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The Implementation of a Combination of Group Investigation, Numbered Heads Together and Scramble to Improve Student Learning Result on Theme 7 Events of Life Contents for Social Science Fifth-Grade SDN Mantuil 4 Banjarmasin

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ABSTRACT: The background of this research is the low learning outcomes of students that caused students to be still less active in asking questions and discussions, lack understanding of learning, and lack of students' cooperation in group activities, resulting in low student learning outcomes. The method is classroom action research. The classroom action used three cycles in fifth-grade students of SDN Mantuil 4 Banjarmasin in order to improve learning process, particularly in students learning result individually and classical students' improvement. The result showed that with the combination of group investigation, numbered heads together, and scramble got good in first meeting, good in second meeting, excellent in third meeting, little active in first meaning, little active in second meeting, almost active in third meeting. The classical students learning results was 75,00% in the first meeting, 82,00% in the second meeting, and 93,00% in third meeting with complete criteria.

KEYWORDS: Model Combination, Group Investigation, Numbered Heads Together, Scramble, Learning Result.

INTRODUCTION

The purpose of elementary school is to improve knowledge, skill, and attitude that will be used by students in daily life (Hayati, Neviyarni, & Irdamurni, 2021). The elementary school also has the purpose to give basic intellectual knowledge in reading, writing, and calculating. In addition, it provides the process of developing students' basic knowledge optimally in intellectual, social, and personal aspects to be able to continue their education to a higher level. A professional teacher will provide quality teaching compared to only being materially oriented. Teachers become people who play a role in creating quality human resources so that they can compete in the era of rapid technological development (Muliawan, 2016)

Cognitive development aims to develop students' thinking abilities so that they can process their learning acquisitions, can find various alternative problem solving, help children to develop mathematical logic skills and knowledge of space and time, and have the ability to sort out groups and prepare the ability to think carefully (Noorhafizah, Novitawati, & Amelia, 2017)

According to Law Number 14 of 2005 about Teachers and Lecturers, a teacher in teaching must have a professional attitude. Professional is a job or activity carried out by a person, and a source of income for life that requires expertise, proficiency, or the ability to meet specific quality standards or norms and requires professional education. Based on the law above, a teacher must be professional, namely a job that requires skills, expertise, or skills to meet specific standards or rules. Professional person also needs a professional education. The problems faced in social studies learning, especially in Theme 7 Events in Life, sub-theme 1 National Events of the Colonial Period Learning 3 for fifth-grade students at SDN Mantuil 4 Banjarmasin concerning the low learning outcomes of students. The problems caused by students who are still less active in asking questions and discussions and lack understanding of learning and cooperation between students who are still lacking in group activities. The solution to the problems is to improve the quality of the learning process that was unattractive to make it more interesting so that students will become more active and not passive. In addition, the delivery of learning materials is also associated with activities that usually occur in students' daily activity that will motivate students to tell stories based on their experiences so that the lessons are easily understood by students.

Social sciences, as a field of study given at the education level in the school environment, is not only to provide knowledge but also to provide attitudes and values and skills in the lives of students in the community, nation, and state in various characteristics. Furthermore, in social studies, there are three aspects of learning are developed, namely cognitive (knowledge), psychomotor (skills) and affective (attitudes). These three aspects are references that used as orientations to develop the selection of materials, strategies, and learning models.

But the findings in the field are not in line with expectation because the learning outcomes of fifth-grade students at SDN Mantuil 4 Banjarmasin are not achieved, on Theme 7 Events in Life sub-theme 1 National Events of the Colonial Learning Period 3 for the 2018/2019 academic year, and still has certain obstacles. It can be seen from the activities of students who are still less active in asking questions and discussions, lack of understanding of learning, and cooperation between students who are still lacking in group activities. There are still a lot of students who get scores below the standard scores that have been set by the school. Reports on student learning outcomes from social studies subjects on Theme 7 Events in Life, sub-theme 1 National Events of the Colonial Period Learning 3 is still lower than 24 people learners. Sixteen students (60%) had scores below 70, and eight students (40%) had above 70. This data shows that some students still do not meet the expected learning outcomes standard. The data is based on the interviews with the homeroom teacher of SDN Mantuil 4 Banjarmasin, Ms. Ana Yustina Ningtyas, S.Pd on Theme 7 Events in Life, sub-theme 1 National Events of the Colonial Period Learning 3. The interview was conducted to find information in the 2018/2019 school year, and there were still certain obstacles.

