



## The Validity of the Group Investigation Learning Model Documentary Film Media Assisted to Improve Students' Attitudes of Nationalism

Sri Nenowati<sup>1</sup>, Idawati<sup>2</sup>, Azis Muslimin<sup>3</sup>

Postgraduate Program, University of Muhammadiyah Makassar<sup>1,2,3</sup>

\* Corresponding author: idafadollah@gmail.com

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### Abstract

The purpose of this study was to analyze the validity of the group investigation learning model assisted by documentary film media to increase student nationalism in social science learning. Research and development uses the ADDIE development model which consists of five stages, namely the analysis, design, development, implementation, and evaluation stages. The validity test was carried out after the analysis and design stages. The research instrument in this study was a validity assessment sheet given to three validators, namely two expert validators in the field of Social Sciences and one practitioner validator. Validation analysis was used using the percentage formula. The learning model is said to be valid if the percentage of total validity is at a valid level of 70%-80%. Based on the analysis, the percentage of total validity of the group investigation learning model assisted by documentary film media is 81.24%. This shows that the group investigation learning model assisted by documentary film media is valid and can be applied in the classroom.

**Keywords:** validity; group investigation; documentary films; nationalism

### Abstract

The purpose of this study was to analyze the validity of the group investigation learning model assisted by documentary film media to increase students' nationalism in learning Social Sciences. This type of research and development uses the ADDIE development model which consists of five stages, namely the analysis, design, development, implementation, and evaluation stages. Validity test was carried out after the analysis and design stages. The research instrument in this study was a validity assessment sheet given to three validators, namely two expert validators in the field of Social Sciences and one practitioner validator. Validation analysis was used using the percentage formula. The learning model is said to be valid if the percentage of total validity is at a valid level of 70%-80%. Based on the analysis, the percentage of total validity of the group investigation learning model assisted by documentary film media is 81.24%. This shows that the group investigation learning model assisted by documentary film media is valid and can be applied in the classroom.

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### PRELIMINARY

Welcoming the 21st century the government designs education character as an effort to strengthen the character of the nation's next generation in the midst of globalization. The Ministry of National Education has formulated eighteen character values. These values are rooted in four basic things inherent in the Indonesian nation, namely religion, Pancasila, culture and national education goals. The eighteen

character values are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect, friendly or communicative, love peace, love to read, care for the environment, social care and responsibility.

Learning in the 2013 curriculum in terms of achievement emphasizes the cognitive, affective and psychomotor domains. This is explained in the Regulation

of the Minister of Education and Culture Number 65 of 2013 concerning Standards for the Primary and Secondary Education Process (Kemendikbud, 2013) that in accordance with graduate competency standards, learning objectives include the development of the domains of attitudes, knowledge, and skills that are elaborated for each educational unit. Elementary school or elementary school is a level where the cultivation of attitude competence is something that really must be considered and emphasized because it will be a strong foundation for the development of students in the next phase or stage. Cultivating a good attitude from an early age will be a habit and a moral planter for children who become habits in the future. In modern society, schools are believed to be important institutions to instill and develop the values of life in addition to the family and community environment. The school years are a period of personality formation which greatly determines a person's moral-intellectual foundation.

In addition to the family and the environment, when children enter the world of education, the teacher is also responsible for shaping the attitudes of their students, including the attitude of nationalism. Nationalism in the 2013 curriculum document is defined as love for the homeland, namely a way of thinking, behaving, and acting that shows loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation. In the Big Indonesian Dictionary (Depdikbud, 2008: 648), nationalism is defined as awareness of membership in a nation that is potentially or actually together to achieve, maintain, and perpetuate the identity, integrity, prosperity, and strength of that nation, namely the spirit of nationalism. The inculcation of the values of nationalism must be carried out from an early age as a foundation so that children have a love for their country and are not easily influenced by foreign cultures that enter the country. Furthermore, Azwar in Yusepana (2018: 25) argues that there are three aspects of nationalism, namely knowledge, attitude, and behavior.

The challenge for nationalism was born along with the modernization of human life where distance is no longer a barrier and communication media have united all levels of society into a global village. The swift onslaught of foreign cultures supported by media and internet technology is present freely in the midst of society and has the potential to influence local culture. Currently, based on the reality that is often encountered, the attitude of nationalism has begun to fade. Based on the results of a survey by the Indonesian Survey Institute (LSI) by Denny JA in 2019 quoted in Kompas.com (15 November 2019) as many as 33.6% of the people did not prioritize nationalism.

