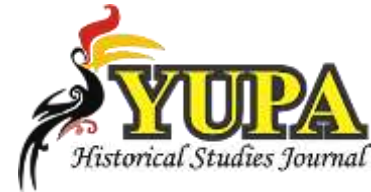


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Cooperative Learning Strategies for Engaging History Education: Exploring GI and TGT Models

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Abstract History learning is considered boring learning for students, this learning is considered less useful because it is identical to memorization, therefore educators must have expertise in mastering learning methods and models so that learning in the classroom becomes not boring. This writing aims to see the relevance of the Group Investigation (GI) and Team Game Tournament (TGT) learning models. The method used in this article is descriptive qualitative. Qualitative descriptive research method is one type of analysis that explains a phenomenon or data obtained. The phenomenon or data is obtained from books, journals, and articles with collection techniques namely editing, organizing, and finding. The results of the analysis conducted by the author regarding the definition of GI and TGT, then the relevance of GI and TGT in learning history. The conclusion of this writing is that by using interesting and interactive learning models such as GI and TGT, history learning which is considered boring will become interesting learning for students.

Keywords: Group Investigation, history learning, Team Game Tournament

Abstrak Pembelajaran sejarah dianggap pembelajaran yang membosankan bagi peserta didik, pembelajaran ini dianggap kurang bermanfaat karena identik dengan hafalan, oleh karena itu pendidik harus memiliki keahlian dalam menguasai metode maupun model pembelajaran agar pembelajaran di kelas menjadi tidak membosankan. Penulisan ini bertujuan untuk melihat relevansi dari model pembelajaran Group Investigation (GI) dan Team Game Tournament (TGT). Metode yang digunakan dalam artikel ini yaitu deskriptif kualitatif. Metode penelitian deskriptif kualitatif adalah salah satu jenis analisis yang menjelaskan suatu fenomena atau data yang didapatkan. Fenomena atau data tersebut didapatkan dari buku, jurnal, maupun artikel dengan teknik pengumpulan yaitu editing, organizing, dan finding. Hasil analisis yang dilakukan oleh penulis mengenai definisi dari GI dan TGT, kemudian relevansi GI maupun TGT dalam pembelajaran sejarah. Kesimpulan dari penulisan ini yaitu dengan menggunakan model pembelajaran yang menarik dan interaktif seperti GI dan TGT maka pembelajaran sejarah yang dianggap membosankan akan menjadi pembelajaran yang menarik bagi peserta didik.

Kata kunci: Group Investigation, pembelajaran sejarah, Team Game Tournament



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INTRODUCTION

Education is one of the important aspects in life, because with education, the standard of living of a human being will also increase, besides that education is also one of the indicators determining the progress of a nation, the better the level of education of a nation, the better its human resources will be. Education in (Ginting Ria R. et al., 2022) has an important role in improving the quality of human resources, educational institutions are required to be able to keep up with the increasingly rapid development of science and technology, a lot of special attention is directed to the development and progress of education in order to improve the quality and quality of education.

Quality education will produce quality human resources. This encourages all levels of society to continue to care and pay attention to the development of education. According to (Juhri, 2010) in (Fatmawati, 2019) education is something universal and continues uninterruptedly from one generation to the next, anywhere in the world. Efforts to humanize humans through activities organized in accordance with the view of life and in the socio-cultural setting of each particular society. Therefore, although education is universal, there are certain differences in accordance with the outlook on life of every human being. In a simpler and more general thought, the meaning of education in (Rahman et al., 2022) as a human effort to grow and develop the potential of innate both physically and spiritually in accordance with the values that exist in society and culture, education and culture exist together and advance each other.

Efforts to support education to be much better, qualified teachers or educators are needed, and supported by the right methods and models in learning. One of the appropriate methods in learning is cooperative learning or commonly known as cooperative learning, according to (Slavin, 2015) cooperative learning is learning as a learning environment where students work together in small groups to help each other learn the learning material. In addition, cooperative learning in (Prasetyawati, 2021) is a learning method that prioritizes the principle of working together between students with different abilities in a small group to complete tasks in order to achieve maximum goals. Meanwhile, according to (Isjoni, 2011) in (Suparmi, 2013) is a form of learning based on constructivism, cooperative learning is a learning strategy with a number of students as members of small groups whose ability levels are different. In completing their group assignments, each student must work together, help each other to understand the subject matter, in learning is said to be unfinished if one member has not mastered the learning material. According to (Slavin, 2015), the purpose of cooperative learning is to improve students' academic learning outcomes, train students' attitudes in accepting diversity from their friends, and develop social skills possessed by students.

