
Improving the Quality of Learning Through the Application of Group Investigation Model for Economic Education Study Program Students

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Abstract

The quality of learning is something that needs to be improved continuously. The implementation and achievement of an optimal learning process is used to gain the achievement of the expected learning objectives so learning activities can run effectively. With the application of the group investigation learning model, it is expected to be able to improve the quality of learning in the classroom since the group investigation method. By using this model, students are able to express themselves, improve critical thinking and other abilities that can support group learning or discussion. The main objective of this research was to improve the quality of learning through the application of the group investigation model to students. The research method used was classroom action research with two cycles of action. Furthermore, comparative data analysis was also used to compare learning in each cycle. The result of this research was an improvement in the learning process carried out by students from cycle I to cycle II, especially in the aspects of the research objectives. There was an increase in the first cycle, the average value was 68.22% and the average value in the second cycle was 83.33% with the correlation level from the first cycle and the second cycle was 0.619 or 61.9%. And the level of significance known from the data Sig.(2-tailed) was 0.000 < 0.05 showed there was a difference from cycle I to cycle II in improving the quality of learning by applying the group investigation model.

Keywords: *Quality of Learning, Group Investigation*

INTRODUCTION

In the world of education, the quality of learning is something that must be pursued, especially to improve the quality of students so that they will be able to compete in globalization and be able to compete in society. A learning is defined as quality learning if the main goal in the learning process is able to be achieved as well as possible so that what is expected in the learning process can be realized (Prahara et al., 2016) . In this case, the quality of learning can also be interpreted as a learning activity that runs effectively which is expected to be able to achieve success in achieving the learning objectives themselves (Wicaksono & Sutikno, 2019) . In improving the quality of learning, there needs to be an in-depth study of what components used in learning where it is hoped that it will be able to have a positive impact on the experience of students (Surindra et al., 2019) . Furthermore, the quality of learning is defined as the existence of an intensity related systematically and synergistically between all learning devices in creating a process and the most optimal learning outcomes based on current demands (Sumarni et al., 2013) . So, it can be concluded that the quality of learning implementation and achievement of a learning process is optimally able to realize the achievement of the expected learning objectives. As a result, learning activities can run effectively.

Beside, the main objective of the research was to improve the quality of learning, but no less important that several components supported the achievement of the quality of learning itself. In this case, one of the supporting factors for achieving the quality of learning was the application of a learning model which was able to bring the atmosphere between educators and

students dissolved in fun and meaningful learning activities. The learning model used was the group investigation learning model applied to introductory economics subject. The group investigation learning model applied was a learning model that invited students to be able to learn actively and have meaning or students are asked to solve a problem in their own way (Rifa'i & Sartika, 2018) . Furthermore, with the application of the group investigation learning model, it was expected to overcome problems in learning and students were able to develop their knowledge independently, think critically and creatively (Mandriani, 2018) . Some of the benefits that could be felt due to the application of the group investigation model included: 1) giving students the opportunity to ask questions and discuss problems; 2) provided students with opportunities in research on a problem; 3) thought students to discuss and improve leadership; 4) facilitated the identification of the needs of students by teachers; 5) students were more active in carrying out group discussions; 6) developed mutual respect to the opinions of others (Irma, 2019) in (Dwihartanto et al., 2016) .

In this research, the focus was on the application of the group investigation learning model to students, especially to find out if there was an increase in the quality of learning in the main class in the introductory economics subject since the subject was one of the subjects that must be taken by students as initial knowledge of economics. This requires the application of fun learning model so that in the future students will be able to understand well the next economic sciences because they already understand well the basic material in introductory economics courses with the help of group investigation model.

