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THE RELATIONSHIP BETWEEN GROUP WORK AND STUDENT LEARNING OUTCOMES IN FIFTH GRADE ELEMENTARY SCHOOL CHILDREN

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ABSTRACT

The problem of this research is the low learning outcomes of grade V students of SD Negeri in Kedaton District. The research aims to describe and analyze the positive and significant relationship between group work and peer social interaction with thematic learning outcomes. The type of research is quantitative with an ex post facto correlation research method. The population is 139 students. The sample used was 104 students using probability sampling techniques. The data collection instrument is in the form of a questionnaire with a Likert scale, which is valid and reliable. The results showed that there was a positive and significant relationship between group work and peer social interaction with thematic learning outcomes, with a correlation coefficient of 0.620 at the "Strong" level.

Keywords*: *Group Work, Peer Social Interaction, Learning Outcomes

A. INTRODUCTION

Education encompasses a broad spectrum of efforts, influences, and forms of assistance that are systematically provided to learners with the ultimate goal of fostering their growth and development; more specifically, it aims to empower these individuals in becoming proficient in executing the various tasks and responsibilities that life presents to them. In pursuit of optimizing the educational system, numerous initiatives have been undertaken that focus on refining pedagogical methodologies and enhancing the curriculum to better meet the needs of students in contemporary society. Although there have been significant advancements incorporated into primary education, it remains evident that a considerable number of instances still prioritize the cognitive domain at the foundational levels of memorization—often referred to as knowledge—understanding, which is also known as comprehension, and application, termed as application, while neglecting the critical components of learning that are essential for nurturing higher-order thinking skills, such as analysis, synthesis, and evaluation, not to mention the innovative aspect of creation. This assertion is substantiated by empirical research conducted by Sari (2022: 2), which reveals that the activities carried out during the learning process represent a predominant factor that significantly influences the success or overall effectiveness of educational outcomes, as evidenced by the performance metrics of students within academic institutions.

Furthermore, Sugiarto (2020: 5) articulates that "learning outcomes are defined as the measurable results or achievements attained by an individual subsequent to engaging in a structured learning process, which is subject to evaluation based on the educational experiences that have transpired." In addition to this, Purwanto (as cited in Setiawan, 2017: 10) delineates a variety of factors that are instrumental in shaping the learning experience,

which include but are not limited to the environment in which learning occurs, the methodologies employed by educators, and the engagement levels of the students themselves.

1. The factors that exist within the organism itself, which we refer to as individual factors, include maturity/growth, intelligence, training, motivation, and personal factors.
2. The factors that exist outside the individual, which we refer to as social factors, include family/home circumstances, educators, teaching methods, media, environment, opportunities, and social motivation.

Based on a comprehensive analysis of the myriad factors that invariably influence educational outcomes, it has been clearly established that these determinants not only play a pivotal role in shaping such outcomes but also exert a considerable influence on the daily assessments administered to students, thereby significantly underpinning their overall success in the learning process across various domains of knowledge.

In light of this understanding, the following presents the meticulous findings derived from an extensive documentation study conducted by the author during the preliminary research phase in April 2023, which specifically entailed a thorough examination of documentation at several State Elementary Schools located in the Kedaton sub-district, with a concentrated focus on assessing the thematic learning outcomes exhibited by fifth-grade students during their Mid-Semester Assessment (PTS). This comprehensive analysis and data collection effort can be elucidated further through the subsequent table that systematically outlines the learning outcomes achieved by the students, which is presented for scrutiny and further interpretation as follows.

Table 1. Mid-Semester Assessment (PTS) Data for Odd Semester, Grade V of Public Elementary Schools in Kedaton Subdistrict, Bandar Lampung Academic Year 2022/2023

No.	School	School	School	School				School
				Tuntas	%	Belum Tuntas	%	
1.	SD N 1 Kedaton	V	75	5	17,85	21	80,76	26
2.	SD N 1 Sidodadi	V	75	3	15,78	16	84,21	19
3.	SD N 2 Sukamenanti	V	75	8	27,58	21	72,41	29
4.	SD N 5 Penengahan	V A	75	11	33,33	22	66,66	33
		V B		10	31,25	22	68,75	32
Jumlah		**-**	**-**	**37**	**26,24**	**102**	**73,75**	**139**

According to the data presented in Table 1, one can clearly observe that a significant number of students have failed to fulfill the established standards of the Minimum Completion Criteria, commonly referred to as KKM. Within the context of this analysis, the cumulative total of Daily Assessments (PH) administered to fifth-grade students enrolled in elementary schools situated within the sub-district amounts to 139, a figure which reveals that out of this total, only 65 students, translating to approximately 46.77%, have successfully attained mastery, while a concerning 74 students, comprising about 53.23%, have not reached this level of academic proficiency. In addition to this, when evaluating the Mid-Semester Assessment (PTS) conducted during the even semester, the same total of 139 fifth-grade students has been recorded; however, the statistics present a more alarming scenario, as only 37 students, equating to around 26.24%, have achieved mastery, whereas

a staggering 102 students, representing approximately 73.38%, have failed to meet the mastery criteria. The educational framework of mastery learning, as articulated by Arikunto (2017: 285), posits that it is imperative for students to master no less than 75% of the instructional material that aligns with the clearly defined educational objectives that have been set forth.

