GROUP INVESTIGATIVE LEARNING MODEL TO IMPROVE STUDENTS' CRITICAL THINKING SKILLS THROUGH LEARNING SOCIAL SCIENCES

Esty Setyo Utaminingsih[1], Sulasih[2], Tri Mulyaningtiyas[2]

Universitas Negeri Semarang, Indonesia[1]
SD N Gombang Blora, Indonesia[2]
SD Hj. Isriati Baiturrahman 2 Semarang, Indonesia[2]
estyutami@students.unnes.ac.id; sulasihspd14@gmail.com; tyastrim@gmail.com

ABSTRACT

The fourth-grade elementary school students have been unable to construct the information they get well, so their critical thinking skills are still not good. This research aims to study the role of the learning models' investigation group in elementary school through critical thinking skills in social science learning. The method used in a study is a literature review. Data collection techniques through collecting articles on the group investigation model, critical thinking, and learning Social Sciences in elementary schools. Databases used for journal searches include Google Scholar, Research Gate, Academia Edu, and Publish or Perish. The research results show that the group investigative learning model guides students to identify information or problems, explore information, make knowledge a provision, analyze data, and construct knowledge to solve problems. Then conclude. These activities lead students to train and familiarize students with thinking critically. Critical thinking is one of the skills that students must have in 21st-century learning. The group investigation learning model is essential in improving students' critical thinking skills in learning social studies in elementary schools in 21st-century education.

Keywords: Critical Thinking, Group Investigation, Social Science

ABSTRAK

Peserta didik kelas IV sekolah dasar belum dapat mengkonstruksi informasi yang di dapat dengan baik, sehingga keterampilan berpikir kritis mereka masih kurang. Tujuan dari penelitian ini adalah untuk mengkaji peran model pembelajaran investigasi kelompok terhadap keterampilan berpikir kritis peserta didik dalam pembelajaran IPS SD. Metode yang digunakan dalam penelitian ini adalah metode studi pustaka/ studi literatur. Teknik pengumpulan data melalui pengumpulan artikel tentang model investigasi grup, berpikir kritis, dan pembelajaran Ilmu Pengetahuan Sosial di sekolah dasar. Database yang digunakan untuk pencarian jurnal meliputi *Google Scholar, Research Gate, Academia Edu, dan Publish or Perish*. Hasil dari penelitian menunjukkan bahwa model pembelajaran investigasi grup menuntun peserta didik untuk melakukan identifikasi terhadap informasi atau permasalahan, menelusuri informasi, menjadikan pengetahuan sebagai bekal, menganalisis informasi, mengkonstruksi pengetahuan untuk mencari solusi dari permasalahan,

menyampaikan ide/ pendapat kepada kelompok untuk menyelesaikan masalah, dan menarik kesimpulan. Kegiatan tersebut menuntun peserta didik untuk melatih, membiasakan peserta didik untuk berpikir kritis. Berpikir kritis merupakan salah satu keterampilan yang harus dimiliki peserta didik dalam pembelajaran abad ke-21. Model pembelajaran investigasi grup memiliki peranan penting untuk meningkatkan keterampilan berpikir kritis peserta didik dalam pembelajaran IPS SD dalam Pendidikan abad ke-21.

Kata kunci: *keterampilan berpikir kritis, model investigasi group, pembelajaran IPS*

A. INTRODUCTION

21st-century education requires students to have critical thinking skills in finding learning resources, receiving, deciphering, and analyzing information (Hasibuan & Prastowo, 2019) so that students are expected to be able to face sophisticated technology (Fitriyani & Nugroho, 2022). This statement is supported by Septikasari & Frasandy (2018) that critical thinking skill is an ability that students must face in 21st-century education. Social science contributes to developing skills that are expected (Widodo et al., 2020) and also equipping students with social skills (Nursahid, 2022), which are based on reasoning and critical thinking skills (Pratami et al., 2019).

The facts in the field still found that the critical thinking skills of students in fourth grade at elementary school must improve (Christina & Kristin, 2016). Students need help constructing information that can be obtained well, so their critical thinking skills still need improvement (Budianti, 2018). These findings indicate that learning objectives to implement one of the 21st-century skills have yet to be fully achieved (Jannah & Atmojo, 2022). A statement reinforced by Priyadi et al. (2021) is that 56% of skills of critical thinking students still need to be in the better category. They only reach essential skills of thinking levels C1 to C2. Berjamai & Davidi (2020) explain the factors that cause the phenomenon. One of them is the use of teacher-centered learning methods and lectures. Based on the phenomenon, critical thinking skills need further attention in learning the 21st century (Christina & Kristin, 2016).

