

Implementation of Study in Group to Optimize the Eleventh-Grade Science Students' Participation in Learning

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ABSTRACT

Students' participation in learning is the involvement of all students that is carried out responsibly to support the learning objectives. It can be seen from the indicators, such as asking questions, answering questions, doing assignments, and submitting assignments on time. However, it was found that there is a lack of participation in class XI Science students at a school in Jakarta, especially in the context of post-pandemic adjustment learning where learning is carried out offline and online. The solution implemented as an effort to optimize students' participation in learning is through applying study in group method. The research method used is descriptive qualitative using an instrument in the form of a portfolio of Field Experience 2 Program activities consisting of observation sheets, mentor feedback, Lesson Plans (RPP), teaching reflections, and students' assessment recaps. The research results show that student's participation in learning can be optimized through the application of study in group method. It is seen from the several stages of its implementation, namely conveying procedures and regulations, forming heterogeneous groups with group leaders, delivering material, giving assignments and opportunities for discussion, group presentation sessions, question and answer sessions, and giving awards and conclusions. Suggestions for further research are the need to change the members in the study in group method regularly based on the topics and increase the time allocation for students to work on assignments.

Keywords: *learning participation, study in group, science students*

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INTRODUCTION

Teachers and students have an important role in learning success both during face-to-face learning and online learning (Fitriansyah, 2022). Teachers can involve students to participate both individually and in groups with their colleagues (Ranti, 2016). Learning participation is the participation of students in learning activities that aim to support the achievement of learning objectives (Ranti, 2016). The role of the teacher as a facilitator and mediator is needed to help students participate in learning. The lack of student learning participation is a condition of student participation that does not support the achievement of learning objectives (Betari & Junaidi, 2020). Teachers must be able to involve students in learning so that they can carry out their role in educating students according to the responsibilities that God has given them. This role can be accomplished thanks to the grace and help of God for every teacher who is called to serve in education (Grudem, 2000). In context Christian education, teachers are seen as co-workers with God in educating students and students is the orientation of the learning itself (Knight, 2009) so that their learning participation is an important part of the learning process. This can be done by carrying out its role as a facilitator and mediator of learning (Ginancar, Darmawan, & Sriyono, 2019).

Participation comes from the word " *participation* " in English or " *participate* " in Dutch which means participating in an activity or activities (Betari & Junaidi, 2020). According to Betari and Junaidi (2020), participation is an activity that is carried out responsibly and involves a person's emotions, physically and mentally. Fatmawati (2019) said that student learning participation is not only seen from active students but from the active participation of all students. According to Ranti (2016), student learning participation

aims to support the achievement of learning objectives. According to Ginanjar, Darmawan, and Sriyono (2019) student learning participation also allows cognitive assimilation and accommodation to occur in learning, the formation of attitudes and values in it. Thus, student learning participation is the involvement of all students in every learning activity that is carried out responsibly and aims to support the achievement of learning objectives. Noviyanti and Setyaningtyas (2017) stated that indicators of student learning participation include student involvement in asking questions, discussing with friends and teachers, doing assignments, focusing on learning, and following applicable regulations. According to Purbawanti et al. (2020), indicators of student learning participation are presence, discipline, cooperation, politeness, and student participation in midterm exams and final exam activities. According to Wihartanti (2022) several indicators of student learning participation are asking questions, answering questions, and doing assignments. Similar to the previous opinion, Jefri and Junaidi (2019) also said the same five indicators on student learning participation. Therefore, several indicators of student participation in learning used in this study were asking questions, answering questions, doing assignments and submitting assignments on time.

In fact, based on the results of Field Experience Program observations in XI MIPA class, school X was found lack of student learning participation. The learning context in Field Experience Program is in the post-pandemic adjustment stage, so learning is carried out onsite and online. When the teacher does face-to-face learning, students look enthusiastic, but students only ask questions when the teacher encourages them to ask. Students do not answer questions if not appointed by the teacher. Students tend to rely on group mates in doing assignments and the teacher must remind students to submit the assignments that have been given (Teaching Reflection 9 August 2022 and Student Assessment Recap). Meanwhile, during online learning there were no students who asked questions even though the teacher had given encouragement to ask. Students do not answer questions if not appointed by the teacher. The teacher must also remind students to work on and collect the assignments that have been given (Teaching Reflection August 11, 2022 and Student Assessment Recap).