In light of the findings derived from the documentation study of Daily Assessments (PH), it can be inferred that the educators responsible for instructing Grade V students within the public elementary schools located in the Kedaton District of Bandar Lampung City have not yet fully diversified their pedagogical approaches, particularly in relation to the implementation of group learning models. This observation is substantiated by the assertion made by Sudarmin (2016:1), who states, "scientific learning has emerged as the preferred pedagogical choice in contemporary educational practices that emphasize the importance of active learning engagement." It is important to note that the learning model constitutes a fundamental component of the overall educational structure, encompassing a wide array of methodologies that include various approaches, strategies, methods, and techniques pertaining to the learning process. Furthermore, an examination of the documentation related to the Mid-Semester Assessment (PTS) reveals that the academic outcomes pertaining to thematic subjects for fifth-grade students enrolled in public elementary schools within the Kedaton sub-district during the 2022/2023 academic year remain disappointingly low.

The preliminary research conducted in April 2023 was designed not only to compile data regarding student learning outcomes via comprehensive documentation studies but also to acquire valuable insights through direct observations made within fifth-grade classrooms at public elementary schools situated in the Kedaton sub-district. Throughout this observational phase, several critical issues were identified that pose significant barriers to achieving optimal learning outcomes among students, including the pervasive reality that the pedagogical methods employed by educators during instructional sessions appeared to be rather monotonous in nature. This lack of dynamism in teaching practices has consequently led to a scenario in which student learning activities are primarily characterized by passive engagement, primarily consisting of listening to lectures and taking notes on the subject matter, thereby resulting in a notable absence of reciprocal interaction from the students themselves.

Moreover, the extent of student involvement in the learning process remains strikingly limited, primarily confined to the passive reception of lesson material, note-taking, and the completion of assignments that have been set forth by educators. In this context, it is evident that the group work method has not been thoroughly embraced or effectively implemented by educators, thereby leading to an exceedingly restricted level of student engagement throughout the learning process. This phenomenon is hypothesized to be one of the contributing factors that significantly account for the low levels of academic performance observed among students.

The pedagogical approach that significantly fosters active engagement among students within the classroom environment is that of collaborative group work. As articulated by

Robert L. Cilstrap and William R. Martin in their research presented in Roestiyah (2012), group work is characterized as a structured activity that involves a relatively small cohort of learners who come together with the explicit intention of facilitating their learning processes. This method of instruction underscores the critical significance of students interacting and communicating with one another, thereby enabling them to exchange knowledge and insights necessary for successfully accomplishing the tasks that have been assigned by their educators. A thorough examination of pertinent research leads to the conclusion that there exists a notable correlation between group work and peer social interaction, particularly in relation to various indicators of academic success, which is further substantiated by the observable average scores reflecting the overall completeness of learning within the classroom setting. The effective implementation of group work has the potential to significantly enhance educational outcomes; moreover, there exists a positive correlation between the nature of peer social interactions and the degree of social acceptance experienced by students, all of which can be effectively leveraged within the framework of group work.

In connection with the assertions articulated above, it becomes imperative to conclude that both group work and peer social interaction play a crucial role in influencing the thematic learning outcomes of students, thus necessitating that these factors be carefully considered and systematically improved upon. Consequently, there arises an urgent need for robust scientific evidence that is underpinned by the perceptions and experiences of students regarding their engagement in group work and their interactions with peers. This pressing requirement serves as a fundamental motivation for the author to undertake a comprehensive research study entitled "The Relationship Between Group Work and Peer Social Interaction with Learning Outcomes of Fifth Grade Students in Public Elementary Schools in Kedaton District," which aims to explore and elucidate these dynamics further. Through this investigation, the study seeks to contribute to the existing body of knowledge by providing insights into how collaborative learning experiences impact student outcomes in educational settings.

