
Improving Critical Thinking Skills in Social Studies Learning Through Group Investigation Type Cooperative Learning Model in Grade IV Elementary School Students (Classroom Action Research at Kramat Pela 09 Elementary School, South Jakarta)

Rica Amelia Putri^{1(*)}, Mohamad Syarif Sumantri², Arifin Maksum³
^{1,2,3} Faculty of Education, University of Jakarta, Jakarta, Indonesia

Abstract

This research aims to obtain data regarding Improving Critical Thinking Abilities in Social Studies Learning through the Group Investigation Type Cooperative Learning Model for Class IV Elementary School Students. This research was carried out in class 4 of Elementary School Kramat Pela 09 in January 2025, using the Classroom Action Research method which consists of 2 cycles with 4 main activities, namely planning, action, observation and reflection. The research results showed that the percentage of students' critical thinking ability data acquisition in the first cycle was 68.2%. In cycle II there was an increase of 86.4%. Meanwhile, data for monitoring teacher actions in social studies learning through the group investigation type cooperative learning model in cycle I was 80% and experienced an increase in cycle II, namely 96%. Meanwhile, data for monitoring student actions in social studies learning through the group investigation type cooperative learning model in cycle I was 76% and increased in cycle II to 93.3%. From the research results, it can be concluded that through the group investigation type cooperative learning model, it can improve critical thinking skills in social studies learning for class IV students at Elementary School Kramat Pela 09, South Jakarta.

Keyword: *Critical Thinking Ability, Critical Thinking, Group Investigation*

(*) Corresponding Author: ricaamelia1603@gmail.com

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INTRODUCTION

In Indonesia, the education system follows the National Education System which aims to encourage the progress and development of the nation and face the challenges of the changing times. The vision and mission of the National Education System, stipulated in Law No. 20 of 2003 on National Education System, states that the education system should be a strong and authoritative social institution to empower all Indonesian citizens, so that they can develop into qualified individuals who are responsive to the changing times (Khunaifi & Matlani, 2018). In accordance with the objectives of National Education stated in Law No. 20 of 2003, the purpose of Education is to support students in developing the competencies they already have. One of the important competencies that students need to have is the ability to think critically. Supriyanto (2020) defines rational and critical thinking

as a form of learning behavior that is mainly related to problem solving because the purpose of this critical thinking is to achieve a deeper understanding.

Social Studies is a subject that examines various events, facts, concepts, and generalizations related to social issues. At the elementary school level, social studies studies humans in various aspects of life and their interactions in society. Therefore, social studies have an important role in developing students' knowledge, attitudes, and skills to be able to participate actively as members of society and good citizens (Tarihoran et al., 2021). In learning social studies in elementary schools, teachers often use the lecture method which causes boredom, makes students sleepy, and loses focus during the learning process. The results of the pre-study showed that only 4 out of 22 students scored high on the critical thinking skills description test. Students who have high scores tend to be more active in asking questions, giving suggestions and being able to develop their thinking power and be confident in the answers and results of their personal thoughts or ideas, while students with low scores often find it difficult to express their answers or ideas and are not confident in their personal answers, so the answers given tend to be short and copy other friends' answers. This condition shows that most students still need improvement in their critical thinking skills to be able to interact and be confident in developing ideas and critical thinking skills.

The cooperative learning model, or Cooperative Learning, is a method of learning that is designed to develop academic as well as social skills, such as critical thinking. In this approach, students work in small groups to achieve the same goal (Cahyadi et al., 2024). Group Investigation is one of the cooperative learning models that is simple and has scientific steps, so it can have a positive impact on learning. Kumbaraningtyas (2019) states that the Group Investigation learning model is an innovation that aims to encourage student involvement in the learning process. This model optimizes students' critical thinking skills through structured group or team work, so that students can empower, hone, test, and develop their thinking skills in a sustainable manner. The Cooperative Learning Group Investigation model encourages students to be more active in discovering the learning process and build their knowledge through scientific steps together as a group. By using this model, students will be more active in finding information related to the material they are learning (Danaryanti & Lestari, 2018).

