



Classroom Action Research Journal 2(1) (2018) 1-6

Classroom Action Research Journal

<http://journal2.um.ac.id/index.php/carjo>



Increased Learning Outcomes With a Mix of Learning Models Group Investigation and Problem Based Learning

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DOI: 10.17977/um013v2i12018p1

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History Article

Received 3 January 2018
Approved 1 February 2018
Published 7 March 2018

Keywords

*Group Investigation (GI),
Problem Based Learning
(PBL), Learning Outcomes*

Abstract

This research comes from the problem of using difficult language to understand, the availability of the manual, learning model and assumption student on the economics lesson. The solution of these problems is the combination of the learning model GI and LBC. This type of research is a Class Action Research (CAR) located in SMK Negeri 1 Malang on grade XI PM 3. Data collection techniques are conducted through observation, cognitive tests, and documentation and field notes. Results of the study showed an increase in the results of a study of the I-cycle to cycle II with an average classical completeness 66.78 with the number of 9 students have completed and 23 are not complete. The predicate results show that approximately 85 students are categorized as not good, while 30 students complete with predicate very good and the least 2 students are under minimum criteria.

How to Cite

Hidayah, N. (2018). Increased Learning Outcomes With a Mix of Learning Models Group Investigation and Problem Based Learning. *Classroom Action Research Journal*, 2(1), 1-6.

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e-ISSN 2598-4195

INTRODUCTION

Learning is a process of changing behavior as the result of interaction with the environment in fulfilling the needs of his life (Slameto, 2013). Behavioral changes that result from learning can be advanced in skills, habits, attitudes, knowledge, understanding, and appreciation. Learning outcomes are stocked in life because it will produce experience. According to Trianto (2009), the experience is defined as the interaction between individuals and the environment as a source of learning.

The formal learning process has several components that must exist such as learners, teachers, and learning tools. Learning is the process of interaction between teachers and learners, and also the interaction between learners itself (Dimiyati, 2006: 3). Based on observations in SMK Negeri 1 Malang, it found the fact that many students are not interested in learning materials so that they talk to friends or play their handphone. During the learning process, students often do not dare to ask or answer questions to the teacher. Besides that, there are obstacles to learning that is the availability of manual.

Manual instruction in school is limited and almost students do not have a manual when learning will begin, students borrow books in the library and when the lesson is finished, the book will be restored back. This makes the student late in collecting tasks and has no understanding of next matter. Sometimes in learning, teachers use language that is difficult to understand by students and it is sometimes teachers do not know about that and keep continue to teach the lesson over.

Results from interviews with the teachers of business management at SMK Negeri 1 Malang in August, it is known that in Introduction to Economics and Business lessons, school establishes minimum completeness criteria at least 75, evidently, in that lesson, there are some students who could not achieve the target. Results of the study according to Purwanti (2013) is the result obtained after following the learning activities. While the results of the study according to Anitah (2011) is the culmination of a process that has been done in learning. Results of the learners cognitive not fulfilled because sometimes the learning process is unfollowed to the maximum. It is because there is an assumption that learning introductory economics and business, provide less direct benefits when compared with subjects about principles of business, decorate themselves, and archiving documents. Even though in fact the position of that science is same and interrelated.

Based on these problems is necessary to change the approach of learning on the material oligopoly and economic development as one of the solutions. This learning requires students to play a more active role than a teacher. Based on these problems the right solution to resolve this problem is the application of the model group investigation, combined with problem-based learning. Group Investigation (GI) is learning model that most cooperative, complex and most difficult to apply (Trianto, 2010). This learning model group investigation will integrate several foundations of thoughts, based on some view that constructivist, democratic teaching, and group learning cooperative. These opinions in line with research conducted by Fitriawanati (2016) which state that learning GI centered towards student tasks is finished. According to the choice of students so students become more enthusiasm in doing the tasks given by the teacher.

Learning GI have the advantage of being suitable to be applied in the material market oligopoly and economic development as described by Purwanti (2013) stating that advantages that can be seen on a reality among them are (a) increased learning occurs does not depend on the age of students, subjects, and learning activities. (b) Cooperative learning can lead to psychological elements of student became aroused and more active. it is caused by the presence of a sense of togetherness in the group, so they can easily communicate with simple language. (c) When discussing memory of students become more active, more eager and brave in expressing his opinion. (d) Cooperative learning can also increase student's hard work, more active and motivated. (e) The implementation of cooperative learning can help students learn from background knowledge of their classmates. (f) students can study in groups and apply it in completing complex tasks, and can improve their skills of individuals and groups in solving problems, increase commitment, can eliminate the prejudice against their friends and students who have achievements in learning it turns out is more concerned with other people, are not competitive, and doesn't have taste of revenge. Therefore, they can cause student motivation due to the presence of guidance to complete the task

METHOD

This research approach is the qualitative descriptive approach. The type of research used classroom action research in order to improve students learning outcomes that still have not reached the minimum limitation criteria that become the school's decree. The cycles of research action class includes four stages, including planning, implementation, observation, reflection. The research was carried out in SMKN 1 Malang, with the subject of research in XI PM 3 class. The data collection technique performed is observation, tests, and documentation as well the notes field.

RESULT AND DISCUSSION

Based on analysis of the results of the tests carried out of XI PM 3 class in SMKN 1 Malang on the Cycle I and Cycle II has increased. The value at the beginning of daily test score to students still did not achieve criteria of complete minimal in the school. The students is still a difficulty in understanding be taught the material. After that, students are also haven't become with the model being taught by a teacher and there are still many shortcomings while the learning process so that resulted in the willingness of students in learning more because not benefit directly from the study was conducted.

