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الطلاب

The Use of The Group Investigation Type of Cooperative Learning Model When Online Learning to Increase Students' Learning Motivation

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Abstract: This study aims to determine the application of the Group Investigation Type cooperative learning model to the subjects of Islamic Religious Education and Character Education through online learning. This study used a quasi-experimental method. The data collection tools used were observation, interviews, tests, questionnaires, and literature studies—quantitative data analysis with a statistical approach. The results of this study are: first, the application of the group investigation type cooperative learning model with online learning is included in the particular category as indicated by the acquisition of variable X of 4.20 which is included in the interval 4.20 to 5.00. Second, the learning motivation is high if online learning using the group investigation type cooperative learning model is included in the high category as indicated by the acquisition of the Y variable of 3.92, namely at intervals. From 3.40 to 4.19. Third, the application of the Group Investigation type of cooperative learning model in online learning has a relationship with an increase in student motivation of 0.83 with a strong category including the interval 0.80-1.00. The significant influence of variable X on variable Y can influence or contribute 68.9%, while other factors influence the remaining 31.11%.

Keywords:
Group Investigation; Learning Motivation; Students

Abstrak: *Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran kooperatif tipe Group Investigation pada mata pelajaran Pendidikan Agama Islam dan Pendidikan Karakter pada siswa melalui pembelajaran daring. Penelitian ini menggunakan metode eksperimen semu. Alat pengumpulan data yang digunakan adalah observasi, wawancara, tes, angket, dan studi pustaka – analisis data kuantitatif dengan pendekatan statistik. Hasil penelitian ini adalah: pertama, penerapan model pembelajaran kooperatif tipe group investigation dengan pembelajaran online termasuk dalam kategori khusus yang ditunjukkan dengan perolehan variabel X sebesar 4,20. yang termasuk dalam interval 4.20 sampai 5.00. Kedua, motivasi belajar siswa terkategori tinggi jika pembelajaran daring dengan model pembelajaran kooperatif tipe group investigation termasuk dalam kategori tinggi yang ditunjukkan dengan perolehan variabel Y sebesar 3,92 yaitu pada interval. Dari 3,40 hingga 4,19. Ketiga, penerapan model pembelajaran kooperatif tipe Group Investigation dalam pembelajaran online memiliki hubungan dengan peningkatan motivasi belajar siswa sebesar 0,83 dengan kategori kuat termasuk interval 0,80-1,00. Pengaruh signifikan variabel X terhadap variabel Y dapat mempengaruhi atau memberikan kontribusi sebesar 68,9%, sedangkan faktor lain mempengaruhi sisanya sebesar 31,11%.*

Kata Kunci:
Investigasi Kelompok; Motivasi Belajar; Siswa

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INTRODUCTION

The Coronavirus shocked people's lives in various countries at the beginning of 2020. In humans, coronavirus (Yunus & Sustenance, 2020) causes respiratory tract infections usually considered mild, namely colds. The coronavirus is not a coronavirus that can be ignored with current conditions. It can be seen from the symptoms that arise or appear that ordinary people will think it is only limited to regular influenza. Still, this virus is quite dangerous and deadly for medical analysts. In 2020, the development of this virus was quite significant because it has spread worldwide, and almost all countries feel the impact, including Indonesia. The visible effect of the virus does not only affect public health, the country's economy, and the world of education. All countries affected by the coronavirus have closed schools and shifted their students to study at home or online learning.

In the current situation, namely, learning carried out online, learning is no longer fun for students because it is done online during these two semesters. Still, usually, students do learning in class together with their friends, and there are after-school or extracurricular activities. Students are generally more motivated in classroom learning, namely by the competitive nature between their classmates or by learning through discussion and exchanging opinions, making learning more understandable because of peer tutors. With the implementation of distance learning, students must study alone at home, which becomes a pressure for them. Because in online learning performance, the teacher usually only provides material at the beginning of the meeting, the rest by giving assignments. This makes students' motivation to learn decrease. Because studying at home does not feel like formal learning, usually done in the classroom, educators do not monitor students during distance learning too closely; educators authorise parents to monitor learning progress while at home. Therefore, this study aims to find out: first, the implementation of the Group Investigation Type cooperative learning model in the subjects of Islamic Religious Education and Morals for class VII students at SMPN 4 Cianjur by online learning. Second, learning motivation of class VII students at SMPN 4 Cianjur, when online learning uses the Group Investigation type of cooperative learning model. Third, implementing the Group Investigation Type cooperative learning model in online learning is related to increasing students' learning motivation.

