IMPLEMENTATION OF GROUP INVESTIGATION LEARNING MODEL TO IMPROVE INTEREST IN LEARNING AND UNDERSTANDING THE GEOGRAPHIC CONCEPT OF SMAN 1 SAMPANG STUDENTS

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ARTICLES INFORMATION

ABSTRACT

The results of observations and interviews with students of class X IPS 2 , interest in learning geography before the application of the Group Investigation learning model of students is quite low. This is based on the statements of 20 students who expressed less interest in geography. Understanding the concepts of students of class X IPS 2 on geography learning material is still very low. data from the latest daily test results as many as 56% of students who scored below the average KKM (75). This study aims to (1) determine the increase in learning interest of students in class X IPS 2SMAN 1 Sampang on atmospheric dynamics material and its impact on life by applying the Group Investigation learning model (2) knowing an increase in understanding of the geography concept of class X IPS 2 students at SMAN 1 Sampang on atmospheric dynamics material and its impact on life by applying the Group Investigation learning model. This type of research is a class action (classroom action research) were conducted in two cycles, each cycle consisting of two meetings. This research subject graders X IPS 2 the second semester of the school year 201 9 /20 20 SMAN 1 Sampang. The results showed that (1) students' interest in learning after treatment experienced an increase in the overall indicator used, these indicators were: Feeling happy, student attention, student interest, and student learning involvement ; (2) students' understanding has increased from each cycle.

Hasil pengamatan dan wawancara dengan siswa kelas X IPS 2, minat belajar geografi sebelum penerapan model pembelajaran Group Investigation siswa cukup rendah. Ini didasarkan pada pernyataan 20 siswa yang menyatakan kurang tertarik pada geografi. Memahami konsep siswa kelas X IPS 2 pada materi pembelajaran geografi masih sangat rendah. data dari hasil tes harian terbaru sebanyak 56% siswa yang mendapat skor di bawah rata-rata KKM (75). Penelitian ini bertujuan untuk (1) mengetahui peningkatan minat belajar siswa kelas X IPS 2 SMAN 1 Sampang pada materi dinamika atmosfer dan dampaknya terhadap kehidupan dengan menerapkan model pembelajaran Group Investigation (2) mengetahui peningkatan pemahaman konsep geografi. siswa kelas X IPS 2 di SMAN 1 Sampang pada materi dinamika atmosfer dan dampaknya terhadap kehidupan dengan menerapkan model pembelajaran Investigasi Kelompok. Jenis penelitian ini adalah tindakan kelas (class action research) yang dilakukan dalam dua siklus, setiap siklus terdiri dari dua pertemuan. Subjek penelitian ini adalah siswa kelas X IPS 2 semester 2 tahun pelajaran 201 9/20 20 SMAN 1 Sampang. Hasil penelitian menunjukkan bahwa (1) minat siswa dalam belajar setelah perawatan mengalami peningkatan dalam keseluruhan indikator yang digunakan, indikator ini adalah: Merasa bahagia, perhatian siswa, minat siswa, dan keterlibatan belajar siswa; (2) pemahaman siswa meningkat dari setiap siklus.

Introduction

Interest in learning and understanding concepts are two important aspects in learning. To achieve the desired learning goals, the existence of high interest in and understanding of concepts in each student is needed. With this interest and understanding, students can succeed in learning. Thus, the learning objectives will be maximally achieved. Interest is a feeling of preference and a sense of interest in a particular thing or activity without anyone asking. Basically, interest is the acceptance of a relationship between oneself and something outside oneself (Slameto, 2010). Interest is very important and influential in each person's activities, including learning activities. If someone is interested in a lesson then he will carry out the task well even if it takes up time, so he unwittingly works beyond the deadline. Not only interest, understanding concepts is also important in learning. Understanding is a person's ability to understand or understand something. In another meaning, understanding is knowing about something and being able to see it in various aspects. Students are said to understand a thing if they can provide an explanation and imitate it using their own words .

The results of observations carried out on 21 November 201 9 in class X IPS 2 SMAN 1 Sampang with a total of 26 students, learning that took place quite menoton, students just sat not paying attention, students listened and noted the points described. learning is only an explanation of the material from the teacher so that it is seen in the learning process that many students ignore by talking about other topics and the enthusiasm of students in learning is greatly reduced. With such conditions if there is no model used, learning will be ineffective and lack of student participation in the learning process this will affect the interest and understanding of concepts. Problems found affect the interest and understanding of students' geographical learning concepts, namely the absence of a model that is applied and commonly used in dominant learning using lecture methods that are considered easy in class mastery by the teacher, much material can be delivered in a short time, and can explain material that is important but in reality the method is monotonous, there are no variations in the main concepts so boring for students.

