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## Application of the Group Investigation Learning Strategy in Social Studies Subjects at the Elementary Education Level

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### ABSTRACT

*This study aims to describe the application of group investigation learning strategies to social studies subjects at MI/SD. This study uses a qualitative method, namely research by collecting data from an object by analyzing data that is seen, observed, so that new knowledge and explanations are obtained that are more complex and detailed than something that happened. The results of this study are that the Group Investigation learning strategy can be used in social studies learning. The advantage of the group investigation type cooperative learning strategy is that students can have a good sense of responsibility and students can also individually or in groups discuss to solve problems. The weakness of the group investigation cooperative learning strategy is that this strategy requires many stages, causing little material to be conveyed, this strategy requires a long learning time, and it takes time for students to adjust to this learning strategy, causing the class atmosphere to become tense and tense disturbing the concentration of other students.*

### ABSTRAK

*Penelitian ini bertujuan untuk mendeskripsikan penerapan strategi pembelajaran group investigation pada mata pelajaran IPS di MI/SD. Penelitian ini menggunakan metode kualitatif yaitu penelitian dengan cara pengumpulan data dari suatu objek dengan menganalisis data yang dilihat, diamati, sehingga mendapat pengetahuan dan penjelasan baru yang lebih kompleks dan detail dari sesuatu yang terjadi. Hasil dari penelitian ini adalah strategi pembelajaran Group Investigation dapat digunakan dalam pembelajaran IPS. Kelebihan dari strategi pembelajaran kooperatif jenis group investigation adalah siswa dapat memiliki rasa tanggung jawab yang baik dan siswa juga dapat secara individu atau kelompok berdiskusi untuk memecahkan masalah. Kelemahan dari strategi pembelajaran kooperatif jenis group investigation adalah strategi ini memerlukan banyak tahapan sehingga menyebabkan sedikit materi yang disampaikan, strategi ini memerlukan waktu pembelajaran yang cukup lama, dan diperlukan adanya waktu bagi siswa untuk menyesuaikan diri dengan strategi pembelajaran ini sehingga menyebabkan suasana kelas menjadi rebut dan mengganggu konsentrasi siswa lain.*

### PRELIMINARY

Every child has different abilities. Therefore, a teacher must be able to know the ability of each student. Ideally, a child of primary age usually likes to play, move, work in groups and likes to demonstrate something directly. And in reality, elementary age children really like to play and move. Thus, teachers must be able to encourage children's creativity as a whole, make students more active, so that they can achieve learning objectives effectively and take place in pleasant conditions.

It is very important for teachers to know the characteristics of children at elementary school age, so that they know more about the condition of students. As a teacher, he must be able to apply teaching methods that are appropriate to the circumstances of his students, so it is very important for an educator to know the characteristics of his students (Mutia, 2021). It is no longer possible for teachers to assume that students need to be provided with various facts of knowledge and information because of the

increasingly rapid flow of information now. In order to be better prepared to enter the information age, students need to be taught how to actively obtain information, whether it comes from teachers, friends, study materials or other sources. The teacher's task is to equip students with basic skills and information content so that they have the ability to think critically, creatively, and are skilled at communicating in their social life (Astuti, 2014).

The fact in the field is that most teachers are still not ready to present the material given to students. Another thing that causes learning activities to feel less attractive is due to the lack of the teacher's ability to develop and utilize learning resources and supporting facilities owned by schools to support learning activities. By developing and utilizing learning resources as much as possible, it can increase student interest while participating in learning activities (Syarvitra, 2022).

Education is an important thing in life and a form of human change. In the world of education there is a place to carry out a series of teaching and learning activities through schools including teaching and learning activities in the classroom (Christina & Kristin, 2016). Education is an effort to guarantee the development and survival of a nation and to form the next generation of a nation that is intelligent and has noble character. So that education plays an important role in creating human beings in order to develop optimally. Through education, a person can adapt to an increasingly advanced society (Muzzilawati, *et.al.*, 2017).