The cooperative learning method facilitates learning by educators, so the cooperative learning method has many models or types in carrying out learning in the classroom, as for the models that will be discussed in this article are Group Investigation (GI) and Team Game Tournament (TGT). Both models have the same goal of improving students' academic achievement. Group Investigation (GI) in (Kamarisal, 2018) is one of the cooperative learning models. This model is often seen as the most complex model compared to other models in cooperative learning. GI is a model that emphasizes the participation and activity of students to find their own learning material (information) to be learned through available materials, for example from textbooks or students can search for it through the internet. Meanwhile, Team Game Tournament (TGT), according to (Isjoni, 2010) in (Astutik & Abdullah, 2013) is one type of cooperative learning that places students in learning groups of 5-6 students who have different abilities, gender, and ethnicity or race.

Therefore, from cooperative learning methods with very many models, the author will focus on writing this article on the relevance of 2 learning models that are still part of cooperative learning, these models are Group Investigation (GI) and Team Game Tournament (TGT) which are quite relevant if applied in history learning, History learning according to (Tricahyono, 2020) in (Suci & Afriva, 2022) is a process of student and teacher activities by utilizing learning facilities and historical materials which contain local wisdom values by emphasizing cultural diversity which has the benefit of developing students' intelligence, attitudes, and character building. So, from learning history students are directed to have a good personality by taking positive values from events in the past to serve as guidelines in everyday life. So the author will analyze the relevance of the GI and TGT learning models in learning history which if combined will be useful and meaningful learning for students or learners.

METHOD

The method used in writing this article is descriptive qualitative. Descriptive qualitative research method is one type of analysis that tends to explain a phenomenon or data obtained. The phenomenon or data is obtained from books, journals, and articles with collection techniques, namely editing, organizing, and finding. After the data is collected and processed, then the editing process is held or checked again in terms of completeness, clarity of material, and similarity of material between one material and another in order to create an interesting and appropriate discussion. Next is organizing, by organizing or compiling the data so that there is only appropriate data. And the last is the finding process, which is to analyze the data using relevant theories to draw a conclusion. The requirements used to select the right source are that it must be in accordance with the topic that you want to raise through GI and TGT material in learning

history, and the use of language in journals, books, and articles must be standard and easy to understand.

RESULT AND DISCUSSION

Definition of Group Investigation and Team Game Tournament Learning Model

All learning models that will be studied by an educator must first understand the definition of the model, because if you understand the definition, of course an educator will not have difficulty implementing it into learning. The Group Investigation (GI) learning model has philosophical, ethical, psychological, and writing roots. The most famous figure in thinking about GI is John Dewey. Dewey's view in (Slavin, 2015) on cooperatives in the classroom as a prerequisite for being able to face various complex life problems in a democratic society, the classroom is a place of cooperative creativity where teachers and students build a learning process based on mutual planning of their respective experiences, capacities, and needs. Meanwhile, according to Shlomo Sharan and Yael Sharan (1994), GI is a learning model based on planning, both in determining topics and in group process skills, learning using the GI model also provides opportunities for students to think independently, actively, and seek learning resources and find their own concepts of subject matter through investigation and working together in groups.

Apart from the views of Dewey and the Sharan brothers regarding GI, there are other expert opinions regarding GI, GI according to (Aditya, 2016) in (Widyanto, 2017) revealed that GI provides opportunities for students to be active in learning with their friends with the help of teachers as facilitators and motivators. GI according to Herbert Thelen in (Sukasni, 2019) is the most complex cooperative learning model. GI in (Slavin, 2015) has 6 steps, namely grouping, planning, investigating, organizing, presenting, and evaluating.

The next learning model that will be discussed regarding its definition is the Team Game Tournament (TGT) learning model. TGT according to (Slavin, 2015) is a cooperative learning technique that uses academic tournaments, and uses quizzes and an individual progress score system, where learners compete as representatives of their team with other team members whose previous academic performance is equivalent to theirs. Learning activities in TGT allow learners to be more relaxed in learning while fostering a sense of cooperation, competition, and responsibility, without abandoning existing learning objectives.

