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Differences between the Group Investigation (GI) Learning Model and TGT (Team Games Tournament) Learning Model On Creativity in Civics Learning Class X MAN Panyabungan

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ABSTRACT

This research has a problem formulation, namely whether there is a difference between the Group Investigation (GI) Learning Model and the TGT (Teams Games Tournament) Learning Model on Civics Learning Creativity of Class X MAN Panyabungan?. While the goal is to find out the difference between the group investigation (GI) learning model and the TGT (teams games tournament) learning model on Civics learning creativity of class X MAN Panyabungan. The type of research is comparative quantitative, The population in the study were all students of class X MAN Panyabungan consisting of 10 classes totaling 351 students. The sampling technique used was random sampling technique of 70 students, consisting of two classes: class X IIS 2 as many as 35 and class X MIA 6 as many as 35. Data collection used a questionnaire. The data analysis technique used the t-test polled variance formula. Based on the results of the analysis, the calculated t was 1.926 and the t table was 1.67 at an error level of 0.05. so it is known that thitung > ttabel (1.926>1.671) with a sample of 35 + 35– 2 = 68, then the degree of freedom (dk) is 68. It can be concluded that there is a difference between the Group Investigation (GI) learning model and the TGT (Teams Games Tournament) learning model on civics learning creativity in class X MAN Panyabungan.

Keywords: GI Learning Model, TGT and Learning Creativity

I. INTRODUCTION

Implementing the learning process requires a teacher to be astute and precise in selecting learning models and mastering the learning material. This way, students can determine their ability to find ideas to solve problems or issues within subject matter, including Civics. This also allows them to determine the extent to which students understand and master the material being taught.

AEducators are obligated to guide, direct, and develop students' potential to the fullest. This is certainly not an easy task for educators, as they must be able to guide students to facilitate the achievement of educational goals and success.

Learning models are an important element in students' success in achieving goals in the teaching and learning process. Therefore, choosing and using learning models is crucial., teachers must consider students, namely how far students are involved in the learning process for themselves.

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In this regard, a learning model is needed to increase students' creativity and learning outcomes and to be able to activate and changestudents' perspectives on the subject of PPKn. So that
A solution is urgently needed. The author considers it necessary to conduct research to improve students' understanding and creativity.

Subject teachers' efforts to enhance student creativity in civics are still minimal. Based on the author's observations at MANPanyabungan found that efforts to enhance student creativity have not been optimally implemented. Teachers are more focused on meeting the demands of the Civics curriculum and tend to be less effective in reflecting on the learning process and outcomes. Teachers still use traditional face-to-face learning models with lecture methods, thus demonstrating a lack of ability to expand learning models.

Students' learning creativity is still low, this can be seen when the teacher has finished explaining the material, where the students are still monotonous, meaning that students only focus on what is explained by the subject teacher, so that students tend to be passive, and very rarely ask questions about material that is not yet understood.

ModelGroup Investigation (GI) Learning It could be an alternative for teachers in delivering learning material to increase students' learning creativity. Group investigation is a small group activity designed to guide and encourage students in their learning. Involving small groups, students use cooperative inquiry, planning, and group discussion, then present their findings to the class. This model requires students to have strong communication and group process skills.

The group investigation learning model is seen as an active learning process, because students will learn more through the process of forming and creating work in groups and sharing knowledge and individual responsibility remains the key to student success.

Besides thatThe Teams Games Tournament (TGT) learning model can also be an alternative for teachers to enhance student learning creativity. The Teams Games Tournament (TGT) learning model involves forming small groups within a class consisting of heterogeneous students.

According to Hamdani, "TGT model cooperative learning is a type or model of cooperative learning that is easy to implement, involves the activities of all students without any differences in status, involves the role of students as peer tutors, and contains elements of games and reinforcement.

II. RESEARCH METHODS

This research was conducted at the State Islamic Senior High School (MAN) Panyabungan, located at Jalan Lintas Medan Padang Km 7 Panyabungan, Mandailing Natal Regency, North Sumatra Province. The type of research is comparative quantitative research, namely comparing the similarities and differences of two or more variables with the same object. The variables in this study are:

1. Variable X1 Group Investigation (GI) Learning Model
2. Variable X2, Teams Group Tournament (TGT) Learning Model
3. Variable Y, creativity in learning civics.