Social Sciences or Social Studies as a subject that becomes a medium for teachers to shape and educate students' nationalism attitudes are not carried out properly where student involvement in learning is very lacking. The learning carried out tends to be centered on the teacher not on the students so that the student learning experience is not memorable. In social studies learning, the teacher only transfers knowledge. Whereas the purpose of social studies is not merely to acquire knowledge but also to train and shape skills and attitudes. According to Muslimin (2019) so that the essence of social studies as a medium for inculcating nationalism is not lost, when carrying out teacher learning, teachers do not only transfer knowledge (transfer of knowledge) but also transfer values (transfer of values). Social studies learning is not just an understanding of history but more than that how the exemplary value of the history of a character to students so that these values can be embedded in him.

To overcome these problems, teachers must use appropriate approaches, methods, models, and media. One of the learning models that can be used for student-centered learning is group investigation or group investigation. Tsoi et al in Akly and Halimah (2015: 54) state that the group investigation model philosophically departs from the constructivist paradigm, namely students interact and communicate with each other with various information and work collaboratively to investigate, plan, present

and evaluate a project. problem. Through the group investigation learning model students learn to build their own knowledge while the teacher only acts as a facilitator so that the knowledge gained will be memorable in his memory.

The application of the group investigation learning model in social studies learning with material about the struggle for independence should be assisted by documentary film media. Documentary is a film that shows real life in the past without any fiction. Perkasa and Sayatman (2015: 356) who define documentary films as films based on facts, not fiction or fact fiction. Meanwhile, according to Anitah (2014: 43-44) documentary films are films that tell about something that happened or has happened in the past.

The use of documentary films as learning media is included in the group of audio-visual learning media because it displays images and sounds simultaneously. Dale in Arsyad (2017: 13) estimates that the acquisition of memory results through the sense of sight is about 10%, through the sense of hearing about 20%, through the dual senses (sight and hearing) about 30%, through the other senses (involved and doing) 50 to 90 %.

Documentary films in social studies learning are expected to help students understand the meaning and values as well as the moral guidance contained in the learning materials.

In order to form and strengthen a sense of nationalism, a facility is needed that can complement the implementation of education in schools. The presentation of information in the form of interesting and relevant material needs to be developed appropriately. Therefore, it is suitable for use in classroom learning. The purpose of this study was to analyze the validity of the group investigation learning model assisted by documentary film media.

## RESEARCH METHODS

This type of research is Research and Development (R&D) with reference to the ADDIE development model (Analysis, Design, Develop, Implementation,

Evaluations) developed by Dick and Carey (2001). The research location is SD Negeri No. 89 Lappa Sinjai Regency with research subjects as many as 25 fifth grade students. The data collection techniques used include 1) Assessment questionnaire instrument Group investigation learning model assisted by documentary film media, 2) Documentary film media assessment questionnaire, 3) RPP assessment questionnaire, 4) a questionnaire for the assessment of learning outcomes instruments, 5) a questionnaire for assessing the teacher's response instrument, and 6) a questionnaire for assessing student response instruments to test the implementation of the group investigation learning model. to test the validity of the developed model. Before being used, the instrument was tested for validity, namely two experts or experts and one user. The assessment instrument for the group investigation learning model assisted by documentary film media that has been validated is then analyzed using Akbar's formula which has been modified by Idawati (2016: 121).

$$V_1 = x 100\% \frac{TSe}{TSh}$$

$$V_2 = x 100\% \frac{TSe}{TSh}$$

$$V_3 = x 100\% \frac{TSe}{TSh}$$

$$V_t = x 100\% \frac{V_1+V_2+V_3}{3}$$

Information:

V1 = Validation of the 1st expert

V2 = 2nd expert validation

V3 = 3rd expert validation

TSe = Total empirical score achieved

TSh = Total expected score

Vt = Combined total validation

Whether or not the learning model is valid is based on the results of the validator's assessment in accordance with the validity criteria as shown in table 1 below:

**Table 1**  
**Validity Criteria**

No	Validity Criteria	Validity Level
1	0% - 50%	Not valid
2	50% - 70%	Quite valid
3	70% - 85%	Valid
4	85 % - 100%	Very Valid

Source: (Akbar, 2013)

## RESULTS AND DISCUSSION

Research and development has several stages so that finally a product that is suitable for use is obtained. In developing the group investigation learning model assisted by documentary film media, the researchers used the ADDIE development model with the following stages.