Therefore, the researchers intended to increase teacher activity in the social studies learning process for Theme 7 Events in Life, sub-theme 1 National Events of the Colonial Period of Learning 3 in Class V students at SDN Mantuil 4 Banjarmasin, to increase the activity of fourth-graders will increase social studies learning on the subject of Resistance to the Dutch colonial government at SDN Mantuil 4 Banjarmasin, and to improve student learning outcomes in social studies learning Theme 7 Events in Life sub-theme 1 National Events of the Colonial Period Learning 3 with a combination of cooperative learning models of group investigation, numbered heads together, and scramble types for fifth-grade students of SDN Mantuil 4 Banjarmasin.

METHOD

Classroom Action Research (CAR) is a research activity carried out in the classroom. This research focuses to improve the learning process, student learning outcomes and improvements in the teacher's learning process. Classroom Action Research contains reflective learning activities aimed at improving/increasing the quality of learning practices based on rational considerations (using theoretical concepts) that are solid and valid and carried out in a repeating cycle (Suharsimi, 2012). CAR is classroom research that aims to improve and or improve the quality of learning in the classroom (Noorhapizah, Nur'alim, Riandy Agusta, & Fauzi, 2019).

Classroom action research is carried out through a dynamic, continuous and complementary process. There are four stages in classroom action research. They are planning, action, observation, and reflection activities.

The first step is planning. Classroom action research plans should be prospective in action and looking forward. CAR plans should be flexible enough to be adapted to unforeseen impacts and unseen constraints. Plannings are based on empirically tested problems and action hypotheses. Therefore, the changes that expected to identify aspects and outcomes of the teaching and learning proces and reveal the supporting factors and obstacles to the implementation of the action.

The second step is action that is carried out consciously and in control. Action is a careful and wise variation of practice. Practice is recognized as an idea in action that used as a basis for the developer of subsequent actions to improve the situation.

The third step is observation. Observation must have a foresight and provide a basis for reflection on the present. It must be made carefully because actions will always be limited by realities and constraints that have never been clearly seen in the past. Observation is based and planned with an open perspective and thought and are responsive.

The last step is reflection, or remembering and contemplating an action as it has been recorded in the observation. Reflection seeks to understand the processes, obstacles, problems, and constraints in strategic action. Reflection (contemplation) is an activity of analysis, interpretation and explanation (explanation) of all information obtained and observations on the implementation of actions.

This classroom action research was conducted at SDN Mantuil 4 Banjarmasin for 24 students in fifth-grade, consisting of fourteen male and ten female students.

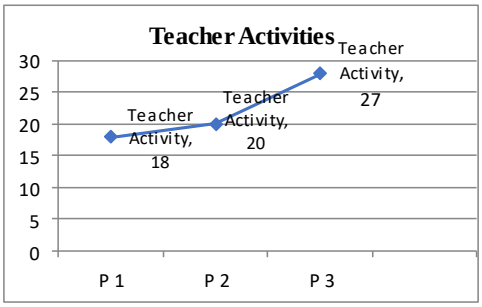
The study was conducted because of the low learning outcomes of fifth grade students at SDN Mantuil 4 Banjarmasin on social science content in the second semester of 2018/2019 because learning was still one-way, less interesting and fun, and less meaningful for students.

