THE EFFECTIVENESS OF COOPERATIVE LEARNING MODEL OF GROUP INVESTIGATION TOWARD ACCOUNTING LEARNING OUTCOMES IN SMAN 1 PURBALINGGA

EFEKTIVITAS MODEL PEMBELAJARAN KOOPERATIF TIPE GROUP INVESTIGATION TERHADAP HASIL BELAJAR AKUNTANSI SISWA SMA NEGERI 1 PURBALINGGA

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Abstract: The Effectiveness of Cooperative Learning Model Of Group Investigation Toward Accounting Learning Outcomes In Sman 1 Purbalingga. This study aims to determine the differences in the effectiveness of cooperative learning model type Group Investigation (GI) compared to conventional learning models on accounting subjects on learning outcomes grade XI Social SMAN 1 Purbalingga academic year 2018/2019. This research was a quasi-experimental research with a pretest posttest control group design. The population in this research was students of class XI Social SMAN 1 Purbalingga. Sampling technique used simple random sampling with class XI IPS 1 as the experimental class and class XI IPS 4 as the control class .Data collection techniques used tests and documentation. The data analysis technique used the descriptive data, normality test, homogeneity test, and independent sample t-test. The result of independent sample t-test is significance value α = 0.05 (0,000 <0,05) with t count > t table (5,905 > 1,66940), it concluded that there was differences in the effectiveness of student learning outcomes in accounting subjects using the Group Investigation (GI) type of cooperative learning model compared to conventional learning models.

Keywords: Cooperative Learning Model, Group Investigation, Learning Outcomes

Abstrak: Efektivitas Model Pembelajaran Kooperatif Tipe Group Investigation Terhadap Hasil Belajar Akuntansi Siswa SMA Negeri 1 Purbalingga. *Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan efektivitas model pembelajaran kooperatif tipe Group Investigation (GI) dibandingkan dengan model pembelajaran konvensional pada mata pelajaran akuntansi apabila ditinjau dari hasil belajar siswa kelas XI IPS SMAN 1 Purbalingga tahun pelajaran 2018/2019. Penelitian ini adalah penelitian eksperimen semu dengan desain pretest posttest control group. Populasinya siswa kelas XI IPS SMAN 1 Purbalingga. Pengambilan sampel menggunakan teknik simple random sampling dengan kelas XI IPS 1 sebagai kelas eksperimen dan kelas XI IPS 4 sebagai kelas kontrol. Teknik pengumpulan data yang digunakan yaitu menggunakan tes, dan dokumentasi. Teknik analisis data yang digunakan yaitu deskriptif data, uji normalitas, uji homogenitas, dan independent sample t-test. Hasil independent sample t-test, nilai signifikansi α=0,05 (0,000 < 0,05) dengan t hitung > t table(5,905 > 1,66940) dapat disimpulkan bahwa terdapat perbedaan efektivitas hasil belajar siswa pada mata pelajaran akuntansi dengan menggunakan model pembelajaran kooperatif tipe Group Investigation (GI) dibandingkan model pembelajaran konvensional.*

Kata kunci*: Model Pembelajaran Kooperatif, Group Investigation, Hasil Belajar*

INTRODUCTION

Education is a lifelong process of human learning. Education is an investment in the future to change a civilization. Education is intended to liberate the minds o the educated to enable them actualize their full potential in terms of ensuring the achievement of a desirable level of development of anycommunnity (Simon, 2016: 174). Education requires schools namely formal schools, informal schools and non-formal schools. The school is where students get knowledge for the future. The meeting activity between students and teachers in the class called learning activity. According to the Act No. 20 Year 2003 States that "Teaching is a process of interaction between students with teachers with the learning resources in a learning environment. The teacher will try to provide a quality education in order to be useful for students in the future".

According to Mayer, learning is a permanent change to the knowledge and behavior of a person caused by the experience (Rahyubi, 2014:3). Learning according to Rusman (2012:123) is a complex process and behavior change when the learning process and, after the assessment. This learning process of exchange of knowledge between students with teachers and students with students.

In the process of learning, teachers plan learning strategies, learning methods, subject matter, and the assessment will be used. In the success of the process of teaching and learning, teachers are becoming the main factors. Teachers determine the learning model that is experiencing changes and updates following the condition of the students (Widyastuti, 2017:320).