RESEARCH METHODS

The subject of the research was students of the Economics Education Study Program, totaling 18 students of the Introduction to Economics subject. The objective of the research was the application of the group investigation learning model in improving the quality of learning in the classroom. The type of research used was CAR or classroom action research. Classroom Action Research was a form of activity carried out by educators by using various kinds of actions in improving the learning process in the classroom (Azizah, 2021) . Furthermore, this study also used comparative analysis with the help of SPSS *software* , where comparative analysis was a form of analysis that aimed to compare between variables, between samples at different times (Sugiyono, 2017) . The classroom action research cycle is presented in the following figure:

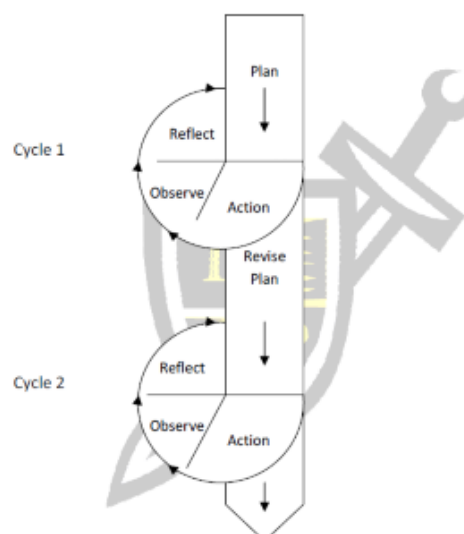


Figure 1. CAR cycle (Young, Rapp, and Murphy, 2008) in (Widyaningrum, Bakti; Surindra, 2018) .

Each cycle consists of: a) *Plan* or planning in advance, especially to identify initial problems and then prepare the learning medias needed; b) the Action stage with the aim of carrying out a series of activities, especially in improving the quality of learning by applying the group investigation model in the classroom; c) the observation stage, in this stage was carried out to find out what learning activities occur in the classroom using the observation sheet that had been provided; and d) the reflection stage which aims to evaluate the activities that had been carried out in class. Then from the results of the evaluation, improvements would be made, especially for the implementation of class actions in the next cycle.

RESULTS AND DISCUSSION

From the results of research that has been done, it is known that the application of the group investigation model can basically improve the quality of student learning, especially in introductory economics subject. From the research results, it is known that there is an increase in the quality of learning from cycle I to cycle II. For more details, see the figure below:

