

Development Of Student E-Work Sheet Based on Cooperative Learning Model Type Group Investigation (GI) Course Basic Concepts of Social Sciences Student Education Elementary School Teacher

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Abstract. The basic research's goals were as follows: 1) To provide reliable student worksheets based on the group investigation (GI) type cooperative learning model and the fundamental social science principles for elementary school teachers. 2) To evaluate the efficacy of Group Investigation (GI) Cooperative Learning Models-based Electronic Student Worksheets (E-LKM) items for Elementary School Teacher Education Students. The research that was done falls under the category of research and development (R&D). The ADDIE model—Analysis, Design, Development, Implementation, and Evaluation is used in this study. The PGSD FIP Unimed study program served as the site of the research's implementation. The 225 students enrolled in the PGSD Unimed Stambuk 2022 comprised the study's sample. A study sample of 26 students will be used to test product development. In order to collect data for this study, questionnaires and tests of learning outcomes were employed. The validation results by material experts receive a percentage of 88% and the validation findings of teaching materials experts obtain a percentage of 88%, suggesting that the results of the validity trial of the created Student E-Worksheet are in the highly feasible (valid) category. The efficacy level of the experiment, which was carried out by 26 students from PGSD FIP Unimed, was 92.74% in the highly feasible (valid) category. Based on the findings of this study, it was determined that the Group Investigation (GI) Cooperative Learning Model-based Student E-Worksheets for Elementary School Teacher Education Students were a suitable and efficient method of instruction.

Keywords: Development, E-Student Work Sheet, Group Investigation (GI) Type Cooperative Learning Model, Social Sciences

1 Introduction

Basic education is the level of education that underlies secondary education. The role of elementary schools is so important for the world of education that the government must make efforts to improve the quality and quality of education in elementary schools. Among the options is to enhance teacher performance. To facilitate learning, qualified teachers require instructional resources. The learning process pupils go through is made more meaningful by the teaching materials.

A collection of information called teaching materials is utilized to support lecturers

while they conduct their lectures. It doesn't matter if the content is written or spoken. The learning process may be carried out properly and efficiently with the use of instructional materials. This shows that with teaching materials, students feel the benefits of the teaching materials. The benefits of each teaching material depend on the willingness and ability of lecturers and students to communicate and interact with the messages contained in the teaching materials used. Teaching materials commonly used are books, modules and student worksheets.

The Merdeka Belajar Curriculum requires a change from previously printed student worksheets to non-printed ones. This Student Worksheet contains short content with questions that are more interactive and contextual for students. Course competency achievements, also known as student worksheets, are a sort of teaching tool that lecturers use to impart learning subjects and contain information, summaries, and directions for carrying out learning activities that students are required to complete. As time goes by, Student Worksheets have changed, resulting in innovation in terms of presentation that is integrated with electronic media or technology known as Electronic Student Worksheets. The existence of Electronic Student Worksheets makes it easier for lecturers to carry out learning activities, and Electronic Student Worksheets are combined with a learning model that increases student activity in learning.

The learning model used in Student Worksheets and the learning process can help develop students' powers of imagination, help students' reasoning powers, help students to analyze things systematically, and students are actively involved in the learning process in class. One learning model that teachers can use in the teaching and learning process is the Cooperative Group Investigation (GI) model. This is because the Cooperative Type Group Investigation (GI) model is an assignment that is suitable for collaboration with Student Worksheets, in addition to Group Investigation (GI) which emphasizes student participation and activities to search for information on lessons learned through printed books, the internet, newspapers, etc. Understanding cooperative skills is very necessary to respect other people's opinions, encourage participation, be brave in asking questions, responding, taking turns in various tasks, and having the courage to speak in public. So by using the Cooperative Group Investigation (GI) learning method, all students can involve themselves actively, listen to discussions, ask questions and focus during the learning process both individually and in groups.

