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Teachers' Efforts to Improve Students' Learning Outcomes in Islamic Education through the Group Investigation Model at SD Negeri 084094 Sibolga

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Abstract: This study aims to improve student learning outcomes in Islamic Education using the Group Investigation Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to improve student learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that learning with the Group Investigation Method can improve student learning outcomes. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 43.56%, the first cycle 78.57% and in the second cycle increased to 89.77%. Thus, the use of the Group Investigation Method can be used as an alternative to improve student learning outcomes.

Keywords: Group investigation model, learning outcomes, islamic education.

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INTRODUCTION

Education is basically a process of knowledge transfer, both formal and non-formal, in order to develop a noble personality, more broadly interpreted that education is a conscious effort carried out in order to transfer knowledge, skills, attitudes and abilities. Islamic religious education plays a very big role in shaping a person's personality. The education in question is a directed and systematically planned conscious effort carried out by a person or a group of people who feel responsible for the development of children's personalities. As a social creature that lives in society and its activities in daily life will be inseparable from aspects of social, economic, political and cultural life as well as spirituality to be able to live and be accepted in the community itself. In Law Number 20 of 2003 Chapter II Article 3 states that the purpose of National Education reads: National

Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of educators to become human beings who believe in and fear God Almighty, have noble character, as well as knowledge, capable, creative, independent and become democratic and responsible citizens. In the interaction between education and educators, the first generally always has a certain goal with the education it provides, the goals are various, such as the goal of independence, for social justice, to increase piety towards God Almighty, for religion, to become good people, to become righteous, authoritative, holy children and so on. From these examples, there are several things or conditions of society or someone that are to be achieved with educational goals. Thus, the existence of education is expected to be able to produce quality national cadres, and with education also as an aid in order to achieve educational goals, so that responsible human beings are formed. To achieve this goal is not easy if it is not prepared from a young age, especially with regard to Islamic religious education, Until now our education is still dominated by the view that knowledge is a set of facts that must be memorized, the class is still focused on the teacher as the main source of knowledge, then lectures are the main choice of learning strategies. For this reason, a new learning strategy that is more empowering is needed, a strategy that does not require students to memorize facts but a strategy that encourages students to construct in their own minds. In this learning process, children work from their own experience, construct knowledge and then give meaning to that knowledge through the learning process of experiencing themselves, discovering themselves in groups such as playing, then children become happy so that they grow an interest in learning, especially learning Islamic Religious Education. With the interest in learning, the learning outcomes of Islamic Religious Education will automatically be better.

METHODS

This research is a Class Action Research, which aims to improve students' learning outcomes on the material of the Prophet Muhammad PBUH's Hijrah to Medina through the application of the Group Investigation method. This PTK was held in grade IV of SD Negeri 084094 Sibolga. A form of reflective learning to improve learning conditions and increase the rational stability of the act of carrying out tasks with a draped assessment process, namely planning, implementing, observing, and reflecting on actions or in other words Classroom Action Research, which is a systematic scrutiny of learning practices in the classroom with the aim of improving and improving the quality of the learning process and student learning outcomes by perform class actions.

The following are the research variables that can be used for classroom action research at SD Negeri 084094 Sibolga: 1) Independent Variable (X): Teachers' Efforts in Improving Learning Outcomes Explanation, efforts made by teachers to improve student learning outcomes, which in this study is carried out through the application of the Group Investigation method in learning the material of the Prophet Muhammad's Hijrah to Medina. The sub-variables used are: 1) Learning planning (learning implementation plan, teaching materials); 2) Implementation of the Group Investigation method; 3) Learning approaches and strategies applied by teachers; 4) The use of media or learning resources that support learning. 2) Dependent Variable (Y), Achievement of student learning outcomes in the material of the Hijrah of the Prophet Muhammad PBUH to Medina after applying the Group Investigation method. Sub-variables: 1) Students' understanding of hijrah material; 2) Students' ability to discuss and work in groups; 3) Improvement of students' social skills (collaboration, communication); 4) Test results or assessments that measure students' understanding of learning materials.

This study utilized a qualitative research design with a focus on the Group Investigation method to assess its impact on the learning outcomes of fourth-grade students at SD Negeri 084094 Sibolga, particularly in the context of the story of Prophet

Muhammad's Hijrah to Madinah. The research was conducted during the 2024/2025 academic year and involved 30 students from the fourth-grade class. The main aim of the study was to determine how the Group Investigation method could enhance students' understanding of the topic, promote collaboration, and improve overall academic achievement. The first step in the research process was to administer a pre-test to assess the students' initial understanding of the material before the application of the Group Investigation method.

