

## Implementation of A Group Investigation (GI) Type Cooperative Learning Model to Improve Learning Outcomes

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### ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan aktivitas belajar dan hasil belajar teknik passing control (kaki bagian dalam) sepak bola melalui penerapan model pembelajaran kooperatif tipe GI. Penelitian ini merupakan penelitian tindakan kelas dengan subjek penelitian adalah seluruh siswa kelas VIII 1 SMP Negeri 2 Singaraja tahun pelajaran 2023/2024 yang berjumlah 22 siswa. Metode analisis data menggunakan analisis statistik deskriptif. Hasil penelitian menunjukkan bahwa pada tahap observasi awal, keberhasilan belajar siswa untuk aktivitas belajar hanya 77,00%. Pada pelaksanaan siklus I, terjadi peningkatan hasil belajar siswa sebesar 81,6%. Pelaksanaan tindakan siklus II juga terjadi peningkatan keberhasilan menjadi 90,9% siswa memenuhi kriteria ketuntasan minimal. Kemudian, keberhasilan belajar siswa untuk hasil belajar hanya 18,20%. Pada pelaksanaan siklus I, terjadi peningkatan hasil belajar siswa sebesar 81,8%. Pelaksanaan tindakan siklus II juga terjadi peningkatan keberhasilan menjadi 92,4% siswa memenuhi kriteria ketuntasan minimal. Berdasarkan hasil belajar klasikal dapat disimpulkan bahwa model pembelajaran kooperatif tipe GI dapat meningkatkan aktivitas belajar dan hasil belajar teknik passing control (kaki bagian dalam) sepakbola pada siswa kelas VIII 1 SMP Negeri 2 Singaraja. Disarankan kepada guru PJOK agar dapat meningkatkan model pembelajaran kooperatif tipe GI pada materi teknik passing control (kaki bagian dalam) sepakbola siswa kelas VIII 1 SMP Negeri 2 Singaraja karena melalui penelitian ini telah terbukti dapat meningkatkan aktivitas belajar dan hasil belajar.

### ABSTRACT

*This study aims to determine the increase in learning activities and learning outcomes of passing control techniques (inside foot) in football through the application of the GI type cooperative learning model. This study is a classroom action research with the subjects of the study being all students of class VIII 1 SMP Negeri 2 Singaraja in the 2023/2024 academic year totaling 22 students. The data analysis method uses descriptive statistical analysis. The results of the study showed that at the initial observation stage, student learning success for learning activities was only 77.00%. In the implementation of cycle I, there was an increase in student learning outcomes of 81.6%. The implementation of cycle II actions also saw an increase in success to 90.9% of students meeting the minimum completeness criteria. Then, student learning success for learning outcomes was only 18.20%. In the implementation of cycle I, there was an increase in student learning outcomes of 81.8%. The implementation of cycle II actions also saw an increase in success to 92.4% of students meeting the minimum completeness criteria. Based on the results of classical learning, it can be concluded that the GI type cooperative learning model can improve learning activities and learning outcomes of passing control techniques (inside foot) in football for students of class VIII 1 of SMP Negeri 2 Singaraja. It is recommended that PJOK teachers can improve the GI type cooperative learning model on the material of passing control techniques (inside foot) in football for students of class VIII 1 of SMP Negeri 2 Singaraja because through this study it has been proven to improve learning activities and learning outcomes.*

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## 1. INTRODUCTIONS

Education is the main foundation in managing, producing, and improving quality human resources, one of which is through Physical and Health Education (Penjasorkes). In the Penjasorkes learning process, teachers are expected to teach various basic movement skills, techniques, and strategies for games and sports, internalization of the values of sportsmanship, honesty, cooperation, and healthy lifestyle habits. However, often the various skills expected by students cannot be provided by teachers, this is because the approach in Penjasorkes learning is generally oriented towards a

conventional approach. For this reason, any model used in the learning process must allow students to learn actively. In its development and implementation, education still experiences serious problems.

In Penjasorkes' learning, students are expected to be able to develop movement skills through games and sports. "This can be in the form of physical and motor skills, emotional and social skills" (Adhi, 2019). Students are expected to move actively without being forced to learn movement, learning movement is part of learning in general. Part of learning, learning movement is a specific goal. The goal is to master various motor skills and develop them so that the 2 mastered motor skills can be used to complete motor tasks to achieve certain goals.