The understanding of basic social science concepts, knowledge of facts, generalizations of fundamental social science concepts, people and society, people and their environment, the impact of outside culture on the Indonesian nation, and the Indonesian people's struggle for economic independence are all covered in this course on basic social science concepts. Indonesian cooperatives, commerce, and human rights. Indonesian democracy and law enforcement. using a developmentally appropriate practices (DAP) and transparent approach, group discussions, and assignments in addition to an expository method delivered through lectures and questions and answers. According to Haspari, Ariati, and Wideasari's (2016:2) Developmentally Appropriate Practice (DAP) approach, students are the primary role holders in the learning process. Activities that will be and are being carried out accommodate students' ideas, giving kids plenty of chances to move around, ask questions, explore, and try new things. Learning media is tailored to the developmental needs of kids who are still in school and need to be able to gather environmental and tangible facts.

In order to create well-rounded individuals, the educational curriculum known as social sciences includes a few key ideas from the social sciences and humanities. Students are expected to learn the fundamental ideas of the social sciences and humanities through the Basic Science courses they take in primary school, to be sensitive to and aware of the social

issues in their surroundings, and to have the knowledge and abilities necessary to research and address these issues. It is intended that social science courses would help students grow into moral and responsible citizens. Prospective instructors and students must be able to grasp the fundamental ideas of social sciences in order to effectively teach them. Students are therefore anticipated to be able to study the Basic Concepts of Social Sciences in order to become future elementary school teachers after graduating from Medan State University's Strata-1 Elementary School Teacher Education Study Program.

Basic Concepts of Social Sciences lectures are essentially a learning strategy that enables students to actively seek for, investigate, and discover concepts and principles in a comprehensive and real way, both individually and in groups. Students can strengthen their capacity to receive, preserve, and form impressions about the subjects they study by mastering the Basic Concepts of Social Sciences. The significance of the experience for students is greatly influenced by the way instructors organize their courses. However, when the Basic Concepts of Social Sciences Lecture is put into practice, it does not lead to the accomplishments of Study Program Graduates and Course Competency Achievements in the Basic Concepts of Social Sciences as stated in the Association of Indonesian Primary School Teacher Education Lecturers 2021. The Basic Concepts of Social Sciences Lecture consists of the fields of study of history, economics, sociology, and geography, most of which are tightly packaged in one lecture material. These circumstances undoubtedly prompt the author, a teaching lecturer, to seek out fresh approaches when creating teaching materials for social sciences learning courses that are based on reality and social phenomena and incorporate an interdisciplinary approach from the study of science and social knowledge.

The 2018 Program for International Student Assessment (PISA) survey institute stated that digital technology offers the potential to provide new opportunities and alternative approaches to distance learning by improving the teaching and learning process using digital devices. Online learning from home obviously requires access to a computer and an internet connection. The 2018 PISA results reveal considerable differences between countries and within countries in the availability of home computers for school work. Over 95% abroad report that they have a computer at home to use when studying online. Meanwhile in Indonesia only 34% of students report that they have a computer to use when studying online. The digital and supported resources that teachers and students may need are related to digital technologies that have the strongest associations with performance and equity in education. The survey results are quite worrying, this can be an obstacle for students who do not have computers to study online.

With the Corona epidemic still going strong with current phenomenon, it is unclear when it will finish. Electronic Development of Student Worksheets Based on the Group Investigation (GI) Type Cooperative Learning Model for Basic Concepts of Social Sciences for Elementary School Teacher Education Students is one method that can be used to carry out the learning process using Hybrid Learning (Offline and Online). In this study, the researcher created an electronic student worksheet based on the cooperative learning model of the Group Investigation (GI) type for fundamental social science concepts. Cases that arise in society to boost student creativity and learning results. Courses that are appropriate for lecturers to employ in the learning process according to student characteristics and produce difficulties in the student environment. In this instance, researchers provide instructional resources that lecturers might utilize as models when developing their own instructional materials. Learning objectives, a logical and systematic presentation of the subject, and language that are simple to grasp by both lecturers and students are all included in the development of teaching materials. According to the just-mentioned explanation, the study's working title is "Development of