Based on the results of a survey/short visit to SMP Negeri 4 Cianjur, it was found that students' learning motivation decreased when learning was carried out online on PAI and Budi Pekerti subjects. Observations were made by participating in online learning directly with students via video conference (Google Meet or Zoom) and a WhatsApp group. From the comments, some problems arose, namely: first, some students or students did not participate in online learning activities; second, students who only take part in learning when absent; third, the lack of student participation in online education; and fourth, there are still some students who do not send assignments on time or do not do the tasks given.

From the problems mentioned, it can be seen that the learning motivation of students or students learning PAI and Budi Pekerti online is low. Low motivation to learn can impact the effectiveness of learning activities. The solution is that exciting things are needed to make online learning still make students enthusiastic, and there is an increase in student motivation in education.

Growing learning motivation in students (Suprihatin, 2015) is part of a technique to develop students' skills or abilities in learning. An effective way to motivate students in education is to link the learning experience with student motivation. As conveyers of material to students, educators are very closely related to these problems. So an educator or prospective educator should continue to try to increase student learning motivation, especially for students who have difficulty learning, one of which is using exciting and varied learning methods and adapting them to the material to be conveyed to students and making students feel like It is easier to digest the fabric so that the desired learning objectives can be achieved.

Educators have a vital role in increasing learning motivation. The government, through Permendikbud No. 22 of 2016 concerning the Standards for Primary and Secondary Education, describes that the teaching and learning process or activities carried out must make students more active, creative, and innovative so that they have meaning for students and so that students gain knowledge through impressions from the learning experiences they get. The follow-up carried out by the Minister of Education and Culture is an improvement or renewal of the curriculum at every level of education. The effect of this renewal or modification is a concrete problem. It becomes homework for every implementer in education, especially the main subject or implementer in education itself, which is none other than educators and students or students.

Based on this statement, what educators must do is change their mindset. In practice, educators are required to take advantage of a scientific approach and act as facilitators and motivators rather than initiators and executors so that students can be actively involved in learning by observing, asking questions, and reasoning in the inquiry learning process or discovery learning and being able to change from teacher-centred learning (teacher-centred) to student-centred learning (student-centred) (Wiratama, 2020). In this study, the online learning of Islamic Religious Education and Budi Pekerti uses the group investigation (GI) type of cooperative learning model.

As explained, the teacher is a needed figure and is a central figure for children, so every step he takes is imitated and imitated by them. Therefore, educators' attitude and disposition should always be well maintained and other obligations, namely recognising the development of students to find out how or what strategies are used to deliver learning materials. (Rosyidah, 2019)

They are learning attempts to acquire or gain intelligence in the Big Indonesian Dictionary (KBBI). According to Gage, learning is the process of individuals changing their behaviours due to experience. Meanwhile, according to Robert M. Gagne, learning is a complex process of learning outcomes in the form of abilities or skills, the emergence of talents or abilities caused by

stimulation from the environment and cognitive processes carried out by students. Based on several definitions of learning, it can be interpreted that learning is talking about a person's behaviour that changes due to experiences that come from their environment.

According to Skinner in the book Integrated Learning Strategies (Theory, Concepts, and Implementation), learning is a process of adaptation or behaviour adjustment that takes place progressively. Learning can be described as a behaviour or behaviour. When a person learns, the response becomes better or can be said as a stimulus and response; vice versa; if he does not know, the response decreases. Thus, learning is defined as a change in the probability or probability of an answer. Based on the definition of learning that has been mentioned, it can be explained that learning is talking about a person's behaviour that changes as a result of experiences that come from the environment (Isriani & Puspitasari, 2012).