METHODS

Based on the purpose of the research and its implementation in the classroom, the researcher applied the Classroom Action Research method. Data analysis was obtained from the results of class action research conducted by researchers in class IV-C ELEMENTARY SCHOOL Kramat Pela 09 with 22 students. Based on the above model, the implementation of this research began with orientation, planning, action, observation, and reflection, known as cycle, hereafter, Cycle II was determined based on the results of the reflection from Cycle I, where the initial planning and problem solving were improved. This process continues until there is an increase in students' critical thinking skills. Data collection techniques used in this study include observation, descriptive tests, documentation, and field notes.

Data regarding students' critical thinking skills were obtained from individual tests consisting of 8 essay questions. This data is considered complete if students score more than 75 and reach a success percentage of 75%. The data obtained were analyzed using qualitative data techniques of Miles and Huberman's interactive model, which includes three stages, namely data reduction, data presentation, and conclusion drawing/verification. Data validity checking techniques to test the trustworthiness and validity of observational process

data obtained from research by means of researchers triangulating with the aim of obtaining valid and reliable results, as well as data sources and the opinions of class teachers or people who are considered experts. The results of this triangulation will be a benchmark for the success of researchers in providing action. If the research results do not reach the target, this will be a reference for researchers to improve in the next cycle until they reach the success target.

RESULTS & DISCUSSION

Result

The results of data analysis conducted by researchers on observation data from cycle I to cycle II showed the progress of improving critical thinking skills in social studies learning through cooperative learning model type group investigation showed positive results. Based on the interpretation of the data, it can be concluded that the critical thinking skills of students in learning social studies can be improved by using cooperative learning model type group investigation. Presentation of interpretation can be described through the following chart:

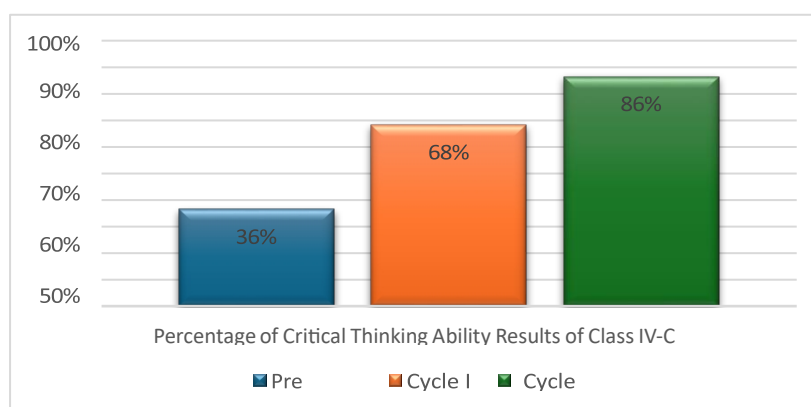


Figure 1. Improvement in critical thinking ability.

Furthermore, the results of monitoring the action of teacher activity and student activity through *cooperative learning model type group investigation* in learning social studies obtained improved results. In the cycle I obtained the percentage of observation results of teacher activity actions at the 1st meeting of 70%, the 2nd meeting of 80%, the 3rd meeting of 90%. As for the results of the percentage of student activity actions at the 1st meeting of 70%, the 2nd meeting of 80%, and the 3rd meeting of 80%. These results have not yet reached the target of the success of the research determined by a percentage of 80%, therefore the research actions of cycle II stage were carried out again.

