

The Application of Group Work Method to Increasing Student Learning Activity in the Learning Process

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Abstract

The purpose of this study is to analyze how using group work techniques has increased student learning activity. Class action research is the approach employed in this study. Planning, carrying out, observing, and reflecting are the four stages of this process. This study was carried out between March and May with participants in classes V. The study was done over the course of two cycles, with two meetings per cycle. The findings indicated that student learning activity increased with each cycle. This is demonstrated by the results of the students that participated in cycle I, where five students achieved a percentage of 15.62% and an average student learning activity of 62.19%. As opposed to cycle II, where 28 (twenty eight) students were active, the average student learning activity was 88.92% and the percentage of active students was 87.50%. In light of the average percentage of active students meeting the desired action intervention results, i.e. 80%, it can be stated that the implementation of the group work approach can boost the activeness of student learning. Increased student learning activity was accompanied by successful learning outcomes, namely 83.

Keywords: Active Learning, Group Work Methods.

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis bagaimana penggunaan teknik kerja kelompok dapat meningkatkan aktivitas belajar siswa. Penelitian tindakan kelas merupakan pendekatan yang digunakan dalam penelitian ini. Merencanakan, melaksanakan, mengamati, dan merefleksi adalah empat tahapan dari proses ini. Penelitian ini dilaksanakan antara bulan Maret dan Mei dengan peserta di kelas V. Penelitian dilakukan selama dua siklus, dengan dua kali pertemuan per siklus. Hasil temuan menunjukkan bahwa aktivitas belajar siswa meningkat pada setiap siklusnya. Hal ini ditunjukkan dengan hasil siswa yang mengikuti siklus I, dimana lima siswa mencapai persentase 15,62% dan rata-rata aktivitas belajar siswa sebesar 62,19%. Berbeda dengan siklus II yang aktif sebanyak 28 (dua puluh delapan) siswa, rata-rata aktivitas belajar siswa sebesar 88,92% dan persentase siswa yang aktif sebesar 87,50%. Dilihat dari persentase rata-rata keaktifan siswa yang memenuhi hasil intervensi tindakan yang diinginkan yaitu 80%, maka dapat dikatakan bahwa penerapan pendekatan kerja kelompok dapat meningkatkan keaktifan belajar siswa. Peningkatan aktivitas belajar siswa disertai dengan hasil belajar yang berhasil yaitu 83.

Kata Kunci: Keaktifan Belajar, Metode Kerja Kelompok.

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INTRODUCTION

The manner in which learning occurs can reveal whether or not an education is successful. The learning process consists of several components that interact and interrelate with each other.

These components are students, objectives, learning conditions, learning resources, and learning outcomes. In this case, the teacher as a professional educator must have the ability to educate, teach, guide, train, assess, and evaluate students toward education in accordance with national education standards. So that teachers are able to create quality students for the achievement of educational success (Aryani & Markum, 2010).

In the learning process, the teacher often encounters problems. Among these problems are students who are lazy to learn, have low interest in learning, have low motivation to learn, have low learning outcomes, and lack student participation in class (Yamin, 2010). So that the learning atmosphere becomes less fun. These problems can be minimized by making lesson plans. Learning planning is the decision making process that results from objectively considering specific learning goals and objectives, such as behavioral changes and a list of tasks that must be completed in order to accomplish these goals by employing all available and possible learning resources. Planning is necessary to ensure that the learning process works as intended and produces the desired outcomes in practice (Darmawan, 2013).

Active student involvement will encourage students to better understand what they are doing, thus providing a better understanding. Active learning cannot occur without student participation. In this case, to get pupils more involved in the learning process, the teacher needs to alter the learning environment. Students can be made more engaged in class in a variety of ways, including by using the best teaching strategy. Hence, the appropriate learning strategy is one that can engage pupils and get them excited about learning (Riyanto, 2009). The teaching method is the teacher's knowledge of the many instructional strategies. The teaching method may also be seen as a presenting approach that the instructor uses to instruct or deliver lesson content to students in class, either one on one or in groups, in order for the students to effectively assimilate, comprehend, and apply the lesson. The better the teaching method, the more effectively its goals will be achieved (Kunandar, 2008). The group work approach is one of the teaching strategies that may be used in the classroom to get students involved, collaborate, and engage with one another and with teachers, all of which contribute to a positive learning environment. When two or more persons, individuals, or other groups work together to complete tasks or solve problems, they are cooperating or making a cooperative effort. The goal is to achieve prosperity for all (Susanto, 2013).

Robert L. Cistrap added that "the group work approach is an activity for groups of students who are typically small in number to work on or accomplish a job. So, it can be claimed that this group work approach is a teaching and learning format that emphasizes interaction between two or more people in a group and is capable of fostering an active learning environment where students are able to think critically and are able to solve problems collectively. So that in the learning process, the teacher only becomes a facilitator, motivator, and mediator (Roestiyah et al., 2010). As a result, students participate actively in the learning process. In the sense that students work in groups to solve problems assigned by the teacher. Therefore, there is an active interaction between students. For

students who do not understand the material, they can discuss it with their groupmates (Masitoh & Laksmi, 2009).