This classroom action research was conducted in order to overcome the low student learning outcomes in social science content. The study was carried out using a combination of the group investigation learning model numbered head together and scramble. From the three models, the learning syntax is combined, namely: First, the teacher divides the class into several groups. Each student in each group gets a number (GI and NHT). Second, the teacher explains the aims and objectives of learning (GI and S). Third, the teacher invites group leaders and assigns tasks to each group (GI & NHT). Fourth, the teacher asks each student to discuss and discuss the correct Javanese task material cooperatively in his group (NHT & GI). Fifth, each group with a head number called by the teacher conveys the results of their discussion after finding the answers (GI and NHT). Sixth, other groups

with the same head number gave their responses (GI and NHT). Seventh, the teacher explains the results of the answer card discussion and conclusions briefly (GI NHT and S) (Danasasmita, 2008).

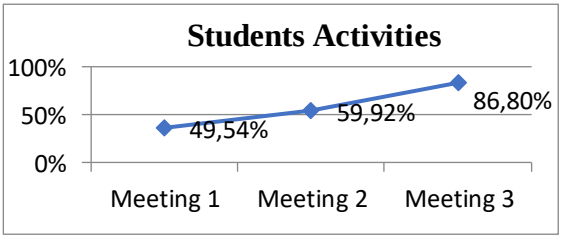
RESULT

Data collection on students learning results was obtained based on evaluation activities and group work using a combination of Group Investigation, Numbered Heads together, and Scramble models at each meeting. Each meeting held through this study resulted in data from teacher activities, student activities, and student learning outcomes which were carried out through the Group Investigation, Numberd Head together, and Scramble models in fifth grade SDN Mantuil 4 Banjarmasin. From each meeting, the results of these findings can be seen in the following graph:



Based on the results of the observations in the table above, it is known that the teacher's activities are learning activities. Based on the observational data conducted in Classroom Action Research (CAR) from Meeting I to Meeting III, it shows an increase in the quality of teacher activities in learning activities. At the first meeting, the teacher's activities only got a score of 64.28 with the "Good" criteria, the second meeting got a score of 71.42 with the "good" criteria, and at the third meeting, the teacher got a score of 96.42 with the "excellent" criteria. This improvement is caused by the teachers who always try to improve from first meeting to third meeting in learning. Careful planning was prepared from the initial activity to the last activity by applying a combination of group investigation, numbered head together and scramble models. Therefore, learning outcomes reached the indicators of success to be achieved in social studies subjects Class V SDN Mantuil 4 Banjarmasin. It is in line with the opinion (Suriansyah, Aslamiah, Sulaiman, & Noorhafizah, 2014) that mentions "the success of a learning process is largely determined by the quality or ability of a teacher"

Teacher activity will be closely related to the increase in student activity in each lesson. Student activities can be seen in the following graph:



Based on the results of observations of student activities in learning activities carried out using a combination of Group Investigation (GI), Numbered Heads Together (NHT) and Scramble, there was an increase in average and classical. The results are student activities at first meeting on average got a score of 49, 54 with the criteria of "Sufficiently Active" and classically it obtained 25.88% with the criteria of "Slightly Active." At the second meeting, the average class scored 59.92 with the "Active Enough," and classically it got 41.06% with "Partially Active." In the third cycle, the average score was 86.80 with "Very Active" and classically obtained 86.15% with "Almost All Active."

The improvement in student activity cannot be separated from the teacher's accuracy in choosing a combination of models by applying a combination of Group Investigation, Numbered Head Together, and scramble. Therefore, learning outcomes reach the indicators of success to be achieved in social studies subjects in grade IV SDN Mantuil 4 Banjarmasin which causes students to be required to play an active role in learning activities (Sanjaya, 2012)The amount of student involvement in learning activities can be said to be active learning. Active learning is a process that provides opportunities for students to engage in Higher Order Thinking tasks such as analyzing, synthesizing, and evaluating. In line with this opinion, (Suriansyah et al., 2014) argue that active learning is learning that emphasizes the activity and participation of students.