Electronic Student Worksheets Based on the Group Investigation (GI) Type Cooperative Learning Model for Basic Concepts of Social Sciences for Primary School Teacher Education Students." The problem stated in this research is 1) What is the expert test regarding electronic student worksheets based on the group investigation (GI) type cooperative learning model for fundamental social science concepts for students pursuing teacher certification in primary schools? 2. How effective is the Group Investigation (GI) type cooperative learning model used in the Basic Concepts of Social Sciences course for students pursuing teacher certification in elementary schools?

2 Methods

Research and development (R&D) is the category of research that is conducted. Products that work well for use in classrooms. A digital student worksheet based on the Group Investigation (GI) Type Cooperative Learning Model for Basic Concepts of Social Sciences for Elementary School Teacher Education Students is the end result of this project. The ADDIE approach (Analysis, Design, Development, Implementation, and Evaluation) is being used in this research and development project.



Fig. 1. Stages of Research Using the ADDIE Model

The study was conducted in the Elementary School Teacher Education Study Program, Medan State University's Faculty of Education. All 225 students enrolled in the 2022 Unimed Stambuk Primary School Teacher Education program, distributed among 11 (A-K) regular and extended courses, make up the population of this study. The class that was chosen for this study sample was Class B Regular 2022, which had a total of 26 pupils.

Questionnaires are used in this study's data gathering method. A questionnaire-style Electronic Student Worksheet Based on the Group Investigation (GI) Type Cooperative Learning Model for Basic Concepts of Social Sciences is the tool used to gather data during the development phase. In this study, validation instruments from material experts and design experts are used to gather data. These instruments are segregated based on the source of the data acquisition. Researchers conducted both qualitative and quantitative analyses of the data they had collected. The research's qualitative data may take the form of criticism and recommendations made by professionals in the fields of materials and design. The information is then examined to establish a foundation for enhancing and assessing the appropriateness of the generated good. The outcomes of expert validation of design, materials, and usability are carried out by assigning scores, with score 1 denoting a poor evaluation, score 2 denoting a

fair evaluation, score 3 denoting a decent evaluation, score 4 denoting an excellent evaluation, and score 5 denoting a very good evaluation. The effectiveness test was conducted by distributing a student response measurement questionnaire with 16 statements to students as part of development trials for an electronic product student worksheet based on the group investigation (GI) type cooperative learning model for the basic concepts of social sciences course. Table 1 below provides an explanation of the classification of questionnaire results.

Table 1 Categorization of Student Response Values

Course Value		Attitude Value	
Rentang	Category	Range	Category
85-100	A	3.51-4.00	Very Good (VG)
75-84	B	2.51-3.50	Good (G)
65-74	C	1.51-2.50	Not Good (NG)
0-64	E	0.00-1.50	Very Poor (VP)

Source: Chancellor's Regulation no. 004 of 2022

3 Results

A total of 26 students from the teacher education program at the 2022 Regular Class B Elementary School participated in this study. A digital student worksheet based on the Group Investigation (GI) Type Cooperative Learning Model for Basic Concepts of Social Sciences for Primary School Teacher Education Students is the end result of this project. The ADDIE approach (Analysis, Design, Development, Implementation, and Evaluation) is being used in this research and development project.