Learning is the most important key term in any educational endeavour. Without learning, there can be no education. Learning always gets a vast space in various disciplines related to educational efforts. The meaning contained in the definition of learning is change and the ability to change. With the ability to change through learning, humans can freely explore and make essential decisions in life (Kim et al., 2013). Learning implementation (Hartoto, 2016). Of course, you have to use innovation in the current situation so that students are more enthusiastic about learning. Creation is carried out by considering three important reasons: efficiency, effectiveness, and convenience. Efficient means that the time available for teachers must be appropriately used. Effective means that the lessons given must produce something useful for students or society. While convenience means learning resources and learning aid media, the chosen method must increase motivation or passion for students and teachers in the learning process to achieve the desired learning objectives.

Learning (Sutarma, 2007) is the teacher's activity or activity in teaching students. This means the learning process makes or puts students in a learning condition. Students in learning conditions can be observed through several indicators of the activities carried out: the focus of attention, enthusiasm, asking, answering, commenting or arguing, presentation, discussion, trying, guessing, or finding. On the other hand, students in a non-learning condition are the opposite of these activities; they just stay silent, engage in irrelevant, passive, or avoid activities altogether.

Approach (Rusman, 2012) is interpreted as a person's point of view of the learning process. The term approach refers to a person's point of view or view of the occurrence of a process that is still general or global. Roy Kellen (2007) noted two approaches to learning teacher-centred approaches. The student-centred approach is reduced to direct instruction, deductive, or expository learning. Meanwhile, the student-centred learning approach is diminished to inquiry and discovery learning strategies and inductive learning. Thus, the learning models are usually arranged based on various principles or theories of knowledge. In

compiling the learning model, the experts use learning principles, psychological, sociological, systems analysis, or other supporting ideas.

This study discusses the cooperative learning model. The collaborative learning model (Aryana, 2019) is very different from direct teaching. This learning model can be used in education as somewhat complex and longer material; it can help educators achieve their learning goals. They are teaching with social dimensions and human relations. In the cooperative learning model (Rusman, 2012), the teacher or educator acts more as a facilitator who functions as a bridge that connects towards a higher understanding with the students' notes. Cooperative learning (cooperative learning) is carried out with students working col. Members consist of four to six people with a heterogeneous group structure.

Cooperative learning has a strategy, a series of learning activities carried out by students in groups to achieve the learning objectives set. Fourth, four thiessentialmportant in cooperativelaboratively in small groups learning strategies: first, there are students in groups; second, there are rules in the group; third, there is an effort to learn in groups; and fourth, there are competencies that the group must achieve. Regarding the grouping of students, it can be determined based on: first, the interests and talents of students; second, the background of students' abilities; and third, the combination of interests and skills of students and the background of students' abilities (Rusman, 2012). According to Roger and David Johnson, there are five essential elements in cooperative learning (cooperative learning), namely as follows:

a. The principle of positive interdependence
b. individual responsibility (individual accountability),
c. Face-to-face interaction (face to face promotion interaction),
d. Participation and communication (participation communication), and
e. Group process evaluation.

Cooperative learning (Erman, 2008) by human nature as social beings, mutually dependent on each other, have common goals and responsibilities, a division of tasks, and a sense of fate. By taking advantage of this fact, cooperative learning in groups, students are trained and accustomed to sharing knowledge, experiences, tasks, and responsibilities. Help each other and practice, interact, communicate, and socialise because cooperatives are a miniature of life in society, and learn to be aware of each other's strengths and weaknesses.

The concept of cooperative learning is contained in the word of Allah SWT, in Surah Al-Maidah Verse 2:

... وَتَعَاوَنُوْا عَلَى الْبِرِّ وَالتَّقْوٰىۖ وَلَا تَعَاوَنُوْا عَلَى الْاِثْمِ وَالْعُدْوَانِۚ وَاتَّقُوا اللّٰهَ ۗاِنَّ اللّٰهَ شَدِيْدُ الْعِقَابِ

"*And help you in (doing) goodness and righteousness, and do not help in sins and transgressions. And fear Allah. Indeed Allah is severe in punishment.*"

From the verse, this cooperative learning makes students or students more likely to increase student participation in the learning process, improve learning achievement, and improve social relations, which raises an attitude to accepting the shortcomings of self and others and can improve identity. In verse, it is explained that cooperative learning makes students learn to work together to solve an existing problem through group work.

