

Effects of Cooperative Learning Model Type of Investigation Group (Group Investigation) Student Learning Outcomes of the Course Introduction to Accounting

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Abstract: This study aims to improve student results in the first half of the course Pengantar Akuntansi Prodi Economic Education academic year 2018/2019 to implement cooperative learning model of Group Investigation (GI). This type of research is true experimental design with posttest design only control design, the population used are all students of the first semester Economics Education Program 2018/2019 school year. This study took two classes as samples taken using cluster random sampling technique that is class B with the number of 35 students as control class and C class numbered 35 students as a class eksperimen. The study was carried out as many as four meetings. The first meeting until the third were given treatment that is experimental class with group investigation methods and classroom control by conventional methods. At the fourth meeting, the two classes are conducted posttest to determine student results in learning introductory accounting after being treated. The collection of data is done using an instrument such as test results of student learning in teaching introductory accounting. The data obtained from the test are used to test the research hypothesis by using t-test. From the analysis results obtained $t = 4.083$ and $\alpha = 0.05$ was obtained table = 2.032, which means $t > t$ table is $4.083 > 2.032$. This shows that H_a received means that there are significant group investigation model of the learning outcomes of students in introductory accounting courses. 032 which means $t > t$ table is $4.083 > 2.032$. This shows that H_a received means that there are significant group investigation model of the learning outcomes of students in introductory accounting courses. 032 which means $t > t$ table is $4.083 > 2.032$. This shows that H_a received means that there are significant group investigation model of the learning outcomes of students in introductory accounting courses.

1 INTRODUCTION

During this lack of analytical skills of students in terms of learning outcomes of students in the course Introduction to Accounting more due to the approach, methods or strategies which are used by professors in the learning process is still traditional and less to allow students to develop thought patterns in accordance with their abilities.

Alternative solutions to address the problem of accounting student learning activity that is less than optimal is to apply the model of learning that stimulates the growth of activity. The learning model that can be applied is cooperative learning. Cooperative learning model is a model of learning by groups. According Miftahul Huda (2012) in

cooperative learning, students should be active participants and through the group can build learning communities help each other. Learning like this requires more active among students to work together to achieve group goals, to train students in expressing their opinions or ask questions, and carry out the tasks which it is responsible within the group. Cooperative learning model that can be selected to address the problem of lack of classroom learning activities accounting in the first half Prodi Ekonomia Education dalah type Group Investigation (GI). According Miftahul Huda (2012), the Group Investigation (GI) Students will be involved in activities such as making a summary, hypotheses, conclusions, and present a final report. Implementation of cooperative learning model of

Group Investigation (GI) in general is a lecturer in designing a fairly broad scope of topics and then divide it into sub-topics. conclusions, and present a final report. Implementation of cooperative learning model of Group Investigation (GI) in general is a lecturer in designing a fairly broad scope of topics and then divide it into sub-topics. conclusions, and present a final report. Implementation of cooperative learning model of Group Investigation (GI) in general is a lecturer in designing a fairly broad scope of topics and then divide it into sub-topics.

Implementation Group Investigation (GI) in the study is expected to improve student learning activities. Group Investigation (GI) require students to actively seek information from various sources, so that students not only rely on the lecturer as an information resource. Through Group Investigation (GI) Students are expected to be more active, namely in terms of recorded material, cooperation within the group, issued an opinion / bartanya, answering questions, participation in preparing reports and presentations, as well as enthusiastic about learning.

2 THEORETICAL FRAMEWORK

2.1 Type Group Investigation

Model Group Investigation by Slavin (2005) is a cooperative planning students on what is required of them. Members of the group take part in the planning of various dimensions and demands of their projects. Cooperative planning skills should be introduced gradually into the classroom and trained in a variety of situations before the class is carrying out a full investigation project ". It is intended that the Group Investigation will be successfully carried out if each member of the group participate actively participated from the beginning of the end sampat activities, namely in terms of planning, investigation, preparation of a report or presentation of the results of investigations should be done to be able to run smoothly.

2.2 Learning Outcomes

Nana Sudjana (2009) defines student learning outcomes in is a change in behavior as a result of learning in a broader sense include the areas of cognitive, affective, and psychomotor. Learning Outcomes are the abilities of the students after receiving their learning experience. "From these processes will lead to new experiences by students. The realization of his own learning outcomes are skills that have been mastered by students, so that

the learning outcomes is the ability of students receiving learning experience which looked at changes in behavior.

2.3 Framework for Thinking

This study uses a model of cooperative learning Group Investigation. Implementation of cooperative learning model of Group Investigation in general is a lecturer in designing a pretty broad scope of topics and then divide it into sub-topics. The class is divided into groups of 5-6 students. These groups can be formed based on shared interests, or familiarity. Students are given the freedom to form their own group. Each group chooses a topic and then conduct an investigation on the topic. As part of the investigation, students seeking information from various sources that offer a variety of ideas, opinions, data or solutions related to the topic being studied. Results of investigation of students then made a report and presented to the class. Lecturer in this study serve as resource persons and facilitators. Based on the above, it can be described as follows frameworks.

