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Application of the Group Investigation (GI) Type Cooperative Learning Model to Increase Students' Interest in Learning in Class X-J of SMA Negeri 1 Torue

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ABSTRACT

Perceptions at SMA Negeri 1 Torue appeared too understudy intrigued in learning, thought to be due to improper learning models. The Gather Examination sort agreeable learning show is able to extend students' intrigued in learning through inclusion, intrigued and sentiments of delight. The point of this investigate is to extend the learning intrigued of course . Including 36 course X-J understudies for one month, this investigate had two cycles with the target of expanding understudy intrigued in learning from cycle I to cycle II, measured by the rate of understudy intrigued in learning. exceptionally great (100%), but understudy action (normal 65.27%) and understudy intrigued in learning (normal 62.08%) are still missing. In Cycle II, there was a noteworthy enhancement: execution of instructor exercises come to 100%, understudy action expanded to 88.19% (great category), and understudy intrigued in learning come to 88.12% (tall category). Enhancements were made by building communication, directing talks , propel understudies, and increment participation. The comes about appear a positive affect on the execution of learning and understudy intrigued in learning, in agreement with the markers of victory of the modern investigate in this ponder, to be specific particularly inquiring about expanding understudy intrigued in learning in lesson X-J SMAN 1 Torue utilizing the GI sort agreeable learning show which is once in a while examined in investigate related to expanding understudy intrigued in learning.

INTRODUCTION

Education is a process of changing a student's identity to become more advanced. Education intersects with humans as subject actors and recipients. Education has a very important role in determining students' future (Agni, 2020). Education is considered successful when students achieve the learning goals that have been set. These goals may include understanding concepts, mastery of skills, development of positive attitudes, and personal growth of students. Students must be able to apply the knowledge and skills they learn in real-life contexts (Muaziyah et al., 2023; Supriyadi et al., 2018). To achieve these learning objectives, a learning model that is suitable for students is needed. One suitable learning model is the cooperative learning model.

The cooperative learning model is a form of learning that emphasizes collaboration in small groups collaboratively (Aqilah et al., 2023; Tembang et al., 2019). One type of cooperative learning model is the Group Investigation type cooperative learning model. Ade (2021) suggests that the Group Investigation learning model is a learning model that involves students in small groups to solve problems or conduct research together. This model emphasizes students' active participation in the learning process and allows them to learn from each other. To implement the group investigation learning model, of course there are steps in it.

The steps of the Group Investigation learning model according to Sari and Ernawati (2020) can be stated as follows: 1) Topic selection, where students are given a topic by the teacher as a guide for completing the final assignment. 2) Planning, at this stage students plan the division of tasks for each group member regarding the topics that have been distributed, 3) Implementation, at this stage students carry out plans that have been formulated 4) Investigation, at this stage students analyze and synthesize various information obtained in the implementation and planning steps 5) Presentation of final results, at this stage all groups present the results of their work 6) Evaluation, at this stage the teacher acts as an evaluator of the course of the learning process. At the results presentation stage, the advantages of the GI type cooperative learning model are visible.

Subudi (2021) stated that the advantages of the GI learning model are that it can require students to have good communication skills and group process skills, it can train students to develop the ability to think independently, it can make students more focused, thereby fostering students' feelings of joy and interest in learning. in facing the learning process.

– Interest in learning is a feeling of pleasure that shows attention to an object which is preceded by a feeling of pleasure towards the object that is the target, a desire or tendency in the student to carry out an activity to achieve the goal. According to Charli et al., (2019) the meaning of interest in learning. To be able to see the success of the learning activity process, all factors related to teachers and students must be taken into account. Starting from the teacher's behavior in teaching to the behavior of students as a response to the results of teaching. Student behavior when participating in the learning process can indicate the student's interest in the lesson or vice versa. Student interest is one of the indicators of interest in learning.