Based on initial observations made by researchers on Thursday, August 23, 2023, in class VIII 1 SMP Negeri 2 Singaraja on the material of passing control techniques (inside foot) football teaching was carried out by the physical education subject teacher in the material of football passing control techniques. After asking students to warm up, the teacher provides material verbally using the lecture method. Then the teacher gives direct examples which are continued with exercises under the supervision of the teacher. With teaching steps like this, it was found that the percentage of activity and learning outcomes of class VIII 1 SMP Negeri 2 Singaraja students on the material of football passing control techniques was still quite active. This is because the learning activity aspect has not been fulfilled so that it has an impact on the learning outcomes of students who have not met the learning completion standards. With the number of students 22 people and based on the conversion of the value of the physical education subject at SMP Negeri 2 Singaraja, individual completion is 77, classical completion is 77% of the number of students, then, from the percentage data in class VIII 1 SMP Negeri 2 Singaraja, classical learning activities have only reached the fairly active category so that they have not met the classical completion criteria of 5.5. Based on learning activities, there are no students in the very active category (0%), 4 people in the active category (18.2%), 15 students in the fairly active category (68.2%), 3 students in the less active category (13.6%), and there are no students in the very less active category (0%). This is because students experience problems in the audio, mental, and metric aspects. These 3 problems are caused because during the teaching and learning process, most students are less active in listening to the teacher when delivering the material and students are indifferent to the teacher's explanation so that in practice students cannot perform movements or materials properly and correctly. This is because the teacher's voice is too low, the teacher's learning is monotonous, the teacher has too much theory, and there is no variation in learning.

For the learning outcomes of the soccer passing control technique (inside of the foot), 4 students (18.20%) completed the lesson and 18 students (81.8%) did not complete it. There were no students in the very good category (0%), 4 students (18.2%), 7 students (31.8%), 11 students (50.0%), and none (0%) were very poor. This is because students experience problems in the initial, implementation, and final attitude aspects. These problems are caused because, during the learning activities, students are less active in the learning process. So, if we look at the average activity and learning outcomes of the soccer passing control technique (inside of the foot) above, it can be concluded that the activity and learning outcomes of the soccer passing control technique (inside of the foot) of class VIII 1 SMP Negeri 2 Singaraja are not complete. This is due to the implementation of the learning model which is not yet effective for the material presented. The learning model implemented has not involved or stimulated students to be more active and creative during the learning process.

Referring to the above problems, choosing a learning model is very important in implementing the right learning model, so that it can encourage students to play an active role in the material provided, especially the passing control technique lesson (inside foot) of soccer. Therefore, the researcher tries to provide an alternative solution to the problem, namely by implementing the GI-type cooperative learning model so that students are more active in participating in physical education lessons. In cooperative learning, Group Investigation (GI) type students are involved in planning, both in determining topics and how to have good communication skills and in group processes. Teachers who use the GI type generally divide the class into various groups of 4 to 6 students with heterogeneous characteristics. Students have topics they want to learn, follow in-depth investigations into the various sub-topics that have been obtained, and then prepare and present a report in class as a whole.

Cooperative Learning is a structured and systematic learning strategy, where small groups work together to achieve common goals "(Wahyu, 2020). The cooperative learning model type is, (a) students should be active, learning by doing, (b) learning should be based on intrinsic motivation, (c) knowledge is developing, not fixed, (d) learning activities should follow the needs and interests of students, (e)

education must include learning activities with the principle of mutual understanding and mutual respect, meaning that democratic procedures are very important and (f) learning activities should be related to the real world (Adhi, 2019).

Based on the background of the problem above, the researcher is motivated to conduct a study entitled "Implementation of the Cooperative Learning Model of Group Investigation (GI) Type to Improve the Activity and Learning Outcomes of Football Passing Control Techniques for Class VIII 1 Students of SMP Negeri 2 Singaraja in the 2023/2024 academic year"

## 2. METHODS

The type of research is a systematic, logical, and empirical process to seek scientific truth or scientific knowledge" (Kanca, 2010:4). The type of research used is classroom action research. Kanca, (2010:108) states "Classroom action research is a form of research that is reflective with certain actions to improve or enhance classroom learning practices professionally" Action research as stated by Kemmis and Carr (in Kanca, 2010:133), is "a form of reflective research conducted by actors in social society (including education) to improve their work, understanding their work and the situation in which the work is carried out".

