

The Improvement of Civics Learning Achievement Through Cooperative Learning Model With Group Investigation type

Muhajir

(Department of Civics Education, Universitas Muhammadiyah Makassar, Indonesia)

Abstract: This research was a classroom action research that began with the development of learning tools. The research was conducted in two (2) cycles. Each cycle consisted of four phases: planning, action, observations and reflection. The purpose of this research was the application of alternative learning, which was not monotonous in order to improve students' Civics learning outcomes. Additionally, it was produced learning tools consisting of a syllabus, lesson plans using cooperative learning with Group Investigation type. The subject of this research was the ninth grade student of SMPN 21 Makassar, with the number of students 27 consisting of 10 men and 17 women. The results showed that in the first cycle, only five students or 29.41% from 17 students who met the minimum completeness criteria (KKM) with the average score obtained for 56.47 or middle category. While on the second cycle, 13 students or 76.47% from 17 students met the minimum completeness criteria (KKM) with the average score obtained for 86.67 which was at very high category.

Keywords: Civics learning achievement, Cooperative learning, Group Investigation.

I. INTRODUCTION

Junior High School (SMP) is still far from what we expected. Thus the author was very interested and need to do further research to know more about efforts to improve student learning outcomes in learning civics through cooperative learning with group investigation type at SMPN 21 Makassar. Seeing the condition of the poor performance of student learning, one of the efforts made is giving assignments to the students. By giving group work using group investigation learning model to the student is expected to improve learning outcomes, resulting in repetition and reinforcement of the material provided in schools in the hope students were able to improve learning outcomes.

Based on observations made to the class IX students of SMPN 21 Makassar, it's revealed that the average score of Civics is 53.82% with the minimum completeness criteria (KKM) 70. The pre-test result which was attended by 27 students revealed that only ten students who completed or 37.08% and unresolved was 17 students or 62.96%.

The cause of the low result of the learning and student achievement in Civics subjects are teachers simply tend to use the lecture method, so that the students have less opportunity to study in groups. Besides, teachers do not engage students actively in the learning environment as well as do not use learning models, where teachers dominate the lecture method without providing an opportunity for students to learn in group by using model so that students are less motivated in the learning process.

To solve the above problem, it is needed cooperative learning model with group investigation type as an alternative action in improving Civics learning outcomes in class IX students of SMPN 21 Makassar. The application of learning model with group investigation type is to prioritize students' creativity, where students choose a topic for investigation, conducted in-depth investigation on the chosen topic. Then prepare a report and present it to the whole class in order to increase student learning outcomes more effectively and efficiently so that the model is suitable to be applied on the subjects of Civics. According to Lie, A. [1] that "Cooperative Learning Model is not the same as simply learning in groups. Therefore, the researcher intends to overcome these problems in the form of classroom action research.

The implementation of Group Investigation learning model is expected to increase Civics learning outcomes with Minimal Completeness Criteria (KKM) of 70. To achieve that KKM, the teachers are expected to be skillful in using innovative teaching model. Group Investigation learning model is a form of innovative teaching model that emphasizes on the participation to find the subject matter to be studied through the materials available. Group Investigations is the most complex and the most difficult to apply Cooperative Learning Model, Trianto[2].

The purpose of this study was to investigate the application of Cooperative Learning Model with Group Investigation type to improve Civics learning outcomes in Class IX SMPN 21 Makassar.

II. METHOD

This research was a classroom action research. Classroom action research is "a scrutiny of the activities that deliberately raised and occurs in a classroom", Aqib [3]. This research was conducted in four stages: planning, action, observations and reflection. There are three words that make up the notion of classroom action research described, Arikunto [4]: (1) research, (2) actions and (3) class, soon it can be concluded that action research is a scrutiny of the learning activities in the form of an action, deliberately raised and occur within a class together.

The research was conducted at SMPN 21 Makassar. Implementation of this research was planned in the first semester of the 2016/2017 academic year for six months. The subjects were students of class IX SMP Negeri 21 Makassar, with the number of students 27 people consisting of 10 men and 17 women. The instrument used in this study was the lesson plan, a written test and non-test. The tests came from material that had been explained by the teacher during the learning process. The test was given at the end of each cycle. Another instrument used was observation sheet consisting of observation sheet for student activity and observation sheet for teacher activity.

