



Efforts to increase participation and learning outcomes in IPS learning through cooperative learning approach group investigation model in class IX B students of SMP Negeri 2 Airmadidi

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Abstract

The purpose of this study was to find out how to increase motivation and learning outcomes in social studies learning model group studies for class IX B SMP Negeri 2 Airmadidi. This research is a Classroom Action Research, with the Kemmis and Taggart models carried out in two cycles, each cycle having two meetings and at the end of each cycle an assessment is carried out to determine whether there is an increase in student participation in social studies learning and mastery of social studies material. The action given is in the form of a Group Study model as an effort to improve social studies learning and increase participation and social studies learning outcomes. The results of data analysis show that learning the group study model can increase student activity. Students have the courage to ask questions, communicate, answer questions from teachers, friends or other groups and dare to defend their opinions when discussing. Increased participation and social studies learning outcomes can be seen from the acquisition of student scores before the action was given, which was an average of 71.25, to 74.84 in the first cycle. The achievement of material mastery before the action was taken was 21 students (58.33%), increased to 25 students (64.44%) in the first cycle. In the second cycle the average score increased to 80.66 and students who had achieved completeness 31 students (86.11%) in the final test of the cycle the average score of students became 82.22 students who had achieved completeness 33 students (91.67 %). The Group Study learning model is able to increase student learning participation in class IX B at SMP Negeri 2 Airmadidi, because learning with the Group Study model can create an active, innovative, creative and fun learning atmosphere.

Keywords: participation, social studies learning, group investigation model

Introduction

Education plays an important role to ensure the survival of the nation and state. Therefore, education is a vehicle to improve and develop the quality of human resources. Renewal for the sake of renewal is always strived for so that education can really make a significant contribution in the effort to alleviate the life of the nation as has been mandated by the founders of the Republic of Indonesia as outlined in the Preamble to the 1945 Constitution.

According to the Big Indonesian Dictionary, an educator means a person who educates (<http://centrallanguage.diknas.go.id/kbbi/index.php>), while a teacher means a person whose job (livelihood, profession) teaches (<http://centerlanguage.diknas.go.id/kbbi/index.php>). Academically, educators are educational staff who are appointed and dedicated to supporting the implementation of education. In other words, educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes and conducting guidance and training. This makes the teacher has a function as an organizer, creator, motivator, and facilitator that affects the success of the learning process in the classroom. Creativity in choosing approaches and learning models as well as learning media that are in accordance with the material to be delivered, especially in Social Sciences (IPS) subjects are needed to improve the quality of education.

Social Sciences (IPS) as one of the subjects that must be mastered by junior high school students in accordance with the K13 curriculum cannot be separated from the importance of creativity in the learning process. The creative learning process helps students understand

geosphere phenomena involving natural phenomena, social phenomena, locations, and so on which are very useful for life. The problems faced in social studies learning at SMP Negeri 2 Airmadidi include: currently the method used in social studies learning is dominated by lectures so that it does not involve student activity in the learning process (passive students). Social Studies is a subject that is considered difficult, it is proven that the social studies learning outcomes obtained by students are still low, namely the highest score is 85 and the lowest is 55 so that the average IPS score is 71.25. For North Minahasa Regency, the minimum completeness criteria is 75, so the KKM has not been achieved.

The scope of social studies material is very broad and rote in nature, social studies textbooks are only limited to borrowing from schools and social studies lessons are carried out more often during the day so that learning concentration has decreased. This shows that the learning process in the classroom has not met the criteria for good learning. Therefore, educators are expected to be able to create an interesting Social Sciences (IPS) learning atmosphere and can increase students' motivation and learning outcomes. One effort that can be done is to choose a learning model that provides the widest opportunity for students to develop according to the wishes and abilities of students, in this case, variations in the use of small groups are needed.

One of the learning models that can be applied is the Cooperative Learning Approach, the Group Study Learning model. This group study model was chosen because it is rarely used by teachers, including researchers, and most

teachers use discussion and lecture models. It is hoped that by using the Group Study model, teachers will be creative in delivering social studies learning. This learning model aims to make students more interested in learning and the material delivered is more easily embedded in students' memories, so that student learning achievement is expected to increase.