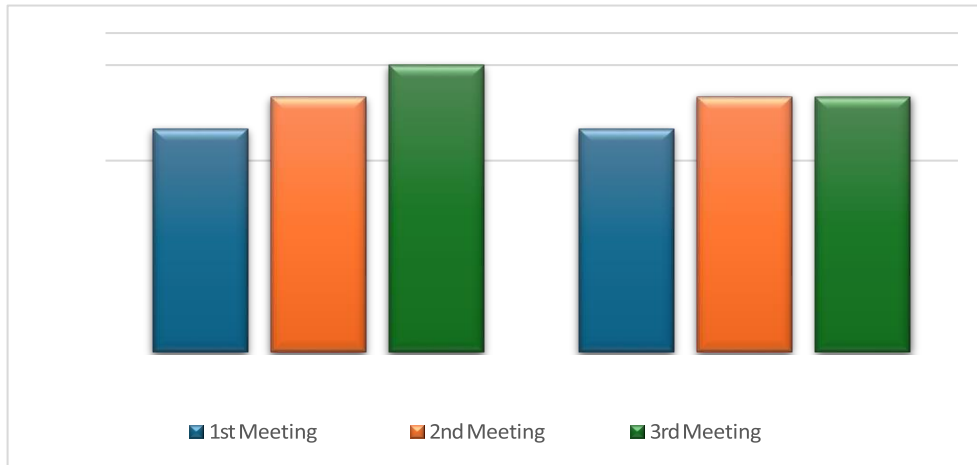


Figure 2. Teacher and Student Activity Action Monitoring Scores in Cycle I

The observation results obtained in cycle II obtained the percentage of observations of teacher activity actions at the 1st meeting of 90%, 2nd meeting of 100%, 3rd meeting of 100%. As for the percentage results of student activity actions at the 1st meeting of 90%, the 2nd meeting of 90%, and the 3rd meeting of 100%. The observation results in cycle II showed that students' critical thinking skills had reached the targeted success standard, with a percentage of 90% or equivalent to 18 students out of 22 students. Therefore, the implementation of corrective actions is considered quite effective, and no further action is needed.

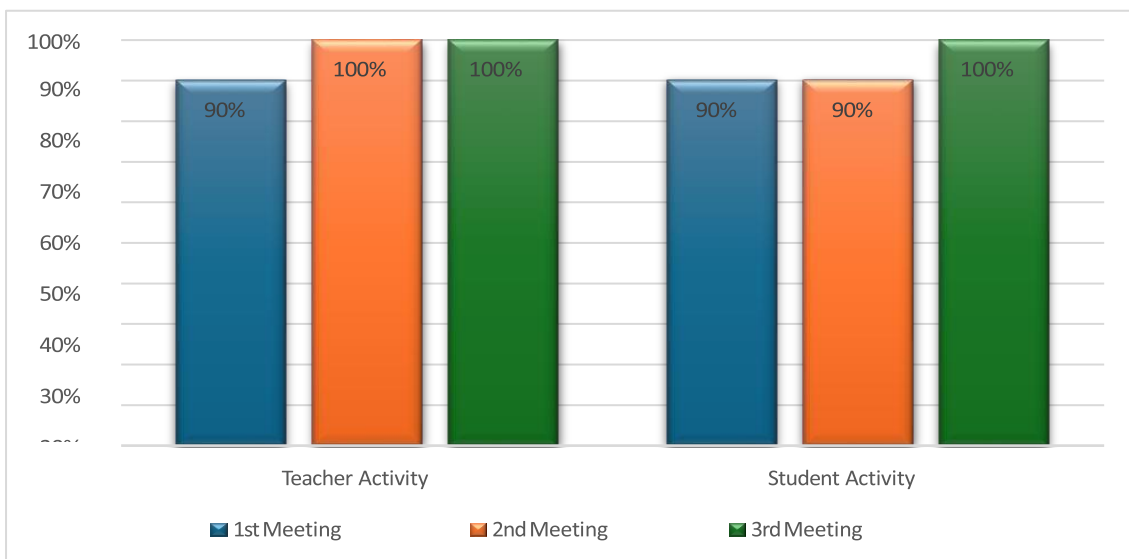


Figure 3. Teacher and Student Activity Action Monitoring Scores in Cycle II

DISCUSSION

Data analysis from this class action research shows an increase in students' critical thinking skills in learning social studies about natural appearances and through the cooperative learning model of group investigation type from cycle I to cycle II. The increase indicates that the cooperative learning model of group investigation type is effective in improving students' critical thinking skills and can make learning activities more interesting and improve the learning process related to teacher and student activities. This is in line with the theory of constructivism (Vygotsky) that social interaction and dialogue with peers are very important in the development of critical thinking, which is in accordance with the group investigation model that prioritizes group discussions. In the investigation process, students collect information based on their knowledge and experience, which is then analyzed and tested to make sure it is in accordance with the facts and data. At the stage of developing and presenting the work, students compile a report on the results of the investigation in the form of LKPD and present it in front of all students in the class, so they are also trained to increase self-confidence. While at the stage of analyzing and evaluating the problem-solving process, students assess whether the chosen solution can be used as an alternative or not.