Data collection techniques used in this study was the observation which was a technique of collecting data by observing any ongoing activity and recording it by means of observation tool on matters to be observed or studied. Observation was used to monitor the activities of teachers and students, for example, recorded the teachers' behavior in teaching, recorded the students' behavior in discussions, or record the students' behavior in participating in the learning process. The data to be obtained from this observation sheet was an interactive communication between teachers and students directly during the civics learning with Group Investigation model of learning motivation, and students' activeness in the learning process. As well as achievement test to determine the improvement of student learning outcomes before and after the action, beginning with determining the aspects to be studied, and followed by giving a score.

Data analysis technique used was quantitative and qualitative data analysis. Descriptive statistics was used for quantitative analysis, namely the average and percentage, frequency tables, the percentage of the highest and lowest values. For qualitative analysis, it was used categorization technique of the material mastery level. Categorization used to determine the score category was a standard categorization techniques based on decree Ministry of Education [5].

Table1: Distribution of Score Frequency

No.	Interval	Learning outcomes frequency
1.	16 – 32	Very low
2.	33 – 49	Low
3.	50 – 69	Moderate
4.	70 – 83	High
5.	84 – 100	Very high

Source: Depdiknas[5]

Data analysis formula:

$$P = \frac{f}{N} \times 100 \%$$

Notes :

P = Percentage f = Frequency $N = \sum \text{responden}$

Data of student learning outcomes in the form of tests were also analyzed quantitatively using Learning Complete Standard Minimum set by the school, especially on the subjects of Civics are 70 upwards will be categorized completed and to the value of below 70 considered uncompleted.

III. RESULTS

A. Cycle I

1. Students' Learning Activities

Based on observations conducted by researchers during the study, data showed changes in learning attitude and behavior such as students' activities in each cycle. The results of observation on the changes of students' attitudes and behavior in the first cycle are presented in the following table:

Table2: Observation result of students' activities in Cycle I

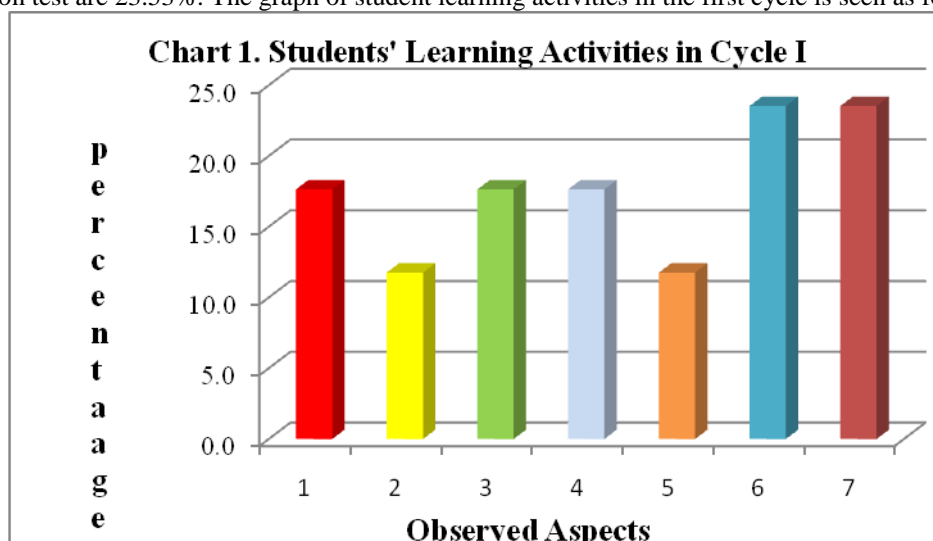
No	Aspects Observed	Meeting				average	Persentase
		I	II	III	IV		
1.	Students who sat grouped heterogeneously	3	3	3	3	3	17,64
2.	Students who pay attention to the teacher's explanations	2	2	2	2	2	11,76

3.	Chairman of the group took the matter / project different from other groups	3	3	3	3	3	17,64
4.	Each group discussed the existing materials in a cooperative and inventive	3	3	3	3	3	17,64
5.	Spokesman for the group present the results of the discussion group	2	2	2	2	2	11,76
6.	Students pay attention to a brief explanation and conclusion of teacher	4	4	4	4	4	23,53
7.	Students who work on the problems of evaluation	4	4	4	4	4	23,53
Rata-rata							17,64