3.1 Expert evaluation of Cooperative Learning Model Group Investigation (GI) Type Electronic Student Worksheets Fundamental Ideas in Social Sciences Students preparing to teach in elementary schools

a. Results of the Material Expert Validation Instrument

The material expert validation instrument is an evaluation of the information included in the electronic student worksheet for the Basic Concepts of Social Sciences course based on the group investigation (GI) type cooperative learning model by a material expert lecturer. Mr. Husna P. Tambunan, S.Pd, M.Pd, a lecturer in the department of elementary school teacher education at Medan State University, served as the validation's subject-matter expert lecturer. In order to ensure that the group investigation type cooperative learning model that researchers produced is a quality product and fit for usage, validity is carried out to gather information, criticism, and recommendations. This validation was done in two steps, as follows: On Monday, July 21st 2023, Mr. Husna P. Tambunan, S.Pd., M.Pd., conducted a material validation evaluation as the first stage. Table 2 below shows the outcomes of the first material validation tool:

Table 2. First Stage Material Validation Results

Validator	Total Score	Presetase $= \frac{\sum X}{N} \times 100\%$	Criteria	Eligibility Level
Husna P. Tambunan, S.Pd., M.Pd.	75	75%	Worthy	Decent, No Revision Required

According to the findings of the initial stage of the material expert evaluation conducted by Mr. Husna P. Tambunan, S.Pd, M.Pd, you received a score of 75 and a 75% eligibility rate. The Group Investigation Type Cooperative Learning Model-based Electronic Student Worksheet that was created meets the requirements of "Worthful," with an eligibility level of "Worthful, No Revision Required." As for suggestions from material experts, namely the learning objective, add the narrative "by reading the Electronic Student Worksheet (C...), students are able to...", adjust the learning objectives in the Semester Learning Plan and Electronic Student Worksheet. In the HOTS category so that students' analytical, evaluating and creating abilities can be measured (measuring tools for assessing students) include the answer key.

On August 5th, 2023, the second stage of validation will take place. The following are the findings from the second stage of the electronic student worksheet based on the group investigation type cooperative learning model that was validated by a material expert (table 3 below):

Table 3. Second Stage Material Validation Results

Validator	Total Score	<i>Presetase</i> $= \frac{\sum X}{N} \times 100\%$	Criteria	Eligibility Level
Husna P. Tambunan, S.Pd., M.Pd.	88	88%	Very Worth It	Very Appropriate, No Revision Needed

Mr. Husna P. Tambunan, S.Pd., M.Pd.'s evaluation of the material's expert status in the second stage resulted in a score of 88 and an eligibility rate of 88%. The Group Investigation Type Cooperative Learning Model-based Electronic Student Worksheet that was created satisfies the requirements for "Very Eligible," with an eligibility level of "Very Eligible, No Revision Required." Different percentages were determined from the two outcomes of the material expert validation evaluation performed by Mr. Husna P. Tambunan, S.Pd., M.Pd. The Electronic Student Worksheet content has improved with each validation step, according to the created Group Investigation Type Cooperative Learning Model. The following are the findings from the evaluation by material expert validators at stages I and II:

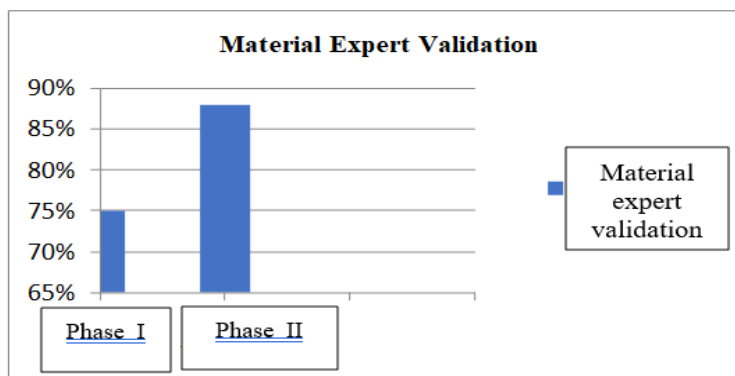


Fig. 1. Comparison of Material Expert Validation Results Phase I and Phase II

The findings of stage I material expert validation acquired a percentage of 75%, while stage II material expert validation obtained a percentage of 88%, according to Figure 1 above. A comparison of the material expert validation evaluation findings reveals an improvement of 13% from the earlier stage. Therefore, the material is excellent for use in stage II validation.

