Implementation of a Cooperative Learning Model of Group Investigation Type to Increase Student Activity and Understanding of Tayyibah Hauqalah Sentence Material

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ABSTRACT

This research aims to implement a group investigation type cooperative learning model to increase student activity and the level of student understanding of the tayyibah hauqalah sentence material. This research method uses the type of Classroom Action Research (PTK). The PTK model used refers to Kurt Lewin, which has a spiral shape from cycle I to cycle II. Each cycle consists of planning, action, observation, and reflection. Data collection techniques in this research used observation, interviews, documentation and tests. The data analysis technique in this research uses descriptive statistical analysis techniques to analyze quantitative data. The results of this research show that 1) there is an increase in student activity, as evidenced by the results of observations of student learning activity in cycle I which shows that the score obtained is 80 out of a maximum score of 92, or if the final score of student activity obtained is 90% of maximum score. Furthermore, in cycle II there was also an increase in student learning activity, as evidenced by the results of observations of student learning activity, which obtained a score of 86 out of a maximum score of 92, or if the final score of student activity was obtained as a percentage, it was 93% of the maximum score. 2) there was an increase in the level of students' understanding of the tayyibah hauqalah sentence material in cycle I as evidenced by students getting an average class score of 80.0 and the percentage of learning completion that reached the KKM was 76% or 23 students. Furthermore, in cycle II there was also an increase in the level of students' understanding of the tayyibah hauqalah sentence material as evidenced by students getting an average class score of 88.5 and the percentage of learning completion that reached the KKM was 93% or as many as 28 students.

Introduction

Education plays a major role in the progress of a nation, through education a nation will give birth to quality generations who are able to build the nation in a better direction. To develop the potential of a great nation's generation, an effort

is needed that must be carried out consistently and simultaneously by the parties involved. Learning is a process of interaction between teachers and students and learning resources in a learning environment. Quality learning is influenced by student motivation and teacher creativity. Well-designed learning supported by adequate infrastructure facilities coupled with teacher creativity in implementing innovative learning strategies will make it easier for students to achieve the specified learning targets. [1]

Improving the quality of education requires development in the learning process. Achieving learning outcomes is a determinant of student learning success during teaching and learning activities. Student-centered learning that triggers students to be active in the learning process can influence the quality and achievement of learning outcomes. This happens because quality learning can only be achieved if teachers and students interact with each other to create interesting and enjoyable learning so that learning outcomes can be achieved optimally.[2]

Based on the results of interviews and observations conducted with one of the teachers at MI Thoriqotul Hidayah Jabung Lamongan, it was found that students' activeness in the process of following the learning of the aqidah subject of tayyibah hauqolah sentence material was still relatively low. Second, the level of students' understanding of the tayyibah hauqolah material is also relatively low, this is proven by the value of the student learning evaluation results with the percentage of learning completeness that meets the Minimum Completeness Criteria (KKM) of only 56% or 17 out of 30 students. From the results of the analysis carried out, this is due to the use of inappropriate learning approaches and strategies in the learning process, teachers tend to use a teacher center approach so that what happens is that students tend to be passive and just sit quietly listening to what the teacher says without any active interaction that can stimulate activity. as well as student motivation during learning which of course will also have implications for student understanding

Ideal learning activities require student activity to achieve learning goals. Appropriate learning methods will help students become active, one of which can

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[1] Harun Rasyid, *Membangun Generasi Melalui Pendidikan Sebagai Investasi Masa Depan*. Jurnal Pendidikan Anak. Volume IV Edisi 1 Juni 2015.

[2] Musa Pelu, *Penerapan Model Pembelajaran Group Investigation untuk Meningkatkan Keaktifan bertanya dan hasil belajar Sejarah*. JURNAL CANDI Volume 20 No.1 Tahun 2020.

