

Increasing Understanding Of Globalization And Social Attitude Of Students Using The Cooperative Group Investigation Learning Model

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Social attitudes play an important role in human interaction. Low social attitudes can be characterized by the emergence of an attitude of indifference to others, a lack of sensitivity towards one's environment, a lack of socialization and communication between humans. In learning in the classroom, it can be seen by the lack of active attitude of students in following the learning process, one of them is on Civics Education. The method used in this study is a method of direct observation research in class. The number of respondents involved was 40 students and the instrument used in this study was a test specifically intended to measure the extent of students' understanding of the globalization material that had been delivered. In addition, observations were also made to observe the activities and social attitudes of students in implementing group investigation learning. The results of this study indicate that student activities fall into the very good category, where the percentage of observations on student activity is appropriate, namely cycle I by 65%, cycle II by 75%, and cycle III by 85%. Increased social attitudes also occur in students. In cycle I, the percentage value of students' social attitudes was 68% (enough). This value increased during the second cycle, which was 81% (good). And in cycle III it increased again to 89% (very good).

Keywords : Globalization, Social attitudes, Group investigation

Introduction

Citizenship Education Learning is expected to be able to shape students to be more active, have a good attitude, respect each other and be good citizens in their social life in society. Students will easily interact with others, be accepted in society and be able to make decisions when facing problems in their lives. Students can also get to know about the relationship between humans and their environment, understand the events and changes that occur around them, understand that one human being with another human being needs each other, respect each other, and have a sense of responsibility for their obligations.

Social attitudes are needed to establish relationships with others in everyday life. Social attitude is an individual's awareness that determines real and repetitive actions toward social objects (Ahmadi, 2009). This social attitude is not expressed by a person but is considered by the people in his group. School culture can be identified from each layer of school culture which

is divided into two, namely the observable layer and the hidden or unobservable layer (Pertwi and Suchyadi, 2019). Social attitude is an act of someone to live in their community such as mutual help, mutual respect, mutual interaction, and so on. Social attitudes need to be developed because they can create an atmosphere of life that is peaceful, harmonious, comfortable, and peaceful. Social attitude is an action that can overcome various problems that exist in society by thinking together. Students begin to recognize and establish interactions with each other at school, so students begin to make friends with other students, in making friends choosing friends they like, students will be confident if they have many friends in accordance with their choices. Students will form like a separate group in play and stay away from students who are not liked so there is less interaction that causes mutual hatred and does not care about other students. Social attitudes refer to predispositions, attitudes (the tendency to do or not to act in available situations) that are shared with a number of other people of the same belief, values, ideology or political orientation (Mappiare and Andi, 2004).

Social development means the acquisition of the ability to behave in accordance with social guidance. To be a capable person in a society, it requires three processes. Each process is separate and very different from each other but interrelated, so failure in one process will reduce the level of individual socialization (Hurlock and Elizabeth, 2000). The low social attitudes of students can be seen from the field observations when observing at one of the elementary schools in the city of Yogyakarta, namely the lack of social care of students with friends, less sensitive to the environment, lack of socialization and communication between students. In addition, there are still many students who are hostile to other students, do not know there are friends who are sick or do not go to school, do not lend a pencil to friends who do not bring, difficult to adjust to friends, want to win themselves, scrambling each other while playing, and in friends they are still picky so when playing only with separate groups. In the learning process they are still mocking and laughing at each other if there are students who cannot answer the teacher's questions.

The results of observations and interviews with teachers found data that the daily test scores were always low. In an effort to develop students' social attitudes, the researchers chose citizenship education subjects. Although it does not mean that the value of student citizenship education is low then the social attitude is also low or vice versa. Citizenship education is very important in daily life to form good attitudes and relationships with others, know the history of the nation, respect the heroes, and be able to face the social problems they face. The teacher does the civic education learning process less to explore the potential of students. Methods that are not varied are less effective for use in the learning process because they cause students to be passive. Citizenship education learning is difficult for students to grasp because it tends to memorize and lack of availability of supporting learning media. The use of instructional media that is rarely done is also the cause of the unsuccessful learning process that is taking place. Students feel bored because of the teacher's monotonous learning.

The teacher emphasizes more on cognitive values when delivering learning material in class, while affective and psychomotor values are less noticed. The learning process that takes place in class is still centered on the teacher and does not involve students. Students come to school just sit and quietly listen to the teacher, do not dare to ask questions and express their opinions about the material being studied, so that the interaction between students and the development of students' social attitudes is still less attention when learning. The learning process makes students less active and socializing with their peers, whereas according to the age characteristics of elementary school students, interacting with their environment is very important because it can form a social attitude of students towards their surroundings.

Students in making friends often form a group, when students break playing with their groups, not playing with other students because they don't know each other closely and rarely interact with one class during the learning process, thus making students less sensitive and concerned about the surrounding environment. In the end it can affect the low social attitudes of students in the learning process and outside the learning process. Understanding of concepts and process skills increases after students experience group assignment learning processes (Suchyadi and Karmila, 2019; Ziori and Dienes, 2008). From some of the points above it is very clear that the problem of citizenship education learning is the low social attitudes of students characterized by the lack of social care of students and friends, less sensitive to the environment, lack of socialization and communication between students, and students are less active in participating in learning and low learning outcomes .