SMA Negeri 1 Purbalingga is a public school located in Purbalingga that has A accreditation. Based on the observations, many teachers applying learning lecture and rarely use the other learning model. In presenting the material, a teacher lecture and then students ask, but in this case there is no student who asked so that students are less active in the classroom. The results of the study is an overview of the success of students in the learning process. The low student learning outcomes can be caused by many factors. One of them, namely students feel bored against learning so that students drowsy, tired, and spoke with a friend in class. Based on the midterm test, there were still many students who scored below 75, with an average of 71.2 of class XI. Meanwhile minimum completeness is also still below 75%, which is 70%, so this causes learning to be ineffective. According to Djamarah and Zain (2006, 108) states that if 75% of students can achieve a minimum level of success, the learning process can be said to be effective.

According to Rusman (2012:89) stated that the results of the study will appear in the form of (1) habit, (2) skill, (3) observation, (4) associative thinking, (5) Rational and critical thinking, (6) attitude, (7) Inhibit or avoid redundancy, (8) appreciation or respect for quality work, and (9) Affective behavior. According To Sanjaya (2007, 240) stated that to achieve the learning objectives, there are four elements in cooperative learning strategy that is (1) participant in the group, (2) the rule group, (3) the learning desire of every member of the group, and (4) the goals achieved

According to Blessing and Bello (2015, 83) stated that conventional teaching method is content centered in which teachers remain more active, more cognitive and less effective. This requires renewal of the learning model so that student are not bored. This is in accordance with Virgiantoro (2017, 216) stated the use of varied learning methods and in accordance with the characteristics of the concept that will be studied is one way of learning to be more effective. According to Ali (2017, 61) stated that cooperative learning is a teaching strategy design to promote mutual learning and understanding of a subject amongst students at different level. The idea is that students in a small groups, cooperate to help one another, understand and learn the material together.

Cooperative learning is learning that requires students to learn independently. Cooperative learning is done in groups so that students can socialize. According Parchment (2009, 38) states that cooperative learning methods allowed student to rely on their peers for information and less teacher dependent. Student demonstrated critical thinking and problem solving skills. This instructional strategy fostered positive interdependence, individual accountability and self-confidence. The goal of this learning model is to increase creativity, train students for adaptation to the environment, to train students to think in solving problems, and train students to think independently. Cooperative learning means shared attitudes or behaviors in working or helping others in the structure of teamwork and group success is strongly influenced by the involvement of the group itself

According to Endeshaw (2015, 230) stated that cooperative learning creates interactive contexts in which students have authentic reasons for listening to one other and asking questions. This is shown by an increase in the results of the study. The group investigation learning model is a cooperative learning model that requires students to be more

active in developing their attitudes and knowledge according to their respective abilities. In this learning students trained to interact, communicate to do work in the investigated a problem, plan, present and evaluate their activities. According to Tirasia (2016, 11) the attitude of students in learning GI is (1) diligently working the exercise, (2) Strong received a difficulty, (3) have an interest in learning, (4) enjoy learning independently, (5) get bored quickly on routine tasks, (6) can defend opinions, (7) it is not easy to let go of what is believed, (8) happy to find and solve problems. Group investigation learning model to develop student creativity individually or group. The investigation group learning model is an active learning process, because students learn more through the process of formation and creation, group collaboration, and sharing knowledge and individual responsibility is the key to learning success.

Based on the statement above, it can be analyzed that the use of Group Investigation (GI) cooperative learning methods can improve accounting learning outcomes. Makes the inspiration for researchers to conduct experiments with the Group Investigation (GI) learning model with a conventional learning model on accounting subjects. Therefore the researcher tries to conduct research about the effectiveness of cooperative learning model type group investigation toward accounting learning outcomes of grade XI SMA Negeri 1 Purbalingga.

RESEARCH METHOD

Types of Research

This research is quantitative research. This type of research is quasi experimental design. The research design used Pretest Posttest Control Group using a one class control and one experimental class.

Research Place and Time

This research was carried out in the SMAN 1 Purbalingga located at MT Haryono Street, Purbalingga Kulon, Purbalingga, Central Java. Time of the Research was carried out in Februari – April 2019.

