**The use of the group investigation type of cooperative learning model when online learning to increase students' learning motivation**

**(Research on seventh grade students at SMPN 4 Cianjur)**

***Abstract:*** *Based on observations that have been carried out at SMP Negeri 4 Cianjur. It can be found that the process of online learning in class VII is still at a low level for indicators of student learning motivation, which is seen from the participation and activeness of students, or students in online learning with WhatsApp Group media, only half of the total number of students, as well as collecting the task that has been given by the teacher, only half of the total number of students who collect. The purpose of this study is to firstly investigate the implementation of the Group Investigation Type cooperative learning model in the subjects of Islamic Religious Education and Character Education in class VII students at SMPN 4 Cianjur through online learning. Second, the learning motivation of class VII students at SMPN 4 Cianjur increases when online learning uses the Group Investigation type of cooperative learning model. Third, the implementation of the Group Investigation Type cooperative learning model in online learning is related to increasing students' learning motivation. The framework of this research is that in an effort to increase student learning motivation in online learning conditions, namely by using or implementing appropriate or effective learning models in delivering material to students. It is assumed that by implementing the group investigation learning model, it can increase students' learning motivation in online learning. This study uses a quasi-experimental method located at SMPN 4 Cianjur. The data collection tools used were observation, interviews, tests, questionnaires, and literature studies. Analysis of quantitative data using a statistical approach.The results of this study are: first, the implementation of the group investigation type cooperative learning model on PAI and Budi Pekerti subjects in class VII students at SMPN 4 Cianjur with online learning is included in the very good category, as indicated by the acquisition for variable X amounting to 4.20, namely included in the interval from 4.20 to 5.00. Second, the learning motivation of class VII students at SMPN 4 Cianjur is high when online learning using the group investigation type cooperative learning model is included in the high category, as indicated by the acquisition of variable Y in the amount of 3.92, namely at intervals of 3.40–4.19. Third, the implementation of the Group Investigation Type cooperative learning model in online learning has a relationship with increasing students' learning motivation by 0.83, with a very strong category including the 0.80-1.00 interval. With the large influence of the X variable on the Y variable, it can influence or contribute 68.9%, while the remaining 31.11% is influenced by other factors.*

*Keywords: Group Investigation, Learning Motivation, Students*

**INTRODUCTION**

The Corona virus that shocked people's lives in various countries at the beginning of 2020. In humans, coronavirus (Yunus & Sustenance, 2020) causes infections of the respiratory tract that are usually considered mild, namely colds. With current conditions, the corona virus is not an epidemic that can be ignored. It can be seen from the symptoms that arise or appear, ordinary people will think it is only limited to ordinary influenza, but for medical analysts, this virus is quite dangerous and deadly.

In 2020, the development of this virus is quite significant because it has spread worldwide and almost all countries feel the impact, including Indonesia. The visible impact of the virus does not only affect public health, the country's economy, and the world of education. All countries affected by the corona virus have closed schools and shifted their students to studying at home or online learning.

In the current situation, namely learning that is carried out online, learning is no longer fun for students because during these 2 semesters it is done online, but usually students do learning in class together with their friends, and there are after-school or extracurricular activities. In classroom learning, students are usually more motivated, namely by the competitive nature between their classmates or by learning through discussion and exchanging opinions, which makes learning more understandable because of peer tutors. With the implementation of distance learning, students are required to study alone at home, and this becomes a pressure for them. Because in the implementation of online learning, usually the teacher 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, which is usually done in the classroom, and because students are not too closely monitored by educators during distance learning, in this case educators authorize parents to monitor learning progress while at home. Therefore, the purpose of this study is 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, the implementation of 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 also a WhatsApp group. From the observations, there were problems that arose, namely: first, there were students or students who 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 learning; and fourth, there are still some students who do not send assignments on time or do not do the assignments 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 have an impact on the effectiveness of learning activities. The solution is that interesting things are needed to make online learning still make students enthusiastic and there is an increase in student motivation in learning.