Group Investigation (GI) in the book Learning Models by Ujang Dedih states a form of cooperative (group) learning that dates back to the era of John Dewey but instead was updated and researched in 1976 by Shlomo Sharan and Yael Sharan, and Rachel-Lazarowitz in Israel (Dedih, 2014). The GI type cooperative learning model is a model that does not require students to memorise facts and formulas but a model that guides students to identify topics, plan investigations in groups, carry out investigations, report, and present the results of their studies. (Harahap & Derlina, 2017). The figures who play an active role in this theory are Robert E. Slavin and Yael Sharan. Robert E. Slavin mentions cooperative learning of the group investigation type as a method devoted to giving assignments that are opportunities for students to develop creativity and productivity in thinking. Students are actively involved starting from the learning planning process to completion. For this reason, this method can also be referred to as a "problem solving" learning method or a "discovery" learning method (Slavin, 2014).

Slavin also stated that this learning aims to help students carry out investigative activities on a subject topic or problem systematically and analytically. This has implications that are positive towards developing discovery skills and helping achieve the goals that have been set. In addition, this learning trains students to work cooperatively to solve a problem. (Junanah & Nursalim, 2016). In the language, the word motivation comes from motiv, which means encouragement or stimulation, will, and desire. Thus, motivation is the force that directs individual behaviour. Motivation is not behaviour but a complex internal condition that cannot be observed directly but can influence behaviour. Based on Nur Hidayah's opinion, motivation is a step in moving motives into actions to achieve goals. Meanwhile, the reason is the condition of a person who is ready to start or continue an action. According to Sardiman, "motive" means an effort that encourages someone to do something. Motivation can be interpreted as a driving force within the subject to carry out certain activities to achieve a goal. Even the motive can also be construed as a condition of preparedness. Starting from the word "motive," then motivation means a driving force that has become active. The motive becomes active when the goal is felt to be very urgent. (Nurjan, 2016).

Motivation can come from within or outside a person's personality, family, teachers, peers, or even more significant, namely, society. Students who have a high enough motivation to learn will be profound and interested in learning, resulting in excellent and satisfying learning outcomes; students who do not have learning motivation or a low enough motivation to learn will always feel bored in education. Motivation in the learning process can be described as fuel to drive

a machine. High learning motivation will encourage students to play an active role in excelling in class, but not the ivation that is too strong or too high can actually hurt. Still, motivati of student learning. (Fauziyah et al., 2017).

Motivation means an effort made consciously to move, direct, and maintain a person's behaviour so that he is forced to do something to achieve the results or goals that have been determined. According to Clayton Alderfer, learning motivation is the desire of students to carry out learning activities driven by the desire to achieve the best possible achievement or learning outcomes. Motivation is a mental drive that directs human behaviour, including learning behaviour. (Hamdu & Agustina, 2011).

There is a desire to be active, move, and direct individuals' attitudes and behaviour to learn in motivation. According to Abin Syamsudin M (2003), setting some indicators in certain stages or steps can increase learning motivation. The motivation indicators include: first, the duration of the activity; second, how often to carry out these activities; third, his optimism on the purpose of the action; fourth, patience, tenacity and ability in the face of difficulties to achieve goals; fifth, sacrifice in achieving goals; sixth, the level of aspirations to be achieved with the activities carried out; seventh, the level of achievement qualification; eighth, the direction of his attitude towards the target of the action. (Hamdu & Agustina, 2011). In addition to the explanation above, student learning motivation (Cahyani et al., 2020) is very influential in student learning outcomes. This aligns with Emma's proof that the learning process would succeed if students had good motivation. Thus, learning motivation is very important for every student, both intrinsic and extrinsic motivation.