Research Population and Sample

The population in this research is the grade XI Social SMAN 1 Purbalingga. Class XI Social devide into XI Social 1, XI Social 2, XI Social 3, and XI Social 4. Sampling techniques using simple random sampling with the class XI IPS 1 as experimental class and Class XI IPS 4 as control classes with rolled paper.

Research Procedures

The research design used Pretest Posttest Control Group using a one class control and one experimental class. Pretest

conducted before getting treatment to know students have received lessons in preparedness or not . Posttest is given after students get treatment. The steps to use the cooperative learning model of type group investigation according Slavin (2009, 181) to as follows :

a) Teacher divide student into several groups
b) Teacher divide the material use rolled paper
c) Teacher tells a rules discussion
d) Teacher gives a question that must be resolved
e) Student execute discussion guided by Chairman
f) Student presented the results of group discussions
g) Presenter did question and answer with other groups
h) Student give suggestion and criticism over the appearance of the other group and own group
i) Teacher explain of material that does not understand
j) Teacher and student conclude the result of learning

The control class using conventional learning with the following steps :

a) Teacher explain the subject matter
b) Teacher did question and answer about material that does not understand
c) Teacher gave the matter of exercise
d) Teacger gave the student to practice on the whiteboard
e) Teacher explain of material that does not understand
f) Teachers and student conclude the result of learning

Data, Instrument, dan Data Collection Data

This research uses learning outcomes tests and documentation in the data collection. In this study, collecting data pretest and posttest are used to received data about the results of the student learning outcome when before and after given the treatment in the study. The documentation used in the study is the Learning Implementation Plan, test questions, the score of the pretest and posttest, and photo documentation of learning. The research instrument used in this research is the learning outcome test and RPP (Learning Implementation Plan). Learning outcomes tests are used to compile the material exercises to pretest and posttest. Learning Implementation Plan (RPP) is instrument used as a guide in carrying out learning. In this study, there were 2 RPP used, namely RPP for experimental class that uses cooperative learning model type group investigation, and RPP for control classes that use conventional learning model.

Data Analysis

Data analysis techniques using descriptive statistics, prerequisite analysis test and independent sample T-Test (test T). Descriptive statistics give an overview or description of a data views from the mean, median, mode, tables, graphs, pie charts, etc (Sugiyono, 2013: 128). Before doing the independent samples T Test (T-test), do the prerequisite analysis test is normality test and homogeneity test.

RESEARCH RESULT AND DISCUSSION

Based on the results of research on the experimental class and control class, pretest and posttest data obtained. Data pretest from experiment class and control class results are as follows:

Table 1. Result of Pretest Data

	Experiment Class	Control Class
Minimum	30,00	30,00
Maksimum	80,00	80,00
Mean	59,39	59,06
Median	60,00	60,00
Mode	60,00	50,00

Based on the results of a pretest, class experimentation and control classes were given the treatment is cooperative learning model of the type of group investigation model and conventional learning. After being given the treatment, data pretest from experiment class and control class results are as follows

Table 2. Result of Posttest Data

	Experiment Class	Control Class
Minimum	60,00	40,00
Maksimum	100,00	90,00
Mean	81,21	63,44
Median	80,00	60,00
Mode	80,00	80,00

The next step, namely test prerequisite analysis is normality test and homogeneity test. Test of normality to know data has a normal distribution or not. Meanwhile homogeneity test to know the data has a homogeneous variant or not. Data from normality test results are as follows :

Table 3. Result of Normality Test

Pretest		
Class	Sig	Description
Control	0,141	Normal
Experiment	0,137	Normal
Posttest		
Control	0,050	Normal
Experiment	0,063	Normal

In the experimental class Sig. 0.137 and in the control class Sig. 0.141 with a significance level of 0.050. If the Sig score is greater than the significance level, the data is normal. The sig score in the experimental class and the control class is greater than the significance level of 0.050, which means that the two classes have a normal distribution. Next step is homogeneous test, data from homogeneity test results are as follows:

Table 4. Result of Homogeneity test

Pretest		
Class	Sig	Description
Control Experiment	0,964	Homogeneous
Posttest		
Control Experiment	0,091	Homogeneous

Based on the table above, the score of pretest data of the control class and experiment class obtain Sig 0.964 meaning greater than 0.050 significance level called homogenous varian and then the score of posttest data of the control class and experiment class obtain Sig 0.091 meaning greater than 0.050 significance level that, when the value of the Sig is greater than 0.050 then called homogeneous varian.