After the implementation learning cycles II, the average results of study classical students advance and the value minimum complete of fill. This is a student to begin understand and can follow the flow of learning that students are slowly but surely with learning so students more easily understand the material being taught. It supports with the result of the study Awaludin (2015:27) stating the model of PBL is a model of innovative learning that demand student to learn and work in an active, good with pairs or groups to develop a pattern of thinking by finding the Affairs, build understanding, and are looking for alternative solution to accept the knowledge.

The student success it agrees with group investigation theory extended by Fitriawanati (2016:61) is the GI learn to student center and assignment carried out to agree on student choice until the student more spirit do carry out assignment given by the teacher. Base on a success to learning be still a student did not complete in cycles II this is 2 student. Because two students looked from the custom right saw oftentimes the concentration low in learning. Other than to act in organization school oftentimes they an activity saw mind did not in class however outside class, this is made be student late.

The application of learning provides outcomes after the set of learning mix of methods of group investigation (GI) and problem-based learning (PBL). This is proven by the awakening of awareness of students to be responsible for herself and their group so that the understanding obtained more optimal because, in essence, this learning is a theoretical and learning practically this is in accordance with the results of research from Sangaji (2016:92). The results of this study are in line with the research conducted by Ita Suningsih that the application of contextual learning with problem-based learning (PBL) can improve critical thinking of the learning outcomes of students X IIS 1 class in SMA BRAWIJAYA smart school. The research Erfita Rezqi Prasmala that the application of investigative group (GI) and problem-based learning can improve the skills of scientific workers and cognitive ability of students X A1 class in SMAN 2 Malang.

This combination of GI model is presented by the other model which is problem-based learning. According to, Suprihatiningrum (2013:215) problem-based learning is a learning model, which students are faced with a problem itself and followed by the information searching process by the students. This model is providing opportunities to students to play a role in learning. The students can put their thoughts forward and still related to the solution of the problem itself. supported by the demands of the syllabus that the basic competence to be achieved in the material is the analysis and evaluation of the oligopoly market on the people's economy and the problems of economic development hence the problem-based learning model and this investigation is a suitable effort to overcome the existing problems.

Problem-based learning is a teaching model that uses problems as a focus for developing self-solving, content and self-control skills. According to Narmaditya et al. (2017), in the implementation of problem-based learning runs well and received a positive response from students and proven to improve learning outcomes. Beside that problem based learning in its implementation can improve the learning process, as stated by Maxwell, (2005: 326) stating that problem-based learning is a superior learning model because this kind of learning can make students learn independently, improve ability, solve problems and argue.

According to Fitriawanati (2016:57), in problem-based learning, the focus of learning is on the chosen problem so that students not only learn the concepts related to the problem but also the scientific model to solve the problem. So students will be able to what are they learning and ability to think critically. It is reinforced in the paper that Kurniawan (2016) wrote, it says the purpose of problem-based learning is helping the students to think, solve problems and to

improve their thinking skills by building real situations or resembling related concepts to be learned.

According to Purwanti (2013), model learning problem-based learning has advantages. The advantages of this learning model include: (a) making students more active, (b) improving students ability to solve problems in everyday life, (c) raising new ideas, (d) enhancing intimacy and cooperation, (e) this learning makes education in school more relevant to life. In another opinion of Sudewi (2014: 6), problem-based learning has advantages. In achievement aspect of remembering and understanding this model building the students, for remembering the learning material, based on the concept they learned. In addition, study research Dayanti (2016: 71) declared problem-based learning, can improve result, learning process because using those model learning, the student had a chance to be in valued in a studying process.

Based on the previous explanation can be know the excellence assimilation result of studying research Sulastrri (2012: 53) with tittle effectiveness learning model problem based learning with cooperative setting group investigation about the increase the activities and studying student result in lectures evaluation studying result, get the result that implementation problem based learning with cooperative setting group investigation has advantages for improve studying result of the student in lecturer subjects for evaluation studying result.

Based on the exposure can be known the purpose of the study is to know the application of mixed model group investigation and problem based learning in economic learning and improvement of learning outcomes for students of class XI SMK N 1 Malang. With the solution taken to overcome the problem is entitled "improvement of economic learning outcomes with the combination of model study group investigation and the combination of problem-based learning in students of class XI SMK N Malang."

CONCLUSION

The application of the combination of methods group investigation (GI) and problem-based learning (PBL) in the economic learning for the students of XI AM 3 class in SMK Negeri 1 Malang in cycle I less than optimal, it can be seen on the results of observation, there is some indicator that does not yet appear as a setting learning objectives, delivery the way presentations, tutoring in the learning task and filing concluded. The main thing that caused the achieved of time management that has not been in accordance with the plan of implementation of the learning this one due more time to spend at the stage of presentation. Cycle II lancer has been running and producing excellent action than ever before due to the actions of reflections and refinements by implementing some indicator that has not been done on a cycle I.

The application of the group investigation (GI) and problem-based learning (PBL) blend in economic learning can improve result student learn XI PM 3 class in SMK Negeri 1 Malang. This is evidenced by the increase the result of classical learning in cycle 1 is 66,67 with the bad predicate, this is because the students are still difficult to understand well the teaching materials. Beside the students also not familiar with the model taught by the teacher and there is still lack of shortage during the learning process. In cycle 2 the classical value is 85 with a very good predict, this is because student begins to understand and can

follow the flow of learning well so that student slowly but surely with the proses of learning so that student more easily to understand the material in teaching.

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