The current situation, namely amid the COVID-19 pandemic, requires learning to be done online. This condition, of course, impacts the quality of learning. Students and teachers or educators who previously interacted directly in the classroom now have to interact in a limited virtual space. Teachers are required to provide effective teaching even though learning is carried out online, creating a conducive atmosphere for learning and creatively and innovatively applying learning media and attractive learning models so that students can understand the material presented and learning objectives can be achieved (Abidah et al., 2020). Learning conditions created in online learning also affect student learning motivation; if previously in offline learning, the teacher or educator was able tones create a conducive classroom atmosphere to maintain student motivation so that knowledge could be achieved because classroom conditions have a significant influence on learning motivation. However, in contrast to the current situation, online learning causes teachers or educators to find it challenging to control and maintain the learning environment because of virtual space limits. This condition causes students' learning motivation to decrease and even affect student learning outcomes (Kauffman, 2015).

RESEARCH METHODS

This research approach is quantitative. According to Sugiyono, quantitative research has the meaning of a research method based on the philosophy of positivism, which is used to examine specific populations or samples. Quantitative resea is sequential, planned, and structured from the beginning to the making of the research design. Another opinion describes quantitative research as research that uses a lot of numbers, from data collection, interpretation of the data that has been collected, and the results of the study. This research would be better if included with pictures, tables, graphs, or other displays (Creswell, 2015).

The method used in this research is the quasi-experimental method, also known as a quasi-experimental. Quasi-experiment uses all subjects in the study group (entire group) to be given treatment (treatment), not using randomly selected issues as in the pure experiment. The absence of randomisation in determining research subjects allows for the emergence of problems related to the experiment's initial internal and external validity. (Siyoto & Sodik, 2015)

The population is based on etymology, namely, the population ofeeeeee people in large numbers that are general. People in research have the most of research objects, which can be humans, symptoms, patterns of attitudes, things, behaviour or others who will be the object of research (Priatna, 2020). In this study, the population was all grade VII students of SMP Negeri 4 Cianjur, eight classes VII A – VII H.

Meanwhile, the sample is a part or model that represents the population or an overview of the whole object under study(Priatna, 2020). The example used in this study is class VII-G and VII-H (both have 36 students, 18 girls ad 18 boys) because they are considered representative of the population. The data collection technique out in this study were observation, interview, tests, questionnaires, ensues carried literature studies (Situmorang et al., 2015).eaning of the whole For the data collection tool using the normality test with the formula to determine Zi:

$$Zi = \frac{Xi - \bar{X}}{S}$$

The second uses the homogeneity test with the formula:

$$S_X{}^2 = = \sqrt{\frac{n.\sum X^2 - (\sum X)^2}{n(n-1)}} \qquad S_Y{}^2 \sqrt{\frac{n.Y^2 - (\sum Y)^2}{n(n-1)}}$$

The third test N-gain, with the formula:

$$\text{Gain Index (g)} = \text{x } 100 \frac{skor\ posttest - skor\ pretest}{skor\ maksimal - skor\ pretest}$$

The results of obtaining normalized gain values can be categorised into three categories (Hanief& Himawanento, 2017), namely:

g-height : wih N-gain > 70
g-medium : with 30 N-gain 70
g-low : with N-gain < 30

The fodoubleests, namely with the formula:

- Independ T-Test Homogenouone

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$ (Sugiyono, 2019)

- Independent T Test Not Homogeneous

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The five questionnaire analyses, namely

1) For the average variable Y using the formula$M = \frac{\Sigma y}{N}$
2) The interpretation of the Y variable is as follows.

Table 1 Interpretation of Variable Y

Score	Criteria
4.20 – 5.00	Very high
3.40 – 4.19	Tall
2.60 – 3.39	Currently
1.80 – 2.59	Low
1.00 – 1.79	Very low

(Sugiyono, 2019)

The six product moment correlations (Pearson) (Rahayu, 2019:152):

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2]\,[n\sum Y^2 - (\sum Y)^2]}}$$

This research atch was conducted SMP Negeri 4 Cianjur, located on Jl. Adi Sucipto, Kel. Pamoyanan, Kec. Cianjur, Kab. Cianjur, West Java Province 43212. This research was carried out for approximately two weeks, from April 22 to May 1, 2021.