Indicators of learning interest include student attention, student interest, feelings of enjoyment and student involvement. Student attention refers to the student's focus and awareness of what is being learned or done in the classroom or learning environment. Student interest is a strong feeling or interest that students have towards a particular topic, subject, or activity. This can include interest in certain subjects, hobbies, extracurricular activities, or certain topics that interest students. Students' feelings of joy refer to an emotional state where students feel excited, happy, satisfied, or happy in the context of learning or the school environment. This is a positive emotional response to a student's learning experience or achievement (Wugaje et al., 2023; Anggis, 2020).

The results of observations at SMA Negeri 1 Torue, in class This can be seen from the existence of students who do not pay attention when the teacher is explaining, talk during learning and enjoy playing with cellphones when studying. This indicates that students are not serious about learning, lack of student attention, student interest and student involvement in the learning process. so that in the classroom it is not conducive. Therefore, an appropriate learning model is needed to increase students' interest in learning in the learning process.

Anggis (2020) states that the GI learning model can increase indicators of learning interest, namely interest, involvement, attention and feelings of joy. This can be seen in the GI step at the planning stage, the teacher asks questions to students to stimulate their involvement, interest and feelings of joy. Apart from that, the GI Model has an initial stage, namely topic selection and grouping.

The planning stage of the GI type cooperative learning model can foster a feeling of wanting to exchange opinions and be active in discussions to plan a final result from the two components which can indirectly increase students' interest in learning (Fatoni et al., 2022; Suhudi, 2022). The application of the GI type cooperative learning model significantly increases students' interest in learning. Collaboration between students in finding solutions to problems develops their cognitive and social abilities. Active interaction, giving responsibility, and reflection lead to increased academic achievement (Henukh et al., 2022; Kurniati, et al., 2022).

Based on the description above, researchers are interested in researching "The Application of the Group Investigation (GI) Type Cooperative Learning Model in Increasing Student Interest in Learning in Class X-J of SMA Negeri 1 Torue".

METHOD

Based on the problems that occur at SMA Negeri 1 Torue, namely low student interest in learning, the solution offered is to implement a Group Investigation type cooperative learning model which is a learning model that can increase student interest in learning.

This research uses a classroom action research method with a Classroom Action Research design (Arikunto, 2010) which consists of planning, implementation, observation and reflection. The research subjects were all class X J, totaling 36 students. The research instrument includes a learning interest observation sheet to see student interest in learning and student and teacher activities which are used to see the implementation of the group investigation cooperative learning model. Data analysis uses the editing stage, re-examining the research instrument, scoring, providing a score on the results of observing interest and implementation of the group investigation learning model, and tabulating, tabulating the score results into a table.

RESULTS AND DISCUSSIONS

Interest in learning is a tendency or drive that a person has to seek information, understand knowledge, or develop skills in a particular subject area or activity. The average and percentage of students' interest in learning in class X-J can be seen in figure 1.

The results of the research showed that there was an increase in student interest in learning from 62% to 88% using research instruments in the form of observation interest in learning sheets and using a percentage formula in the form of $= (\text{score obtained}) / (\text{maximum score}) \times 100\%$, and student activity from 65% to 88% using an instrument in the form of a student activity observation sheet with a percentage formula in the form of $= (\text{score obtained}) / (\text{maximum score}) \times 100\%$.

This research is Classroom Action Research (CAR) by applying the group investigation type cooperative learning model to increase students' interest in learning in class X-J SMA Negeri 1 Torue. The problem in this research is the low interest in learning of students with a score of 50%. This problem arises because the learning model is not used appropriately and is not adapted to the characteristics of students, where today's students are often referred to as "digital natives," because they were raised in the digital era, and are generally more open to change and flexible in facing challenges. The characteristics of these students do not match the method The one applied by the teacher is the conventional model, using the lecture method and not utilizing digital media as a learning medium so that students tend to be more monotonous when learning takes place.