Notes : Direction

- 1 = Lack
- 2 = Enough
- 3 = Good
- 4 = Very good

Based on the data in the table above, obtained a description of the students' learning activity in the first cycle, where from 17 students of class IX SMP Negeri 21 Makassar observed related to learning activities aspects, the results can be explained in descriptive scale as follows: Students who sit in groups in heterogeneous are 17.64%, students who pay attention to the teacher's explanation are 11.76%, group leaders took the matter / project which is different from other groups are 17.64%, each group discussed the existing materials cooperatively and inventively is 17.64%, group speakers convey the results of group discussion are 11.76%, students who noticed a brief explanation and conclusion from the teacher are 23.53%, and students who work on the evaluation test are 23.53%. The graph of student learning activities in the first cycle is seen as follows:



2. Learning Outcomes

Students learning outcomes in Civics subject through Group Investigation learning model in Cycle I can be seen in the following table:

Table3: Description of Civics Learning Outcomes in Cycle I

Statistic	Statistic Score
Subject	17
Highest score	80
Lowest score	20
Score interval	60
Average score	56.47

Source: findings of test cycle I

The table above shows that the highest score achieved from 17 students is 80, the lowest score is 20, and average score is 56.47.

Table4: Distribution of Frequency of Civics Learning Outcomes in Cycle I

Score	Category	Frequency	Percentage
84 – 100	Very high	-	-
67 – 83	High	5	29.41
50 – 66	Middle	7	41.17
33 – 49	Low	3	17.64
16 – 32	Very low	2	11.77
Total		17	100

Source: findings of test cycle I

The table above shows that there are 2 or 11.77% students whose scores are in very low category, 3 or 17.64% students are in low category, 7 or 41.17% students are categorized as moderate, 5 or 29.41% students have high category score, and student who are categorized as very high.

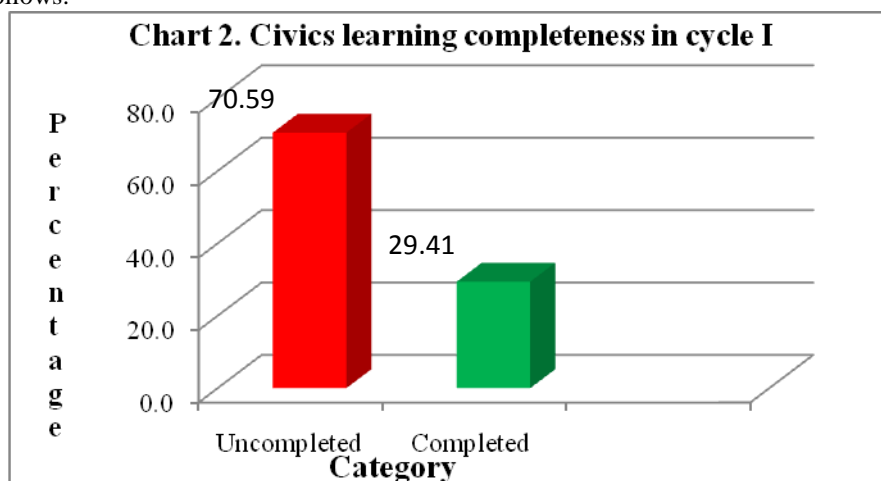
The percentage of civics learning completeness of class IX students of SMP Negeri 21 Makassar after the application of Group Investigation learning model in Cycle can be seen in the following table:

Table5: Description of the completeness of civics learning outcomes in Cycle I

Score	Category	Frequency	Percentage
0 – 64	Uncompleted	12	70.59
65– 100	Completed	5	29.41
Total		17	100

Source: findings of test cycle I

It can be concluded from table 4 that the students who are uncompleted are 70.59%, while the students who are categorized as completed are 29.41%. It shows that the learning completeness in cycle I is classically not achieved because the students who are completed is less than 85%. The chart of civics learning completeness in cycle I is as follows:



3. The Result of Teacher's Activities

The teachers' activities in the first cycle, especially at the first and second meeting take place as usual; there was no significant change from the previous one. From all the steps of Group Investigation learning models that must be adjusted by the teacher in the learning process, there are some steps which are not in accordance with these measures. Based on observation, the steps that have been appropriate include: teacher divided the class into several heterogeneous groups; each group discussed the existing materials in a cooperative nature of the invention; after completion of the discussion, group speakers present the results of the group discussion, and evaluation.

The steps that are not appropriate include: teachers did not explain the purpose of learning and group assignments; teachers did not call the group leader; each group did not get materials / tasks that are different from other groups; the teacher gave a brief description as well as providing a conclusion. Until the third and the fourth meeting, the teacher has adjusted all the steps that have to be adapted in the learning process by using Group Investigation model include: teacher divided the class into several heterogeneous groups; teachers explain the purpose of learning and group assignments; the teacher calls the group leaders and each group was given the materials / tasks that are different from other groups; each group discussed the existing materials in a cooperative nature of the invention; after completion of the discussion, group speakers convey the results of the group discussion; the teacher gives a brief explanation and conclusions; and finally the teachers do an evaluation.