Seeing the reality, Classroom Action Research (CAR) with the title: Efforts to increase participation and learning outcomes in IPS learning through cooperative learning approach group investigation model in class IX students brmadi negeri 2 AIRS is very interesting to do. With this research, learning Social Sciences (IPS) is expected to increase student participation and learning outcomes as expected.

Research methods

A. Research Design

This research is a classroom action research conducted collaboratively and participatively. This means that researchers do not conduct research on their own but collaborate or collaborate with social studies teachers for class IX at SMP Negeri 2 Airmadidi. Classroom action research is an examination of learning activities in the form of an action, which is intentionally raised and occurs in a class together (Arikunto Suharsimi, 2006: 2).

Research Object

The object of this research is class IX B students of SMP Negeri 2 Airmadidi with 36 students. The selection of this class was based on observations which showed that the atmosphere of class IX B was not conducive, every teacher who taught in the class complained about the difficulty of students concentrating on the learning process. In addition, the average value of Social Sciences (IPS) for this class is lower (71.25) compared to other classes in parallel (72.85). The total number of students at SMP Negeri 2 Airmadidi is 216 which is divided into six classes.

C. Location and Time of Research

The location of this research is SMP Negeri 2 Airmadidi which is located on Jl. Arnold Mononutu, Airmadidi Atas Village, Airmadidi District, North Minahasa Regency, North Sulawesi Province and the time the research was carried out was between July-September 2019.

D. Research Design

This study uses the Kemmis and Mc. Taggart's planned model consists of two cycles, and each cycle uses four action components in an interrelated spiral. However, if the target has not been achieved, the next cycle will be carried out.

These components include planning (planning), action (acting), observation (observing), reflection (reflecting).

1. Cycle I

a. Planning

It is planned that each cycle of two meetings. The action plans in this research are:

1. Planning the implementation of the Group Study model which includes six steps, namely:
 - a. Identify topics and organize students into groups
 - b. Planning assignments to be studied
 - c. Carrying out Investigation
 - d. Prepare final report

e. Presenting the final report

f. Evaluation

2. Make a Learning Implementation Plan (RPP) about the material to be taught according to the method to be used. This lesson plan is useful as a guide for teachers in carrying out learning activities in the classroom.

3. Develop and prepare observation sheets regarding student participation.

4. Prepare a questionnaire for students, to make it easier for researchers to find out how students' motivation towards learning activities

5. Prepare media and equipment in learning methods and student learning resources.

6. Prepare discussion materials and papers for students

7. Prepare test questions for students, namely tests that will be given at the end of learning and tests at the end of the cycle

b. Action execution

This action is carried out using the planning guidelines that have been made and in its implementation are flexible and open to changes. During the learning process, the teacher teaches students using the lesson plans that have been made. While the researcher as a teacher is assisted by a collaborator to observe student participation during the learning process in class

c. Observation

Observations were made during the learning process using the observation sheet that had been made. Observations were made to see firsthand how the participation and motivation of students during the learning process. The teacher evaluates their activities by giving questionnaires to students and assessing them with tests.

d. Reflection

The data obtained on the observation sheet were analyzed, then reflection was done. The implementation of the reflection is in the form of a discussion between the researcher and the social studies teacher concerned. The discussion aims to evaluate the results of the actions that have been taken, namely by evaluating the processes that occur, problems that arise, and all matters relating to the actions taken. The next step is to find a way out of the problems that may arise so that an improvement plan can be made in cycle II

2. Cycle II

a. Action plan

The action plan carried out in cycle II pays attention to reflections in cycle I. Preparations in cycle II include:

1. Make a Learning Implementation Plan (RPP)
2. Prepare the observation sheet
3. Prepare questionnaire sheets
4. Prepare learning media facilities
5. Prepare discussion materials, papers
6. Prepare test questions

b. Action execution

The implementation of the actions in the second cycle is essentially the same as the first cycle, namely the teacher teaches students using the lesson plans that have been made. In cycle II the members in each group are still the same as in cycle I.