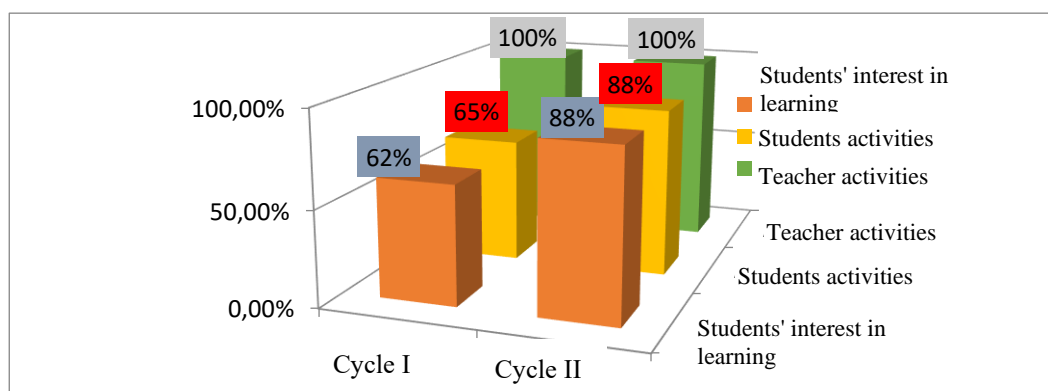


Fig 1. Comparative Percentage of Cycle I and Cycle II

Based on the results of interviews conducted by previous researchers with Biology subject teachers, the level of attention and interest in learning of students in participating in learning is still low. This is reinforced by direct observation in the classroom which still tends to be teacher-centered. So it shows that students are less active in participating in learning, for example when students are given the opportunity to ask questions and express opinions, students tend to be silent and hesitate to speak. Students also often go in and out of class with the excuse of permission to go to the toilet, but after observing it turns out the students are heading towards the canteen. This is because students feel bored with the learning methods that teachers use. Apart from that, students also do not make good use of digital media in the form of smartphones to help the learning process so that students use smartphones to discover things that have nothing to do with the learning process. In this case, not all students can grasp the material presented by the teacher from the beginning to the end of the delivery of the material because each student has different understanding abilities and thought patterns. So that students quickly feel bored, the lack of activity, attention and cooperation between students in implementing learning makes Biology lessons in class XJ less enjoyable. For this reason, a learning model is needed to overcome this problem. The research action was carried out over two cycles by applying a group investigation type cooperative model.

In implementing the Group Investigation type cooperative learning model, there needs to be suitability of the syntax applied in the class, therefore, to observe the suitability of the syntax, it is necessary to observe the implementation of the learning model in the class so that the Group Investigation type cooperative learning model runs according to the syntax.

The relationship between students' learning interest and the implementation of learning model syntax can have an impact on the overall effectiveness of learning as stated by Silviani et al, (2019) when learning models, such as Group Investigation, are implemented well, students tend to be more involved in learning, feel happy, and shows high interest in the subject matter.

The results of research in cycles I and II show that the implementation of the Group Investigation type cooperative learning model shows that teacher activities have been carried out very well, but student activity is still relatively low so that the implementation of the Group Investigation type cooperative learning model is still not implemented well as well as interest in learning. students who are still categorized as low and have not achieved the specified success indicators.

In cycle I, student activity was only dominated by a few students who had more attention. This is due to the situation of students who are not yet accustomed to the group investigation type cooperative model. It seems that students still experience difficulties when interacting, especially in group discussion activities. When the teacher directs students to use learning resources such as textbooks and smartphones to carry out investigations, the students appear noisy and do not carry out the investigation process seriously and each group only relies on one person in the process of completing the final assignment. To overcome this, teachers must be more assertive in guiding, directing and monitoring discussion activities in the learning process. The explanation above is in accordance with the research results of Suryadana, et al (2021). where the results of the research stated that in cycle I the indicators that the researchers had hoped for had not been achieved because students

still did not seem confident, students had not yet mastered the material and were awkward discussing and opening and closing presentations. So the researcher continued the research in cycle 2.

In order to obtain optimal learning interest, improvements are made to learning cycle II in accordance with the results of reflection, namely by building good communication between teachers and students, directing and guiding students in group discussions, motivating students to play a more active and responsible role in group discussions. , giving awards in the form of applause to groups that have presented the results of their discussions well and teachers are more firm in guiding students. This is in accordance with the opinion of Suryadana, et al (2021). With good cooperation between students and the teacher's firmness when guiding students, students' attention, involvement and interest can lead to high interest in learning.