Learning Social Sciences (IPS) is designed to develop knowledge, understanding, and analytical skills of the social conditions of society in a dynamic social life. One of the main objectives of social studies lessons in class is to help develop students to become citizens who have sufficient knowledge, attitudes, and skills to participate in community life (Laila, *et.al.*, 2016).

The phenomenon that occurs is that many social studies learning activities are still carrying out formal learning activities. The learning process is still dominated by the teacher and does not provide opportunities for students to develop independently through discovery and thought processes. But in reality, student motivation is still low because the social studies learning model that students learn is still formal. The learning in question is learning that is usually done by teachers where teaching is classical, and has not used group discussion activities to the fullest. Such learning activities can cause difficulties for students in understanding and understanding the subject matter, which in turn causes boredom for students in the learning process (Laila, *et.al.*, 2016).

The learning process in the classroom becomes interesting and enjoyable if the social studies teacher uses one of two learning aids, namely the use of relevant media and learning models. Conversely, social studies learning becomes a boring and uninteresting lesson if the social studies teacher does not try to use these two tools (Sai, 2017).

Views regarding the application of the group investigation learning strategy model in elementary-aged children have been extensively researched by experts. Among these are the effectiveness of the group investigation cooperative learning model on increasing students' mathematical investigative abilities (Astuti, 2014), the effect of the group investigation type cooperative learning model on geography learning outcomes (Harefa, 2021), the effect of the group investigation learning model on learning outcomes in terms of learning styles students of class XI Social Studies (Khuluq, *et.al.*, 2021), the effect of group investigation and learning styles on geography learning outcomes of social studies education students (Amin, *et.al.*, 2019).

Based on the literature review above, it can be seen that it is necessary to do more analysis regarding the effect of the group investigation learning strategy model on elementary school-age children. Thus, further study is needed on this matter which is summarized in this article entitled "Implementation of Group Investigation Learning Strategies in Social Studies Subjects at Elementary Education Level".

## **METHOD**

This study uses a qualitative method. Qualitative method is research by collecting data from an object by analyzing the data that is seen, observed, so that new knowledge and explanations that are more complex and detailed about what happened are obtained. This research activity was carried out in March 2023. Located in Bandar Setia Tembung. The techniques of data collection used consisted of observation, interviews, documentation and questionnaires. Questionnaire sheets were given to students containing questions about social studies learning. This study aims to find out how to apply the Group Investigation learning strategy model for elementary school-age children.

## FINDINGS AND DISCUSSION

The group investigation learning model is a learning model that involves dialogue between one student and another student, which will involve social-emotional aspects. Working together in small groups, exchanging knowledge/ideas and discussing material on social-emotional aspects are some of the important elements in supporting student learning activities through the use of the group investigation learning model. Through group study, students can work well together with one another. The group investigation learning strategy is applied to subjects that require integrating activities and generating activities to obtain information to solve problems faced by students (Astuti, 2014).

In learning the group investigation model, the teacher can increase student enthusiasm, thereby encouraging students to express their own ideas, and can also increase student independence. Because in group investigation mode, students participate directly from the start of planning, students carry out various investigations to understand the material (Ulia, 2016). It is in this learning that collaboration makes a difference in giving freedom to students to think analytically, critically, creatively, reflectively and productively (Kesuma & Suriana, 2020).

According to Killen in his book Aunurrahman (2009), describes some of the characteristics of group investigation (GI) as a learning approach are: 1) The students work in small groups and have independence from the teacher. 2) Student activities focus on efforts to answer the questions that have been formulated. 3) Student learning activities will always require them to collect some data, analyze it and reach some conclusions. 4) Students will use a variety of approaches in learning. 5) The results of student research are exchanged among all students.

The advantage of the group investigation type cooperative learning strategy is that students can have a good sense of responsibility and students can also individually or in groups discuss to solve problems. The weakness of the group investigation cooperative learning strategy is that this strategy requires many stages, causing little material to be conveyed, this strategy requires a long learning time, and it takes time for students to adjust to this learning strategy, causing the class atmosphere to become noisy and disturbing the concentration of other students (Pratiwi, 2021).