c. Observation

Observations were made by researchers assisted by other observers with observation guidelines. The observation sheet used is the same as the observation sheet in cycle I. After that, the teacher evaluates his activities by giving questionnaires to students

d. Reflection

The reflection carried out in the second cycle is used to distinguish the results of the first cycle from the second cycle, whether there is an increase in student participation and learning outcomes or not. If there is no improvement, then the cycle can be repeated again

E. Data Collection Method

Sources of data are collaborating teachers, students, and subject teachers as researchers. The method of data observation is carried out by observing with collaborating teachers who are focused on the process of implementing learning. The data obtained are in the form of collaborative observations, researchers and interviews with several students which include participation, cooperation, and attention and student performance. To find out student learning outcomes, a written test is carried out.

F. Research Instruments

The instruments used in this research are:

1. Observation Sheet

This observation sheet is used to record student behavior, events and student activities during the learning process through learning the Group Study model.

2. Questionnaire

The questionnaire contains questions that will be asked to students to determine students' appreciation and attention to the learning process that takes place through the Cohesive Study model.

3. Tests and Worksheets

The test is carried out at the end of each cycle, this is intended to find out how much the increase in Science learning outcomes is

Social Knowledge (IPS) for class IX B students at SMP Negeri 2 Airmadidi after learning by using the Group Study model. While the worksheet is a tool as well as a medium.

G. Data Analysis Techniques

1. Analysis of Observational Data

Observation data was obtained from the number of participating students divided by the total number of students, then percentage.

Number of students participating x 100%

Total number of students

The range of values and the assessment criteria used are as follows.

Less: 70

Enough: 71-80

Good: 81-90

Very Good: 91-100

2. Analysis of Questionnaire Data

Questionnaire data was obtained from the number of students who answered yes or no divided by the total number of students, then presented.

Number of students yes/no x100%

Total number of students

3. Analysis of Test Results

In the form of student worksheets and end-of-cycle tests. If the test results in cycle I and cycle II have increased, it can be assumed that the Group Study model in learning can increase learning participation and mastery of social studies material.

H. Success Indicator

Indicators of success in this study are shown by:

1. Increased student participation in the learning process which can be seen from the increase in the average obtained from the percentage (%) of student participation during the learning process.
2. The increase in learning outcomes achieved after the implementation of learning as the value of the Minimum Completeness Criteria (KKM) is 75. If students who score according to the Minimum Completeness Criteria (KKM) of 75 and above reach 85%, then the use of the Group Study model in social studies learning can improve learning outcomes student.

Results and Discussion

Discusses data analysis, and discusses research results with the application of the Group Study model in social studies learning. This data was obtained from class IX B of SMP Negeri 2 Airmadidi with basic competencies in identifying the characteristics of developed and developing countries.

From the results of these activities, the results of research regarding the learning process with the Group Study model are as follows.

A. Research Results

Research Data Analysis in Cycle II

a. Meeting I

1. Action planning

- a. Competency Standards: Understanding the development conditions of countries in the world.
- b. Basic Competence: Identifying the Characteristics of Developed Countries and Developing Countries Indicator
 1. Identify the characteristics of developed countries, namely the United States.
 2. Identify the characteristics of developed countries, namely Japan.

2. Action Implementation

- a. Ten minutes are used to motivate students' readiness to learn, check student attendance, and ask questions taken from the material from the previous meeting.
- b. Ten minutes are used by the teacher to guide students to open the world atlas and observe the United States and Japan. Then, the teacher identifies the topic and the students propose a number of topics.
- c. Five minutes, the teacher gives an explanation of how the cooperative learning model of Group Study works.
- d. Twenty five minutes, the teacher divides the worksheets and conditions the students to work in groups.
- e. Fifteen minutes, the teacher calls the group discussing the United States of America to present their work then

the other groups give their responses. This action was followed by the group discussing the country of Japan coming forward to present the results of their work and the other groups giving their responses. When finished, the teacher gives awards to the groups who successfully present their work properly and correctly.