RESEARCH RESULTS AND DISCUSSION

The discussion of the results of this study was carried out based on several factors that were used as the focus of this study. These factors are:

1. Implementation of a Group Investigation Type Cooperative Learning Model in Online Learning

From the results of this study by distributing a questionnaire with as many as 12 statement items regarding the implementation of the online group investigation cooperative learning model, it was included in the outstanding category with an average value of 4.20; the figure was said to be very good because it was in the interval of 4.20 - 5.00. Variable X is in an outstanding category because the indicators of achievement in this variable can be achieved, such as: first, students' readiness to participate in PAI and

Budi Pekerti learning online by using the group investigation type cooperative learning model. Second, the quality of the relationships between teachers and students, students with students, and students with teachers is improving, and there is an improvement. Namely, students are no longer ashamed to ask the teacher when learning online. Students are not just silent when learning, so learning online becomes easier—interactive using this GI model. Third, students' skills in discussion and communication are increasing because, in the implementation of this learning model, students are required to study in groups and communicate well with group members to complete investigations on the given topic, as well as student skills in discussion and students' courage in presenting results. Meeting with the group also increased. Apart from the indicators mentioned above, this variable is in an outstanding category, which can be seen from the increase in student learning outcomes which can be seen from the rise in the results of the pretest and posttest exams.

Based on the results of the questionnaire on student attitudes towards the implementation of the online group investigation cooperative learning model, the highest score of the 12 statements given to respondents was at a score of 4.42 with the statement item "Learning PAI and Budi Pekerti with the Group Investigation learning model online makes teacher-student relationships better." Meanwhile, the lowest score is found in the negative statement item in this X variable, namely "Discussion using "The group investigation cooperative learning model makes it difficult for me to learn PAI and Budi Pekerti online" with a score of 3.90.

2. Student's Learning Motivation When Learning Online with Cooperative Learning Model Type of Group Investigation

Meanwhile, based on the results of the student attitude questionnaire for the variable of student learning motivation, the research using 12 statement items regarding student learning motivation when online learning using the group investigation type cooperative learning model is included in the high category, with a score of 3.92 because it is in the interval of 3.40-4.19. Variable Y is in the high category because of several indicators contained in students' learning motivation when online learning using the group investigation learning model has been achieved well; some hands must be re-optimized, namely: first, responding to teacher orders or questions when online learning, maybe this indicator can be assessed well when learning face-to-face but for online education, it is pretty challeng to see student responses when the teacher gives orders or questions when learni, let alone just using WhatsApp Groups because sometimes there are students who only read what is instructed or questions from the teacher without responding or providing comments.

Second, tons of i be achieved well: students dare to ask questions and engage in discussions between groups. There is also courage and development in expressing opinions during group discussions. Third, two indicato been achieved but must also be improved or re-optimized in their

implementation, namely students taking notes on the material that the teacher conveys and doing assignments completely, because, at that time, there were still students who did not record the reviews of the lessons that the teacher had delivered and students who did the work—task to completion. Based on the results of the student attitude questionnaire, towards st learning motivation when learning online using the group investigation type cooperative learning modelThe highest score of the 12 statements given to the respondent was found at a score of 4.16 with the statement "Learning using the group investigation type cooperative learning model online makes me more active in doing PAI and Budi Pekerti assignments". Meanwhile, for the lowest score on students' learning motivation when learning online using the group investigation type cooperative learning model, there is a negative statement on this Y variable, namely "Learning using the group investigation type cooperative learning model online makes me not understand the material presented by the teacher. " with a score of 3.71.

3. The Implementation of the Cooperative Learning Model Type of Group Investigation has a Relationship with Increasing Students' Learning Motivation

Based on the normality test value, the data obtained on the X variable is not normally distributed because the calculated lilies are greater than the table liliefors. The Y variable is not normally distributed because the calculated liliefors are more signifi than the table liliefors students. The homogeneity test was not carried out because the two datasets were not normally distributed.

