was

22 students, with a percentage of 95.65%. And students who scored less than 75 there was 1 student with a percentage of 4.35%. The target percentage of completeness in this PTK is 75%.

So, the results of reflection based on observation data on student activeness and assessment data on the completeness of student learning outcomes. learning in this second cycle has reached the target of completeness, thus this class action research is declared successful.

3. Conclusion

The results of the Classroom Action Research (CAR) showed a significant improvement in students' engagement as well as their learning outcomes. In the initial cycle, 86.95% of students scored above 75, and this figure increased to 95.65% in the following cycle. This positive increase indicates that the GI model successfully captured students' attention, supported critical thinking, and deepened their understanding of the material. The model also enhanced co-operation among students and allowed them to be more engaged with the subject matter.

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