b. Results of Teaching Material Validation Instruments

The evaluation of the teaching material created, namely Electronic Student Worksheets Based on the Group Investigation Type Cooperative Learning Model, is done using a teaching material validation instrument by specialists in the field. Mr. Khairul Usman, a lecturer in the Department of Elementary School Teacher Education at Medan State University, is the validation expert for this instructional material. The purpose of validation is to gather data, criticism, and ideas in order to improve the teaching resources that researchers have created and make them usable, high-quality products. Mr. Khairul Usman, S.Pd., M.Pd., conducted a validation evaluation of the instructional materials on July 21, 2023. The table 4 below shows the instrument's results:

Table 4. Validation Results of Teaching Materials

Validator	Total Score	Precentage $= \frac{\sum X}{N} \times 100\%$	Criteria	Eligibility Level
Khairul Usman, S.Pd., M.Pd.	66	88%	Very Worth It	Very Appropriate, No Revision Needed

Mr. Khairul Usman, S.Pd., M.Pd., did expert study on instructional materials, and the outcomes received a score of 66 with an eligibility result percentage of 88%. With an appropriateness rating of "Very Eligible, No Revision Required," electronic teaching resources for Student Worksheets Based on the Group Investigation Type Cooperative Learning Model are included in the "Very Eligible" criterion. Regarding recommendations from teaching materials experts, it is hoped that if there is further development for further studies, specifically in recapping several questions with answers in the form of narratives, it will be further developed to make it simpler for teachers to automatically recap grades.

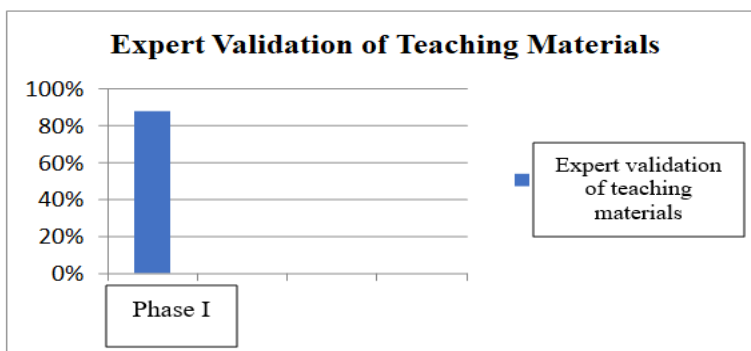


Fig. 2. Assessment of Teaching Material Expert Validation Results

The validation findings for the adequacy of teaching materials were only conducted in stage I, as shown by Figure 2 above, and a percentage of 88% was reached. As a result, it can be claimed that electronic teaching resources for student worksheets based on the cooperative learning model for group investigations are appropriate for use in the classroom.

3.2 Efficacy of Fundamental Social Science Concepts courses utilizing electronic equipment Worksheets for Students Pursuing Elementary School Teaching Based on Group Investigation (GI) Type Cooperative Learning Models

The replies of 26 students in 2022 Regular Class B were measured in order to assess the results of student responses. The efficiency of electronic teaching resources for student worksheets based on the researchers' Group Investigation Type Cooperative Learning Model was evaluated using response measures. Direct distribution of the student response surveys took place. According to the guidelines on the questionnaire page, students fill out the form. Table 5 provides the following results from the student response assessment:

Table 5. Student Response Results

No	Statement Items													Amount	Score (%)
	1	2	3	4	5	6	7	8	9	10	11	12	13		
1.	5	5	5	5	4	5	5	5	5	5	4	5	5	63	96,9
2.	5	5	5	5	4	5	5	5	4	5	5	4	4	61	93,8
3.	5	5	5	4	4	5	5	4	5	5	4	4	5	60	92,3
4.	5	5	4	4	4	5	5	4	5	4	4	5	4	58	89,2
5.	5	5	4	4	5	5	5	4	4	4	5	5	5	60	92,3
6.	5	5	5	5	4	5	5	5	4	5	4	5	5	62	95,3
7.	5	5	5	4	5	4	5	5	5	4	5	4	5	61	93,8
8.	5	4	5	5	5	4	5	5	4	5	4	5	4	60	92,3
9.	5	5	5	5	4	5	5	4	5	5	4	4	4	60	92,3
10.	5	5	5	4	5	5	5	4	5	4	4	4	5	60	92,3
11.	5	4	5	5	4	5	5	5	4	4	5	5	4	60	92,3
12.	5	5	4	5	4	4	5	5	4	5	5	4	4	59	90,7
13.	5	5	4	5	4	5	5	4	4	5	5	5	4	60	92,3
14.	5	5	5	4	5	5	5	4	4	5	4	5	5	61	93,8
15.	5	4	5	5	3	5	5	5	4	4	5	4	5	59	90,7
16.	5	5	5	4	5	5	5	4	5	4	5	5	5	62	95,3
17.	5	5	4	5	5	5	4	5	4	4	5	5	4	60	92,3
18.	5	5	5	4	5	5	5	4	5	4	5	5	4	61	93,8
19.	5	5	4	4	5	4	5	5	5	4	5	4	4	59	90,7
20.	5	4	4	5	5	4	4	5	4	5	4	4	4	57	87,6
21.	5	4	5	5	4	5	5	5	4	5	5	5	4	61	93,8
22.	5	4	5	5	4	5	5	5	4	4	4	5	5	60	92,3
23.	5	5	4	5	4	5	5	4	5	4	5	5	4	60	92,3
24.	5	4	5	5	5	5	5	5	4	4	5	5	4	61	93,8
25.	5	5	5	4	5	5	5	4	5	4	5	5	5	62	95,3
26.	5	5	5	4	5	5	5	5	4	4	5	5	4	61	93,8

They calculated the percentage scores in table 5 above by analyzing the replies of 26 students from 2022 Regular Class B. Each responder earned an average score of 92.74% in the very decent category using the percentage score. Therefore, the Basic Concepts of Social Sciences course efficiently uses electronic teaching resources, such as Student Worksheets based on the group investigation type cooperative learning approach.

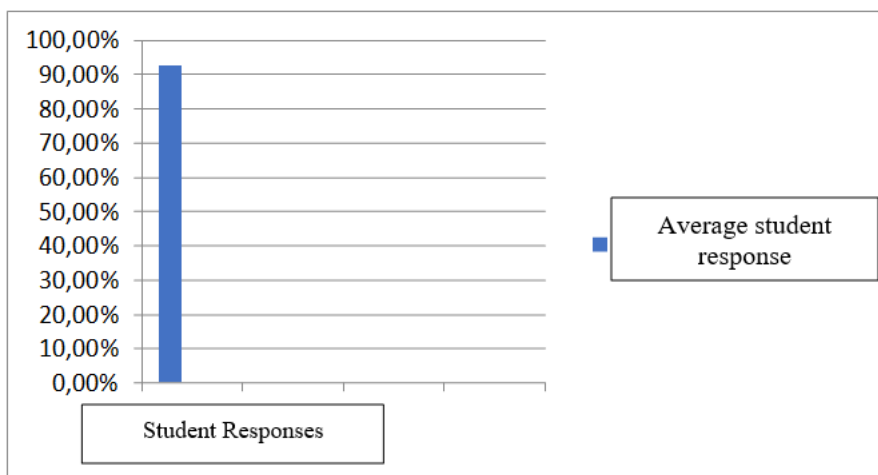


Fig. 3. Percentage of Student Response Results

Diagram 4.4 above shows that the average percentage score for the efficacy of electronic student worksheets, which was determined by using 26 student responders and 13 statement items, was 92.74%. Therefore, the researchers' Electronic Student Worksheet falls within the extremely feasible category.