Social studies learning applied through the cooperative learning model of group investigation type requires students to solve problems by working together in groups through discussion activities, as well as being active during the learning process. This allows students to exchange ideas and information they must find a solution to the problem at hand. In group investigation type cooperative learning model, students are required to be actively involved and utilize their cognitive abilities to recognize, analyze, and solve various problems. The role of the teacher in this model is as a facilitator, who directs and accompanies student activities so that the learning process runs smoothly and learning objectives are achieved. Bruner suggests that the teacher's role is as a facilitator who helps students in the process of discovery and exploration of knowledge, not just as a provider of information.

From the data description in cycle I, students' critical thinking skills in learning social studies through the cooperative learning model of group investigation type showed a percentage of 68.2%, or equivalent to 15 students who managed to get a score of 75. While monitoring teacher activities showed an average of 80%, and monitoring student activities had an average of 76%. This shows that cycle II action is needed, because students' critical thinking skills have not reached the planned standard. In the description of cycle II, there was an improvement in the quality of learning actions using the cooperative learning model of group investigation type in social studies learning in class IV-C, which affected the improvement of students' critical thinking skills. In cycle II, students were able to identify, analyze, draw conclusions, and evaluate logically, with the results of 86.4% or equivalent to 19 students who obtained a score of 75. Meanwhile, monitoring of teacher activities showed an average of 96.3%, and monitoring of student activities reached an average of 93.3%. Relevant research on efforts to improve critical thinking skills through the cooperative learning model of group investigation type was conducted by Ellie Susanti et al. (2019) with the title "Application of Group Investigation (Gi) Model to Improve Students' Critical Thinking Skills in High Grades". The results of pre-cycle research on students' critical thinking skills obtained 17% classical completeness. In cycle I, it showed an increase in critical thinking skills to 40% classical completeness.

Cycle II showed an increase in critical thinking skills to get 83% classical completeness. Research conducted by Indani Damayanti et al. (2022) with the title "Improving Critical Thinking Ability Through Cooperative Learning Model Type Group Investigation on Social Studies Subjects in Elementary Schools". The results showed an increase in critical thinking skills. This is evidenced by the average percentage of students in cycle I action which is 69. Teacher activity according to the steps of this method reached 67.5% and student activity reached 65%. Experienced an increase in the second cycle to 88% teacher activity according to the steps of this method reached 90% and student activity reached 87.5%. Furthermore, research conducted by Fitriani and Novianti in 2024 with the title "Improving Students' Critical Thinking Skills in Civics Content Using Problem Based Learning Models, Group Investigation and Snowball Throwing Class V Elementary School Semangat Dalam 1 Barito Kuala" The results showed that critical thinking skills at meeting 1 obtained a percentage of 45%, meeting 2 obtained a percentage of 74%, meeting 3 obtained a percentage of 84% and meeting 4 obtained a percentage of 93%. Based on the results obtained and relevant research, it can be concluded that through the Group Investigation (GI) model can improve students' critical thinking skills.

Based on this description, it proves that the improvement of critical thinking skills in social studies learning by using the cooperative learning model type group investigation in class IV-C Elementary School Kramat Pela 09 Kebayoran Baru, South Jakarta is successful. Teacher activities and student activities are also more meaningful because of the establishment of more communication between teachers and students. Students are more able to think and work together in their groups, so that learning objectives can be achieved and learning becomes more meaningful.

CONCLUSION

Based on the results of the class action research, it can be concluded that the application of the cooperative learning model in this study succeeded in improving critical thinking skills in social studies learning for students in class 4C Elementary School Kramat Pela 09, especially on the material of natural appearances. This can be seen from the results in the first cycle, where students' critical thinking skills through the cooperative learning model type group investigation reached 68.2%, with 15 students getting a score ≥ 75 . Therefore, it was decided to continue to the next cycle. In the second cycle, the result increased to 86.4%, with 19 students scoring ≥ 75 . Furthermore, the results of monitoring teacher actions and student activities after the application of the group investigation model in cycle I learning showed an average of 80% for teacher actions and 76% for student activities. In cycle II, the monitoring results increased with an average of 96.3% for teacher actions and 93.3% for student activities.

Based on the explanation that has been conveyed, it can be concluded that critical thinking skills in social studies learning through cooperative learning model of group investigation type for students of class IV-C Elementary School Kramat Pela 09 has increased. This can be seen because during the learning process, students can discuss with their group members to solve problems, analyze the problems given, and find solutions to these problems. In addition, students can also present the results of their discussions in front of the class, are actively involved in learning, and show critical thinking skills in answering questions given by the teacher.

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