### a. Needs Analysis Stage

Needs analysis includes several activities, namely library research and field studies. In the literature study, the researcher collects information related to the problems described in the background, namely the lack of student nationalism. Researchers also conducted field studies, namely by conducting observations and interviews with class teachers and school principals. In this activity, researchers conducted interviews and discussions with class teachers and school principals. Based on needs analysis activities, it is concluded that a learning model is needed that supports the implementation of value transfer, especially in social studies learning which acts as a subject that instills nationalism in students.

### b. Product Design or Design Stage

At this stage the researcher designs and designs objectives, materials, scenarios of learning activities, to learning tools including documentary film media that will be used. At this stage, the product is still conceptual. The steps taken by researchers in this stage are:

1) Determine the themes, subthemes, and basic competencies based on the suitability of the learning model development targets. The target of developing the group investigation learning model with the aid of documentary film media is student nationalism. Therefore, the researcher chose theme 7, namely Events in Life, sub-

theme 2, namely National Events Around the Proclamation of Independence, and KD 3.4, namely identifying important factors that caused the Indonesian colonialists and the Indonesian people's efforts to defend their sovereignty; and KD 4.4, which presents the results of the identification of the important factors causing the colonizers of the Indonesian nation and the efforts of the Indonesian people to defend their sovereignty.

- 2) Develop a lesson plan or lesson plan based on pre-determined basic competencies. In preparing the lesson plans, researchers formulate indicators of achievement and learning objectives based on basic competencies, determine methods, activity steps, and assessors in learning. The learning objectives that have been formulated by researchers in the lesson plan are (1) by observing, students can find out the events of reading the text of the Proclamation of Independence with full care; (2) by observing, students can explain important events surrounding the reading of the text of the Proclamation of Independence with full responsibility.
- 3) Prepare documentary film media as learning resources used in learning. The documentary film used was obtained from the youtube.com page.
- 4) Develop learning scenarios with the group investigation learning model assisted by documentary film media. In this case, the researcher compiles a draft or design of learning concepts with a group investigation model assisted by documentary film media.
- 5) The learning model draft was validated by a team of experts, namely two expert validators in the field of Social Sciences and one practitioner validator.
- 6) Make revisions according to suggestions and input from the validator.

### c. Learning Model Development Stage

This stage is the stage of product realization that has been designed previously. In this stage, the conceptual framework is realized into a product that is ready to be implemented in a limited trial. 89

Lappa Sinjai Regency, each consisting of 3 people. After a limited trial, an initial evaluation was conducted to provide feedback regarding the application of the developed learning model for later product revision. Limited trials are trials conducted on small-scale groups to prove whether the developed model is effective in overcoming the problems at hand.

#### d. Implementation Stage

At this stage the product that has been developed is then implemented in a real situation in the classroom or in a wider trial. A wider trial was conducted on nineteen students who were divided into five small groups. Each group consists of three to four students. At the implementation stage, a practicality test was also carried out, namely by distributing questionnaires to students and teachers to assess whether the group investigation learning model assisted by documentary film media could be implemented by both teachers and students.

#### e. Evaluation Stage

The evaluation in this study was to test the effectiveness of the group investigation learning model assisted by documentary film media. In testing the effectiveness, the researcher conducted a pretest and posttest by giving a test of learning outcomes and attitude questionnaires before and after the learning model was applied.

At the design stage, the developed learning model draft was validated for validity testing. After the validity test was carried out, the data were analyzed to determine the level of validity of the developed model. If the validity of the group investigation learning model assisted by documentary film media is in the valid category, then the model is feasible to be used and applied in the classroom. The results of the analysis of the validity of the group investigation learning model assisted by documentary film media can be seen in the following table.