Research design is a plan on how to collect, present, and analyze data to give meaning to the data effectively and efficiently (Kanca, 2010: 55). The research design used in this study is classroom action research. The research design used in this study is classroom action research. This research design uses 2 cycles, where each cycle consists of 2 meetings with each cycle consisting of four stages.

In obtaining data following the researcher's objectives, the instruments to be used are student learning activity observation sheets and performance tests of passing techniques (inside of the foot) in football and control (inside of the foot) in football. This learning activity observation sheet is used to measure the level of student activity during learning. While the performance test is used to measure mastery of things related to skill mastery. Data on student learning outcomes is carried out using an instrument in the form of an assessment. "Assessment is a series of activities designed to measure student learning achievement as a result of an instructional program" (Janwar & Nesra, 2020).

## 3. RESULT AND DISCUSSIONS

Based on the results of cycle 1 learning, the data analysis that the researcher conducted on learning activities and learning outcomes obtained the following results:

Table 1. Learning Activity Data Cycle I

| No | Criteria       | Student | Percentage | Predicate        | Completion     |
|----|----------------|---------|------------|------------------|----------------|
| 1  | $X \geq 9$     | 1       | 4,5%       | Very Active      | Already Active |
| 2  | $7 \leq X < 9$ | 15      | 68,2%      | Active           | Already Active |
| 3  | $5 \leq X < 7$ | 6       | 27,3%      | Quite Active     | Not active yet |
| 4  | $3 \leq X < 5$ | 0       | 0%         | Less Active      | Not active yet |
| 5  | $X < 3$        | 0       | 0%         | Very Less Active | Not active yet |
|    | Amount         | 22      | 100%       |                  |                |

Based on the data displayed in Table 1, it can be seen that the learning activities of students who fall into the active category are 16 students (72.7%), while the learning activities of students who fall into the inactive category are 6 students (27.3%).

Table 2. Learning Outcome Data for Cognitive Aspects of Cycle I

| No | Level of Mastery | Student | Percentage | Predicate        | Completion    |
|----|------------------|---------|------------|------------------|---------------|
| 1  | 87% - 100%       | 3       | 13,6%      | Very Active      | Completed     |
| 2  | 77% - 86%        | 16      | 72,7%      | Active           | Completed     |
| 3  | 67% - 76%        | 0       | 0,0%       | Quite Active     | Not Completed |
| 4  | 57% - 66%        | 3       | 14,0%      | Less Active      | Not Completed |
| 5  | 0% - 56%         | 0       | 0%         | Very Less Active | Not Completed |
|    | Amount           | 22      | 100%       |                  |               |

Based on the data displayed in Table 2, it can be seen that the learning outcomes of the cognitive aspect of students who are included in the completed category are 19 students (86.4%), while 3 students are included in the incomplete category (13.6%).

Table 3 Data on Learning Outcomes of Affective Aspects of Cycle I

| No | Level of Mastery | Student | Percentage | Predicate | Completion    |
|----|------------------|---------|------------|-----------|---------------|
| 1  | 87% - 100%       | 16      | 72,7%      | Very Good | Completed     |
| 2  | 77% - 86%        | 2       | 9,1%       | Good      | Completed     |
| 3  | 67% - 76%        | 4       | 18,2%      | passably  | Not Completed |
| 4  | 57% - 66%        | 0       | 0%         | not good  | Not Completed |
| 5  | 0% - 56%         | 0       | 0%         | very less | Not Completed |
|    | Amount           | 22      | 100%       |           |               |

Based on the data presented in Table 3, it can be seen that the learning outcomes of the affective aspect of students who fall into the complete category are 18 students (81.8%), while 4 students fall into the incomplete category (18.2%).

