UPGRADING DECISION MAKING SKILL BY GROUP INVESTIGATION TYPE OF COOPERATIVE LEARNING ON SOCIAL SCIENCE STUDIES

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Abstract
Deciding the exact learning strategic to make students be easier in learning and increasing decision-making skill. One of the models that would be used in this research is group investigation type of cooperative method. This research was aiming for students’ attitude and analysis skill on social science studies. This research used evaluation of teachers and students’ observation, attitude scale, and interview questions form, and also evaluation on group and individual task as the instrument. It can be seen that in the cycle I until cycle III from each component has difference average value about 1.5 after given the action. The conclusion of this research shows that social science studies learning were increased using the group investigation of cooperative model, if you compare it with the lecture method. However, looking from the attitude scale and students’ activities, the response showed positive. By that research’s result, social science studies using the group investigation of cooperative method can be used as the alternative method on other studies.

Keywords: decision-making skill, group investigation, social science studies

INTRODUCTION
Education is not only media to bequeath culture to the next generation, but with education we are expected to change and develop the nation to be better. The focus purpose of education in Indonesia is to be built of qualified human resources that able to face the challenges of life in an increasingly competitive world; can choose and process information to be used in making decisions as well as able to adjust to all the changes that may occur in the surrounding environment.

With the knowledge and skills they have, students are expected to face various challenges along with the development of the times, like one of them is the decision-making skill. Decision-making skills involve thinking skills. Moore (2010, pp. 1) argues that today, critical thinking skills in solving problems and decision-making skills are skills that need special attention.

Decision-making is one of social skills. Decision making according to Greenbank (2010) Decision-making involves the act of making the choice between different alternatives, Walker dalam (Krehbiel, 2012) The decision making process is a tool that can help you members reach goals and help you be more satisfied with the quality of your life. Wang dan Ruhe (2007) Decision Making is a course of action is chosen from among a set of alternatives based on certain criteria. Kelin (2104, pp. 59) states that decision-making skills will add new insights into one's thinking process. From some of the above statement can be interpreted that decision-making is a skill in choosing an alternative in solving problems to achieve a better life.

The detailed explanation of each indicator in accordance with the decision made by Woolever and Scott (1998) are as follows.
1) Problem awareness and Problem definition  
   At the problem awareness, a teacher stages students to focus on a problem that often encountered in everyday life, such as this research.

2) Developing alternative  
   At this stage, students are practicing choosing various alternatives available to solve the problem they face which is both long-term and short-term problems.

3) Evaluating alternatives  
   At this stage students practice making decisions from various alternatives that exist based on the experience, intuition, state and common sense of children that occurred at the group investigation stage. Decision-making by students should have reasonable and accepted reasons.

4) Social or personal action  
   In this study, to train the indicator can be done at group investigation stage. At this stage, students learn making decisions in groups.

5) Evaluating result  
   At this stage, the group has chosen a decision. The group must consider the advantages and disadvantages of the decisions they make. This will make the group more careful in considering a decision.

While in this case, the researchers also think that educators have a very big influence where their role in the classroom and at school is very important. Slavin (2005, pp. 215) argues that class is a place of cooperative creativity where teachers and students build learning processes based on mutual planning from their different experiences, capacities and needs. In this process, the group is used as a social tool to set goals. Slavin (2005, pp. 215) explains that group plans are one method of encouraging maximum student engagement. Some types of cooperative learning are designed in such a way that students get a special role in completing all tasks and accountability for the particular role within the group. This type of learning is group investigation. According to Ivy Geok, et al (2006) In GI, student form interest groups within which to plan and implement an investigation, and synthesize the findings into a group presentation for the class.

RESEARCH OBJECTIVES  
This study aims to determine the planning of group investigation type learning to improve decision-making skills on learning social studies in class IV SDN 1 Bojongcaeq.

POPULATION AND SAMPLE  
This study takes the population object in SDN 1 Bojongcaeq Kecamatan Cibadak Kabupaten Lebak with the total of 281 students. Samples in this research are grade IV A and class IV B with total 52 students. According to Sugiyono (2005) the minimum number of samples in the study amounted to 30 sampling. However, in this study, researcher took classes that is not sufficient as a sample. So that, saturated sampling is chosen to determine the number of samples because basically the number of students in each class is less than 30 students.

INSTRUMENTS  
There are two forms of evaluation that will be designed and a questionnaire scale of students’ scoring in decision-making skills to collect data. Where evaluation is in the form of teacher and student observation format, as well as evaluation in assigning tasks to group and indvidual in essay form.
METHODOLOGY

This research was conducted using Classroom Action Research (CAR) method and qualitative descriptive method. Bogdan and Taylor (Moleong, 2004, p3) define that, "Qualitative methodology of research procedure which produces descriptive data in the form of written or oral words of persons and observable behavior". Where researcher analyzes the components and indicators of student decision-making, and provide strategies to improve student decision-making itself.

RESULTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ score scale</th>
<th>Students’ Ability Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8,01 till 10,00</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>6,01 till 8,00</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>4,01 till 6,00</td>
<td>Average</td>
</tr>
<tr>
<td>4.</td>
<td>2,01 till 4,00</td>
<td>Bad</td>
</tr>
<tr>
<td>5.</td>
<td>0,01 till 2,00</td>
<td>Worst</td>
</tr>
</tbody>
</table>

(Supardi, 2015, hlm. 134)

Based on the diagram above, it can be seen that each component of the observation of the cycles has increased, based on the lowest value of cycle I in component A with an average value of 2.45 and has a significant increase in the cyclical II with an average value of 4 and
has a difference of 1.5. It means that students begin to have decision-making skills after being given an action.

While to see how far cooperative model of group investigation type influence student skill in decision making, that can be seen on diagram of component E in cycle I with average value 4, where as in cycle III with average value 5.5 and have difference 1.5 . Thus the cooperative model of the type of group investigation has influence in student decision making on the group after being given the action.

SUGGESTION

Based on the analysis and findings that researcher obtained during the study, it can be concluded that most of the students showed positive attitude toward social science studies learning by using cooperative model of group investigation type, it is seen by the increasing of activity and students' response in learning. Factors that influence learning by using cooperative type model of group investigation, such as readiness of students in learning, students' ability is still weak in analyzing so that researcher face difficulties to provide direction with the large number of students. And based on the findings, researcher can suggest that in learning social science study is still mostly done by using lecture method. This resulted in students’ independence and communication among group members reduced to decision making.

BIBLIOGRAPHY