**Table 2**  
**Results of the Validation of the Group Investigation Learning Model Assisted by Documentary Film Media**

No	Rating Indicator	Validator		
		I	II	III
1	Background of learning model development	3	4	4
2	Learning model support theory	3	3	4
3	The purpose of developing the learning model	3	2	3
4	Description of learning model	3	3	4
5	Learning steps	3	4	4
6	Use of learning approach	3	3	4
7	Learning Media	3	2	4
8	Evaluation and assessment	3	3	3
<b>Amount</b>		<b>24</b>	<b>24</b>	<b>30</b>
<b>Validity</b>		<b>75 %</b>	<b>75 %</b>	<b>93.8 %</b>
<b>Total Validity</b>		<b>81.24%</b>		

Source: (Data processing, 2021)

In addition to the validity of the learning model, the researchers also tested the validity of the documentary film which became the main medium or source of learning in the group investigation learning model assisted by the documentary film media. The results of the validation analysis on documentary film media can be seen in the following table.

**Table 3**  
**Documentary Film Media Validation Analysis Results**

No	Rating Indicator	Validator		
		I	II	III
1	Suitability with learning materials	3	4	4
2	Compatibility with basic competencies	3	3	4
3	Conformity with learning	3	3	4

	objectives			
4	Make it easier for students to get an overview of events	3	4	4
5	Give a picture that corresponds to the actual situation	3	4	4
6	The language used is easy to understand	3	3	4
7	Provide opportunities for students to learn independently	3	3	4
	<b>Amount</b>	<b>21</b>	<b>22</b>	<b>28</b>
	<b>Validity</b>	<b>75%</b>	<b>78.6%</b>	<b>100%</b>
	<b>Total Validity</b>	<b>84.5%</b>		

The results of the validation analysis of the group investigation learning model assisted by documentary film media obtained a total validity percentage of 81.24 % which, when associated with the validity criteria table, was included in the valid category, the documentary film learning media was 84.5% with valid criteria. The results of the validation analysis of the learning model and documentary film media above, if associated with the validity criteria table, then the group investigation learning model assisted by documentary film media is included in the valid category and can be applied in the classroom.

The results of the validation for the Learning Implementation Plan (RPP) used in the implementation of the group investigation learning model can be seen in the following table.

**Table 4**  
**RPP Validation Analysis Results**

No.	Rating Indicator	Validator		
		I	II	III
1	RPP Format	3	3	4
2	Contents	3	3.4	3.9
3	Language	3	3	4
4	Time	3	2	3

<b>Amount</b>	<b>12</b>	<b>11.4</b>	<b>14.9</b>
<b>Validity</b>	<b>75%</b>	<b>71%</b>	<b>93%</b>
<b>Total Validity</b>	<b>79.7%</b>		

Source: (Data processing, 2021)

The validity of the lesson plans used is at a value of 79.7%. If it is associated with the validity criteria, it is included in the valid category.

The results of the validation of the learning outcomes instruments include pretest and posttest questions. The analysis of the validation of the learning outcomes of the three validators can be seen in the following table.

**Table 5**  
**Results of the Analysis of the Validation of Learning Outcomes Test Instruments**

No.	Rating Indicator	Validator		
		I	II	III
1	Question indicator	3	3.3	3.3
2	Language	3	3.7	4
3	Level of difficulty	3	3	3
4	Time	3	3	3
	<b>Amount</b>	<b>12</b>	<b>13</b>	<b>13.3</b>
	<b>Validity</b>	<b>75%</b>	<b>81.3%</b>	<b>83.1%</b>
	<b>Total Validity</b>	<b>79.8%</b>		

Source: (Data processing, 2021)

The results of the analysis of the validity of the learning outcomes instruments are 79.8%, which means that the learning outcomes instruments are in the valid category based on the validity criteria table.

The results of the validation of the teacher's response to the practicality of the model can be seen in the following table.

**Table 6**  
**Hasil Analisis Validasi Angket Kepraktisan Respon Guru**

No.	Indikator Penilaian	Validator	
		I	II
1	Aspek petunjuk	3	3,5
2	Aspek isi	3	3
3	Bahasa	3	3,5
<b>Jumlah</b>		<b>9</b>	<b>10</b>
<b>Validitas</b>		<b>75%</b>	<b>83,3%</b>
<b>Validitas Total</b>		<b>79,2%</b>	

Sumber: (Olahan data, 2021)

Berdasarkan tabel analisis di atas menunjukkan bahwa validitas angket respon guru terhadap kepraktisan model adalah 79,2%. Hal ini berarti bahwa angket respon guru masuk dalam kategori valid.

Analisis Angket respon siswa terhadap kepraktisan model dapat dilihat pada tabel berikut.