Table 4 Psychomotor Aspect Learning Outcome Data Cycle I

| No | Level of Mastery | Student | Percentage | Predicate | Completion    |
|----|------------------|---------|------------|-----------|---------------|
| 1  | 87% - 100%       | 4       | 18,2%      | Very Good | Completed     |
| 2  | 77% - 86%        | 13      | 59,1%      | Good      | Completed     |
| 3  | 67% - 76%        | 4       | 18,2%      | passably  | Not Completed |
| 4  | 57% - 66%        | 1       | 5%         | not good  | Not Completed |
| 5  | 0% - 56%         | 0       | 0%         | very less | Not Completed |
|    | Amount           | 22      | 100%       |           |               |

Based on the data presented in Table 4, it can be seen that the learning outcomes of the psychomotor aspect of football passing control techniques, students who are included in the completed category are 17 students (77.3%), while students who are included in the incomplete category are 5 students (22.7%). Based on the description of the learning outcomes of cycle I, the learning activities of students who are included in the active category are 16 students (72.7%), while students who are included in the not yet active category are 6 students (27.3%).

The learning completion of students in cycle I, the cognitive aspect of students who are included in the completed category are 19 students (86.4%), while students who are included in the incomplete category are 3 students (13.6%). The learning completion of the affective aspect in the completed category is 18 students (81.8%), while students who are included in the incomplete category are 4 students (18.2%). In the learning completion of students in the psychomotor aspect, students who are included in the completed category are 17 students (77.3%), while students who are included in the incomplete category are 5 students (22.7%). Based on the data on the completion of learning activities and student learning outcomes, it can be described in the form of a graph of the completion of learning activities and learning outcomes for cycle I according to the Figure.

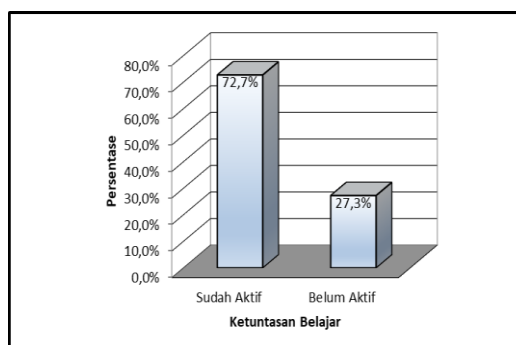


Figure 2. Graph of Learning Activity Completion in Cycle I

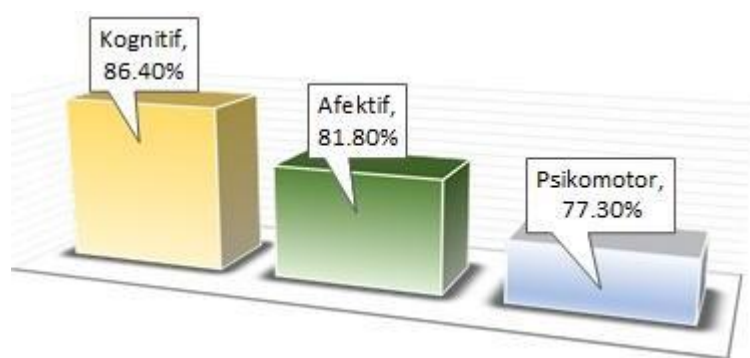


Figure 3. Graph of Learning Outcome Completion for Cycle I

Overall, the learning outcomes of cycle I according to Figure 2 and Figure 3 show positive progress but also highlight areas where some students still need additional support, especially in learning activities that have not reached the KKM value. Therefore, an in-depth evaluation is needed to understand the factors that may affect students' learning completeness and design appropriate strategies to improve their learning achievements in the next cycle (cycle II).

Data on the results of learning activities in Cycle II of soccer for class VIII students of SMP Negeri 2 Singaraja can be seen in Table 5

Table 5. Learning Activity Data Cycle II

| No     | Criteria       | Student | Percentage | Predicate        | Completion     |
|--------|----------------|---------|------------|------------------|----------------|
| 1      | $X \geq 9$     | 6       | 27,3%      | Very Active      | Already Active |
| 2      | $7 \leq X < 9$ | 14      | 63,6%      | Active           | Already Active |
| 3      | $5 \leq X < 7$ | 2       | 9,1%       | Quite Active     | Not active yet |
| 4      | $3 \leq X < 5$ | 0       | 0%         | Less Active      | Not active yet |
| 5      | $X < 3$        | 0       | 0%         | Very Less Active | Not active yet |
| Amount |                | 22      | 100%       |                  |                |

Based on the data displayed in Table 5, it can be seen that the learning activities of students who fall into the active category are 20 students (90.9%), while the students who fall into the inactive category are 2 students (9.1%).