There need to be more innovative and attractive learning models for elementary school social science students (Sutarsa & Puspitasari, 2021). However, learning could be optimal if students actively participate in the learning process (Utaminingsih, 2022). The situation is known when the teacher allows the student to ask and give opinions, but only a few students ask and argue (Juliya et al., 2021). Students tend to be able to provide alternative problem solutions, and students only reach the cognitive domain C1-C3 (Wahid, 2019).

Based on the problem, the possible effort to increase critical thinking skills through learning model innovation (Eviyanti et al., 2020) the learning model that is effective, active,

innovative, creative, and fun learning (Zulaeha, 2013). Through learning innovation, students will be more involved in the discussion process (Zulaeha, 2015) to construct knowledge and increase their critical thinking skills (Christina & Kristin, 2016). Innovation could be realized in education by overhauling the learning model (Syaifudin et al., 2017). Selecting a suitable model will clarify the content of the theory, guiding students to be enthusiastic and active (Budianti, 2018). The selection of learning models must be fun and appropriate to the characteristics of students (Utaminingsih, 2022). Characteristics of students in fourth-grade elementary school, like working in groups and playing (Meriyati, 2015). This characteristic implies that educators must design a class-based learning model for students during the learning process (Oktafikrani, 2020). The group investigation learning model is the learning model that supports students in developing students critical thinking skills (Zulaeha, 2015).

The group learning model is one in which students are divided into small groups and then carry out investigative, discussion, and planning activities and evaluations (Christina & Kristin, 2016). The steps used in the group investigation learning model are topic selection, cooperative planning to find concepts on the chosen topic, implementation of the plan that has been decided, analysis and synthesis of data, and evaluation of the results obtained (Eviyanti et al., 2020). This model is a learning strategy that prioritizes student involvement because it guides them to carry out investigations, planning and implementing, presenting, and evaluating results (Pratami et al., 2019). Group Investigation learning models can improve problem-solving skills, which are the basis of critical thinking skills (Taohid, 2022). Wahid (2019) adding this learning model can encourage to development the ability to think critically and independently. This is supported by research by Budianti (2018) that the group investigation model can foster students' activeness and responsibility during learning activities and can solve problems so that students can improve their thinking skills. Based on the background above, this research aims to study the role of investigation group learning models through elementary school students' critical thinking skills in social science.

B. RESEARCH METHOD

The method of this study uses the study literature method or studies literature. The purpose of the study's literature this to strengthen every argument explained. Support argument required originating data source from secondary data. Data collection techniques through collecting articles on the group investigation model, critical thinking, and learning Social Sciences in elementary schools. Databases used for journal searches include Google Scholar, Research Gate, Academia Edu, and Publish or Perish. The validity test of the data through several stages, such as data collection, data reduction, data presentation, and withdrawal conclusion.

C. RESULTS AND DISCUSSION

Investigation Group Learning Models

The Investigation Group learning model involves students planning and running investigations from topics studied (Pratami et al., 2019) and supporting discussion among students (Nurdiana, 2015). This model focuses on the students investigating information/concepts from the topic (Dhina & Mubaroq, 2013) and also an active knowledge formation process by the students. The investigation group guided participants to be educated in critical thinking skills through investigation activity (Eviyanti et al., 2020). According to Zulaeha (2015), the group investigation model emphasizes achievement in three drafts: knowledge, research, and dynamics group. The creation condition problem pushes students to investigate to find a solution with the member group. Based on the inside, each member group contributes to the identification and provides his opinion on resolving the problem (Wahid, 2019). Response (solution) from the group results from the construction knowledge of each group member, who later discussed with their member. Six stages of the investigative model group, according to Zulaeha (2015), include: (1) problematic situations, (2) exploration as a response to a problematic situation, (3) arrangement/sharing tasks and formulating a destination together, (4) individual and group activities, (5) review the solution of problematic situations (member group check process and results in investigation group and doing follow up), and (6) students, by individuals or groups take recycle activities.

The learning model group investigation aims to increase students' pattern critical thinking skills, individually and in groups (Eviyanti et al., 2020). Group Investigation models guide students to process through a series of social agreements (Zulaeha, 2015). This model is designed to help the division of responsibilities in a group occur when students go through the learning process (Nurdiana, 2015). Through discussion and interaction among members, students learn new knowledge and participate in thinking in solving problems (Wahid, 2019).

The syntax learning model of group investigation, according to Joyce et al. (2016), consists of several phases, including (1) problem giving; (2) response exploration; (3) response realization; (4) discussion and analysis of the learning process; and (5) review material and evaluation activity. A social system based on democratic processes and decisions group. Students, individually and in groups, have the same opportunity to express opinions. This activity prioritizes the delivery of the views between member groups to find a solution to a problem (Zulaeha, 2015). The principal reaction from this model is the teacher as a facilitator of the discussion, helping the learners formulate a plan and manage the master group. The teacher only functions as a facilitator and works as an academic counselor (Joyce et al., 2016). The support system of these models, the facilities that are needed for the learning process through the application of the investigative model group,

and everything related to the needs of the students to be able to explore and examine various information needed for the problem-solving process (Zulaeha, 2015).