Based on the data above, teachers need to take action to improve learning towards higher quality learning. Where students 'thinking skills are trained continuously by using learning models that are in accordance with students' mental development. One appropriate learning model is group investigation. This is because it contains interesting activities and directs students to more actively participate in the learning process and encourage student creativity to compete with their peers, train to work together in a team and develop student attitudes (Downer and Pianta, 2006; Taraban, Ryneanson, and Kerr, 2000). Cooperative learning model group investigation type is one type of cooperative learning model in the form of learning activities that facilitate students to learn in heterogeneous small groups, where high-ability students join low-ability students to learn together and solve a problem assigned by teacher to students (Zorlu and Zorlu, 2015; DeLozier and Rhodes, 2017; Freeman, 2012; Slavin, 2014). The implementation of the group investigation model is very dependent on the initial training in mastering communication and social skills (Rusman, 2014). According to Huda (2011) Group Investigation is classified as a method of group investigation because the tasks given are very diverse, encouraging students to collect and evaluate information from various sources, communication is bilateral (Wolfensberger and Canella, 2015).

Group Investigation is one of the complex types in group learning that requires students to use high-level thinking skills (Lukens, 2003; Riebe, Roepen, Santarelli, and Marchioro, 2010). Group Investigation is a form of cooperative learning that emphasizes the participation and activities of students to find their own material (information) lessons that will be learned through available materials (Riyanto, 2010; Lawford, 2003). The use of the group investigation model is expected to be able to provide opportunities for students to communicate, collaborate, exchange ideas, answer questions and even ask questions. In addition, discussions have also been conducted with the civic education subject teacher related to the application of the group investigation model in the concept of globalization.

Research Method

This research was conducted in one elementary school in the city of Yogyakarta. The time of this study starts from October 2019 until January 2020. In this study an analysis of the extent of influence between the variables studied. The respondents involved in this study were 40 elementary school grade 5 students. The instrument used was a special test to measure students' understanding of globalization material. Meanwhile, to see the activities and social attitudes of students, observations were made in applying the group investigation model in class.

Results and Discussion

In the learning activities starting from the first cycle to the third cycle student activities look very good. It is seen from the three meetings conducted by researchers that there is clearly an increase in student activity in terms of active student participation, disciplined learning, and the ability to conclude learning outcomes, according to the percentage of peers' observations of student activities in teaching and learning activities namely the first cycle 65% , the second cycle is 75%, and the third cycle is 85% (see Figure 1). The average overall percentage is 75%.

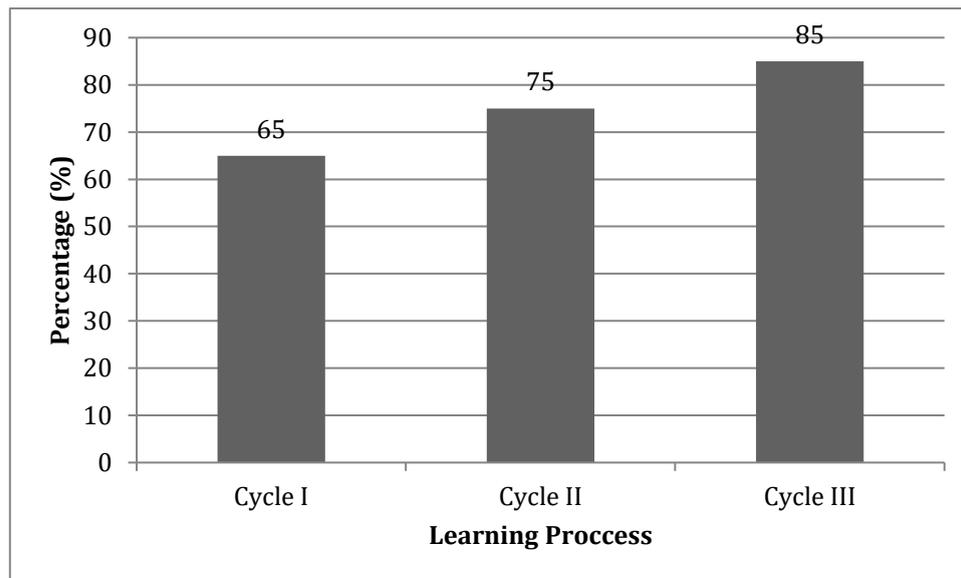


Figure 1 Percentage of Teacher Activity in Teaching and Learning Activities

The class action by applying the Group Investigation learning model on citizenship education subjects for the concept of globalization concept in class V was declared successful. And the learning objectives set are also achieved. This is indicated by the percentage of mastery learning outcomes increased in each cycle carried out. Cycle I shows the percentage of mastery learning outcomes of 78%, increased in cycle II to 92%, increased again in cycle III to 100% (see Figure 2).