- f. Fifteen minutes are used by the teacher collaborating with students to evaluate and draw conclusions. Next, the teacher gave a questionnaire to the students.

a. Meeting II

1. Action Planning

- a. Competency Standards: Understanding the Development Conditions of Countries in the World.
- b. Basic Competence: Identifying the Characteristics of Developed Countries and Developing Countries. Indicator
 - 1. Identify the characteristics of developing countries, namely India.
 - 2. Identify the characteristics of developing countries, namely Egypt.

2. Action Implementation

- a. Ten minutes are used to motivate student learning readiness, check student attendance, and ask questions taken from the material from the previous meeting.
- b. Ten minutes are used by the teacher to guide students to open the world atlas and observe the countries of India and Egypt. Then, the teacher identifies the topic and the students propose a number of topics.
- c. Twenty minutes, the teacher distributes papers, student worksheets, and conditions students to work in groups according to their groups.
- d. Fifteen minutes, the teacher calls a group that discusses India to present their work with the Group Study model then other groups give their responses. The presentation was continued by the group discussing the state of Egypt, which then the other groups gave their responses. When finished, the teacher gives awards to the groups who successfully present their work properly and correctly.
- e. Five minutes are used to evaluate and draw

conclusions.

- f. Twenty minutes the teacher gives evaluation questions to students to be done individually.

b. Observation Results in Cycle II

Researchers made observations as long as students participated in learning activities in cycle II. Observations were carried out starting from preliminary activities, core activities, to closing. The learning process in the second cycle of the first meeting was attended by 36 students.

Student activities have shown progress. Students have taken an active role in learning because the Group Study model has been carried out in three meetings. At this meeting, there were students who dared to answer questions asked by the teacher spontaneously without having to be appointed in advance, although there were still some students who had to be appointed to answer questions.

At this meeting, there were already students who asked questions. However, there are still students who have not paid attention because they are chatting with their friends during the lesson so that the classroom atmosphere is sometimes still a bit crowded. With the guidance of the teacher, students can carry out learning activities using the Group Study method even though there are still some who are not yet active. However, the learning activities of the first cycle of cycle II were successfully carried out until the meeting ended in a conducive manner.

The results of the observation of student participation at the first meeting of the second cycle can be seen in the following table.

The completeness of the learning test results using the Group Study model of cycle II showed an increase when compared to the results of the first cycle of tests. Table 20 shows that of the 36 students, who still did not complete the social studies subject with a score of less than the minimum completion limit (KKM) of 75 as many as 5 students (13.89) while those who completed with a score of more than 75 were 31 students (86, 11).

After analyzing the data on learning outcomes in cycle II, the next step is to observe the comparison of student participation and the average value between cycle I and cycle II.

Table 1: Comparison of Participation in Cycle I and Cycle II

No.	Aspects Observed	Cycle I				Cycle II			
		Meeting I		Meeting II		Meeting I		Meeting II	
		f	%	f	%	f	%	f	%
1.	Pay attention to the teacher	31	86.11	33	91.67	34	94.44	34	94.44
2.	Student activity	24	66.67	27	75.00	30	83.33	33	91.67
3.	Students' ability to express opinions	12	33.33	15	41.67	19	52.77	22	61.11
4.	Ability to solve problems	10	27.78	13	36.11	21	58.33	25	69.44
5.	Student cooperation in groups	30	83.33	32	88.89	33	91.67	36	100.00
6.	The fluency of students in answering questions	3	8.33	5	13.89	10	27.78	15	41.67
7.	. Presenting the results of the investigation	10	27.78	15	41.67	20	55.56	32	88.89
8.	Making conclusions	17	47.72	20	55.56	30	83.33	34	94.44

Table 2: Comparison of the Frequency Distribution of Test Results in Cycles I and II

Cycle I			Cycle II		
Nilai (x)	F	F %	Nilai (x)	F	F %
71 - 75	12	33.33	71 - 75	2	5.56
76 - 80	10	27.78	76 - 80	13	36.11
81 -85	2	5.56	81 - 85	8	22.22
86 - 90	1	2.78	86 - 90	9	25.00

From Table 2, the results of the comparison of learning evaluations in the second cycle have increased, the lowest

value obtained is 70 and the highest value is 92 so that the average value has increased by 5.82.