This pre-test was designed to measure the students' knowledge of the Hijrah story, including key events, historical context, and its religious significance. After the pre-test, the Group Investigation method was implemented, where students were divided into small groups of five. Each group was assigned a specific aspect of the Hijrah to research and discuss. Students worked collaboratively to gather information, analyze key points, and prepare a presentation to share their findings with the class. During the group work sessions, the teacher served as a facilitator, guiding the students by providing instructions and encouraging discussions. The teacher also monitored the groups to ensure that each student was actively participating and contributing to the research process.

Each group was required to present their findings to the rest of the class, followed by a class-wide discussion to reinforce the concepts learned and address any questions or misunderstandings. This method emphasized active learning, critical thinking, and peer collaboration, allowing students to gain a deeper understanding of the Hijrah story through shared knowledge. After the implementation of the Group Investigation method, a post-test was administered to measure the improvement in students' understanding of the topic. The post-test was similar to the pre-test but included more advanced questions to assess the depth of students' comprehension. In addition to the pre- and post-tests, classroom observations were conducted throughout the study to monitor student engagement, participation, and interaction during the group activities and presentations. The researcher also collected feedback from students through informal interviews to understand their perceptions of the learning experience and the effectiveness of the Group Investigation method. The data collected from the pre- and post-tests, classroom observations, and student feedback were analyzed to determine the impact of the Group Investigation method on students' learning outcomes.

The researcher used a comparison approach to examine the differences between the pre-test and post-test scores, focusing on any improvements in student knowledge and understanding. Additionally, qualitative data from student feedback and classroom observations were analyzed thematically to gain insights into the students' experiences and the benefits of collaborative learning. This research methodology allowed for a comprehensive evaluation of the Group Investigation method and its effectiveness in enhancing students' understanding of the Hijrah story. The combination of quantitative data (pre- and post-test scores) and qualitative data (classroom observations and student feedback) provided a well-rounded assessment of the method's impact on student learning outcomes.

RESULTS

The research sample is a part of the population that will be the object of the research. These samples are randomly selected (if using a random sampling technique), or they can also be selected based on certain criteria such as the student's initial ability, or based on an agreement between the teacher and the researcher if using the purposive sampling technique. For this study, the sample taken can be in the form of grade IV students who take part in learning about hijrah. The number of samples will be adjusted to the needs of the research so that the results of the study can be representative of the population.

Some of the techniques used to collect data in this study are; 1) Observation, this technique is used to directly observe learning activities in the classroom, especially in the application of the Group Investigation method. The researcher observed the interaction

between students, their participation in group discussions, and the application of the method by teachers; 2) Tests or assessments, tests or assessments are used to measure student learning outcomes about the material of the Hijrah of the Prophet Muhammad SAW to Medina.

This test can be in the form of multiple-choice questions, or essays to measure students' understanding of the material that has been studied, namely: initial test (before the application of the Group Investigation method) to find out the level of student understanding, Final test (after the application of the Group Investigation method) to find out the improvement of student learning outcomes, Interviews, interviews are conducted with teachers and several students to get more in-depth information about the implementation of the Group Investigation method and perception They are against the application of the method. This interview can also be used to explore teachers' opinions about the efforts they make in improving student learning outcomes.

The results of this study indicate that the use of the Group Investigation method significantly enhanced the learning outcomes of fourth-grade students at SD Negeri 084094 Sibolga, particularly in understanding the story of Prophet Muhammad's Hijrah to Madinah. The pre-test results showed that the students had a moderate understanding of the topic, with an average score of 60%. After implementing the Group Investigation method, the post-test results reflected a substantial improvement, with the average score increasing to 85%. This demonstrates that the method was effective in enhancing students' comprehension of the historical and religious significance of the Hijrah. Through group discussions and collaborative work, students were able to explore the material more deeply. The process of researching different aspects of the Hijrah, debating ideas within their groups, and preparing presentations allowed them to internalize the lesson content in a meaningful way.

Observations from the classroom revealed that students were more engaged and active in the learning process compared to previous lessons where traditional teaching methods were used. Their participation in the group activities and discussions contributed to a better understanding of the topic, which was reflected in the improvement of their post-test scores. Additionally, students showed greater confidence and enthusiasm after participating in the group work. They expressed that the collaborative nature of the Group Investigation method made learning more enjoyable and interactive. Many students reported that they felt more motivated to learn because they were actively involved in the process of discovery and explanation. The opportunity to present their findings to the class further boosted their self-confidence and public speaking skills. The results also indicated that the students gained a deeper understanding of the values and lessons derived from the Hijrah.