After conducting a test of homogeneity and normality in pretest and posttest on the control class and experiment class, next step of testing a hypothesis using a t-test. . T test used in this thesis was independent sample t-test, namely the control class and experimental class. In this stage, the results of comparing the posttest experimental class and posttest control class with a 5% significance level. With criteria, if sig is less than 0.050 is significance, and if sig is more than 0.050 is not significance.

Table 5. The Result of T-test

Class	Sig.	T count
Control Experiment	0,000	5,905

Based on the above table, the Sig 0.000 less than 0.050 then called significance, so it was concluded that there is a difference between the value of the posttest experimental class and control class. It also means the control class have a difference with the experimental class. Based on the results of t-test the mean difference of 17.775 meaning that experimental classes have an average score higher than the control class, It concluded that the cooperative learning model type Group Investigation (GI) is better compared with the conventional learning. The following is a table and graph of improving student learning outcomes:

Table 6. Improved Learning Outcomes In Control Class and Experiment Class

	Experiment Class	Control Class
Average Pretest	59,36	59,06
Average Posttest	81,21	63,44
Change	21,82	4,38

The increase of the student learning outcome on accounting subject described as follows:

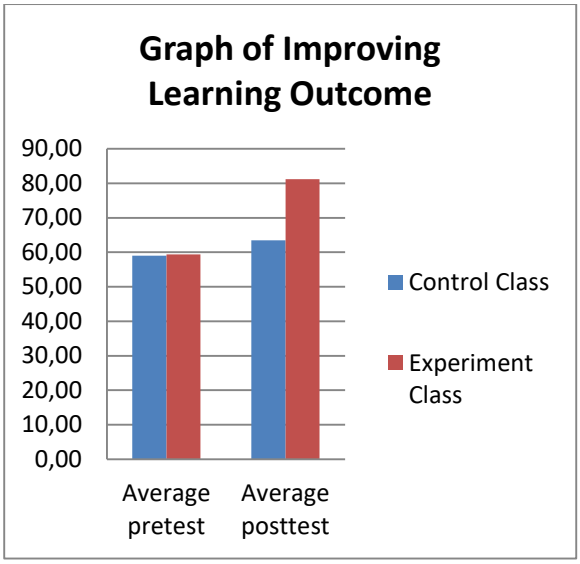

Figure 1. Graph of Improving Learning Outcomes

Based on table 5, control class has an average pretest of 59.06 then after learning the posttest average is 63.44, indicate that there was an increase of 4.38. Then the experimental class is known to have an average pretest of 59.39, after being given treatment the average posttest was 81.21, this indicates that there was an increase of 21.82.

There were differences in the increase in the learning outcomes of both classes, namely the control class and the experimental class, the experimental class increase 21.82. So, it can be concluded that the use of cooperative learning models of type Group Investigation (GI) can improve learning outcomes effectively on Accounting subjects.

Classical learning outcomes are achieved if 75% of students achieve the completeness of individual learning outcomes, namely when the students achieve KKM (Minimum Completion Criteria) ≥75. Experimental class, students have reached more than 75% completeness, namely 25 students from 33 students with a percentage of 76%. Whereas in the control class, students who had achieved mastery amounted to 9 students from 32 students with a percentage of 28%, so it was concluded that the control class had not achieved classical completeness because the completeness of learning achievement was less than 75%. This show that the cooperative learning model type of Group Investigation (GI) is more effectively in improving learning outcomes compared uses conventional learning.

CONCLUSION AND SUGGESTION

Conclusion

There are differences in learning outcomes in Accounting subjects in class XI social students of SMAN 1 Purbalingga academic year 2018/2019 using a cooperative learning type Group Investigation (GI) and conventional learning.

The learning outcomes of students who get the treatment of cooperative learning model type Group Investigation (GI) in the experimental class have higher score on learning outcomes compared to

the control class using conventional learning models.

Suggestion

Based on the result of research, the researcher gives suggestion as follows :

a) For teacher, application of Cooperative Learning Model type of Group Investigation (GI) should often be used in classroom learning because this learning model can improve student learning outcomes.
b) For other researcher, should be able to further develop this research by using other learning model comparators on student learning outcomes.

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