B. Cycle II

1. Students' Learning Activity

The result of students learning activity in cycle II can be seen in the following table:

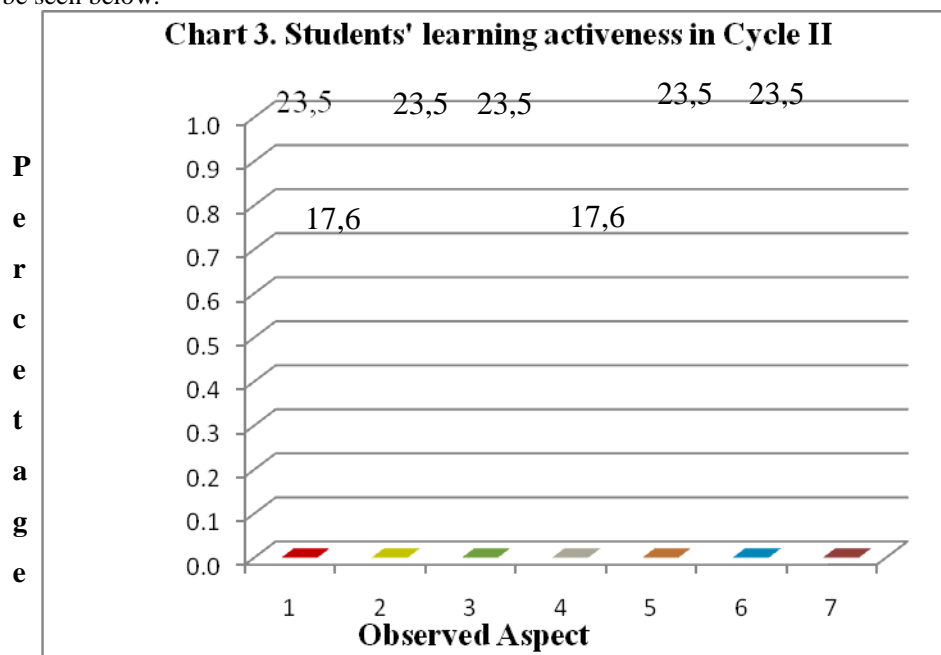
Table6: The result of observation on students' activities in cycle II

No	Observed aspect	Meeting				Average	Percentage
		I	II	III	IV		
1.	The students who sit in group heterogenously	4	4	4	4	4	23.53
2.	The students who pay attention on teachers' attention	3	3	3	3	3	17.64
3.	Group leader who takes material/task which is different from other groups.	4	4	4	4	4	23.53
4.	Each group who discuss existing material cooperatively and inventively.	4	4	4	4	4	23.53
5.	Group speakers who report discussion result	3	3	3	3	3	17.64
6.	The students who pay attention on teachers' brief explanation and conclusion	4	4	4	4	4	23.53
7.	The students who work on evaluation tasks.	4	4	4	4	4	23.53
Average							21.83

Notes : Direction

- 1 = Lack
- 2 = Enough
- 3 = Good
- 4 = Very good

Based on the data in the table above, it is obtained a description of the students' learning activity in the second cycle, where from 17 students of class IX SMP Negeri 21 Makassar who were observed related to learning activities aspects, the results can be explained in descriptive scale as follows: Students who sit in groups in heterogeneous are 23.53%, students who pay attention to the teacher's explanation are 17.64%, group leaders took the matter / project which is different from other groups are 23.53%, each group discussed the existing materials cooperatively and inventively is 23.53%, group speakers convey the results of group discussion are 17.64%, students who noticed a brief explanation and conclusion from the teacher are 23.53%, and students who work on the evaluation test are 23.53%. The graph of student learning activities in the second cycle can be seen below:



2. Students' Learning Outcomes

Students' civics learning outcomes through Group Investigation learning model in cycle II can be seen in table 7 as follows:

Table7: Description of Civics Learning Outcomes in Cycle II

Statistic	Statistic Score
Subject	17
Highest score	100
Lowest score	53,3
Score interval	46,7
Average score	86,67

Source: findings of test cycle II

The table above shows that the highest score achieved from 17 students is 100, and the lowest score is 53.3, and the average score is 86.67.