Table 6 Learning Outcome Data for Cognitive Aspects of Cycle II

| No     | Level of Mastery | Student | Percentage | Predicate | Completion    |
|--------|------------------|---------|------------|-----------|---------------|
| 1      | 87% - 100%       | 12      | 54,5%      | Very Good | Completed     |
| 2      | 77% - 86%        | 9       | 40,9%      | Good      | Completed     |
| 3      | 67% - 76%        | 1       | 4,5%       | passably  | Not Completed |
| 4      | 57% - 66%        | 0       | 0%         | not good  | Not Completed |
| 5      | 0% - 56%         | 0       | 0%         | very less | Not Completed |
| Amount |                  | 22      | 100%       |           |               |

Based on the data presented in Table 6, it can be seen that the learning outcomes of the cognitive aspect of football are in the complete category as many as 21 (95.5%) while students who are in the incomplete category are 1 student who has not completed (4.5%). Based on the results of cycle II, the level of student completion in the cognitive aspect increased from cycle I with an average of (85.5), therefore the researcher concluded that student completion in the cognitive aspect was good.

Table 7 Data on Learning Outcomes of Affective Aspects of Cycle II

| No     | Level of Mastery | Student | Percentage | Predicate | Completion    |
|--------|------------------|---------|------------|-----------|---------------|
| 1      | 87% - 100%       | 17      | 77,3%      | Very Good | Completed     |
| 2      | 77% - 86%        | 3       | 13,6%      | Good      | Completed     |
| 3      | 67% - 76%        | 2       | 9,1%       | passably  | Not Completed |
| 4      | 57% - 66%        | 0       | 0%         | not good  | Not Completed |
| 5      | 0% - 56%         | 0       | 0%         | very less | Not Completed |
| Amount |                  | 22      | 100%       |           |               |

Based on the data presented in Table 7, it can be seen that the learning outcomes of the affective aspect of the soccer passing control technique material are in the complete category for 20 students (90.9%), while students who are in the incomplete category are 2 students who have not completed (9.1%). Based on the results of cycle II, the level of student completion in the affective aspect increased from cycle I with an average of (87.9), therefore the researcher concluded that student completion in the cognitive aspect was good.

Table 8 Data on Learning Outcomes of Psychomotor Aspects Cycle II

| No     | Level of Mastery | Student | Percentage | Predicate | Completion    |
|--------|------------------|---------|------------|-----------|---------------|
| 1      | 87% - 100%       | 13      | 59,1%      | Very Good | Completed     |
| 2      | 77% - 86%        | 7       | 31,8%      | Good      | Completed     |
| 3      | 67% - 76%        | 2       | 9,1%       | passably  | Not Completed |
| 4      | 57% - 66%        | 0       | 0%         | not good  | Not Completed |
| 5      | 0% - 56%         | 0       | 0%         | very less | Not Completed |
| Amount |                  | 22      | 100%       |           |               |

Based on the data presented in Table 8, it can be seen that the results of students' psychomotor aspects of soccer are in the complete category as many as 20 (90.9%), while students who are included in the incomplete category are 2 students who are not complete (9.1%). Based on the results of cycle II, the level of student completeness in the psychomotor aspect of cycle I has increased. The average value in cycle II also increased to (87.5), so it can be concluded that in cycle II, the material on students' soccer passing control techniques has increased.

Based on the description of the results of learning cycle II, the learning activities of students who are included in the active category are 20 students (90.9%), while students who are included in the not yet active category are 2 students (9.1%). The completeness of student learning in cycle II of the cognitive aspect shows that students who are included in the complete category are 21 students (95.5%), while students who are included in the incomplete category are 1 student who is not complete (4.5%). The affective aspect found that students who were included in the complete category were 20 students (90.9%), while students who were included in the incomplete category were 2 students who did not complete (9.1%). For the completeness of student learning in cycle II, the psychomotor aspect of students who were included in the complete category was 20 students (90.9%), while students who were included in the incomplete category were 2 students who did not complete (9.1%). Based on the data on the completeness of learning activities and student learning outcomes, it can be described in the form of a graph of the completeness of learning activities and learning outcomes of cycle II according to Figure 4 and Figure 5.