Growing learning motivation in students (Suprihatin, 2015) is part of a technique to develop students' skills or abilities in learning. There is an effective way to motivate students in learning is to link the learning experience with student motivation. Educators, as conveyers of material to students, 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 interesting 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 material so that the desired learning objectives can be achieved.

Educators have a very important 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 improvement is a concrete problem and becomes homework for every implementer in the world of education, especially in 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 the 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-centered learning (teacher centered) to student-centered learning (student centered) (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 has been explained, the teacher is a figure who is needed and is a central figure for children, so that every step he takes is imitated and imitated by them. Therefore, it is fitting that the attitude and disposition of educators are always well maintained, as well as other obligations, namely recognizing the development of students to be able to find out how, or what strategies are used to deliver learning materials. (Rosyidah, 2019)

In the Big Indonesian Dictionary (KBBI), learning is an attempt to acquire or gain intelligence. According to Gage, learning is the process of individuals changing their behaviors as a result of 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 abilities or skills caused by stimulation that comes from the environment and cognitive processes carried out by students. Based on several definitions of learning, it can be interpreted that learning is basically talking about a person's behavior 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 behavior adjustment that takes place progressively. Learning can be described as a behavior or behavior. When a person learns, the response becomes better, or can be said as a stimulus and response, and vice versa, if he does not learn, the response decreases. Thus, learning is defined as a change in the probability or probability of a response. Based on the definition of learning that has been mentioned, it can be explained that learning is basically talking about a person's behavior 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 endeavor. Without learning, there can be no education. Learning always gets a wide 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 explore and make important decisions in life freely (Shah, 2018).

Learning implementation (Hartoto, 2016) Of course, in the current situation, you have to use innovation so that students are more enthusiastic about learning. Innovation is carried out by taking into account three important reasons, namely efficiency, effectiveness, and convenience. Efficient means that the time available for teachers must be used properly. Effective means that the lessons given must produce something that is useful for students or society in general. While convenience means learning resources, learning aid media, the method chosen must be able to increase motivation or passion both for students and teachers in the learning process so that they can achieve the desired learning objectives.

Learning (Sutarman, 2007) in essence, it is the activity or activity of the teacher in teaching students. This means the learning process either makes or puts students in a learning condition. Students in learning conditions can be observed and observed through several indicators of the activities carried out, namely 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) 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 in nature. Roy Kellen (1998) noted that there are two approaches to learning, namely teacher centered approaches and student centered approaches.

The teacher-centered approach is reduced to direct instruction, deductive learning or expository learning. Meanwhile, the student-centred learning approach is reduced to inquiry and discovery learning strategies as well as inductive learning. Thus, the learning models themselves 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 theories.

This study, it discusses the cooperative learning model. The cooperative learning model (Aryana, 2019) very different from direct teaching. This learning model can be used in teaching somewhat complex and longer material, it can help educators in achieving their learning goals. Teaching with social dimensions and human relations.

In the cooperative learning model (Rusman, 2012) The teacher or educator acts more as a facilitator who has a function as a bridge that connects towards a higher understanding, with the students' own notes. Cooperative learning (cooperative learning) is learning that is carried out with the steps of students learning and working in small groups collaboratively whose members consist of four to six people with a heterogeneous group structure.

Cooperative learning has a strategy that is a series of learning activities carried out by students in groups to achieve the learning objectives that have been set. Fourth, there are four things that are important in cooperative learning strategies, namely: 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 must be achieved by the group. 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 talents of students and the background of students' abilities. According to Roger and David Johnson, there are five basic elements in cooperative learning (cooperative learning), namely as follows: (Rusman, 2012)

1. The principle of positive interdependence
2. individual responsibility (individual accountability),
3. Face-to-face interaction (face to face promotion interaction),
4. Participation and communication (participation communication), and
5. Group process evaluation.

Cooperative learning(Erman, 2008)in accordance with human nature as social beings, who are 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 socialize 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:

 

*"And help you in (doing) goodness and in piety, 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, as well as improve learning achievement, can also improve social relations, which raises an attitude to accepting the shortcomings of self and others, and can improve identity. In the 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 (1970), but rather was updated and researched in 1976 by Sholomo 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 memorize 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 investigations. (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 that is 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 also stated that the purpose of this learning is to help students carry out investigative activities on a subject topic or problem systematically and analytically. This has implications that are positive towards the development of discovery skills and help 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 the word motiv, which means encouragement or stimulation, will, and desire. Thus, motivation is the force that directs individual behavior. Motivation is not behavior, but a complex internal condition that cannot be observed directly, but can influence behavior.

