

ABSTRACT

Low student learning outcomes constitute the problem addressed in this study, with the following problem formulations: (1) Is there a difference in student learning outcomes between the initial measurement (pretest) and the final measurement (posttest) in the experimental class? (2) Is there a difference in student learning outcomes between the initial measurement (pretest) and the final measurement (posttest) in the control class? (3) Is there a difference in student learning outcomes between those taught using the Group Investigation learning model and those taught using the conventional model, based on the final measurement (posttest)? These low learning outcomes are influenced by several factors, including the selection of a learning model type that does not align with the basic competencies. The objectives of this study are to examine: (1) The difference in student learning outcomes between the pretest and posttest in the experimental class. (2) The difference in student learning outcomes between the pretest and posttest in the control class. (3) The difference in student learning outcomes between the Group Investigation learning model and the conventional learning model based on the posttest. The research employed the Group Investigation method, with data collection techniques involving documentation, observation, and testing. The research results indicate that: (1) There is a difference in student learning outcomes between the pretest and posttest for students taught using the Group Investigation learning model in the experimental class. (2) There is a difference in student learning outcomes between the pretest and posttest for students taught using the lecture method in the control class. (3) There is a difference in the learning outcomes of students using the Group Investigation learning model compared to those using the lecture method, as measured by the post-test.

Keywords: *Group Investigation Cooperative Learning Model, Learning Outcomes*