According to (Isjoni, 2010) in (Astutik & Abdullah, 2013) the TGT model is one type of cooperative learning that places students in learning groups of 5-6 students who have different abilities, gender, or ethnicity and race. The teacher presents the material, and learners work in their respective groups. Meanwhile, according to (Wyk, 2011) in (Rusnadi, 2017) that TGT is a

cooperative learning model consisting of 4-5 students who are heterogeneous in terms of students' abilities, gender and academic performance in class. Meanwhile, TGT activities take the form of academic tournaments where learners compete against other team members to earn points, the group with the highest points will be the winner. According to Kiranawati in (Utari & Rahmawati, 2019) cooperative learning TGT model is one type or model of cooperative learning that is easy to implement, involves the activities of all students without having to have status differences, involves the role of students as peer tutors and contains elements of games and assistance.

From the definition of the experts above, GI and TGT are part of cooperative learning methods whose main purpose is to form groups to improve students' academic achievement and also help educators to direct learning to be more interesting and useful. From these two models, it will be explained in the next discussion about the relevance of the GI and TGT models for learning history, because the author assumes that if history learning has been considered boring in classroom learning, it will become more interesting if the GI and TGT learning models are applied at school.

Relevance of Group Investigation and Team Game Tournament Learning Model in History Learning

Group Investigation (GI) and Team Game Tournament (TGT) learning models are models that are still part of the cooperative learning method. These two models are expected to have relevance or usefulness for history learning in schools. History learning in the present is seen as boring learning for students. History learning in (Santosa, 2017) as the implementation of history education is often considered boring by students because it is full of memorization and even considered to have no benefits for students, therefore learning history in schools seems to be neglected.

In some schools contained in (Santosa, 2017) several universal things were found, including some students not paying attention to the teacher's explanation, they seemed to have no motivation to learn. Some students are also busy with their own activities such as chatting with friends, playing with their gadgets, doing other lessons, or falling asleep. This is due to the monotonous and one-way history learning process. Ideally, learning is a continuous change in behavior, which has a positive and rational goal and direction. In the history learning process, history teachers often only use one learning method, such as lectures. The lecture learning method is actually very well used in learning history, especially to instill virtues contained in various historical events. However, if the lecture method is done continuously, it will actually make learning have a bad impact.

The reality in the field today according to (Isjoni, 2007) in (Septianingsih, 2016) teaching in schools is only monotonous. Affected by methods that only explain with lectures. Today's learning method is a tool for how the learning process runs properly, a student can enjoy a teacher presenting material with various methods when teaching in class. Learning methods are believed, that every good teaching must use good and successful learning methods when applied. The reality in the learning space of students in schools, especially history subjects, which often dwell in the classroom alone. Teaching or learning history also aims to make students realize the diversity of life experiences in each society and the existence of different perspectives on the past to understand the present and build knowledge and understanding to face the future.

From the explanation above, learning history which is often hit by a sense of boredom by students requires an innovation by teachers or educators so that learning in the classroom becomes fun and is not hit by a sense of boredom anymore. The right solution is to apply cooperative learning methods using Group Investigation (GI) and Team Game Tournament (TGT) models to conduct history learning at school. It is expected that by using GI and TGT, uninteresting history learning becomes interactive, fun, useful, and has relevance for history learning at school for students to continue to excel in the academic field at school.

The application of GI in the classroom is through several stages which are all summarized in (Slavin, 2015), namely:

Identifying Topics and Organizing Students into Groups	<ol style="list-style-type: none"> 1. The students researched several sources, proposed a number of topics, and categorized suggestions. 2. The students join their groups to learn about their chosen topic. 3. The composition of the group is based on the student's interests and should be heterogeneous. 4. The teacher assists in the collection of information and facilitates the arrangement.
Planning the Task to be Studied	<ol style="list-style-type: none"> 1. The students plan together about 2. What do we learn? 3. How do we learn it? Who does what (division of tasks) 4. For what purpose or interest do we investigate this topic?
Carry out investigations	<ol style="list-style-type: none"> 1. The students gather information, analyze the data, and draw conclusions. 2. Each member of the group contributes to the efforts made by his group.