The results of observations and interviews with students of class X IPS 2 , interest in learning geography before the application of the Group Investigation learning model is quite low students. This is based on the statements of 20 students who expressed less interest in geography. Thus, the need to increase interest in learning in the learning process. This interest in learning is certainly influenced by students' internal or external factors. While other things are found from observations regarding understanding students' concepts. Understanding the concepts of students of class X IPS 2 on geography learning material is still very low. This can be found from the learning outcomes data X IPS 2 , class X IPS 2 being the choice of class X IPS 1 and 3 because of the latest daily test results as many as 56% of students who scored below the average KKM (75). Not only that, during the learning process the majority of students are unable to answer teacher questions, besides that students tend to be more silent than expressing their opinions.

The problem in learning geography in class X IPS 2 is the low interest in learning and understanding geography concepts. The low interest in learning and understanding of geographical concepts is caused by several factors namely; 1) the learning model or strategy used does not match the characteristics of students; 2) the teacher dominates more dynamics in teaching and learning activities; 3) lack of student involvement in learning; 4) geography learning facilities and infrastructure that do not support learning The most important factor problem lies in the learning strategy or model.

Thus this will affect student interest in learning and understanding students' geographical concepts . Conditions like this need to be improved and in this case the researchers try to provide different things to increase interest in learning and understanding students' geographic concepts . The use of the *Group Investigation* type cooperative learning model is considered capable of being a solution to this problem. That is because the GI learning model is fairly good in the transition effort from the use of lecture methods . The *Group Investigation (GI)* type of cooperative model is a learning model that engages students since planning, both in determining topics and ways to learn them through investigation. This learning model requires students to have good abilities in communication and in group process skills . The students choose the topics they want to study, follow in-depth investigations of the various subtopics that have been selected, then prepare and present in a report in front of the class as a whole. According to Nurdyansyah (2016) In general, class organizing planning using cooperative investigation Group Investigation is a group formed by students themselves with 2-6 members, each group is free to choose subtopics from the entire unit of

material (subject matter) to be taught, then make or generate group reports. Next, each group presents or explains its report to the whole class, with the aim of sharing and exchanging information on their findings.

There are several reasons for applying this learning model, among others: 1) the Group Investigation cooperative learning model is in accordance with the curriculum applied at the SMAN 1 Sampang school, namely the K13 curriculum; 2) This strategy can help students to understand difficult geographical concepts; 3) able to help students collaborate and work together with teams to solve problems; 4) activating students in the learning process provided by the teacher so that they can build students' interests and knowledge.

Method

The research design that will be carried out by this researcher is Classroom Action Research (CAR). According to Arikunto (2012), outline there are four stages in Classroom Action Research (CAR), namely: 1) planning, 2) implementation, 3) observation, and 4) reflection. In this case, Classroom Action Research (CAR) will be conducted in two cycles. This research was conducted in class X IPS 2 of SMA Negeri 1 Sampang, Sampang Regency. Sampan High School 1 is located on Jalan Attorney General Suprapto No.73.

Subjects in this study were students of class X IPS 2 of SMAN 1 Sampang, with 25 students. 10 male students and 15 female students. The material discussed in this study was "Atmospheric Dynamics and Impacts on Life". The data in this study are in the form of interest in learning and understanding students' geographical concepts. Student learning interest is measured using a questionnaire of learning interest and students' understanding of concepts using the concept understanding test. Meanwhile, the source of data in this study are students and teachers who support geography.

Results and Discussion

At this stage, analysis will be elaborated related to the interests and learning outcomes of students in geography. This analysis is to determine the increase in student interest and learning outcomes after applying the *Group Investigation* learning model . Simply put, to find out the different results of each action. This will be explained as follows.

1. Interest to learn

Acquisition of student interest in learning based on a questionnaire filled out by students both pre-action or post-action. The following is a comparison of students' interest in learning starting from pre-action, cycle I and cycle II.

Table 1.Comparison Table Average Student Interest in Pre-Action, Cycle I, and Cycle II

Observe	Average score of student interest in learning	Enhancement	Percentage of Increase (%)
Pre-action	58	-	
Cycle I	6 2	5	6.9
Cycle II	6 6	2	6.5

The percentage of students' interest in learning geography presented in the Table shows an increase in each cycle. Each indicator of student interest in learning has increased from before starting from pre-action, cycle I and cycle II. Thus, it can be said that the application of the Group Investigation model is effective if it is used to increase student learning interest in learning.