The results of research in cycle II show that the implementation of the Group Investigation type cooperative learning model shows that teacher activities have been carried out very well and the increase in student activity is classified as good so that the implementation of the Group Investigation type cooperative learning model has been carried out well as well as the students' learning interest which is categorized. high and has achieved the specified success indicators.

In cycle II, students show a positive attitude during the learning process, both in terms of paying attention to the teacher's and other students' explanations, working together in groups, and presenting the results of discussions. Students actively involve themselves in searching for and obtaining information through school books and smartphones to carry out investigations through discussions. group. Students begin to feel confident by expressing their opinions and asking questions about material they don't understand in group discussions.

There are students who experience changes, especially in their understanding of the virus. Student activities and involvement in the learning process enable students to gain an understanding of the material provided by the teacher and knowledge for themselves. The same thing was expressed by Sofanudin, et al (2021) that direct student involvement in learning is expected to increase students' interest in participating in learning, compared to the lecture method, where students are not actively involved so students are not interested.

Through the group investigation type cooperative learning model, students become happy and interested in participating in learning. This is because students are starting to have the courage to express their opinions by conveying their knowledge to their group friends through discussion activities. Buaton, et al (2021) stated that students' interest in learning is influenced by several factors, namely high curiosity about the subject matter, concentration, the teacher's way of teaching, teacher character, and class atmosphere.

The increase in student interest in learning in cycle 2 was caused by the creation of an interesting and enjoyable learning process, so that teacher and student interaction was more intertwined in the learning process. Apart from that, students are familiar with the group investigation type cooperative learning model which is applied for two learning cycles. The explanation above is in accordance with research by Wahyuni et al (2018). The application of the group investigation type cooperative learning model makes students enthusiastic about receiving the learning presented by the teacher and increases students' attention and participation in learning. So that it has a positive impact on students' interest in learning which is obtained after carrying out implementation actions by implementing the group investigation type cooperative learning model.

The application of the group investigation type cooperative learning model is better in increasing students' interest in learning. This has shown quite effective results in implementing the Biology learning process in class X-J of SMA Negeri 1 Torue. This is evident from the increase in students' interest in learning from pre-cycle to cycle 1 and cycle 2. The research results obtained are in accordance with the results of previous research, namely as follows. Research by Ade (2021) found that the application of the Group investigation type cooperative learning model could increase students' interest in learning in mathematics subjects and research by Widyanto (2017) found that the use of the Group investigation type cooperative learning model could increase students' interest in learning and student cooperation.

Using the Group Investigation type cooperative learning model, researchers found the advantages of this learning model, namely that students were given the opportunity to work

collaboratively in teams. Students not only develop academic skills, but also social skills through team interactions. The above advantages are in line with research conducted by Hia, et al (2022). which suggests that through the process of inquiry, students are empowered to develop their academic skills, promoting the ability to gather and analyze information. This model also provides an in-depth experience for students because they are actively involved in the discovery and learning process which results in increased social skills in students.

Apart from the advantages of the group investigation type cooperative learning model, researchers also found a weakness, namely dependence on the active involvement of all group members. As stated by Fajriyati, et al (2019), the success of cooperative learning really depends on the contribution of each student, and the non-participation of one or several group members can damage the learning dynamics. Group management is also a challenge in this model. Teachers need to have solid management skills to ensure that all students participate equally, while also minimizing the potential for conflict within the group. Task distribution and time management must be carefully managed so that groups can achieve their investigative goals.

Seeing an increase in students' interest in learning after implementing this learning model shows that the Group Investigation type cooperative learning model was successful in increasing students' interest in learning in class X-J of SMA Negeri 1 Torue.

CONCLUSION AND SUGGESTION

Based on the research results, it can be concluded that the Group Investigation type cooperative learning model can increase students' interest in learning in class XJ of SMA Negeri 1 Torue.

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