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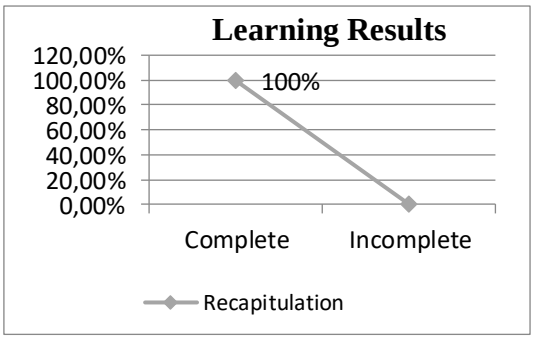
Every aspect that examined from the activities of teachers and students will affect student learning outcomes. Here are the student learning outcomes from each meeting:



Based on student learning outcomes from Meeting I to Meeting III, which was carried out using a combination of the Group Investigation (GI), Numbered Heads Together (NHT), and Scramble models, it seemed to have increased in each cycle. In first learning classical completeness students' learning outcomes only get 75%, then in second learning, they get 81%. Seeing learning outcomes that are still below the established indicators of success, the teacher improves for learning activities by improving aspects, especially in applying to students by giving examples, demonstrations, or improving aspects in the analysis, namely by providing more material descriptions. On the answers to the questions so that in third learning, student learning outcomes get 100%. The data shows that at third meeting, student learning outcomes have been said to be successful because they have met the success indicators that have been set, namely individual completeness reaching a value of 70 and classical completeness reaching 100% of all students with the criteria of "All Completed (Usman, 2010).

Based on the description, the researchers conclude that learning activities using the Group Investigation, Numbered Heads Together, and Scramble can be increased and have achieved the specified classical completeness, namely 81% of students scored >70, student learning outcomes have reached complete completeness and carried out very well. Therefore, all students achieve scores above the minimum completeness criteria that have been determined according to the criteria that have been set.

DISCUSSION

The success of a learning process is largely determined by the quality or ability of a teacher (Suriansyah, 2014). Based on the statement above, teachers are required to know the methods and models of learning in order to choose and determine the appropriate learning model for the implementation of learning activities. Teachers can design learning activities to be carried out using learning models in order to achieve the learning objectives.

In the Group Investigation (GI) learning, where the teacher calls the group leader to give assignments, each group gets a different task from other groups. In this case, the teacher is required to guide students to do different tasks in each group. The group investigation is a cooperative learning model where teachers are required to guide students in finding and finding information (data, ideas, opinions, solutions) from various sources (books, institutions, and people) both inside and outside the classroom to the group (Rusman, 2014)

Then in the next step of the group investigation, each group discusses the task material cooperatively containing findings. As such, the teacher is required to control and supervise students during the discussion of group assignment material. Teachers emphasize on student choice and control than on applying classroom teaching techniques. This model requires the teacher to give students control and full choice to plan what they want to learn and investigate. The significant things to implement the Group Investigation (GI) are to require a cooperative plan, group ability, and the role of the teacher as a resource provider and facilitator.

Furthermore, in the Numbered Heads Together (NHT), teachers are required to give assignments to groups by calling their head numbers. The numbered head type cooperative learning model is included in cooperative learning.

The Numbered Heads Together (NHT) requires the teacher to appoint other students to respond to students who have submitted the results of their discussions. It is intended that students can understand and examine the learning material. To involve more students in studying the material covered in a lesson, the teacher must check students' understanding of the lesson's content. That way, the usage of the Numbered Heads Together Model requires the teacher to give assignments or questions that must be solved by students (Hamdani, 2011).

Furthermore, the scramble is a model whose learning activities are carried out while playing. Therefore, the teacher is required to make fun learning with several questions whose answers consist of random letters so that students in groups compete to determine the correct arrangement of letters. The scramble model is cooperative learning that emphasize on practice questions in the form of games that are done in groups.