Table 3: Comparison of Student Learning Completeness Cycle I and Cycle II

No.	Learning Completeness	Category	Cycle I		Cycle II	
			F	%	F	%
1.	>75	Complete	25	69.44	31	86.11
2.	<75	Not finished yet	11	30.56	5	13.89

Discussion

To be able to carry out social studies learning well and achieve optimal results, the cooperative learning approach of the Group Study model can be applied. This model provides opportunities and flexibility for students to be actively involved in learning activities by identifying topics, expressing opinions through discussions with friends and teachers, and why this topic is investigated. Students discuss each other's opinion, solve problems, clarify all ideas,

present their work in front of the class, provide feedback or defend their opinions, and answer questions from other groups. The Group Study Model can increase students' desire to learn something because they are really interested in the material. Thus, student achievement in social studies learning has increased. This increase can be seen from the implementation of learning and student test results starting from cycle I to cycle II which shows an increase in a better direction.

Table 4: Recapitulation of the Range of Values and Criteria for Cycle I, II, and End of Cycle Test Results

No.	Criteria	Cycle I		Cycle II		Akhir Siklus	
		F	%	F	%	F	%
1.	Less (≤ 70)	4	11.11	3	8.33	0	0
2.	Enough (71-80)	29	80.56	15	41.67	5	1.89
3.	Good (81-90)	3	8.33	17	47.22	26	72.22
4.	Very good (91-100)	0	0	1	2.78	5	13.89
Total		36	100	36	100	36	100

Based on Table 4, it shows an increase starting from cycle I, cycle II to the end of the cycle. For the poor category (≤ 70) in the first cycle there were 11.11%, the second cycle and the end of the cycle did not exist (0). The sufficient category (71-80) in the first cycle was 80.56%, the second cycle decreased to 50.00% and at the end of the cycle it fell again to 13.89%. Good category (81-90) in the first cycle 8.33%. Cycle II increased to 47.22% and at the end of cycle I and cycle II increased to 72.22%.

The average value of cycle I, cycle II and the end of the cycle has increased quite well. In the first cycle the average value was 74.84, the second cycle the average value became 80.66% and at the end of the first cycle and second cycle the average value increased to 82.22.

Table 5: Completeness Recapitulation of Student Learning Outcomes Cycle I, II, and End of Cycle

No.	Criteria Completeness	Category	Cycle I		Cycle II		End of Cycle	
			F	%	F	%	F	%
1.	≥ 75	Completed	25	69,44	31	86,11	34	91,67
2.	≤ 75	Not yet completed	11	30,56	5	13,89	3	8,33

Based on Table 5, the number of students who achieved above learning mastery (≥ 75) has increased. In the first cycle, 25 students (69.44%), the second cycle reached 31 students (86.11%), and at the end of the first cycle and the second cycle increased to 34 students (91.67%). Meanwhile, those that have not been completed (≤ 75) have decreased. In the first cycle which has not been completed as many as 11 students (30.56%), the second cycle decreased to 5 students (13.89%) and at the end of the first cycle and second cycle it fell again to 3 students (8.33%).

From the table above, it is evident that the Group Study model can improve the mastery of social studies material.

This can be seen from the implementation of learning and student test results starting from cycle I, cycle II, until the end of the cycle which shows a fairly good improvement. The assessment criteria have also improved. The average value in the first cycle is 74.84. The average value of the second cycle is 80.66. and the average value at the end of the cycle has increased to 82.22.