There are many benefits that can be obtained from the group work method, including: (1) It can foster the best possible growth and development of students' critical thinking abilities and analyses; (2) It can teach students how to approach every problem actively, creatively, and critically; (3) It can foster the development of tolerance and the capacity to listen to and respect the opinions of others; and (4) It can foster the development of democratic attitudes among students; (5) In order to find the truth through group cooperation, teach pupils how to reason more logically, rationally, and objectively when expressing their opinions; (6) Help kids to share their thoughts with more confidence; (7) teach pupils how to solve problems independently; (8) prepare students for leadership; (9) broaden students' perspectives by having them share knowledge, ideas, and experiences; and (10) is an effective medium for teaching and learning activities (Noviyanto et al., 2022).

The group work approach is seen to be effective at fostering a positive learning environment and involving students actively in the learning process because it has been previously studied by Sarmanah in Efforts to Increase Learning Interest of Class II Students in Social Studies Learning Through the Group Work Method, stating that: Results of Sarmanah's research with the title Effort Improving Class II Students' Learning Interest in Social Studies Learning Through the Group Work Method It can be concluded that "interest in studying Social Sciences can increase by using the group work method at one of public school in East Jakarta, as seen from the data on the increase in interest from cycle I of 65.4% and cycle II of 86.93%.

METHOD

Action research in the classroom is the technique. 32 pupils in class V-A, including 13 male and 19 female participants, served as the study's subjects. Action research is carried out in cycles, starting with pre-research and continuing with Cycle I and succeeding cycles until success indicators are reached. Interviews and observation are the methods used in this study to obtain data.

RESULT AND DISCUSSION

From the action research that has been carried out by researchers using the group work learning method, the average outcomes of the teaching and learning process activities and the student learning activity in cycles I and II can be found to vary. In cycle I, the average share of activities that were taught by a teacher fell into the adequate category at 71.85%. In contrast, cycle II resulted in an average of 92.71% of teacher instructional activities falling under the "good" category. Moreover, cycle I saw a rise in student learning activities, with an average proportion of 68.75% in a really excellent category. In cycle II, it produces an average of 88.54% of student learning activities in the good category. Then the activeness of students who experienced an increase, which was originally in

cycle I, increased from students who were active or in the good category as many as 5 (15.62%), students who were quite active 13 (thirteen) people (40.63%), and students who were less active 14 (fourteen) people (43.75%). With an average learning test score of 66 in the incomplete group and an average student learning activity of 62.19% in the sufficient category. Cycle II saw an increase in student learning engagement thanks to the presence of 28 engaged students (87.50%), students who were quite active (3 people) (9.38%), and students who were less active (1 person) (3.12%). With an average student learning activity of 88.92% in the good category and 83 learning test results in the complete category.

At the beginning of the meeting, the teacher explained the learning material and the steps in implementing the group work method. At the beginning of the lesson, students experienced difficulties in implementing the group work method because of changes in learning conditions in the classroom that were different from the usual student learning atmosphere. During the group formation process, it was seen that they were picky in choosing members, so that the atmosphere became chaotic. During the group work process, it was seen that smart students dominated learning activities. Some students who have finished working on a given task always disturb their friends who have not finished. Students who actively joked in class took the opportunity to joke with their group mates, so the learning atmosphere in cycle I seemed rowdy and noisy. The number of students who got good active learning results was only five (five) students (15.62%), 13 (thirteen) students (40.63%) got sufficient active learning results, and 14 (fourteen) students (43.75%) got less active learning results. In addition, the average learning outcomes have not been completed, which is 66.

In the learning process, using the group work method, students can learn together and be able to solve problems together for the sake of creating learning objectives. This is in line with what Zulfianai said: "The group work approach is a teaching strategy that divides students into study groups to distribute learning materials. Not all groups are unquestionably study groups because a group is only referred to as a study group if its members are students who are working together on learning activities to accomplish the established learning objectives."

After carrying out the actions of cycle I and finding that the results were still not in accordance with the results of the expected action intervention, the researchers continued the actions in cycle II. So in cycle II, the teacher was more active in mastering the class and was able to attract students' attention, and in cycle II, this student's activeness in learning increased. 28 (twenty-eight) active students (87.50%), 3 (three) moderately active students (9.38%), and 1 (one) less active student (3.12%) Cycle II students engaged in active learning on average to the tune of 88.92%, which was categorized as good, and the average learning outcomes that were completed reached the KKM of 83. The research revealed that using group work techniques in the classroom could enhance students' learning activities. So, according to the results of the expected action intervention, active students must be in the good or active category with more than or equal to 80% of the students in the class.

From the explanations above, it is evident that group learning offers excellent chances for

pupils to participate actively in educational activities. This is in accordance with Masitoh and Laksmi Dewi, who said the reasons why teachers choose group work as a learning method are because: 1) Group work can develop mutual cooperation and democratic behavior. 2) Group work can stimulate active student learning. and 3) Group work is not boring; students carry out various learning activities outside the classroom and even outside school, such as observation, interviews, looking for books in public libraries, and so on.

CONCLUSION

The adoption of the group work approach can boost the learning activity of students in class V, according to the analysis of the results data above. This is evident from the increased level of student activity; originally in cycle I, there were students who were active or in the good category as many as 5 people (15.62%), 13 students who were quite active (40.63%), and 14 students who were less active (43.75%). With an average student learning activity of 62.19 percent and an average learning test result of 66. Cycle II saw an increase in student learning activity due to the presence of 28 active students (87.50%), 3 quite active students (9.38%), and 1 less active student (3.12%). In cycle II, the average student active learning rate was 88.92%, which was considered good, and the typical score on the learning assessment was 83. The results obtained showed differences and increased student learning activity before and after using the group work method.

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