	3. The students exchange, discussed, clarified, and synthesized all the ideas.
Preparing the Final Report	<ol style="list-style-type: none"> 1. Group members determine the essential messages of their project. 2. Group members plan what they will report, and how they will make their presentation. 3. Group representatives formed an event committee to coordinate the presentation plans.
Present the Final Report	<ol style="list-style-type: none"> 1. Presentations made for the entire class in a variety of forms. 2. The presentation part must be able to actively engage the listener. 3. The listeners evaluate the clarity and appearance of the presentation based on criteria predetermined by all the class members.
Evaluation	<ol style="list-style-type: none"> 1. The students give each other feedback on the topic, on the assignments they have done, on the effectiveness of their experiences. 2. Teachers and students collaborate in evaluating student learning. 3. The assessment of learning must evaluate the highest thinking.

Table 1. Steps to implement GI in learning

The next discussion is about the stages of the TGT model which is one of the cooperative learning methods, the TGT model is designed in the form of groups to make it easier for students to deepen their knowledge and educators to deliver the material. According to (Slavin, 2015), TGT cooperative learning consists of five steps, namely the class presentation stage, learning in groups (team), games, matches (tournament), and group awards (team recognition). According to Slavin (143-147), TGT consists of five main components, namely:

1. The class presentation of TGT material is first introduced in a classroom presentation. This is either direct teaching as is often done or a teacher-led discussion of the lesson, a class presentation with the usual teaching except that the presentation should be completely focused on TGT. In this way, the students will realize that they need to pay close attention during the class presentation, as this will greatly help them with the quizzes, and the students' quiz scores determine the team score.
2. Learning in teams, teams consist of 4-5 students who represent a cross-section of the class in terms of academic performance, gender, race and ethnicity. The main function of the team is to ensure that all team members actually learn, and more specifically to prepare members to do well on the quiz. Teams are the most important feature of TGT. At each point, the emphasis

is on getting team members to do their best for the team, and the team must do its best to help each member.

3. Games consist of relevant questions designed to test students' knowledge gained from classroom presentations and teamwork.
4. Tournament, the structure within which the game takes place. It is usually the end of the week or the end of the unit, after the teacher has given the class presentation and teams have carried out group work on the activity sheets. After the first tournament, students will swap tables depending on their performance in the last tournament.
5. Team recognition - teams will receive a certificate or other form of recognition if their average score reaches a certain criterion. Learners' team scores can also be used to determine twenty percent of the learners' ranking. Based on the progress scores obtained, there are three awards given for team achievement. The first is the super team given to the group that obtains the average of the other groups, then there is a great team given to the group that obtains the second best average, and the last is the good team given to the group that obtains the third best average score.

From the discussion above regarding the application of GI and TGT in learning, it can be ascertained that the GI and TGT models are quite relevant if applied in learning history at school, because so far history learning is known to be quite boring, considered less useful, and the methods used by educators or teachers are only through lectures without trying to apply other models. Through GI and TGT as interactive learning models, the steps are also quite clear, so it can be ascertained that history learning which always gets a less view will become learning that is favored by students because it uses an interesting model, without discriminating against religion, race, ethnicity, and ethnicity can certainly be successful learning to be applied at school.

CONCLUSION

The conclusion of the above discussion regarding the relevance of Group Investigation (GI) and Team Game Tournament (TGT) learning models is that these two learning models are part of the cooperative learning method. Both models aim to improve students' academic achievement and make it easier for a teacher or educator to achieve the goals and benefits of learning in the classroom. These two models are also interesting learning models so that they can be said to be quite relevant for learning history which has been seen as boring, less interesting learning, therefore the solution is to apply the GI and TGT learning models in learning, because these two models do not discriminate against religion, ethnicity, race, or ethnicity in carrying out their learning, even these two models with a group system can train and improve the ability of students to understand historical learning in schools carried out by educators. This is also contained in (Matroji, 2016), namely after the application of GI and TGT in learning history, it is

expected that students always play an active role in the learning process, students must also be more active and creative in studying history, and for educators are also expected to apply GI and TGT to improve student learning outcomes, educators should also be able to learn other models in order to activate student activities in learning, and educators are also expected to apply models that are in accordance with learning materials so as to increase the interest, attention, and motivation of students in understanding the teaching material taught by educators in learning history conducted at school.

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