The Effectiveness of the Implementation of Remedial Learning with Group Investigation Approaches to Learning Completeness

Maulina *, Suratno **, Mahmudah Hasanah ***
Economic Education, Faculty of Teacher Training and Education
Lambung Mangkurat University
Maulina047@gmail.com; ontar_ria@ulm.ac.id; Hasanah.mahmudah@gmail.com

Abstract- This study aims to determine how much the relationship between the effectiveness of the implementation of remedial learning and the group investigation approach to learning completeness in Economics subjects. The implementation of remedial learning is assistance provided to students who have not achieved mastery learning. Remedial learning with group investigation approaches so students are more active and free to express opinions. Learning completeness is the minimum level of achievement of student learning. Students can be said to be complete or mastery if the learning outcomes reach 75% of the assessment.
This research used a descriptive method with a quantitative approach. The sample of this study is a saturated sample of 30 people by taking samples to class XI students from SMA 8 Banjarmasin. Methods and techniques of data collection using observation and observation sheets and achievement tests. The results of the inter-observer agreement test analysis are indicated by the coefficient Kappa with an average of between 0.64 to 0.81. The validity test of achievement tests are indicated by the coefficient between 0.38 to 0.67 and the reliability of achievement tests is 0.63.
Chi Squared Test results show 27,107 ($p < 0.01$), so it can be said that there is a significant relationship of the effectiveness of the implementation of remedial learning with a group investigation approach to learning completeness in economic subjects.

Keywords: Remedial learning, group investigation, learning completeness.

INTRODUCTION

The field of Economics is one of the subject areas for compulsory education for high school students majoring in social studies. The Economics lesson is published in the National Final Examination (UAN) and has graduate competency standards about mastery of the material.
Based on Puspendik 2015 and 2016 in Public Senior High School 8 Banjarmasin for Economics subjects regarding the achievement of mastery of material about "understanding and mastery of labor conditions and their impact on economic development, APBN and APBD, open economy, and capital markets" shows the achievement of mastery completeness about of 46, 27% and 51.45%, then based on

these data it can be said that the achievement of mastery learning in mastery of the material is still low.

The importance of achieving learning completeness regarding mastery of material is inseparable from the role of the teacher in teaching and learning. According to Gustika (2014: 4) which causes achievement of incomplete values caused in the whole teaching and learning process there are always students who experience learning difficulties. According to Abin Syamsuddin Makmun (2012: 307-308) students can be suspected of having learning difficulties if the person is experiencing certain failures in achieving their learning goals. Learning failure can be defined if students within a certain time limit does not reach the minimum level of success or level of mastery in a particular lesson. Based on the Directorate of Senior High School-Directorate General of Secondary Education (2014: 36) the implementation of remedial learning is essentially the provision of assistance for students who have not achieved mastery learning. Remedial administration includes diagnosing learning difficulties and providing remedial learning treatment.

According to the limit of the value of completeness of learning in Curriculum Banjarmasin Public Senior High School 8 in the field of economics based on minimum completeness criteria is 75%. Therefore, if students who have not achieved mastery learning in the field of study must be dealt with immediately by being given assistance in implementing remedial learning with a group investigation learning approach so students are more active and participate in remedial learning.

RESEARCH METHODS

This study uses descriptive research methods with quantitative approaches. This study aims to observe or assess the activities and activeness of students based on the assessment of observation sheets from peers in their study group during 1 hour of learning which is divided into 5 minutes of lessons, so that 9 student activities will be obtained during 1 lesson. The research sample amounted to 30 students by taking samples to students of class XI IPS 1 in Banjarmasin Public Senior High School 8.