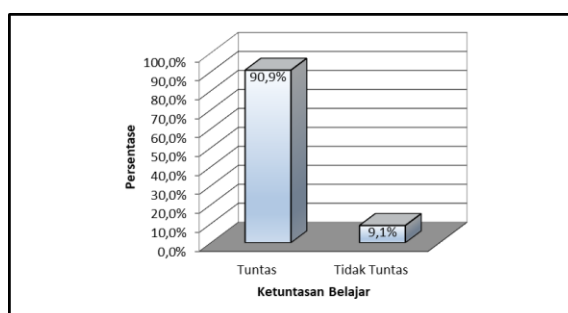


Figure 4 Graph of Learning Activity Completion in Cycle II



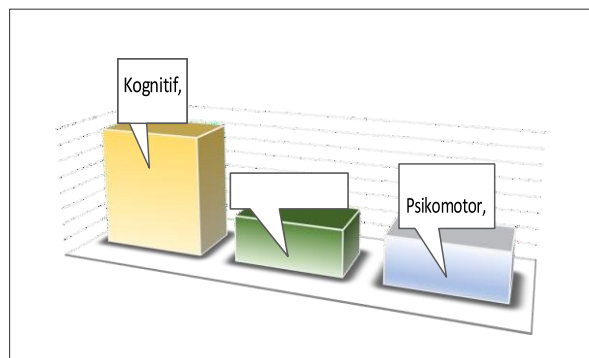


Figure 5 Graph of Learning Outcome Completion in Cycle II

Based on Figure 4 and Figure 5, the results of the study in cycle II showed a significant increase in student learning activities and learning outcomes achieved. Therefore, this study is considered successful. The success in cycle II cannot be separated from the implementation of actions following the initial planning. Given the increase in learning outcomes achieved in cycle II, the researcher decided to end the study at this stage.

The results of the study showed that the Group Investigation (GI) learning model can improve students' soccer passing control learning activities and outcomes. The researcher collaborated with the PJOK teacher at SMP Negeri 2 Singaraja to assess learning activities during the learning process through observation sheets, and to assess cognitive, affective, and psychomotor aspects at the end of the learning process. After implementing the GI learning model, it was seen that students' learning activities and learning outcomes increased in each cycle. The results of learning completion for each aspect in cycle I and cycle II in soccer material, especially passing control.

Table 9. Completion of Learning Activities for Physical Education Material Passing Control Technique

| Information                     | Siklus I            | Siklus II           |
|---------------------------------|---------------------|---------------------|
|                                 | learning activities | learning activities |
| Already active                  | 16                  | 20                  |
| not yet active                  | 6                   | 2                   |
| Classical completion percentage | 81,6%               | 90,9%               |
| Final Score                     | 7,6                 | 8,3                 |

Based on the data in Table 9 after being given action in cycle I and cycle II, it appears that learning activities of 7.6 to 8.3 are in the active category (percentage increase in learning activities of 9.5%). Furthermore, based on the data in Table 4.10, it appears that student learning outcomes have increased. The learning outcomes of students in the first cycle stage reached an average value of 81.6 with details of an average cognitive value of 78.6, an average affective value of 84.5, an average psychomotor value of 81.1, and a learning completeness reaching 81.8%. The learning outcomes of students in cycle II reached an average value of 87.2 with details of the average cognitive value of 85.0, the average affective value of 87.9, the average psychomotor value of 87.5, and learning completeness reaching 92.4%. Furthermore, learning completeness in the skills aspect in cycle I was 77.3%, and in cycle II was 89.7%.

Based on the data results according to Figure 6, the implementation of the GI learning model can improve the learning outcomes of PJOK passing control techniques for class VIII students of SMP Negeri 2 Singaraja. This GI learning model involves students with heterogeneous characteristics since the planning, both in determining the topic and how to learn it through investigation. Students choose the topic they want to learn, follow an in-depth investigation of the various sub-topics that have been selected, and then prepare and present a report in the class as a whole. The teacher as a facilitator is very capable of fostering student motivation to further improve the learning process. The teacher must convince students that learning and practicing effectively and seriously can affect students' success in improving their skills in carrying out students' passing control techniques, and this also depends on the student's learning process.