Group members will help each other in their group so that it can be easier to find the solution to the problem. Therefore, the teacher appreciates and recognize to the group that managed to answer quickly and correctly. There are several benefits when using this model, among others, as a motivation to improve skills to choose learning strategies so that they can provide the best service for students, and teachers can increasingly create a class environment that is fun but also serious.

By applying the combination of the Group Investigation (GI), Numbered Heads Together (NHT) and Scamble, the teacher is required to act as a facilitator and resource provider. The teacher also guides and appreciates the students in learning so the students better understand the learning material so that it will be meaningful.

Learning becomes more active because of the use of appropriate learning models. It can encourage students' enjoyment and motivation in doing assignments, making it easier to students to understand lessons to achieve better learning outcomes. The increase can be seen in terms of students, both their activities, students' interests, and increasing the ability of students themselves in learning activities. Models that can encourage and increase students' motivation and interest in the learning process include the Group Investigation (GI), Numbered Heads Together (NHT), and Scramble.

In the Model Group Investigation (GI), students are required to be active, cooperate with friends in forming groups and understand learning. It is reinforced by Artzt & Newman states that in cooperative learning, students learn together as a team in completing group tasks to achieve common goals. Each group member has equal responsibility for the success of the group.

This model also requires students to have good skills in communication and group process skills. It is in accordance with the GI model, which can train students to develop independent thinking and communication skills. The ability to think independently occurs in a group to investigate a topic, so it is said that students in this model have the main focus to investigate a specific topic.

Furthermore, cooperative learning with the type of Numbered Heads Together (NHT) requires students to respond to other students. It makes students have to practice delivering ideas based on the results of their friends' submissions. The use of this model is required to share ideas and choose the most appropriate answer.

Then the presence of group representatives selected according to the number mentioned by the teacher makes students always ready to be group representatives appointed by the teacher. The selection of numbers is usually only for one student who will represent the group but is not previously told who will be the representative of the group.

The application of the NHT model ensures that all students are maximally involved. Students are required to understand the material contained in a lesson. Teachers can ask questions to students to check students' understanding of the lesson's content.

In the Scramble Learning Model, students are required to be active in working together to find the correct answer. When students are given group worksheets, they work together and help each other in solving question cards to earn points for their groups.

Increased success in individuals and groups is evident in its implementation. The success can be seen from: 1) Students work together in achieving goals by upholding group norms, 2) students actively help and motivate the spirit to succeed together, 3) actively play a role as peer tutors to further improve group success, 4) interaction between students along with increasing their ability to think, 5) increasing individual skills and increasing group skills.

This Scramble model requires students to work on assignments cooperatively. Cooperative learning has two main components according to Suriansyah (2011: 262). They are a cooperative task component that causes members of the incentive structure. Cooperatives that generate individual motivation to work together to achieve group goals and make learning meaningful and fun (Wahyuni, 2017).

Based on the descriptions above, the researcher concludes that learning activities using a combination of Group Investigation (GI), Numbered Heads Together (NHT), and Scramble models can increase teacher activity and student activity in teaching and learning activities. Threfore, it has an impact on increasing student learning outcomes.

CONCLUSIONS

Based on the results of classroom action research on fifth-grade students at SDN Mantuil 4 Banjarmasin, it can be concluded that teacher activities in the implementation of Resistance learning against the Dutch colonial government in fifth-grade students at SDN Mantuil 4 Banjarmasin was carried out according to the model steps with excellent criteria, student activities in learning The National Events of the Colonial Period using the Group Investigation (GI), Numbered Heads Together (NHT) and Scramble learning models in fourth-grade students of SDN Mantuil 4 Banjarmasin have increased at each meeting and can achieve predetermined indicators with very active criteria, learning outcomes in Resistance learning against the Dutch colonial government using the Group Investigation (GI), Numbered Heads Together (NHT) and Scramble learning models for fifth graders at SDN Mantuil 4 Banjarmasin has increased in each meeting both classically and individually.

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