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be done with cooperative learning. Cooperative learning is learning that forms small groups in the learning process so that students can interact with each other, work together to achieve learning goals. In cooperative learning, students learn to discuss, help each other, and invite each other to solve problems in learning. Cooperative learning requires students to be active and provide mutual cooperation in group work to complete the material being studied. Students will have the responsibility that the success of the group is a shared responsibility so that it requires them to try to increase creativity. There is a tendency that students more easily receive and understand information from their peers than from other people others including teachers.[3]

The results of research conducted by Ria Astri Harahap and Derlina with the title Groub Investigation Type Cooperative Learning with the Know-Want-Learn Method: Impact on Dynamic Fluid Learning Outcomes, post-test scores were obtained with an average score of student learning outcomes in the experimental class of 74.7 and the control 63.53. Based on the results of the t-test calculation regression analysis carried out, there is an influence of the GI type cooperative learning model with the Know-Want-Learn (KWL) method on student learning outcomes on the subject of dynamic fluids in class XI SMA Negeri 21 Medan T.P 2016/2017.[4]

Furthermore, research was conducted by Prasetyo Widyanto with the title Application of the Group Investigation Learning Method Assisted by Flannel Graph Media to Increase Student Interest and Learning Outcomes in Science Subjects. The research results show that learning using the group investigation method assisted by flannelgraph media can increase student interest and learning outcomes. The percentage of student interest in learning reached 97% in cycle I. There was an increase in learning outcomes, where the average score for pre-cycle was 71 and for cycle I became 81.[5]

Based on the data presented above, this research is entitled Implementation of the Group Investigation Type Cooperative Learning Model on Tayyibah Hauqolah Material which aims to increase student activity and level of

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[3] Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2003), 62.

[4] Ria Astri Harahap, Derlina, *Pembelajaran Kooperatif Tipe Group Investigation dengan Metode Know Want Learn : Dampak Terhadap Hasil Belajar Fluida Dinamis*. Jurnal Ilmiah Pendidikan Fisika Al-Biruni Volume 06 Nomor 2 Tahun 2017.

[5] Prasetyo Widyanto, Penerapan Metode Pembelajaran Group Investigation berbantu Media Flanel Graf Untuk Meningkatkan Minat dan Hasil Belajar Siswa Pada Mata Pelajaran IPA. Jurnal Pendidikan Dasar Nusantara Volume 3 Nomor 1 Tahun 2017.

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understanding at MI Thoriqotul Hidayah Jabung Lamongan.

Method

This research uses the type of Classroom Action Research (PTK). The PTK model used refers to Kurt Lewin, which has a spiral shape from cycle I to cycle II. Each cycle consists of planning, action, observation, and reflection. The subjects of this research were 30 class V MI Thoriqotul Hidayah Jabung Lamongan students who had homogeneous characteristics. Data collection techniques in this research used observation, interviews, documentation and tests. The data analysis technique in this research uses descriptive statistical analysis techniques to analyze quantitative data.

Result and Discussion
Cooperative Learning Model: Group Investigation Type

The cooperative learning model is a teaching model that directs students to learn in small groups with different individual ability levels. The process of completing group assignments is carried out by each member discussing, collaborating and helping each other to understand learning material. The cooperative learning model was developed for the purposes of achieving learning outcomes in the form of academic achievement, tolerance, acceptance of diversity, and development of social skills. The cooperative learning model was developed from constructivist cooperative learning theory, this can be seen in one of Vygotsky's theories which emphasizes the sociocultural nature of the learning process. Vygotsky's theory supports the cooperative learning model by emphasizing that learning is an interactive dialogue process between groups.[6]

The group investigation type cooperative learning model according to Sharan and Sharan in Amelia Rahmawati is a learning model that involves students starting from planning, determining topics/sub-topics, as well as the methods used to carry out investigations and this model requires students to have good communication skills because in the investigation process Groups are a method that emphasizes the active participation of students to search for learning material (information) themselves through available materials such as textbooks, modules,

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[6] Agus Suprijono, *Cooperatif Learning, Teori & Aplikasi PAIKEM*. (Yogyakarta: Pustaka Pelajar. 2009), 56.