Critical Thinking Skill

Critical thinking skill is the ability to manage information and identification problems so that they can find the cause of the issues, assess the impact of an incident, and create a solution and conclusion (Budianti, 2018). According to Berjamai & Davidi (2020), critical thinking is an internal process that makes concept, analyze, apply, synthesize, and evaluate various information obtained from observing the results. The process results will later be used as a base for taking action. The statement supported by Rahayuni (2016) is that critical thinking is the ability to make judgments and decisions based on considered and supporting facts. Students accepted all information and demanded to assess and deliver solutions based on obtained facts from observing the results.

Critical thinking skill is a required competence of students in 21st-century education (Purwanti et al., 2022). Thinking critically is necessary for students facing social problems (Christina & Kristin, 2016). Several indicators of critical thinking skills, according to Ardiyanti (2016), include : (1) providing an explanation base; (2) building a skills base; (3) concluding; (4) explaining more; (5) setting tactics and strategy. In line with Ardiyanti, Sofri et al. (2020) describe more indicators of critical thinking skills, including (1) clarification basis, such as (a) formulating a question, (b) analyzing an argument, and (c) asking and answering a clarification question; (2) giving a reason for making a decision, such as (a) considering the credibility of sources, (b) observe and consider results observation ; (3) concluding, includes (a) making deductions and consider results of deduction, (b) making induction and considering results of induction, and (c) making and considering the value of the decision ; (4) further clarification, including (a) identifying term and considering the definition, and (b) referring to unstated assumptions.

Success in an educational program depends on the learning process (Hanafiah et al., 2022). The learning process relates to teachers' and students' learning objectives (Nuryatna, 2020). The teacher is essential to the learning process (Arifin, 2022). Through the learning process, teachers can convey theory by creating a fun learning environment (Magdalena et al., 2020) so that the learning process becomes more optimal (Zulaeha et al., 2021). Furthermore, there is an appropriate learning process for students to learn from various source studies in the environment (Pratami et al., 2019).

The Group Investigative Model Improves Critical Thinking Skills

Model Group Investigation has an essential role in learning activities, such as; learning planning, collecting information or material, discussion activities, and exchanging thoughts and ideas among group members to find solutions to problems (Zulaeha, 2015). Based on these activities, students are trained to increase their critical thinking capacity

(Atiq, 2019). This is in line with the theory of (Taohid, 2022) that cooperative learning strategies can create learning conditions that encourage critical thinking skills to solve complex problems collaboratively.

The group investigation learning models effectively increase learning efficiency and the student's preparation knowledge process (Christina & Kristin, 2016). According to Wahid (2019), this model guides the development of critical thinking skills, seeking root problems, and solving problems logically in preparation for tough global competition. In addition, to face international competition, students demand to be more innovative, creative, communicative, collaborative, think critical & analytical, and capable of solving problems in life. In line with this statement, Budianti (2018) conveys that this learning model leads to a high thinking level. The student can communicate practical, critical, and dynamic thinking and solve problems through that ability. Eviyanti et al. (2020) reinforced that the learning model group investigation gives students the capability to think critically through various activities from the investigation.

Learning models investigation groups centered on students and teachers act as facilitators (Dhina & Mubaroq, 2013). The teacher gives theory learning to each group. The material provided to students could be separated (Taohid, 2022). This aims to increase student collaboration by destination social studies learning and skills in the 21st century (Indraswati et al., 2020). Through problems interestingly packaged by the teacher, students will create a conducive and pleasant atmosphere because students do new things so that the course will become exciting and fun (Zulaeha, 2015). Questions will provide a stimulus to them to identify the problem (question), analyze and discuss with the member of the group (the process of constructing information that has been accepted), then an exciting conclusion (answer the question from the question) (Wahid, 2019). The knowledge transfer process follows the character of students grouping study for stimulating critical thinking skills is an activity that teachers must do (Budianti, 2018). By implementing the model, students more easily absorb knowledge imparted so that the investigative process group could increase the critical thinking skills of students (Christina & Kristin, 2016).

D. CONCLUSION

The results show that the learning model's investigation group in social science learning is essential in increasing elementary school students critical thinking skills. This model guides the development of critical thinking skills, seeking root problems, and solving problems logically in preparation for tough global competition. In addition, to face international competition, students demand to be more innovative, creative, communicative, collaborative, think critical & analytical, and capable of solving problems in life. Critical thinking skill is one of the most skills owned by students in the education 21st-century.   The knowledge transfer process by grouping can stimulate critical thinking

skills. By implementing the model, students absorb knowledge imparted more quickly, so the investigation process group could increase students' critical thinking skills.

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