Based on Nur Hidayah's opinion, motivation is a step in moving motives into actions to achieve goals. Meanwhile, the motive is the condition of a person who is ready to start or continue an action. According to Sardiman, the word "motive" has the meaning of an effort that encourages someone to do something.

Motivation can be interpreted as a driving force from within the subject to carry out certain activities in order to achieve a goal. Even the motive can also be interpreted as a condition of preparedness. Starting from the word "motive," then motivation has the meaning of 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 from outside a person's personality, be it family, teachers, peers, or even bigger, namely society. Students or students who have a high enough motivation to learn will be serious and interested in learning, resulting in good and satisfying learning outcomes; students who do not have learning motivation or a low enough motivation to learn will always feel bored in learning.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 motivation that is too strong or too high can actually have a negative effect on the sustainability of student learning. (Fauziyah et al., 2017)

Basically, motivation has the meaning of an effort made consciously to move, direct, and maintain a person's behavior so that he is moved to do something so as to achieve the results or goals that have been determined. According to Clayton Alderfer (in Nashar, 2004) learning motivation is the desire of students to carry out learning activities that are driven by the desire to achieve the best possible achievement or learning outcomes. Motivation is seen as a mental drive that directs human behavior, including learning behavior. (Hamdu & Agustina, 2011).

In motivation there is a desire to be active, move, direct the attitudes and behavior of individuals to learn. In increasing learning motivation according to Abin Syamsudin M (1996) what can be done is to set some indicators in certain stages or steps. 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 activity; 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 activity. (Hamdu & Agustina, 2011)

In addition to the explanation above, student learning motivation (Cahyani et al., 2020)very influential in student learning outcomes. This is in line with what Emda explained that the learning process will achieve success if students have good learning motivation. Thus, learning motivation is very important for every student, both intrinsic and extrinsic motivation.

In the current situation, namely in the midst of the COVID-19 pandemic, which requires learning to be done online. This condition of course has an impact on the quality of learning, students or 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 interesting learning models so that students can understand the material presented and learning objectives can be achieved.

Learning conditions created in online learning also affect student learning motivation, if previously in offline learning the teacher or educator was able to create a conducive classroom atmosphere to maintain student motivation so that learning could be achieved it is because classroom conditions have a significant influence on learning motivation. However, in contrast to the current condition, online learning causes teachers or educators to find it difficult to control and maintain the learning environment because it is limited by the use of virtual space. This condition causes students' learning motivation to decrease and can even affect student learning outcomes

**RESEARCH METHODS**

This research approach is a quantitative approach. According to Sugiyono, quantitative research has the meaning of a research method based on the philosophy of positivism, which is used to examine certain populations or samples. Quantitative research is a type of research that is sequential, planned, and clearly 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 research. Even at the conclusion stage, this research would be better if it was included with pictures, tables, graphs, or other displays.

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

The population is based on etymology, namely, the population or people in large numbers that are general in nature. Population in research has the meaning of the whole or the set of research objects, which can be humans, symptoms, patterns of attitudes, objects, behavior 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, totaling 8 classes VII A – VII H.

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

Zi =$\frac{Xi- \overbar{X}}{S}$ (Hanief &Himawanto, 2017)

The second uses the homogeneity test with the formula:

$S\_{X}²$= =$\sqrt{\frac{n. ∑X^{2}-(∑X)²}{n(n-1)}} S\_{Y}²\sqrt{\frac{n. ∑Y^{2}-(∑Y)²}{n(n-1)}}$ (Hanief& Himawanto, 2017)

The third test N-gain, with the formula:

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

The results of obtaining normalized gain values ​​can be categorized into three categories, namely:

g-height : with N-gain > 70

g-medium : with 30 N-gain 70

g-low : with N-gain < 30 (Situmorang et al., 2015)