The population of this study was all students of class X MAN Panyabungan consisting of 10 classes totaling 351 students. The number of samples in this study was 70 students. The Random Sampling system (random sampling), then those selected as research samples were class X IIS 2 with 35 students and class X MIA 6 with 35 students.

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To obtain valid data and information, the author used a questionnaire as a data collection tool. A questionnaire is a data collection tool that uses multiple-choice questions to be filled in directly regarding the three variables mentioned above. The multiple-choice format allows for three alternative answers:

a.) Answer choice “a” (Yes) is given a value of 3.
b.) Answer choice “b” (Sometimes) is given a value of 2.
c.) Answer choice “c” (No) is given a value of 1

The formula used to test the hypothesis is the "t-test polled variance" formula. The result of the calculation is called the calculated t-value. The calculated t-value is consulted with the t-table value. To determine whether the hypothesis is accepted or not, a helper table is used with the provision that if the calculated t-value > t-table then the proposed hypothesis can be accepted, conversely if the calculated t-value < t-table then the proposed hypothesis is rejected.

III. RESULTS AND DISCUSSION

The formulation of the problem in this study is whether there is a difference between the Group Investigation (GI) Learning Model and the TGT (Teams Games Tournament) Learning Model on Civics Learning Creativity in Class X MAN Panyabungan? Meanwhile, the data collection tool is a multiple choice questionnaire which consists of three alternative answers: (1) Yes, (2) no, (3) sometimes. The questionnaire is used to obtain data on the three variables, namely the variablesX1 Group Investigation (GI) Learning Model Variable X2, Teams Group Tournament (TGT) Learning Model Variable Y, Civics learning creativity.

After collecting data on the three variables, namely the variablesX1 Group Investigation (GI) Learning Model Variable X2, Teams Group Tournament (TGT) Learning Model Variable Y, Civics learning creativity.The next step is to analyze the data to test the hypothesis which states: "There is a difference between the models Group Investigation (GI) Learning with the TGT (Teams Games Tournament) Learning Model on Civics Learning Creativity of Class X MAN Panyabungan. To test the hypothesis using the “t-test polled variance” formula. With the following criteria:

1. If t calculated is greater than t table, then Ha is accepted, and H0 is rejected.
2. If t calculated is smaller than t table, then H0 is accepted and Ha is rejected.

Before using the polled variance t-test formula, first find: the mean values of X1 and the mean value of X2, as well as the standard deviation of the square of the mean value of X1 and the standard deviation of the square of the mean value of X2. After the calculation is done, it can be seen that:

n2 = 35
$\overline{X_1}$= 52,729
$\overline{X_2}$= 50,629
$SD\ (S_1^2)$= 2.486
$SD\ (S_2^2)$ = 1.614

The average value of X1 is 52.79 while the standard deviation value of X1 is 2.486 and the average value of X2 is 50.69, the standard deviation value of X2 is 1.614.

Next, find the value of t:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

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$$t = \frac{52{,}729 - 50{,}629}{\sqrt{\frac{(35-1)2{,}486 + (35-1)1{,}614}{35+35-2}\left(\frac{1}{35}+\frac{1}{35}\right)}}$$

$$t = \frac{2{,}1}{\sqrt{\frac{(34)2{,}486+(34)1{,}614}{70-2}(0{,}29+0{,}029)}}$$

$$t = \frac{2{,}1}{\sqrt{\frac{84{,}524+54{,}876}{68}(0{,}58)}}$$

t = 1.926

From the calculation of t count of 1.926. If seen from the t table with a sample of 70 people with a confidence level of 0.05 is 1.671 with a sample of 35 + 35– 2 = 68, then the degree of freedom (dk) is 68. So 68 with a t count of 1.926 seen above shows t table 1.671 (1.926 > 1.671).

Next, the interpolation calculation is sought asfollowing:

i= x (d..f – lowest df).$\frac{r-t_{nilai}}{r-d.f}$

Description: i = Interpolation value
r - tvalue = range (difference) of values in the table from the two closest dk.
rd.f = range (difference) of the two nearest dk.
So :

$i = \frac{1{,}926}{1{,}671}$x (1.289)

i =1.152 x 1.289

i =1,485

So the difference in value from the t value is 1.485.