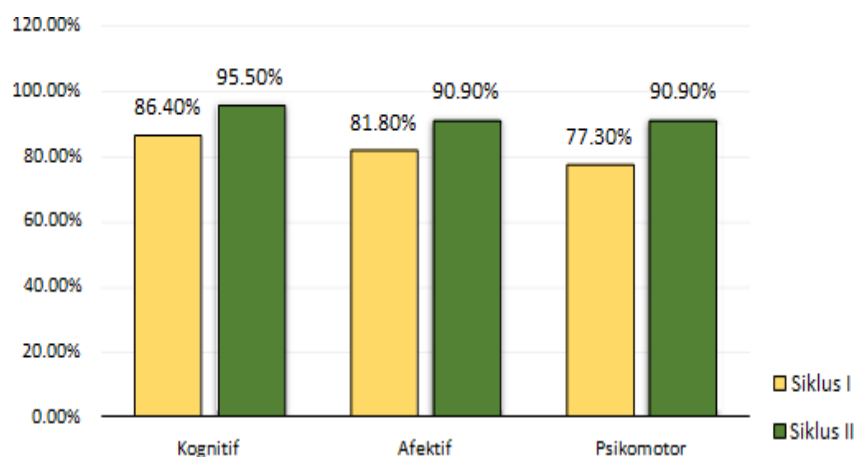


Figure 6 Data on Student Learning Outcomes Completion for Each Aspect of Cycle I and Cycle II

Referring to previous research that is relevant to the researcher's PTK, such as research conducted by Wiranatha (2018), the GI-type cooperative learning model can improve the activity and learning outcomes of soccer passing techniques. Based on data analysis, the results obtained in the learning cycle were 7.3 (active category) and learning outcomes were 70.8% (fairly good category) while in cycle II learning activity was 9.25 (very active category) and learning outcomes were 100% (very good category) and there was an increase in learning activity of 13 and learning outcomes of 7 from cycle I to cycle II. Based on the results of data analysis and discussion, it can be concluded that the activity and learning outcomes of soccer passing techniques increased through the application of the GI-type cooperative learning model in class VII B students of SMP Negeri 1 Penebel in the 2016/2017 academic year. It is recommended that physical education teachers implement the GI-type cooperative learning model because this type can increase the activity and learning outcomes of soccer passing techniques. The next relevant supporting research is Pandita's research (2017), entitled 'The Effect of the Group Investigation (GI) Type Cooperative Learning Model on Learning Outcomes of Basic Soccer Dribbling Techniques'. The average value of the experimental group is greater than the control group ( $83.350 > 78.413$ ), the results of the t-test analysis of the posttest are 2.389 with a t-table value of 2.000, so  $t_{count} > t_{table}$  ( $2.389 > 2.000$ ) and the level of significance is 0.020 with  $p < 0.05$  ( $0.020 < 0.05$ ). Thus, it can be concluded that there is a significant influence between the GI learning model on the learning outcomes of basic soccer dribbling techniques in class VII students of SMP Negeri 6 Singaraja in the 2016/2017 academic year. The GI-type cooperative learning model has proven to have a very significant effect on improving student learning outcomes. Overall, relevant research supports the implementation of the GI model in improving student learning outcomes, especially the learning outcomes of PJOK soccer passing control techniques of class VIII students of SMP Negeri 2 Singaraja.

Physical fitness components related to PJOK material in class VIII SMP Negeri 2 Singaraja, such as passing control techniques in soccer, by doing various exercises regularly, student learning outcomes will increase. This study consists of two cycles, namely cycles I and II, the type of implementation of the GI learning model to improve PJOK learning outcomes for passing control techniques. The obstacles found in cycle I are: (1) Limited resources. Schools have limitations in terms of sports facilities, equipment, or adequate classrooms to carry out training optimally. (2) Difficulty in managing classes. Teachers may face challenges in managing large classes or students with varying skill levels, thus requiring effective strategies to ensure that all students are involved and get maximum benefit from learning. (3) Student Motivation. Some students are less motivated to actively participate in training or may have difficulty understanding the importance of passing control techniques in soccer. (4) Time Limitations. Limited time in the lesson schedule may be an obstacle in carrying out training thoroughly and providing adequate feedback to each student. (5) Student Physical Condition and Health. Some students have physical or health constraints that limit their ability to fully participate in training. (6) Teacher Skills. Teachers need to improve their skills in demonstrating and providing clear instructions on passing control techniques in soccer.