2. Concept Understanding
Data analysis related to understanding concepts is a follow-up of the results of research that has been done. This is a follow-up of the data that has been there before. This analysis is to see the differences in the

results of each treatment or application of the Group Investigation learning model. Following below are the accumulated data on the results of the concept understanding test from pre-action, cycle I and cycle II.

Table 2. Comparison Table of Average Understanding of Pre-Action Concepts, Cycle I, and Cycle II, Students of Class X IPS 2

Action	Average student learning outcomes	Enhancement	Percentage (%)
Pre-action	69.80	-	
Cycle I	82.92	1 3, 12	18.8
Cycle II	8 8.12	5, 2	6.3

Based on the results of the data listed in the Table shows that starting from pre-action until the end of the second cycle always increases. The data table above shows an increase in the value of the test results in understanding the concepts of pre-action, cycle I and cycle II. The average value of concept understanding at the time of pre-action was 69.8, while in the first cycle it reached 82.92 with a percentage increase of 18.8%. For the average value of the understanding of the concept of the second cycle test of 88.12 with an increase in the percentage of the first cycle of 6.3%. Thus, there is an increase in every action using the Group Investigation model. This is inseparable from the syntax found in the Group Investigation model, especially when learning in teams in the field.

There are several findings during the study. This research was conducted for two cycles and the results are known that "The Application of the *Group Investigation* Learning Model is able to increase interest in learning and understanding the geographical concepts of students of class X IPS 2 in SMA Negeri 1 Sampang ". This can be proven by the data obtained in each cycle, both cycle 1 and cycle 2. The two variables that are almost entirely increased.The application of the Group Investigation learning model to increase students' interest in learning geography can be said to have been successful. There are several factors that can increase student interest in learning, one of which is a model that can be applied to maximize student performance. Students are more enthusiastic and active in learning because the Group Investigation model in other words experiences a change from the learning model that was applied in class X IPS 2 before. The results of the analysis of the learning interest questionnaire that has been distributed to students always show improvement. At the pre-action increase when there is an action or the application of the Group Investigation model in cycle I. This is also not much different, the results of the analysis show that students' interest in learning from cycle I to cycle II also increased.

Some things become certain reasons, namely the stages or syntax of the Group Investigation learning model in broad outline can increase student learning interest. When the stages of planning assignments and investigations become the most important factors because students can learn with their group friends without feeling the teacher. Furthermore, learning in groups will reduce the level of self-talk in students. Conversely group learning is able to increase students' interest in learning geography. This is in agreement with Dewiyanti (2013) that the strengths of the Group Investigation model are students doing a variety of learning experiences and students will be involved in each stage of the activity. Able to increase collaboration between students and in group work because there is interdependence of students in the group.

Based on the results of the study, there are some important findings to note. These include, 1) heterogeneous grouping is better than students choosing themselves, 2) students' interest in learning is high when there is an investigation carried out outside the classroom , 3) student learning activities increase when learning in groups, and 4) students are trained to work together and take responsibility according to their respective groups.The application of the Group Investigation model was also proven to be able to increase students' understanding of geography concepts by referring to the results of the study. In general, each treatment showed that there was an increase in each cycle. Some things that affect are the models used in class. The Group Investigation learning model itself is synonymous with discussion or learning in groups. Thus, the learning process that focuses on student group activities is able to improve understanding of concepts which ultimately also can improve the value of the concept understanding tests given.

Broadly speaking, the application of the Group Investigation learning model is not only able to increase the value of understanding students ' geographic concepts but is also able to change students' attitudes during the learning process . Students become much more focused and other activities such as self-

talk and joking are diminishing. In addition, students are able to take responsibility on a small scale in the team and dare to express their opinions without fear as before the implementation of the Group Investigation learning model.

The fact is based on the results of the study, that the understanding of students' geographical concepts by using the Group Investigation learning model has increased. The group learning process and collaboration between students and the strengthening of the teacher can increase student enthusiasm in learning. This indirectly can make students more active in learning so that students' understanding of concepts is much better than before . The use of the Group Investigation learning model is proven to be able to improve student learning outcomes. This is inseparable from the syntax in this learning model. The most influential syntax on understanding students' concepts is in the group learning section which includes identifying topics, planning assignments, investigating and making reports. In this case students learn according to their abilities and help each other in learning. Thus, there is synergy within students to share knowledge that has been previously obtained and does not always depend on the material delivered by the teacher.

Conclusion

The application of the learning model of Group Investigation can increase the interest in learning of students of class X IPS 2 of SMA Negeri 1 Sampang on material dynamics of the atmosphere and its impact on life
The application of the Group Investigation learning model can improve students' understanding of the concept of class X IPS 2 SMA Negeri 1 Sampang on the material dynamics of the atmosphere and its impact on life

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