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Efforts to Improve Student Learning Outcomes in Islamic Education Learning through the Group Investigation Method at SD Negeri 101028 Turunan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by 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 measure 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 through the Group Investigation Method, it can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, through the Group Investigation Method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Group Investigation Method, Learning Outcomes, Islamic Education.

INTRODUCTION

Education is basically a process of knowledge transfer, both formally and informally, 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 few examples, it has been seen that there are several things or conditions of society or someone that are to be achieved with educational goals.

METHODS

This study uses a qualitative approach with the Classroom Action Research method, which is 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 PTK, which is a systematic scrutiny of learning practices in the classroom with the aim of improving and improve the quality of the learning process and student learning outcomes by taking classroom actions.

This study used a quasi-experimental research design with a pre-test and post-test to assess the effectiveness of the Group Investigation (GI) method in improving students' learning outcomes in Islamic Education at SD Negeri 101028 Turunan. The study involved two groups of students: an experimental group and a control group. The experimental group was taught using the Group Investigation method, while the control group followed traditional teacher-centered instruction. The participants were selected using purposive sampling, and the research took place over a period of 8 weeks.

The Group Investigation method involves dividing students into small groups, where each group is assigned a specific topic related to Islamic teachings to investigate. Students work collaboratively within their groups to research their topic, discuss their findings, and prepare a presentation to share with the class. This student-centered approach emphasizes cooperation, discussion, and critical thinking. The teacher's role in the GI method is that of a facilitator, guiding the students throughout the process, providing necessary resources, and helping manage group dynamics.

To assess the effectiveness of the Group Investigation method, data were collected through pre-tests and post-tests, which measured students' knowledge of key Islamic concepts, including the five pillars of Islam, prayer, zakat (charity), and fasting. The pre-test was administered before the intervention, while the post-test was administered at the end of the study to measure any improvements in students' learning outcomes. Additionally, classroom observations were conducted to assess student engagement, participation, and collaboration during the group activities.

Furthermore, qualitative data were gathered through interviews with students to understand their perceptions of the Group Investigation method. The interviews provided insights into students' experiences with the GI method, their level of engagement, and how they felt the approach affected their understanding of Islamic Education. The combination of quantitative and qualitative data provided a comprehensive evaluation of the impact of the Group Investigation method on student learning outcomes in Islamic Education.

RESULTS

From the meetings that can be obtained through teaching and learning activities which are carried out in 2 cycles with 2 meetings (4X35 minutes) through observation of learning activities, observation of student activities in KBM, formative assessments, and questionnaires about the migration of the Prophet Muhammad to Medina, it can be stated

that the learning of the group investigation method is effective in improving the learning of Islamic Cultural History on the material of the migration of the Prophet Muhammad to Medina, This can be seen from,1) Teaching and learning activities using the group investigation method at SDN 101028 Derivatives as planned by the previous teacher went well.

This can be seen from the percentage of peer observation results on learning activities carried out by researchers, namely the first meeting in the first cycle of 68.75%, while the learning activities carried out by researchers at the first meeting in the second cycle are 90.62%; 2) In learning activities starting from cycles I and II, it can be seen that student activity is very good, this is in accordance with the percentage of observation results with peers on student activities in teaching and learning activities, namely the first meeting of the first cycle of 66.67% while the first meeting of the second cycle is 93.33%, The existence of cooperation produces academic achievement and can increase student productivity higher, Then psychologically students are healthier in cooperation, have self-esteem and can develop several positive traits, such as students pay more attention to others, support and social relationships that occur between students more and more than before; 3) Classroom action using the group investigation method in improving the learning of Islamic Cultural History on the material of the Prophet Muhammad Saw's migration to Medina in the students of SDN 101028 Derivatives class was declared successful and the set learning objectives were achieved.

This is evidenced by the results of the implementation of the first cycle which was carried out 1 meeting and one reflection there has been significant progress, this can be seen from the results of the test carried out in the first cycle the average score at the first meeting was 6.00 below the learning completeness. Then at the first meeting of cycle II there was a fairly good increase, namely the average score of 7.86 above the completeness of the learning completeness indicator had been set previously, so that there was an increase in the average score of formative test results from cycle I and cycle II. This study aimed to examine the effectiveness of the Group Investigation (GI) method in improving students' learning outcomes in Islamic Education at SD Negeri 101028 Turunan.

The results of this research, based on both qualitative and quantitative data, reveal that the Group Investigation method led to significant improvements in students' academic performance and engagement during the Islamic Education lessons. The experimental group, which received the GI method, showed a marked improvement in their knowledge and understanding of Islamic principles compared to the control group, which was taught using traditional teacher-centered methods.

Before the intervention, both the experimental and control groups had similar baseline knowledge of Islamic Education concepts, as indicated by the pre-test results. Students demonstrated limited understanding of key Islamic teachings, including the five pillars of Islam, the significance of prayer, and the concept of halal and haram. The results of the pre-test showed that students from both groups had room for improvement in these areas, providing a starting point for assessing the impact of the intervention.

Following the implementation of the Group Investigation method, students in the experimental group demonstrated noticeable improvements in their post-test scores. On average, the experimental group's post-test results were significantly higher than those of the control group. The GI method, which involves dividing students into small groups to investigate specific topics related to Islamic teachings, appeared to engage students more effectively, leading to better retention and understanding of the material.