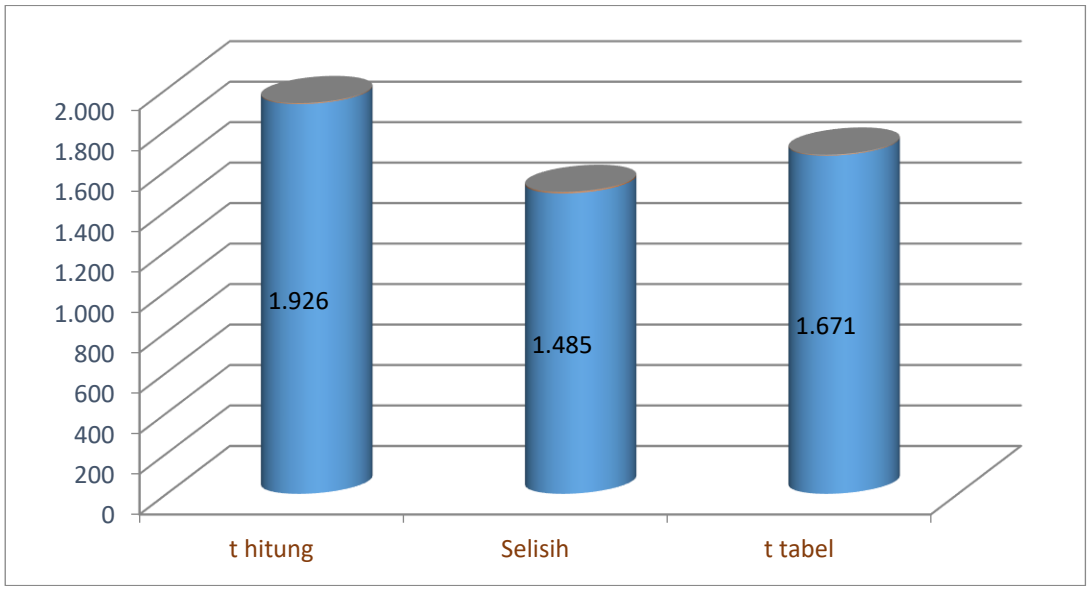

Figure 2.4 Diagram of the Difference between the calculated t-value and the t-table value

Based on the calculation of the t-test polled variance, if tcount> ttable then the correlation coefficient tested is accepted, otherwise if tcount < ttable then the correlation coefficient tested is rejected, based on this that tcount> ttable then the correlation coefficient tested is accepted, meaning the hypothesis can be accepted, because 1.926>1.671 where the hypothesis states that there is a "Difference in the Group Investigation (GI) Learning Model with the TGT (Teams Games Tournament) Learning Model on Civics Learning Creativity in Class X Man Panyabungan can be accepted.

IV. CONCLUSION

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Based on the results of data analysis, the t count result was 1.926, this result was then compared with the t table value of 1.671, at an error level of 0.05. So that the t count is greater than the t table (1.926 > 1.671). In accordance with the previously determined criteria; a hypothesis can be accepted if the t count is greater than the t table, then Ha is accepted, and H0 is rejected. And if the t count is smaller than the t table, if (t count < t table) then Ho is accepted and Ha is rejected. Based on these criteria, Ha can be accepted as true. That there is a difference between the models. Group Investigation (GI) Learning with the TGT (Teams Games Tournament) Learning Model on Civics Learning Creativity of Class X MAN Panyabungan. . While Ho states 'There is no difference between the learning models Group Investigation (GI) Learning with the TGT (Teams Games Tournament) Learning Model on Civics Learning Creativity of Class X MAN Panyabungan, rejected. Apart from that, if we look at the average value, the average value of the learning model is greater. Group Investigation (GI) Learning with the TGT (Teams Games Tournament) Learning Model.The average value of X1 is 52.729, while the standard deviation value of X1 is 2.486. and the average value of X2 is 50.629, the standard deviation value of X2 is 1.614. There is indeed a greater difference in the average value and standard deviation of Xi compared to X2. Based on the results and discussion and conclusions, the author provides suggestions to educators to improve their professionalism in carrying out their duties by increasing students' learning creativity through the use of learning models, including: Group Investigation (GI) Learning Model.

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