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the community, the internet and other relevant things.[7]

The group investigation learning model is a learning model that involves students forming small groups, students working on investigations, planning, projects and group discussions, as well as presenting their findings to the class. Group investigation learning is very good for getting students used to carrying out academic investigations, social integration and social processes in learning. The application of group investigation is carried out by dividing the class into groups consisting of 4 to 5 heterogeneous students. In some cases, groups are formed by considering several things such as friendship, closeness of individuals or shared interest in a particular topic. Implementing this learning model requires teachers and classes who are flexible, active and capable as facilitators in group learning activities, the teacher's role is also as a counselor and advisor who can provide criticism in a friendly manner. Teacher inference should be greatly reduced in this activity, unless serious problems are found in student learning groups.[8]

The syntax or stages of implementing the group investigation model consists of 6 stages, namely; (grouping) grouping, (planning) planning, (investigating) investigating, (organizing) organizing, (presenting) presenting, (evaluating) evaluating. A more detailed explanation regarding the syntax or learning stages of grub investigation is explained in the following table:[9]

Table 1

Group Investigation Learning Steps

Stages	Activity	Description
Stages I	Identify topics and divide groups	Divide groups heterogeneously and provide opportunities for students to carry out and contribute to the investigation process.
Stages II	Planning tasks	The group distributes sub-topics to all members. Then each group makes a plan for the learning resources to be

[7] Amelia Rahmawati, *Model Group Investigation Disertai Peta Konsep Pada Pembelajaran Fisika*. Webinar Pendidikan Fisika 2020 "Optimalisasi Pendidikan dalam Rekontruksi Pembelajaran Berbasis Sains dan Teknologi di Era New Normal" 14 November 2020.

[8] I Gede Sudarma Yasa, *Penerapan Model Group Investigation Untuk Meningkatkan Hasil Belajar Keterampilan Kelistrikan SMPN 6 Singaraja.* Jurnal Pendidikan Teknik Elektro Undiksha Volume 8 Nomor 1 Tahun 2019, 34.

[9] Ririn Oktisa Widyaningsih, *Analisis Penggunaan Model Pembelajaran Group Investigation (Investigasi Kelompok) Pada Mata Pelajaran Kearsipan dii SMKN 1 Lamongan*. Jurnal Pendidikan Administrasi Perkantoran (JPAP) Volume 9, Nomor 1, 2021. 80.

		used and determines the method of investigation that will be used.
Stages III	Start investigating	Students carry out investigations and analyze the findings of the information they have obtained
Stages IV	Prepare the results of investigations or analysis	Each group prepares an assignment report to be presented
Stages V	Presenting analysis results	Each group presents their research assignments by presenting them and other groups have the opportunity to respond or provide input.
Stages VI	Evaluation	Providing input and improving assignments on material that has previously been researched and presented

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Implementation of a Cooperative Learning Model of Group Investigation Type to Increase Student Activity and Understanding of Tayyibah Hauqalah Sentence Material

Imas Kurniasih and Berlin revealed several advantages of the group investigation learning model as follows:[10] 1) It has a positive influence on improving student achievement. 2) Has a positive influence on student learning motivation. 3) Can create a more active learning atmosphere, train cooperation and interaction between students without discriminating against background. 4) Train students to have the ability to communicate and express their opinions. 5) Motivate and require students to be active in the learning process from the initial stage to the final stage of learning.

Apart from the advantages of cooperative learning, this type of group investigation also has disadvantages. The group investigation type cooperative learning model is one of the most complex learning models and is therefore difficult to implement and requires a long allocation of time. Therefore, teachers must be able to organize and maximize time appropriately so that group investigation type learning can run well as expected. According to Istarani, the shortcomings of the group investigation learning model are as follows:[11] 1) The discussion process often occurs and only some students are active. 2) Conflict of opinion between students which is often difficult to reconcile. 3) Students sometimes have difficulty finding new things because students are not used to doing them. 4) Learning materials or resources are sometimes incomplete, thus disrupting the investigation process.