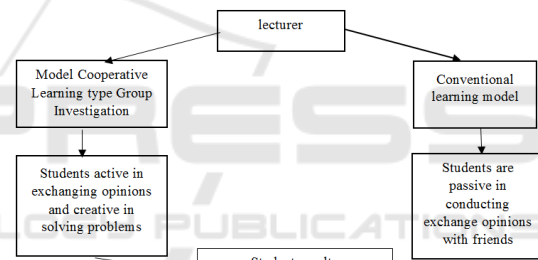


Figure 1: Worldview

2.4 Research Hypothesis

According Arikunto (2010) hypothesis comes from two fragments word "hypo", which means "under" and "Thesa" which means "truth". The hypothesis in this study there, namely:

H0 = No influence of the model group investigation on learning outcomes in the course Introduction to Accounting students of the first semester of the academic year 2018/2019 Prodi Pendeko.

Ha = There is the influence of the model group investigation on learning outcomes in introductory accounting courses students Prodi Pendeko the first half of the academic year 2018/2019.

3 RESEARCH METHOD

This study uses a true experimental research (research that truly). In this design researchers can

control all external variables that influence the course of the experiment. The main characteristic of true experimental is that the sample used for the experiment as well as a randomly selected control group of a given population. The study design used is by using the Posttest only Control Design (Design Control Post-test) (Sugiyono, 2013).

3.1 Operational Definition of Variables

- a. Cooperative Learning Model Group Investigation Group Investigation is one type of cooperative learning model. The class is divided into groups of 5-6 students. teaching methods that focus on problem solving in groups. Learners acquire information, analyze information, provide ideas and jointly solve the problem.
- b. Learning outcomes Introduction to Accounting courses obtained by students after a group investigation methods applied in the form of a written test where the ability were measured students' cognitive abilities such as knowledge (C1), comprehension (C2), and application (C3).

3.2 Data Analysis Techniques

This study using inferential statistical analysis techniqueto test the hypothesis. Before performing hypothesis testing requirements that must be met is to perform the test requirements of normality and homogeneity.

4 ANALYSIS

a. Normality test

Normality test is performed to determine whether the sample studied normal distribution or not. Normality test results can diihat in Table 1:

Table 1: Test Normality

		Ekspirim ent	Control
N		35	35
Normal Parameters a,	mean	77.6286	67.7143
	Std. deviatio n	9.29606	11.40839
Most	Absolute	.217	.224

Based on Table 3 can be seen the value of t count equal to 4.083 while t-table value of 2.032. Based on the decision-making criteria if t count> t-table then Ha H0 is accepted and rejected. Value t count> t-

Extreme Differences	positive	.127	.098
	negative	-.217	-.224
Kolmogorov-Smirnov Z		1285	1,326
Asymp. Sig. (2-tailed)		.073	.059

According to the table can be seen from the Kolmogorov - Sminornov, the significant value of 0.073 for class experiments and to control class significance value of 0.059. Because of the significant value for all the variables is greater than 0.05, it can be concluded that the data on class variables and class Control Experiments normal distribution.

b. Homogeneity test

Homogeneity test is used to determine whether the study group have the same variance or not. If both groups have the same variance then the group is said to be homogeneous. Homogeneity test results are shown in Table 2:

Table 2: Test Homogeneity

Test of homogeneity of Variances

Eksperiment			
Levene Statistic	DF1	DF2	Sig.
1,481	7	23	.223

Based on the table it can be seen a significance of 0.223. Due to the significance greater than 0.05, it can be concluded that the class Experiment and kels control have the same variance. Figures levene Statistics show the smaller the value, the greater homogeneity.

c. Hypothesis testing

To prove the hypothesis that has been formulated and to get a conclusion the results of the test data will be analyzed using t-test. T-test results are shown in Table 3:

Table 3: Test -t

	Paired Samples Test					t	df	Sig. (2-tailed)
	paired Differences							
	mean	Std. deviation	Std. error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Ekspereimen- Control	9.91429	14.36370	2.42791	4.98018	14.84839	4,083	34	.000

table (4.083> 2.032) it can be concluded thatNo influence of the model group investigation on learning outcomes in subjects introductory

accounting students of the first semester Prodi Pendeko 2018/2019 academic year.

5 RESULTS

Based on significant if $\alpha = 0.05 > \text{Sig}$ (2-tailed) then H_0 is accepted and rejected. 2-tailed significant value of $0.000 < 0.05$ then H_0 is rejected and H_a meaning that there is the influence of the model group investigation on learning outcomes in subjects introductory accounting students of the first semester Prodi Pendeko 2018/2019 academic year.

This suggests that the cooperative learning model type group investigation applied in the experimental class in introductory accounting courses better than conventional learning models that are applied in the control class. The use of cooperative learning model type group investigation can provide a positive influence on learning hasil introductory accounting students Prodi Economic Education first semester of the school year 2018/2019.

Model group investigation cooperative learning is a method that involves students from the planning, both in determining the topic as well as how to learn through investigation. This method requires students to have good skills in communication or in a group process skills. (Group process skills).

6 CONCLUSIONS

Based on the results of research and discussion paper entitled, "The Effect of Method Group investigation against Student Learning Outcomes in Mathematics Learning Class X High School 'Aisyiyah 1 Palembang'". It can be concluded that the learning outcomes of students who use group investigation method is better than the results of student learning without using group investigation. Based on the results of the calculation of the t-test that produces $t = 4.083$ and t table is 2.032 with significance level $\alpha = 5\%$, in order to get $t > t$ table, then the conclusion is H_0 rejected and H_a accepted, meaning that there is the influence of the model group investigation on learning outcomes in eyes introductory college accounting students Prodi Pendeko the first half of the academic year 2018/2019.

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