**Tabel 7**  
**Hasil Analisis Validasi Angket Kepraktisan Respon Siswa**

No.	Indikator Penilaian	Validator	
		I	II
1	Aspek petunjuk	3	3,5
2	Aspek isi	3	3
3	Bahasa	3	3
<b>Jumlah</b>		<b>9</b>	<b>9,5</b>
<b>Validitas</b>		<b>75%</b>	<b>79,2%</b>
<b>Validitas Total</b>		<b>77,1%</b>	

Sumber: (Olahan data, 2021)

Persentase validitas total angket respon siswa terhadap kepraktisan model berada pada nilai 77,1% yang jika dikaitkan dengan tabel kriteria validasi, termasuk dalam kategori valid.

Secara akumulasi hasil validasi terhadap model pembelajaran maupun instrumen penilaiannya dapat dilihat pada tabel berikut.

**Tabel 8**  
**Hasil Akumulasi Analisis Validasi Instrumen Model Pembelajaran Group Investigation**

No	Indikator Penilaian	Nilai	Kategori
Instrumen			
1	penilaian Model Pembelajaran	84,5	Valid
Instrumen			
2	penilaian Media Film Dokumenter	81,24	Valid
Instrumen			
3	penilaian RPP	79,7	Valid
Instrumen Tes			
4	hasil belajar	79,8	Valid
Instrumen			
5	Respon guru	79,2	Valid
Instrumen			
6	respon siswa	77,1	Valid

Sumber: (Olahan data, 2021)

The group investigation learning model assisted by documentary film media can be one of the learning models that can be used by teachers in learning Social Sciences with the main material regarding the events of the independence struggle because this learning model not only requires teachers to carry out learning by transferring knowledge but also transferring values. In the group investigation learning model assisted by the documentary film media, students are required to understand the values of struggle captured from the documentary. The steps of the group investigation learning model assisted by documentary film media are as follows.

**Table 9**  
**The Steps of the Group Investigation Learning Model Assisted by Documentary Film Media**

No	Steps
1	Introducing the topic to be discussed
2	Divide students into small heterogeneous groups
3	Develop a plan with students regarding

	the procedures that will be carried out when learning takes place
4	Students analyze the information obtained from the documentary film media
5	Each group representative presents the results of their analysis
6	Reflecting on the hero's struggle
7	Evaluating the contribution of each group and individual students

The first step is to introduce the learning topic. The learning topic chosen was the struggle for independence in accordance with the learning objectives, namely the attitude of nationalism. In this case, the topic has been determined so that students are not given the opportunity to choose a topic. Then the students were divided into small groups (3-4 students) which were heterogeneous. Small groups are intended so that all students in the group can be controlled and participate actively in the group.

After the group is formed, the teacher and students prepare an activity plan related to learning procedures, assignments, and general objectives of learning topics. Furthermore, students analyze the information obtained about the struggle for independence through the sources that have been provided, namely documentary film media. Then prepare a report for presentation. Each group presents the results of their analysis and gives other groups the opportunity to give their opinions so that all students are involved with each other to reach a wider perspective.

After the presentation activity was finished, the teacher asked all students to reflect on the struggle of the heroes in fighting for independence and asked the students to explain the values that these heroes should emulate. Finally, the teacher evaluates the contribution of each group and then evaluates the students individually.

The development of the group investigation learning model assisted by documentary film media is based on Edgar Dale's theory of experience and constructivism learning theory. According to Dale in Arsyad (2017: 13) that the acquisition of memory through multiple

senses (sight and hearing) is about 30%, involved in discussions about 50%, presenting information or presentations, the results are around 70%. The group investigation learning model assisted by documentary film media contains these three things, namely film media, discussion, and presentation. Learning activities based on constructivism theory, where students collect and understand information from documentary films which are the main source of learning, are an effort so that students can build and understand the values of the hero's struggle. This is in accordance with Hill's understanding of constructivism theory in Suparlan (2019: 82), namely that students create meaning from what they learn.

The development of the group investigation learning model is an effort to transfer values or transfer of value to students in the learning process in accordance with the purpose of developing this learning model, namely to increase students' attitudes of nationalism.

## CONCLUSION

The results of testing the validity of the group investigation learning model assisted by documentary film media to improve students' attitudes of nationalism are in the valid category or are at a value of 81.24%. Thus, it can be stated that the group investigation learning model assisted by documentary film media to improve students' nationalism attitudes can be used or applied in the classroom.

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