Referring to the reflection of learning cycle I, the teacher made improvements in learning cycle II, and students were guided to perform techniques on the field. Students were asked to do repetitions. Moreover, the researcher involved students more actively in the demonstration process. By involving



peers, it is hoped that students will be more enthusiastic and confident. Students who are chosen to help teach their friends will certainly feel appreciated by the teacher. This makes the students' focus more in-depth, comprehensive, and thorough.

The findings in cycle II are: (1) from observations of learning activities referring to six aspects including visual, oral, audio, metric, mental, and emotional, it is explained that students are involved in various types of learning activities. Visually through relevant literature sources, they actively observe pictures of basic football passing control techniques and demonstrations from their teachers or peers. In oral interactions, students not only ask clear questions according to the material but also participate in discussions by providing opinions and suggestions. In addition, they listen carefully both during the presentation of materials and in group discussions. In the metric aspect, students perform movements according to the concepts learned, even trying new things to improve their understanding. The mental aspect is also seen, where students can recall the lesson material and solve problems that arise during learning. No less important, the emotional aspect is also observed, with students showing interest and enthusiasm in learning, and being able to remain calm in facing challenges that arise. Thus, observations of student learning activities in various aspects provide a more holistic understanding of participation and improvement of cognitive aspects related to understanding the concept of passing control (inside foot) in soccer), although there is one person (4.5%) who needs special handling that needs to be improved in the next lesson (report material to the supervising teacher). (3) It is increasingly apparent that students have improved affective aspects (cooperation, discipline, enthusiasm, self-confidence, and sportsmanship), although there are two people (9.1%) who need special handling that needs to be improved in the next lesson (report material to the supervising teacher). (4) Students in each group are psychomotorically able to carry out the following: (a) Initial Position of Basic Passing Technique (inside foot) in Soccer. Describes the initial position before passing. Components such as the position of the supporting foot, the direction of the supporting foot, body position, and hand position are explained in detail. (b) Implementation Position of Basic Passing Technique (inside foot) in Soccer. Explains the movements made when passing. Focuses on the movement of swinging the leg forward, body position, and eye gaze. (c) Final Position of Basic Passing Technique (inside of the foot) in Soccer Game. Explains the final position after passing. Including the steps after passing the ball and the position of the body and hands afterward. (d) Initial Position of Basic Control Technique (inside of the foot) in Soccer Game. Explains the initial position before controlling the ball. Including eye contact, foot position, shoulders, hips, and hands. (e) Implementation Position of Basic Control Technique (inside of the foot) in Soccer Game. Explains the movements when receiving and controlling the ball. Including the use of the inside of the foot, hand movements, and eye contact. (f) Final Position of Basic Control Technique (inside of the foot) in Soccer Game. Explains the final position after the steps after receiving the ball, the position of the head, hands, and pushing the ball for the next movement. In the psychomotor aspect, there are two people (9.1%) who need special handling that needs to be improved in the next lesson (report material to the supervising teacher).

The weaknesses found in the implementation of the GI learning model in cycle I was given corrective actions in cycle II. The researcher made improvements through the implementation of the learning model in cycle II, the implication being that student learning outcomes increased and were able to achieve the predetermined completion. Based on the explanation presented, the results of this study indicate that the implementation of the GI learning model can improve the learning outcomes of PJOK passing control techniques in class VIII students of SMP Negeri 2 Singaraja in the 2023/2024 academic year.

#### 4. CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that the implementation of the Group Investigation (GI) learning model can improve the learning outcomes of PJOK in soccer material for class VIII students of SMP Negeri 2 Singaraja in the 2023/2024 academic year. The increase that occurred was seen in the values of cycles I to II. The completion of learning activities in cycle I was 7.6 with a classical completion of 72.7% in the active category, in cycle II it increased to 8.3 with a classical completion of 90.9% in the active category. The learning outcomes of students in the first cycle stage reached an average value of 81.6 with details of an average cognitive value of 78.6, an average affective value of 84.5, an average psychomotor value of 81.1, and learning completion reached 81.8%. The learning outcomes of students in cycle II reached an average value of 87.2 with details of an average

cognitive value of 85.0, an average affective value of 87.9, an average psychomotor value of 87.5, and learning completeness reached 92.4%. Furthermore, learning completeness in the skills aspect in cycle I was 77.3% and in cycle II it was 89.7%). These data show an increase in learning activities and PJOK learning outcomes in soccer material in cycles I to II.

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