Table8: Distribution of the Frequency of Civics learning outcomes in cycle II

Score	Category	Frequency	Percentage
84 – 100	Very high	5	29.41
67 – 83	High	8	47.06
50 – 66	Middle	4	23.52
33 – 49	Low	-	-
16 – 32	Very low	-	-
Total		17	100

Source: findings of test cycle II

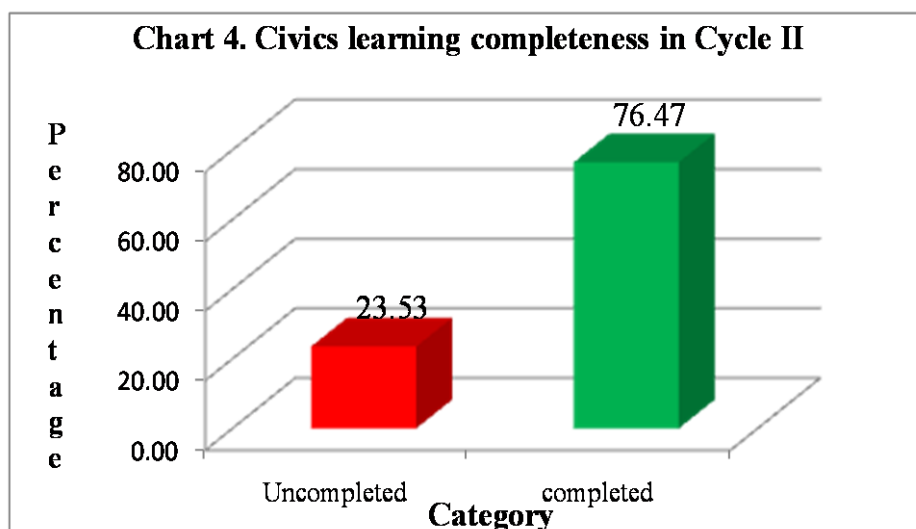
The table shows that no student is in very low category, 3 students or 23.52% are in middle category or stated as uncompleted because they do not meet the minimal completeness criteria (KKM) that has been determined, 8 students or 47.06% are in high category, and 5 students or 29.41% are categorized as very high. The percentage of Civics learning completeness of the students of class IX SMP Negeri 21 Makassar after the application of Group Investigation learning model in cycle II can be seen in the following table:

Table9: Description of Civics learning completeness in cycle II

Score	Category	Frequency	Percentage
0 – 64	uncompleted	4	23.53
65 – 100	completed	13	76.47
Total		17	100

Source: findings of test cycle II

Based on table 9, it can be concluded that there are 23.53% students who are not completed, while there are 76.47% students are categorized as completed. The result can be seen in the following chart.



3. Result of Teachers' Activity

The result of the teacher's activities in the second cycle starting from the meeting 1 up to the meeting 4 is in conformity with the steps of Group Investigation Learning model, which includes: the teacher divides the class into several heterogeneous groups; teacher explains the purpose of learning and group assignments; the

teacher calls chairman of the group and each group was given a material/task that is different from other groups; each group discussed the materials in a cooperative nature of the invention; after completion of the discussion, group speaker conveys the results of the group discussion; the teacher gives a brief explanation as well as the conclusions; and finally doing the evaluation. Thus, teachers' activity which hasn't fitted on the first cycle was adjusted in the second cycle.

IV. CONCLUSION

Based on the findings and discussion that has been proposed can be concluded that the application of Group Investigation learning model in improving students' learning outcomes in class IX SMP Negeri 21 Makassar is succeed, as well as students' learning outcomes from the first cycle to the second cycle are increased. It can be seen from the average score of the first cycle of 56.47 increased to 86.67 in the second cycle.

The students' completeness in the first cycle is 29.41% increased to 76.47% in the second cycle. And the application of group Investigation learning model can involve students more actively in the learning process. It is shown from the increase of activity from the first cycle to the second cycle. Student learning activities and teaching activities of teachers in the learning process has increased.

Based on these results, presented some suggestions to teachers, especially on the subjects of civic education in order to make the learning model of Group Investigation as one of the alternative approaches to implementing learning in schools so that students can experience optimal learning process.

Recommended to teachers to master the learning model so that the implementation of learning can be more interesting and pupils do not get bored in the study and will be easier to understand the subject matter. It is also suggested to other researchers interested in conducting research on the development of different schools or on the subject of the other so that the results can be used as a reference for improving the quality of learning Citizenship Education in schools. This research was funded by the author.

V. REFERENCES

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