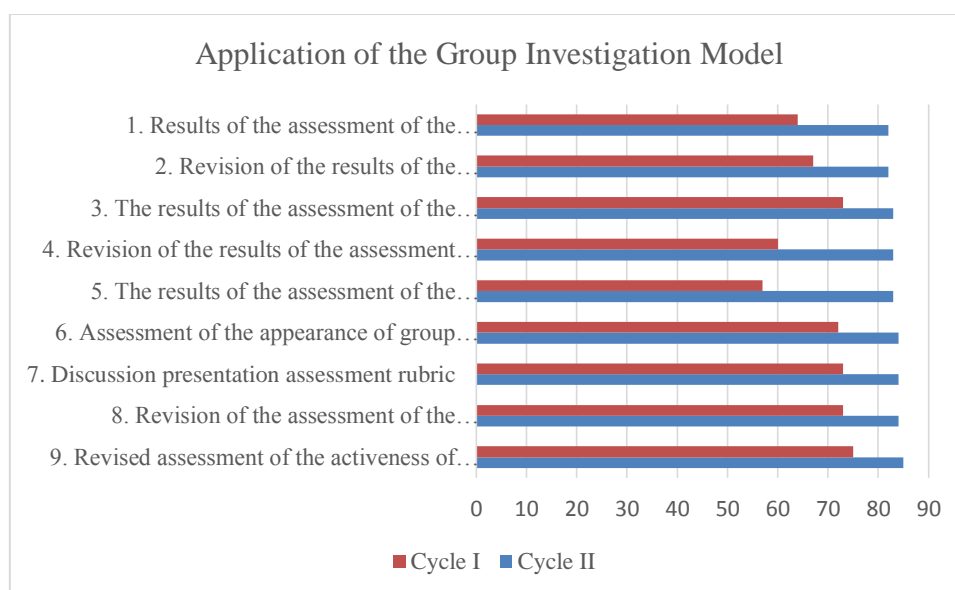


Figure 2. Results of the Application of the Group Investigation Model

From the figure, it can be seen that each cycle can be explained as follows: a) the average value of the student assessment aspects of the investigative proposal assessment in the first cycle was 64 and increased in the second cycle to 82; b) the average value of the revised aspect of the questionnaire assessment results in the first cycle was 67 and increased in the second cycle to 82; c) the average value of the students' assessment results on the completeness of the investigative data in the first cycle was 73 and increased in the second cycle, which was 83; d) the average value of students in the revised aspect of the assessment of the completeness of the investigation data in the first cycle was 60 and increased in the second cycle to 83; e) the average value of the student assessment aspects of the investigative reports in the first cycle was 57 and increased in the second cycle to 83; f) the average value of students in the assessment aspect of group discussion presentation in the first cycle was 72 and increased in the second cycle to 84; g) the average value of students in the rubric aspect of student

presentation assessment in the first cycle was 74 and increased in the second cycle to 84; h) the average score of the students in the revised aspect of the prospective assessment of the investigation results in the first cycle was 73 and increased in the second cycle to 84; and i) the average value of students in the revision aspect of the discussion activity assessment in the first cycle was 75 and increased in the second cycle to 85.

Furthermore, a comparative analysis was carried out using SPSS *software* aimed to strengthening comparative data in improving the quality of learning through the application of the group investigation method as follows:

Tabel 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Siklus I	68.22	9	6.534	2.178
	Siklus II	83.33	9	1.000	.333

In table 1 above, it can be seen that the average value of students in each aspect. From the table, it is known that in cycle 1 the average value is 68.22% and the average value in cycle II is 83.33%, this indicates an increase student' scores are quite significant.

Tabel 2. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Siklus I & Siklus II	9	.619	.076

In table 2 above, the correlation level from cycle I and cycle II is 0.619 or 61.9%, therefore indicating a significant difference.

Tabel 3. Paired Samples Test

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Siklus I - Siklus II	-15.111	5.968	1.989	-19.698	-10.524	-7.597	8	.000	

From table 3 above, it can be seen that the level of significance as seen in the column Sig.(2-tailed) with a result of 0.000. So, it can be explained that the data Sig.(2-tailed) is 0.000 <0.05, indicating that there is a difference from cycle I to cycle II in improving the quality of learning by applying the group investigation method to students. The use of this comparative test is to convince researchers that the results obtained show a significant increase, especially from cycle I to cycle II. This research is also in line with what has been done by (Eryani & Febrianto, 2021) , which obtained the significant differences in accounting learning using WhatsApp media that ran effectively and showed an increase in the quality of learning.

CONCLUSION

This study shows a significant change in the application of the group investigation model. From the results, there was an increase from cycle I to cycle II on average, where a significant increase was seen in every aspect, including: a) the average value of the student assessment aspect of the investigative proposal in the first cycle increased in the second cycle to 18% ; b) the average value of the revised aspect of the questionnaire assessment results in the first cycle increased in the second cycle to 15%; c) the average score of the students in the aspect of the assessment of the completeness from the investigative data in the first cycle increased in the second cycle was 10%; d) the average value of the revised aspect of the

assessment results of the completeness of the investigative data in the first cycle increased in the second cycle to 23%; e) the average value of the student assessment aspects of the investigative reports in the first cycle increased in the second cycle to 26%; f) the average value of students in the assessment aspect of group discussion presentation assessment in the first cycle increased in the second cycle to 12%; g) the average value of students in the rubric aspect of student presentation assessment in the first cycle increased in the second cycle to 11%; h) the average value of students in the revised aspect of the prospective presentation of investigation results in the first cycle increased in the second cycle to 11%; and i) the average value of students in the revision aspect of the active discussion assessment in the first cycle increased in the second cycle was 10%.

Moreover, further analysis was carried out to determine the increase from cycle I to cycle II using the comparative test of SPSS data. From the data, it is known that there was an increase in cycle I with an average value of 68.22% and an average value in cycle II was 83.33% with the correlation level from cycle I and cycle II which was 0.619 or 61.9%. And the level of significance is known from the data Sig.(2-tailed) is 0.000 <0.05, indicating that there is a difference from cycle I to cycle II in improving the quality of learning by applying the group investigation model to students.

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