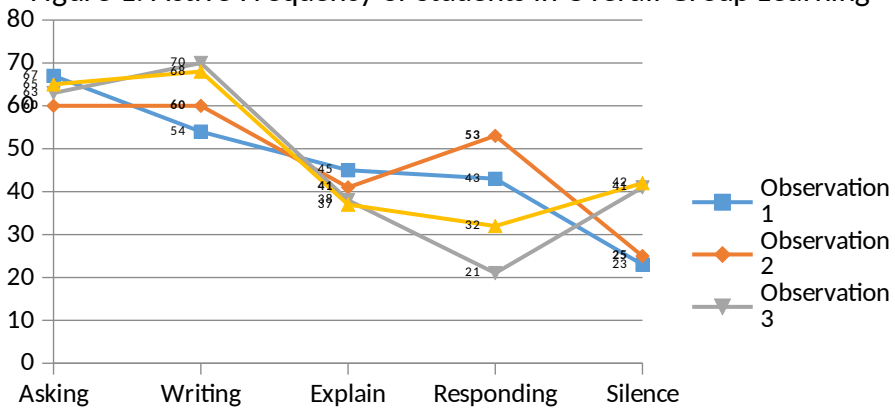
Data collection in this study used the observation method carried out by observers directly by using the observation sheet guidelines as data collectors in observing student activities in Group Investigation Learning. The study group is divided into 7 groups, 5 groups consisting of 4 people and 2 groups consisting of 5 by observing or evaluating students in the study group within 1 hour or 45 minutes divided into 5 minutes of learning, so that there will be 9 activities each - each student in 1 lesson. The results of the inter-observer agreement test analysis are indicated by the coefficient (Kappa) with an average of between 0.644 to 0.806. Data collection techniques use achievement tests, reference tests based on competency standards and basic competencies in economic subjects for Public Senior High School (SMAN) class XI IPS Program. The results of the validity test of achievement tests are indicated by the coefficient of calculation between 0.383 to 0.668 and the results of the reliability test of achievement tests are 0.634.

RESULTS AND DISCUSSION

Description of student activities in group investigation learning which consisted of 7 groups as a whole which was reviewed from 4 times group study observations in class

XI IPS 1 Banjarmasin 8 Public Senior High School.

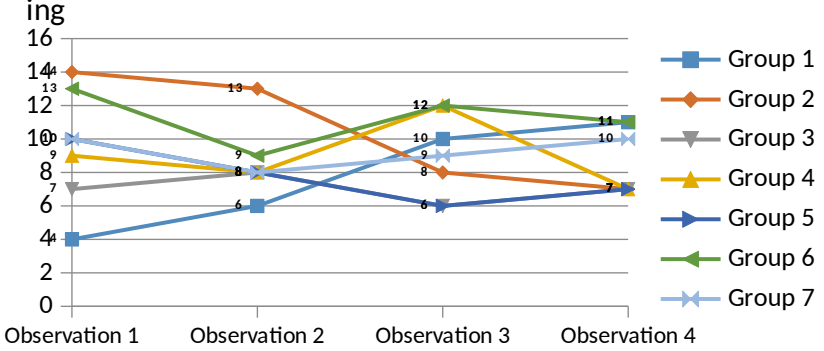
Figure 1. Active Frequency of Students in Overall Group Learning



Based on the picture above, it can be seen that observations of student activities as a whole in the Group Investigation Learning, it can be seen that the first highest activity that many students do is writing activities 252 times, second is asking 250 times, third is explaining 161 times, fourth is responding 149 times, and the fifth is silent 131 times, so it can be concluded that the activity that is often carried out by students during Group Investigation Learning is writing and asking questions.
Next will be described the frequency of student activity in group investigation learning based on each activity.