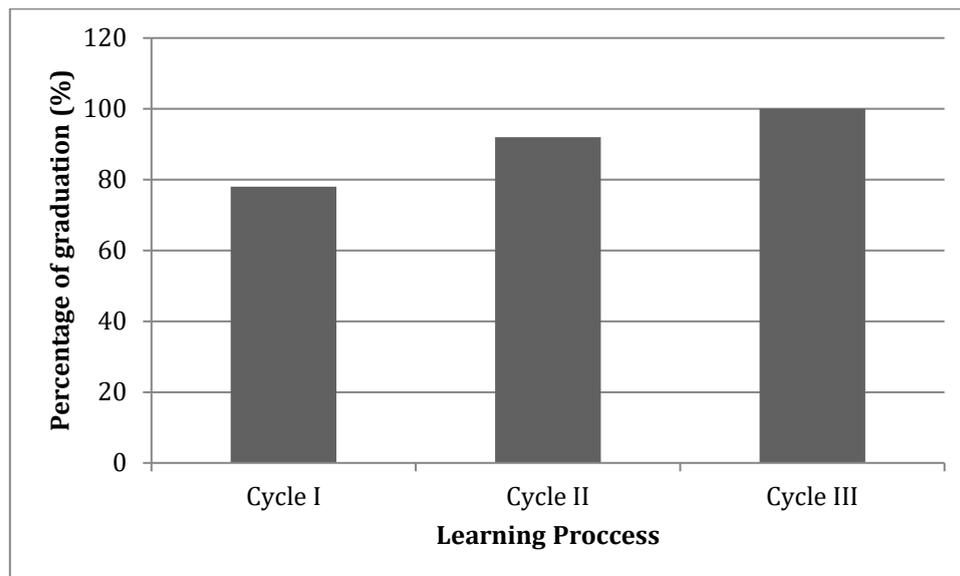


Figure 2 Percentage of Student Learning Outcomes

Based on observations made by researchers and peers, the ability of social attitudes of students also increased. Cycle I shows the percentage of students' social attitude ability by 68% with enough category, increased in cycle II to 78% with good category, increased again in cycle III to 89% with very good category (Figure 3).

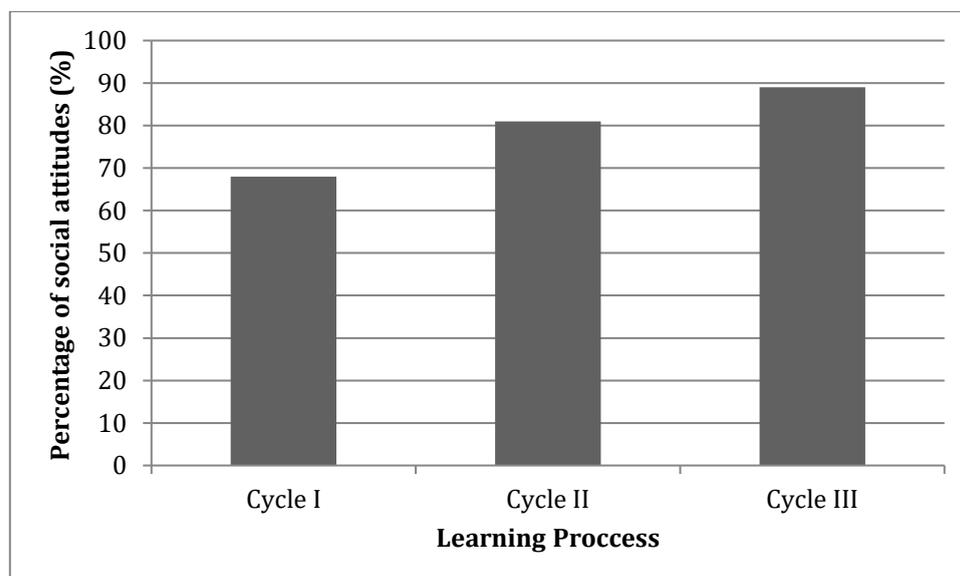


Figure 3 Percentage of Social Attitudes of Students

The data in Figure 2 and Figure 3 shows that most students have been able to implement indicators to measure the ability of social attitudes in the learning process that is carried out. From some of the findings mentioned above means learning to apply the Group Investigation model can be used as a way to improve student learning outcomes in the subject matter of citizenship education on the concept of globalization because this learning involves active student activities in learning. This is because the investigation group learning model is learning that emphasizes collaboration between students so that they can work together in solving the

problems given (Suchyadi and Karmila, 2019; Ziori and Dienes, 2008; Downer and Pianta, 2006; Taraban, Rynearson, and Kerr 2000). So that besides the value of learning outcomes increase, the value of students' social attitudes also increases.

Conclusion

The application of the Group Investigation Learning Model can be used as a way to improve student learning outcomes in citizenship education subjects because in this learning model students are actively involved. This can be seen from the three meetings conducted, there was an increase in students in the aspects of activity, learning discipline, and the ability to infer learning outcomes. Most students have also been able to implement indicators to measure social attitudes in the learning process carried out.

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