The number of students who reached the minimum completion limit (75) before the action was 21 students (58.33%). In the first cycle, students who reached the minimum completion limit were 25 students (69.44%). In the second cycle, students who reached the minimum completion limit increased to 31 students (86.11%). And, at the end of cycles I and II, students who reached the minimum completion limit increased again to 33 students (91.67%).

Until the end of the cycle, there are still 3 students who have not been able to reach the minimum completion limit. However, the research was not continued to cycle III due to limited time. The 3 students were only given special treatment, namely the provision of remedial until they could reach the minimum completion limit.

The explanation of improving the results of this learning process is as follows. In the first cycle of the first meeting, the first time students took part in learning with the Group Study model. It can be seen if students seem a bit awkward to identify topics, express opinions, solve problems, clarify their work, answer questions from other groups, and refute other opinions when presenting their work in front of the class. This causes students to be less understanding of the material being discussed. At the second meeting, students began to appear more courageous in asking and answering questions so that the learning atmosphere became more lively. Students are also better able to absorb the subject matter which leads to an increase in their test results.

In cycle II, the atmosphere seemed more conducive so that

learning took place better. This is because students have understood the task. At the end of cycle II, it was proven that their results had improved even more. Students also have more mastery of the material because they read more. Discussions conducted by students also added to their mastery of the material.

An important point in learning this Group Study model is that it provides a very wide opportunity for all students to express their opinions and solve problems on all matters related to the subject matter. Thus, students can be helped to grow self-confidence, courage to speak in front of the class, and can eliminate feelings of anxiety.

In accordance with the research objectives formulated in Chapter I, one of which is an effort to increase students' motivation and learning outcomes in social studies learning, this research has succeeded in trying to do so by socializing the learning method of the Group Study model. By using the Group Study model, teachers have various choices of methods. that can be applied to social studies learning.

The Group Study Model is effective in increasing students' interest in the learning process. This research shows that it is not only students' activities that increase, but also their learning achievement. The increase in these activities has an impact on the growth of students' social skills and emotional abilities. This fact is indicated by the ability of students to answer questions from teachers, friends or other groups who dare to defend their opinions when discussing and presenting their work, having a sense of responsibility to themselves and their groups. Dare to express opinions when there is a discussion. All students are involved in efforts to get appreciation from the teacher and from other friends. From this it can be seen that the level of student satisfaction with the application of the Group Study model is very high. Disappointment was also seen in some students. However, this disappointment is in a good sense. Students feel disappointed because they have not managed to collect the highest score. This causes them to feel challenged and try even harder to get the highest score.

Conclusion

Based on the discussion that has been carried out, the following conclusions can be drawn.

1. The learning method of the Group Investigation model can foster students' enthusiasm for learning so that the learning atmosphere becomes more fun, students are more active, and do not get bored quickly in following the learning process in each cycle. This can be seen from the increase in student activities such as discussions between students and students with teachers. Likewise, student activities in groups, such as expressing opinions and asking questions to other groups and teachers, daring to present the results of group work, and responding to questions from friends or other groups. In the second cycle, student activities are increasing and the learning process is getting better.
2. The application of learning with the Group Study model can increase motivation and outcomes in social studies learning at SMP Negeri 2 Airmadidi. The data proves an increase in the percentage of learning participation and student learning outcomes at the end of each cycle. Student achievement in social studies subjects are as follows. The average value in the first cycle was 74.81, in the second cycle 80.67, and the average value at the end of the cycle was 82.77. The same thing also

happened to the increase in the number of students who reached the minimum level of completeness (> 75). Before the action, 12 students (33.33%) reached the minimum level of completeness, the first cycle was 25 students (69.44%), and the second cycle was 31 students (86.11%). At the end of cycles I and II, there was an increase to 34 students (94.44%) who reached the minimum level of completeness. Two students have not reached the minimum level of completeness and the research was not continued to cycle III due to time constraints. The two students are only given remedial until they can achieve minimum completeness.

3. The application of the Group Study model which is varied with other methods, such as lectures and questions and answers, can overcome students who pay less attention to lessons and are less able to understand the material presented using the lecture method only.

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