Observation results of student activity and level of student understanding

Data from observations of student learning activity in the first cycle of learning process shows that the score obtained is 80 out of a maximum score of 92, or if the final score value obtained for student activity is 90% of the maximum score. Based on the observation data, it shows that there has been an increase in student activity in carrying out learning compared to the pre-cycle and this increase in student activity has been considered successful. This is because the final score obtained from observing student activities has reached the specified final score percentage indicator, namely 80%.

Meanwhile, the evaluation results of students' level of understanding in the tayyibah hauqalah sentence material in cycle I obtained data on the average class score of 80.0 and the percentage of learning completion that reached the KKM was 76% or 23 students. This shows that there is an increase in the level of students' understanding when compared to the pre-cycle which achieved learning completeness of 56% or 17 students, increasing to 76% or 23 students.

Data from observations of student learning activity in the second cycle learning process shows that the score obtained is 86 out of a maximum score of 92, or if the final score of student activity obtained is 93% of the maximum score. Based on the observation data, it shows that there has been an increase in student activity in carrying out learning compared to cycle I and this increase in student activity has been considered successful. This is because the final score obtained from observing student activities has reached the specified final score percentage indicator, namely 80%.

Meanwhile, the evaluation results of students' level of understanding in the tayyibah hauqalah sentence material in cycle II obtained data on the average class score of 88.5 and the percentage of learning completion that reached the KKM was 93% or as many as 28 students. This shows that there is an increase in the level of students' understanding when compared to the pre-cycle which achieved learning completeness of 56% or 17 students, increasing to 76% or 23 students and in the second cycle they achieved learning completeness of 93% or 28 students.

In line with the findings presented above, Imas Kurniasih and Berlin revealed that the group investigation learning model has several advantages: 1) It has a positive influence on improving student achievement. 2) Has a positive influence on student learning motivation. 3) Can create a more active learning atmosphere, train cooperation and interaction between students without discriminating against background. 4) Train students to have the ability to communicate and express their opinions. 5) Motivate and require students to be active in the learning process from the initial stage to the final stage of learning. Based on existing research data and theoretical studies, it can be concluded that the implementation of the group investigation type cooperative learning model can increase student activity and the level of student understanding of the tayyibah hauqolah sentence material.

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[10] Imas Kurniasih, Berlin Sani, *Ragam Pengembangan Model Pembelajaran untuk Peningkatan Profesionalitas Guru.* (Jakarta: Kata Pena, 2015), 73.
[11] Istarani, *58 Model Pembelajaran Inovatif.* (Medan: Media Persada, 2014), 87-88.

Conclusion

The results of this research show that 1) there is an increase in student activity, as evidenced by the results of observations of student learning activity in cycle I which shows that the score obtained is 80 out of a maximum score of 92, or if the final score of student activity obtained is 90% of maximum score. Furthermore, in cycle II there was also an increase in student learning activity, as evidenced by the results of observations of student learning activity, which obtained a score of 86 out of a maximum score of 92, or if the final score of student activity was obtained as a percentage, it was 93% of the maximum score. 2) there was an increase in the level of students' understanding of the tayyibah hauqalah sentence material in cycle I as evidenced by students getting an average class score of 80.0 and the percentage of learning completion that reached the KKM was 76% or 23 students. Furthermore, in cycle II there was also an increase in the level of students' understanding of the tayyibah hauqalah sentence material as evidenced by students getting an average class score of 88.5 and the percentage of learning completion that reached the KKM was 93% or as many as 28 students.

Implementation of the group investigation type cooperative learning model can be used as an alternative solution to increase student learning activities and also to increase students' level of understanding. The group investigation type cooperative learning model is a learning model that has a positive influence on improving student achievement and learning motivation, making the learning atmosphere more active, training cooperation and interaction between students without differentiating their backgrounds, training students to have the ability to communicate and express opinions and make demands. students are active in the learning process so it is very suitable to be used to overcome the problem of low student learning activity and students' level of understanding.

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