1) Activity Asking in Group Investigation Learning

Figure 2. Frequency of Student Activities Asking in Group Learning



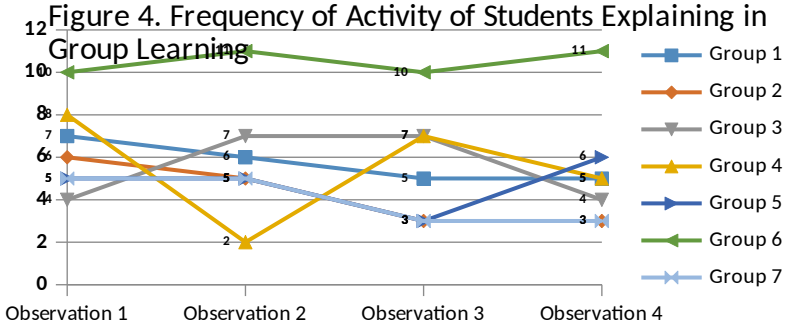
The picture above shows the frequency of activities students ask in group investigation learning based on observations 1, 2, 3, and 4, it can be seen that the group with activities asking the highest frequency first is group 6 which is 45 times asking, because this group is more group members like to ask the instructor and mentor about the lesson, the second is group 2 which is 42 times asking, third is group 7 which is 37 times asking, fourth is group 4 which is 36 times asking, fifth is group 5 which is 35 times asking, sixth is group 1 31 times asking, and the seventh is group 3 which is 25 times asking.

2) Writing Activities in Group Investigation Learning

The picture above shows the frequency of student writing activities in group investigation learning based on observations 1, 2, 3, and 4, it can be seen that the group with the highest frequency writing activity is group 4 as many as 49 times writing, because this group writes more often than groups others, they often write after listening to the explanation from the instructor or mentor about the learning material, the second is group 6 43 times writing, the third is group 5 37 times writing, fourth is group 1 33 times writing, fifth is group 7 32 times writing, sixth is group 2 and 3 as many as 29 times writing, and seventh is group 3 as much as 28 times writing.

3) Activities Explaining in Group Investigation Learning

Figure 4. Frequency of Activity of Students Explaining in Group Learning



The picture above shows the frequency of student activities explaining in group investigation learning based on observations 1, 2, 3, and 4, it can be seen that the group with activity explained the first highest frequency was group 6 as much as 42 times explained, the second was group 1 33 times explained , third is group 7 as many as 23 times explained, fourth is group 3 and 4 respectively as many as 22 times explained, fifth is group 5 as many as 19 times explained, and sixth is group 2 as much as 17 times explained.

4) Activities Responding to Group Investigation Learning

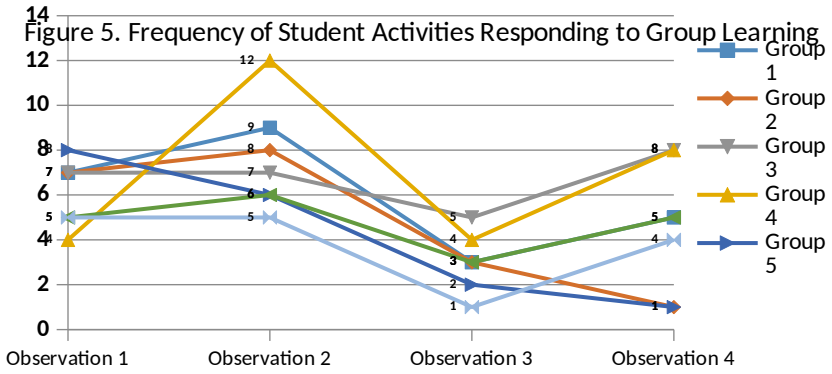


Figure 5. Frequency of Student Activities Responding to Group Learning

The picture above shows the frequency of student activities responding in Group Investigation Learning based on observations 1, 2, 3, and 4, it can be seen that the group with the activity responding to the first highest frequency was group 4 as many as 28 times, second was group 3 as many as 27 times responded , third is group 1 24 times responding, fourth is group 2 and 6 each responding 19 times, fifth is group 5 as many as 17 times responding, and sixth is group 7 as many as 15 times responding.