4 Discussion

Sheet for students Then, two validators—a material expert validator and a teaching material expert validator—validated the researchers' electronic teaching materials. Adjust the learning goals in the Semester Learning Plan and Electronic Student Worksheet based on conversations and advice from subject matter experts, adding the sentence "by reading the Electronic Student Worksheet (C...), students are able to..." Include the solution key in the HOTS category so that students' analytical, evaluative, and creative skills may be assessed (measuring instruments for assessing students). The researcher then made revisions to the student worksheet electronic instructional material in accordance with advice from the subject matter expert. The Student Worksheet Electronic teaching resources underwent two levels of evaluation. The outcomes of the validator's revisions are used to either improve the product that the researcher has created or to give consideration to the outcomes of conversations and determine whether or not adjustments are required. In the meantime, only one stage of the approval process for the instructional materials for Electronic Student Worksheets was completed. Regarding recommendations from teaching materials experts, it is hoped that if there is further development for further studies, specifically in recapping several questions

with answers in the form of narratives, it will be further developed to make it simpler for teachers to automatically recap grades.

The initial validation performed by the material expert validator yielded results with a score of 75 and a 75% eligibility rate. As a result, revision and a second round of validation are required. It received a score of 88 in the second stage of material validation, an 88% feasibility percentage in the very feasible criterion, and a very viable feasibility level that does not need amendment. A score of 66 was obtained with a feasibility percentage of 88% in the very feasible criteria with a very feasible level of eligibility, negating the need for revision, and the expert validation of teaching materials was completed in just one stage. The electronic teaching materials created for the student worksheets based on the Group Investigation (GI) Type Cooperative Learning Model in the Basic Concepts of Social Sciences course are valid, according to the results of the assessment carried out by material expert validators and teaching materials experts. Research and development, also known as R&D is a research strategy or method that is a collection of procedures or steps to develop a new product or enhance an already existing one so that can be accounted for, according to Salim and Haidir (2019: 58).

Student Worksheet Electronic educational resources that have been approved for use in field testing. To gauge the usefulness and efficacy of using the Electronic Student Worksheet that the researcher created, a questionnaire was sent out. 26 students majoring in basic education were used to assess the efficiency of the Electronic Student Worksheet that was created. To determine the efficacy of employing the Electronic Student Worksheet, researchers have created a questionnaire for students to complete. The average response rate from students to student worksheets and other electronic teaching materials was 92.74%. As a result, students can benefit greatly from the electronic student worksheet instructional resources that researchers have created. The aforementioned findings are consistent with those of Bismi and Lala Jelita's research (2020: 59). Student worksheets are instructional resources that have been thoughtfully created to enable individual student study as well as encourage active participation in the resolution of current issues through group discussion exercises, practicums, and other real-world problem-solving activities. According to Prastowo's assertion in the journal *Indah* (2018: 227), a student worksheet is a teaching tool that includes information, summaries, and directions for carrying out learning activities that students must complete in order to pass a course. According to Vivi and Riayati Zein (2021: 88), the Electronic Student Worksheet is a student work guide that is used with a computer desktop, notebook, smartphone, or cellphone to help students grasp learning information that is presented electronically.

5 Conclusion

It can be concluded that the Electronic Student Worksheet teaching materials that have been developed are validated by material expert validators and teaching materials experts based on the development and testing of electronic teaching materials for student worksheets based on the Group Investigation (GI) Type Cooperative Learning Model in Social Sciences Courses. The initial validation performed by the material expert validator yielded results with a score of 75 and a 75% eligibility rate. As a result, revision and a second round of validation are required. It received a score of 88 in the second stage of material validation, an 88% feasibility percentage in the very feasible criterion, and a very viable feasibility level that doesn't need amendment. A score of 66 was obtained with a feasibility percentage of 88% in the very feasible criteria with a very feasible level of eligibility, negating the need for revision,

and the expert validation of teaching materials was completed in just one stage. The average score on the students' efficacy evaluation was 92.74%. As a result, students may learn a lot from the Electronic Student Worksheet instructional tools that researchers have created.

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