B. RESEARCH METHOD

This particular research endeavor is categorized within the domain of correlational studies and employs a quantitative methodological framework that is specifically designed to elucidate the intricate relationships that exist among various research variables. The degree of strength or intensity of these relationships is quantitatively represented through the utilization of a statistic known as the correlation coefficient, which serves as a numerical indicator of the extent to which two variables are related. In alignment with this understanding, Sugiyono (2020: 7) articulates that "ex post facto assessment is a type of research that is undertaken to explore and investigate occurrences that have already transpired, subsequently tracing back to identify and comprehend the potential factors that may have contributed to the emergence of those occurrences."

The primary objective of this research is to meticulously ascertain the degree of strength or weakness inherent in the relationships that exist between collaborative group work and the thematic learning outcomes achieved by students, as well as to explore the correlation

between peer social interaction and those same thematic learning outcomes. Furthermore, the study will investigate the connection between collaborative group work and peer social interaction, in addition to examining the interplay between group work and peer social interaction in relation to the thematic learning outcomes attained by fifth-grade students enrolled in public elementary schools located in the Kedaton sub-district. Through these comprehensive analyses, the research endeavors to provide a deeper understanding of how these variables interact and influence one another within an educational context.

C. RESULTS AND DISCUSSION

a. Results of Normality Test Analysis

The normality test of the data is conducted to determine whether the collected data, in the form of learning outcome scores, comes from a normally distributed population or not. Test the normality of the data using the non-parametric statistical test formula of Kolmogorov-Smirnov. The results of the normality test calculations are as follows.

Table 2. Results of Normality Test

One-Sample Kolmogorov Smirnov

		Group Work	Group Work	Group Work
N		104	104	104
Normal Parameters	Mean	66,31	62,33	73,98
	Std Deviation	7,697	8,580	10.140
Most Extreme Differences	Absolute	0,049	0,084	0,084
	Positive	0,049	0,043	0,042
	Negative	-0,049	-0,084	-0,084
Test Statistic		0,049	0,084	0,084
Asymp Sig. (2-Tailed)		.200[c,d]	.069[c]	,071[c]

Based on the one-sample Kolmogorov-Smirnov table, there are 104 data points with an Asymp. Sig value of 0.71. Therefore, the data is declared to be normally distributed because the Asymp. Sig value is greater than 0.05.

b. Results of the Linearity Test Analysis

The Linear Test is used to determine whether the data is linear or not. The data to be analyzed and calculated using the SPSS statistical application, and the results of the linear test calculations are as follows.

Table 3. Results of the Linearity Test for Variables Y and X1

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig
Learning Outcomes* Group Work	Between Groups	(Combined)	3045,771	29	105,027	1,030	0,444
		Linearity	620,306	1	620,306	6,084	0,016
		Deviation from Linearity	2425,465	28	86,624	0,850	0,678
	Within Groups		7544,190	74	101,949		
	Total		10589,962	103			

The analysis results show that in the ANOVA table, the F value for deviation from linearity is 0.850 with a significance of 0.678. This indicates that the significance value of 0.850 > 0.05, which means that the two data sets are linearly related.

1. Results of Hypothesis Testing

Hypothesis testing is conducted to determine the relationship and significance of group work skills and peer social interaction together with learning outcomes. After conducting prerequisite tests for data analysis, namely normality tests and linearity tests, hypothesis testing was carried out. The first and second hypotheses were tested using the product moment correlation test, while the third hypothesis was tested using multiple correlation.

a. Hypothesis

The hypothesis in this research is:

Ha : r ≠ 0, There is a positive and significant relationship between group work and learning outcomes.

Ho : r = 0, This means there is no positive and significant relationship between group work and learning outcomes.

Tabel 4. Hasil Uji Korelasi Product Moment (X1, Y)

Correlations

		GROUP WORK	LEARNING OUTCOMES
GROUP WORK	Pearson Correlation	1	.620
	Sig. (2-tailed)		.025
	N	104	104
LEARNING OUTCOMES	Pearson Correlation	.620	1
	Sig. (2-tailed)	.025	
	N	104	104

Based on the empirical findings presented in table 23, it is apparent that a correlation coefficient measuring 0.620 has been established, accompanied by a statistically significant p-value of 0.025. In the context of statistical analysis, it is critical to recognize that when the level of significance obtained exceeds the threshold of 0.05, the alternative hypothesis, denoted as Ha, is consequently accepted. This acceptance signifies the presence of a noteworthy and substantial relationship between collaborative group work and the educational outcomes observed in the subjects being studied.

In light of the systematic investigation carried out by the researcher, data pertinent to the study's objectives were meticulously collected and subsequently analyzed to facilitate the derivation of conclusions grounded in the research outcomes. The results emerging from the hypothesis testing computations unequivocally indicate that there exists a positive and statistically significant correlation between group work dynamics and the learning outcomes attained by fifth-grade students enrolled in public elementary education institutions. Furthermore, there is an observable positive and significant linkage between peer social interactions and the educational achievements of these same fifth-grade

students within the public school setting. Additionally, the data suggests a positive and meaningful relationship that encompasses both group work and peer social interactions in conjunction with the overall learning outcomes of fifth-grade students attending public elementary schools. A more comprehensive elucidation of these findings can be found in the detailed analysis provided below.