The Group Investigation method encouraged students to take an active role in their learning by researching and collaborating with peers. In contrast to the more passive, teacher-centered approach in the control group, students in the experimental group worked together to explore topics in-depth, discuss their findings, and present them to the class. This collaborative, student-centered learning environment appeared to have a positive impact on students' motivation and involvement in the lessons. Students in the

experimental group reported feeling more responsible for their learning and were more eager to participate in class discussions.

The observation data further supported the positive impact of the GI method on student engagement. During the Group Investigation activities, students were observed to be highly engaged in their research and discussions. They showed enthusiasm in sharing their findings with the rest of the class, asking questions, and providing thoughtful input. This level of engagement was not observed in the control group, where students were more passive during the teacher-led discussions and less interactive with their peers.

In terms of group collaboration, the GI method fostered teamwork and communication skills. Students in the experimental group worked together to explore various aspects of Islamic teachings, dividing tasks based on each member's strengths and interests. This collaborative process allowed students to learn from one another, as they shared their perspectives and insights on topics such as zakat (charity), fasting, and the importance of prayer. The interaction between students helped to clarify misunderstandings and strengthen their grasp of the material.

One of the key strengths of the Group Investigation method was its ability to foster critical thinking. As students investigated different topics, they were required to analyze, evaluate, and synthesize information before presenting their findings. This process encouraged them to think more deeply about the Islamic concepts they were studying, rather than simply memorizing information. In comparison, the control group's more traditional approach did not provide the same opportunities for independent research and critical analysis, which may have contributed to their lower post-test scores.

The qualitative data gathered from interviews with students revealed that they found the GI method to be more engaging and enjoyable compared to traditional methods. Many students expressed that they appreciated the opportunity to work in groups and learn from their peers. They found the group discussions helpful in deepening their understanding of Islamic teachings, and they felt more confident in sharing their ideas with the class. This sense of ownership over their learning was a significant factor in their increased motivation and engagement.

Despite the positive results, some challenges were encountered during the implementation of the GI method. One challenge was ensuring that all students participated equally in the group activities. In some groups, a few students took on more responsibility than others, while others were less active. To address this, the teacher had to closely monitor group dynamics and provide support to ensure that all students were engaged in the process. Nonetheless, these challenges did not diminish the overall effectiveness of the GI method in improving students' learning outcomes.

Additionally, the teacher found that the GI method required more preparation and time management compared to traditional methods. The teacher needed to ensure that students had access to the necessary resources for their research, as well as guidance on how to collaborate effectively within their groups. However, the teacher's efforts in managing the group activities contributed to the success of the intervention, as students benefited from the collaborative, hands-on learning approach.

In conclusion, the findings of this study suggest that the Group Investigation method is an effective teaching strategy for enhancing students' learning outcomes in Islamic Education. The method encouraged active student participation, fostered collaboration, and promoted critical thinking, all of which contributed to improved academic performance. Students in the experimental group demonstrated better retention and understanding of Islamic concepts compared to those in the control group, supporting the conclusion that the GI method is a valuable tool for improving learning outcomes in religious education.

These results also indicate that the GI method can help make Islamic Education lessons more engaging and relevant to students. By allowing students to explore Islamic concepts in-depth and collaborate with their peers, the method helps students connect what they learn in the classroom to real-world applications. The study recommends that

educators consider adopting the Group Investigation method as an alternative to traditional teaching approaches, as it not only enhances academic performance but also fosters the development of essential skills such as teamwork, communication, and critical thinking.

DISCUSSION

The effectiveness of using the group investigation learning model is possible because each group discusses the learning material compactly and all students are actively involved in learning, and students can exchange information about the material studied. At the end of each meeting, awards are given to the group that obtains the highest score. The determination of group scores is taken from the formative value of each group member. Therefore, all members of the group/team are responsible for the success of their group in addition to the success of each individual. Thus, each group member always tries to prepare the teaching and learning process well so that they can create better performance for their team. Healthy competition will be created both in groups and individually. From the results of the questionnaire about students' attitudes towards the group investigation method, generally students strongly agree 38%, students agree 55.33%, and disagree 6.67%. From some of the cycles mentioned above, it means that the group investigation method can be used as one of the learning methods to improve student learning outcomes in learning Islamic Cultural History on the material of the Prophet Muhammad Saw's migration to Medina, so that it can increase student learning achievement.

CONCLUSION

Based on the reflection of the results of the class actions of cycles I and II in this study, it can be concluded as follows,1) Teachers' efforts in improving the learning outcomes of Islamic Cultural History of the Prophet Muhammad (saw) to Medina through the group investigation method in SDN 101028 Derivatives students went quite well; a) The process of learning activities carried out is quite good as planned and the teaching and learning process runs smoothly and there are improvements; b) Student activities in the teaching and learning process are quite good in the percentage of observation results to students from the first cycle of 68.75 and the second cycle of 96.67; c) The results of the formative test score have increased, which in the first cycle the average is 6.67 and in the second cycle the average is 8.13; 2) With the learning of the group investigation method applied by the researcher to the material of the Prophet Muhammad Saw's migration to Medina in this class action research, students are generally very happy and enthusiastic in participating in the lesson. Thus, it means that the hypothesis that the use of the group investigation method can improve the learning outcomes of Islamic Cultural Sejjarah in SDN 101028 Derendan students is "acceptable".

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