5) Silent Activity in Group Investigation Learning

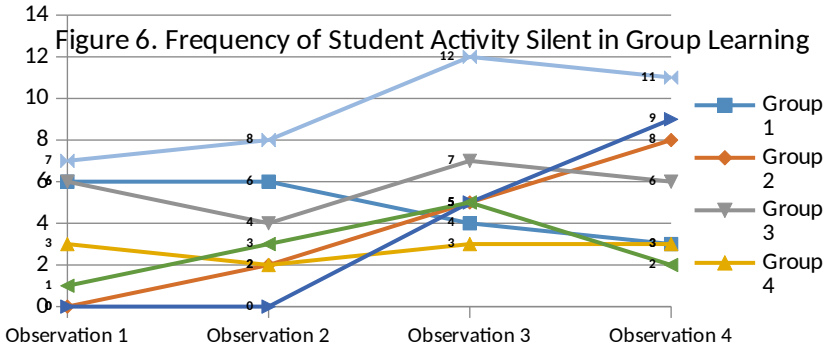


Figure 6. Frequency of Student Activity Silent in Group Learning

The picture above shows the frequency of showing students the state of silence in group investigation learning based on observations 1, 2, 3, and 4, it can be seen that the group with activities responding to the first highest frequency is group 7 as much as 38 times silent, second is group 3 23 times silent, third is group 1 19 times silent, fourth is group 4 and 6 respectively as many as 11 silent, fifth is group 2 as many as 15 times respond, and sixth is group 5 as many as 14 times respond.

DISCUSSION

In this study revealed an overview of activities in remedial learning with a Group Investigation Learning approach to achieve learning completeness.

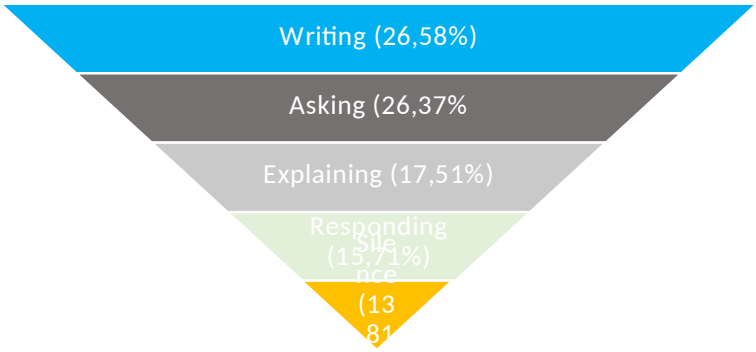


Figure 7. The student activities in group learning

The first highest student activity carried out by students is writing activity 252 times (26,58%, second is asking 250 times (26,37%), third is explaining 166 times (17,51%), fourth is responding 149 times (15,71%), and fifth is silent 131 times (13,81%), so it can be concluded that activities are students often do when Group Investigation Learning is writing and asking questions, because by Group Investigation Learning makes it easier for students to ask friends of their group about learning so that students often ask questions and students often write learning material.

The results of data analysis on the relationship of remedial learning with the Group Investigation Learning approach to learning completeness were analyzed using the Chi Squared test showing 27.107 with $p < 0.01$, so it can be said that there is a very significant relationship the effectiveness of the implementation of remedial learning with Group Investigation Learning approaches to student learning completeness. Group Investigation Learning can be implemented in remedial learning, because student activity during Group Investigation Learning has a very significant relationship to achieving student learning completeness.

CONCLUSION

Based on data analysis and discussion that has been done, the following conclusions are obtained.

1. Agreement between observers about assessing student activity in group investigation learning in group 1, group 2, group 3, group 4, group 5, group 6, and group 7 indicated by the coefficient (Kappa) with an average of between 0.644 to 0.806 , then the coefficient value is greater with criteria used which is 0.60.
2. The first highest student activity that many students do in group investigation learning is writing activity 252 times (26,58%) and asking 250 times (26,37, so that It can be concluded that the activities that are often carried out by students during group investigation learning are writing and asking questions, because by group

investigation learning makes students easier and often asks group friends about learning so that students often ask questions and students often write learning material.

3. Group 4 and group 6 are groups that are superior to the other groups based on student activities in group investigation learning which are reviewed from each activity. Group 4 is a group that writes material more often than other groups and group 6 is a group that asks questions more than other groups.
4. Based on the results of the analysis of the Chi Square test produces 27,107 ($p < 0.01$), it can be said that there is a relationship between the effectiveness of the implementation of remedial learning and the group investigation learning approach to student learning completeness.

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