Based on the value of the correlation coefficiproduct-mroduct moment (Pearson) correlation technique, the two variables in this study are r =oment 0.83 meaning that the level of relationshicantp between the is two extremes very strong, because it is in the range of 0.80 – 1.00 (this range is for very strong or very high interpretation). When viewed from a significant , greaterch is greater than the error rate or 5% significance level (0.83 > 0.355),then rejected. This means that with = 5%, there is a significant positive correlation (relationship) between the implementation of the online Group Investigation Learning Model (X) and Student Learning Motivation (Y).$H_0\alpha$

Based on the T-test result, it was determined that the T count was 7.98. With a significant level of 5%, the T table value is 2.04 (DK = 31 – 2 = 29). Based on these results, it can be seen that the value of Tcount > Ttable, thus Ho is rejected and Ha is accepted. This means a relationship or correlation between the Implementation of the Online Group Investigation Learning Model (X) with Student Learning Motivation (Y). So, therefore, Implementation of the Group Investigation Learning Model online has a positive influence on student learning motivation.

Relationship between impl of the online group investigation learning modelementation had a 68.9% the effect Student's motivation to study. In other words, the variables used are Implementation of the Group

Investigation Learning Model online able to influence 68.9% of students' learning motivation variables. In compa, the remaining 31.11% is influenced by other variables or factors not examined by researchers. So, from the conclusion of this study, implem of the online group investigation learning modelwithentation student learning motivation has a positive and significant influence.

Apart from being seen from the results of the student attitude questionnaire, the increase in student learning motivation by using the online group investigation type cooperative learning mpost-test on students after rtreat exaat-testresultstudents after theiving treatmeample t test resut-teste paired sthe results of the paired sample t test contained in the appendix, Signifiesnt value is 6.07 and calcollations2.14. signifies results of these calthe culations, more signifbe concluded that the value of t count is greater than t table (6.07 > 2.14) then it is rejected and accepted. That is, t$\boldsymbol{H_0 H_1}$There are differences in Student Learning Motivation between before and after implementing the GI type cooperative learning model (Group Investigation) in Islamic Religious Education and Budi Pekerti subjects online.

Meanwhile, judging from the results of data analysis, the average gain was carried out to know how large the category of increasing student motivation is by using the online group investigation type cooperative learning model. Based on the data processing, data analysis obtained the average gain of the experimental class of65.52. The results mean the level of income of the normalising score for the practical course is moderate. However, there is a significant difference between the N-gain calcul in the control class and the experimental class results. For the control class, the average gain from data analysis is 39.86. Although both are included in the moderate category, there is a significant difference in scores acquired, so it can be seen that the increase in students' learning motivation using the online group investigation type cooperative learning model is higher than the use of conventional learning models in online learning. The gain analysis data obtained showed that the experimental class and control class came from a normally distributed population based on the data processing.

CONCLUSION

From the results of research on the implementation of the group investigation learning model in online learning to increase student learning motivation, the following conclusions are obtained: The Group Investigation Type cooperative learning model implementation in the subjects of Islamic Religious Education and Budi Pekerti in class VII students at SMP Negeri 4 Cianjur with online learning is included in the outstanding category.ng results are Shown by the average score of all the indicators of variable X with an average score of 4.20. The figure is included in the interval 4.20 – 5.00. and variable X comes from data that is not normally distributed. The learning motivation of class VII students at SMP Negeri 4 Cianjur when online learning uses the Group Investigation type

cooperative learning model is in the high category. It is shown by the value of all indicators of the Y variable with an average score of 3.92. This figure is in the interval of 3.40 – 4.19. and variable Y comes from data that is not normally distributed. The Group Investigation Type cooperative learning model implementation in online learning and its relationship to increasing students' learning motivation. That the correlation coefficient with the product-moment (Pearson) between the variable x and variable y is 0.83. The number 0.83 is included in the interval number 0.80 - 1.00, which means that the correlation coefficient is in the robust category. Testing the hypothesis Tcount = 7.98 while Ttable = 2.04, it can be decided that Tcount > Ttable (Tcount is greater than Ttable); therefore, the hypothesis is accepted using the group investigation type cooperative learning model in online learning can increase students' learning motivation. The results of the calculation of the coefficient of determination that the relationship between these two variables are very interconnected because they get a value of **68.9% and 31.11%,** again influenced by other factors not examined by the author.

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