The four T-tests, namely with the formula:

* Independent T Test Homogeneous

t =$\frac{\overbar{X\_{1}}- \overbar{X\_{2}}}{\sqrt[S]{\frac{1}{n\_{1}}+ \frac{1}{n\_{2}}}}$

 S =$\sqrt{\frac{\left(n\_{1}-1\right)S\_{1}^{2}+ \left(n\_{2}-1\right)S\_{2}^{2} }{n\_{1}+ n\_{2}-2}}$ (Sugiyono, 2019)

* Independent T Test Not Homogeneous

 t = $\frac{\overbar{X\_{1}}- \overbar{X\_{2}}}{\sqrt{\frac{S\_{1}²}{n\_{1}}+ \frac{S\_{2²}}{n\_{2}}}}$ (Sugiyono, 2019)

The five questionnaire analyzes, namely

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

**Table 3.2 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 2017:151)

The six product moment correlations (Pearson):

$r\_{xy}$=$\frac{n ∑XY-\left(∑X\right)(∑Y)}{\sqrt{\left[n ∑X^{2}-\left(∑X\right)^{2}\right] [n ∑Y^{2}-\left(∑Y\right)^{2}]}}$ (Rahayu, 2019:152)

The place where this research was conducted is at SMP Negeri 4 Cianjur, which is located on Jl. Adi Sucipto, Kel. Pamoyanan, Kec. Cianjur, Kab. Cianjur, West Java Province 43212. The time of this research was carried out for approximately 2 weeks starting 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 very good 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 the very good category, because the indicators of achievement in this variable can be achieved, such as for example: first, the readiness of students to take part 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 getting better and there is an improvement, namely students are no longer ashamed to ask the teacher when learning online and students are not just silent when learning, so when online learning learning becomes easier. interactively 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 in order to complete investigations on the given topic, as well as student skills in discussion and students' courage in presenting results. discussion with the group also increased. Apart from the indicators mentioned above, this variable is in the very good category which can be seen from the increase in student learning outcomes which can be seen from the increase 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.

* + - 1. **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, there are also indicators that 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 learning it is quite difficult to see student responses when the teacher gives orders or questions when learning, 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, there are three indicators that can be achieved well, namely students dare to ask questions and are active in discussions between groups, there is also courage and development in expressing opinions during group discussions. Third, there are two indicators that have 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 towardsstudents' 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.

* + - 1. **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 liliefors are greater than the table liliefors, as well as the Y variable is not normally distributed because the calculated liliefors are greater than the table liliefors. Because the two datasets were not normally distributed, the homogeneity test was not carried out.

Based on the value of the correlation coefficient with the product moment (Pearson) correlation technique, the two variables in this study are r = 0.83 meaning that the level of relationship between the two variables is 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 value of 0.83 which 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).$H\_{0}α$

Based on the results of the T test, 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 that there is 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 betweenimplementation of the online group investigation learning model 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 onlineable to influence 68.9% of students' learning motivation variables, while the remaining 31.11% is influenced by other variables or factors not examined by researchers.

So, from the conclusion of this study thatimplementation of the online group investigation learning modelwith 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 model can be seen from the results of pretest and posttest on students after receiving treatment, as well as gain index analysis. Judging from the results of the paired sample t test contained in the appendix, the t count value is 6.07 and the t table is 2.14. From the results of these calculations, it can be 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$H\_{0}H\_{1}$There are differences in Student Learning Motivation between before and after the implementation of 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 with the aim of knowing how large the category of increasing student motivation is by using the online group investigation type cooperative learning model.

Based on the results of data processing, data analysis obtained the average gain of the experimental class of65.52.it means, the level of gain of normalized score for the experimental class is categorized as moderate. However, there is a significant difference between the results of the calculation of N-gain in the control class and the experimental class. That is, 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.

Based on the results of data processing, the gain analysis data obtained showed that the experimental class and control class came from a normally distributed population.

**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 implementation of the Group Investigation Type cooperative learning model 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 very good category. 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. 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 implementation of the Group Investigation Type cooperative learning model 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 very strong 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, meaning that 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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