Through group research and discussions, students were able to connect the historical events of the Hijrah to practical life lessons about perseverance, faith, and community. This connection to real-life experiences helped students appreciate the significance of the Hijrah not just as a historical event, but also as a source of inspiration and guidance in their daily lives. In conclusion, the results of this study highlight the positive impact of the Group Investigation method on improving students' learning outcomes. The active participation, collaborative work, and critical thinking promoted by the method helped students better understand the material, retain key concepts, and engage more meaningfully with the content.

The improvement in both test scores and student attitudes toward learning suggests that the Group Investigation method is an effective strategy for enhancing understanding and academic performance in religious education.

DISCUSSION

The findings of this study demonstrate that the implementation of the Group Investigation method in teaching the story of Prophet Muhammad's Hijrah to Madinah significantly

improved the learning outcomes of fourth-grade students at SD Negeri 084094 Sibolga. The Group Investigation method, which emphasizes student collaboration and active participation, allowed students to engage deeply with the historical narrative of the Hijrah. Through this method, students were encouraged to work together in small groups, research different aspects of the topic, and present their findings to the class.

This collaborative approach not only enhanced their understanding of the material but also fostered critical thinking and teamwork skills. One of the key benefits of the Group Investigation method is that it promotes active learning. Students were not passive recipients of information; instead, they took responsibility for their own learning by researching the topic, discussing key concepts, and preparing group presentations. This approach allowed students to explore the historical significance of the Hijrah in a more meaningful and personal way, as they were involved in every stage of the learning process. The method helped to build a deeper connection to the material, as students could relate the lessons from the Hijrah to their own lives and experiences.

The method also encouraged students to develop important skills such as communication, problem-solving, and collaboration. As they worked together to investigate various aspects of the Hijrah story, students learned how to communicate their ideas effectively and listen to others' viewpoints. Group members had to negotiate, debate, and collaborate to arrive at a shared understanding of the material, which strengthened their ability to work as a team. This collaborative learning environment also helped students to better retain the information, as they were not only learning individually but also reinforcing their knowledge by teaching it to their peers.

Furthermore, the Group Investigation method fostered a sense of ownership and accountability in the students. As they were assigned different tasks within their groups, students were responsible for completing their parts of the project and sharing their knowledge with the class. This sense of responsibility motivated students to engage more actively with the content and ensured that they were more likely to retain the information. The opportunity to present their findings also boosted students' confidence and public speaking skills, which are essential for their overall development. The study also highlighted the positive impact of the Group Investigation method on student engagement.

Students expressed enthusiasm for the method, as it provided them with a break from traditional lecture-based learning and allowed them to participate in a more dynamic and interactive learning experience. The group discussions and collaborative tasks made the learning process more enjoyable and helped students stay focused and interested in the subject matter. This increased engagement directly contributed to the improvement in their academic performance, as students were more motivated to learn and share their knowledge. Overall, the results of this study suggest that the Group Investigation method is a highly effective strategy for improving student learning outcomes.

By encouraging active participation, collaboration, and critical thinking, this method helped students not only better understand the story of the Hijrah but also develop essential skills that will benefit them in other areas of learning. Teachers are encouraged to implement this method in future lessons to enhance student engagement and deepen their understanding of important historical and religious topics.

CONCLUSION

In conclusion, the implementation of the Group Investigation method significantly improved the learning outcomes of fourth-grade students at SD Negeri 084094 Sibolga, particularly in understanding the historical narrative of Prophet Muhammad's Hijrah to Madinah. The method fostered active learning, critical thinking, and collaboration, enabling students to engage deeply with the material. By taking responsibility for their own learning and working together in groups, students developed a stronger understanding of the topic and were able to connect the lessons from the Hijrah to their personal lives. The study also demonstrated that the Group Investigation method helped

students enhance important skills such as communication, teamwork, and problem-solving. As they collaborated to research, discuss, and present their findings, students not only learned the content more effectively but also developed valuable life skills that will serve them in future academic endeavors. The increased engagement and enthusiasm for learning further contributed to improved academic performance and a deeper connection to the material. Overall, the findings suggest that the Group Investigation method is an effective teaching strategy that can be used to enhance student learning in various subjects. Teachers are encouraged to incorporate this method into their instructional practices to promote a more interactive, engaging, and student-centered learning environment, ultimately improving students' understanding and retention of key concepts.

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