According to the analytical results derived from the initial hypothesis testing conducted in this research, the correlation coefficient observed between the variable representing cooperation and variable Y, which pertains to the thematic learning outcomes of students, has been classified with a label of "Strong." This classification is grounded in the criteria established for interpreting correlation coefficients, as the resulting figure resides firmly within the strong correlation range. In the context of the educational experience, the implementation of group work undoubtedly serves to aid students in achieving favorable learning outcomes, as it fosters an environment conducive to collaborative learning. This perspective aligns with the assertions made by Dalyono (2010), who posits that the spectrum of students' learning activities encompasses a variety of formats, including collective endeavors undertaken by all students, collaborative group activities such as discussions, and individual tasks that necessitate independent effort from each student.

Engaging in group work has the potential to significantly enhance each individual's intrinsic motivation to actively participate and articulate their viewpoints, thereby culminating in improved learning outcomes and academic achievements. This phenomenon can be attributed to the fact that the collective ideas and perspectives generated by a group are typically more extensive and nuanced than those arising from a solitary individual. This assertion is supported by the observations of Nana Sudjana (1996), who asserts that group work constitutes a collaborative learning initiative among students, which not only fosters social relationships but also facilitates effective problem-solving during the learning process.

The activity of group work is characterized by an emphasis on a dialogic process, where the teacher plays a pivotal role in presenting a particular problem to the students. Through the ensuing discussion, students are afforded the opportunity to articulate their views, opinions, and arguments, as well as to engage in supportive or critical responses to the perspectives of their peers, ultimately leading to a well-reasoned conclusion regarding the issue under consideration. In this context, it is important to acknowledge that there are numerous benefits associated with group work, which, as highlighted by Oemar Hamalik (2001), can be articulated in several key points.

1. It is of paramount importance to create and implement educational frameworks that afford students the opportunity to engage in the development and utilization of questioning skills, as this pedagogical approach significantly enhances their preparedness for future challenges and endeavors, particularly when juxtaposed against the more antiquated and conventional teaching methodologies that have been prevalent in educational institutions for decades.
2. Furthermore, it is essential to provide students with robust opportunities to engage in the intensive and focused research of complex problems, thereby enabling them to cultivate critical thinking abilities and foster a deeper understanding of the

multifaceted nature of various issues that they may encounter in their academic and professional lives.

3. In addition, a concerted effort should be made to promote the development of student leadership qualities, alongside the cultivation of discussion skills and an understanding of group dynamics, as these competencies are vital for effective collaboration and communication in both academic settings and the broader societal context.

4. Moreover, educators possess the unique ability to tailor their instructional strategies to address the distinct and individual needs of each student, thereby ensuring that all learners receive the support and guidance necessary to thrive in an increasingly diverse educational landscape.
5. It is equally important to create an environment that fosters mutual respect among peers, encouraging students to collaborate and assist one another in the pursuit of shared goals and objectives, which in turn cultivates a sense of community and camaraderie within the classroom.
6. As a result of these initiatives, students are empowered to become more engaged and active participants in their own learning processes, significantly enhancing their willingness to contribute to discussions and share their insights freely, thus enriching the educational experience for both themselves and their fellow classmates.

This group work is essential to support the teaching and learning activities and can also enhance learning outcomes because not all learning problems can be solved alone, making the assistance and opinions of others very important. This activity can also stimulate each individual's motivation to participate and express their opinions, leading to improved learning outcomes. This is relevant to the research by Devi Mandasari (2019) which found a relationship between initial ability, the application of group work methods, and the learning outcomes of third-grade elementary school students. This aligns with the hypothesis of this study, which states that there is a positive and significant relationship between group work and the learning outcomes of fifth-grade students in public elementary schools.

D. CONCLUSION

In light of the comprehensive research findings and substantive discussions concerning the dynamics of group work and the nature of peer social interactions, particularly in relation to the educational outcomes experienced by fifth-grade students enrolled in public elementary schools, one can draw several noteworthy conclusions. It becomes increasingly evident that there exists a robust and statistically significant correlation between collaborative group work and the academic success of fifth-grade students, as evidenced by a correlation coefficient calculated at 0.620, which is categorized under the criteria of "Strong." This correlation underscores the importance of collaborative learning environments in fostering educational achievement among young learners, thereby highlighting the critical role that peer interactions play in enhancing overall learning outcomes in the elementary educational context.

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