The use of learning media used in this group investigation strategy must be efficient and relevant. This is because this learning strategy is devoted to increasing student activity in the learning process. Therefore, some of these obstacles must be considered by the teacher if you want to use the group investigation learning strategy (Ariani, *et.al.*, 2022).

The impact of applying the group investigation model is that it can improve student achievement. Other research shows that the group investigation learning model is more effective in increasing student achievement compared to Teacher Centered Learning. In addition, previous research has carried out that the application of group investigation can increase collaboration in learning between students (Telaumbanua & Dakhi, 2021).

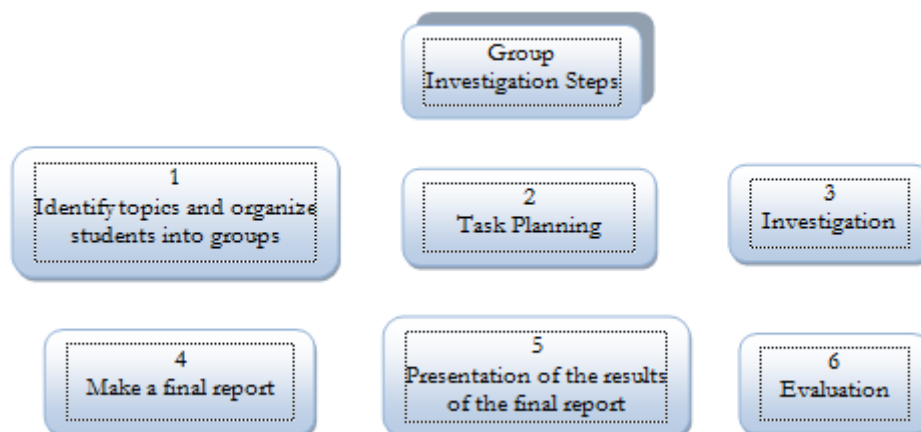


Figure 1. Group Investigation Steps

The supporting factors in this learning are (a) the stages of group investigation learning are easily understood by teachers and students; (b) the learning material delivered is related to students' daily lives;

(c) the formation of heterogeneous groups allows students to work well together, interact, help each other so that student learning activities increase; (d) at the investigative stage, groups of students are invited outside the classroom to look for sources of information directly from their environment. Meanwhile, the inhibiting factors include (a) the time it takes to carry out group investigations in the field takes quite a long time, so it takes more time than the time allotted previously; (b) students are still not confident in expressing their opinions when responding to presentations from other groups (Karlina, *et.al.*, 2017).



Figure 2. Learning Using the Group Investigation Strategy

Based on the conclusions above, it is suggested that teachers can apply the group investigation learning model to improve students' critical thinking skills, teachers can improve their professional competence in designing interesting education so that learning becomes more meaningful for students (Supriyanto & Mawardi, 2020).

Based on the results of observations made, the group investigation learning strategy can be used in social studies learning. The results of this study, it can be seen that students seem more focused on the material being taught. Students look more active in doing the assignments given, and can work together with their group mates. However, there are also some obstacles faced by teachers during the learning process. First, the teacher must be able to choose the right material to be taught by using the group investigation learning strategy. In other words, not all materials can use this group investigation learning strategy. Second, the teacher must also be able to adjust the lesson hours and the media used. Another obstacle is that students do not exchange opinions during discussions, some students dominate during discussions.

The researcher also conducted an interview with one of the students named Syila, the researcher asked whether the students enjoyed learning with this method. The resource persons also answered that they liked this method because learning did not feel boring and they were happy because they learned to discuss with their group mates so learning was more fun. From the results of the research and interviews, it can be stated that the implementation of the Investigation group learning strategy is categorized as appropriate for SD/MI children, and students' ability to think can develop properly and provide feedback in the ongoing learning process.

## CONCLUSION

Based on the results and discussion in this study, it can be concluded that the group investigation learning strategy can be used in social studies subjects at MI/SD. The Group Investigation learning model is a learning model that involves dialogue between one student and another, which will involve social-emotional aspects. Because with this learning strategy, it is hoped that social studies learning in MI/SD will not be boring for students. In addition, group investigation can provide opportunities for students to express their own ideas, and can also increase student independence.

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