Based on the problems above, one form problem-solving that can be done to optimize student learning participation is to apply group learning (Wahyuni, Hasdin, & Nurvita, 2018). Harmain's research (2021) proves that through group discussions, student learning participation is increasing. Group study is an activity that involves heterogeneous students working together to maximize the achievement of learning objectives (Susanto, 2014). There are three characteristics of group learning success, namely equality of opportunity for success, the responsibility of each individual, and rewards for the group (Gulo, 2020). Through group learning, the teacher is no longer the center of activity or information, because students can interact, work together and improve their thinking skills (Murphy, Eduljee, & Croteau, 2021). Teachers also act as leaders, mentors, facilitators, and mediators for students (Fiteriani & Suarni, 2016). Through group study, students are required to have learning readiness so that they can discuss and work together on assignments with their colleagues (Reski & Ilyas, 2019). According to Harmain's research (2021) diverse points of view when students discuss will train students' critical thinking. Students are also encouraged to be responsible and care about their friends (Gulo, 2020). Teachers in group study can choose a leader in each group to lead so that each member gets the opportunity to study, do assignments, and practice expressing the same opinion (Nafisah, Rengganis, & Rakhmat Riyadi, 2017). Teachers also need to give rewards that can trigger student motivation in learning. Motivation is a person's driving force to do or not do something and in this case, it becomes the driving force for learning, assurance, and direction of learning activities (S. Anggraini, Siswanto, & Sukanto, 2019).

The stages of group learning begin with delivering material, forming groups, dividing and working on assignments, evaluating, and closing (Ramlah, 2017). Then Wahyuni, Hasdin, and Nurvita (2018) formulate the stages of group learning starting from conveying goals and providing motivation, delivering material, forming groups, mentoring, evaluating, and awarding. Stages of group learning are conveying goals and giving motivation, explaining the material, forming groups, giving and directing assignments, doing assignments, presenting assignments and giving conclusions (Ernawati, Septiwiharti, & Palimbong, 2016). Then, according to Hadi and Noor (2013), the stages of group learning start from delivering goals and giving

motivation, delivering material, forming groups, and guiding groups which include presentations and evaluations. According to Suharni (2020), the stages of group learning start from conditioning the class with rules and procedures, giving motivation and appreciation, delivering material, forming groups, guiding group work, presenting assignments, question and answer sessions, and giving conclusions. Teachers need to foster motivation and emphasize important concepts from learning that help students better understand learning (Angela, Tjun, Indrawan, & Krismawan, 2017). Research by Sukriyatun (2016) also proves that question-and-answer activities trigger students' attention and interest in the topics discussed. This activity also helps the teacher to find out the difficulties experienced by students. Therefore, the stages in group learning that will be applied in this study are 1) the teacher conveys the procedures and regulations that apply, 2) the teacher divides students heterogeneously with the group leader, 3) the teacher delivers material, 4) the teacher gives assignments and provides space for them to discuss led by the group leader, 5) the teacher invites the group to take turns making presentations, 6) the teacher provides a question and answer room, 7) the teacher gives awards and gives conclusions.

Several previous studies have reported on efforts to increase student participation in learning, for example through think pair share (Khodijah, Hendri, & Darmaji, 2016), application of class rules (Noviyanti & Setyaningtyas, 2017), discussion forums in Moodle (Fatmawati, 2019), model prediction guide with image media (Betari & Junaidi, 2020), talking stick model (Jefri & Junaidi, 2019) discussion method (Harmain, 2021), and Google classroom (Sriwiyati, 2021). There is also previous research that has reported on the application of group study which aims to improve student learning outcomes (Ernawati et al., 2016; Wahyuni, Hasdin, & Nurvita, 2018) and student interest (Suharni, 2020). However, not many studies have reported the relationship between group study and student learning participation, especially in the context of post-pandemic adjustment learning, such as those that combine online and onsite contexts or hybrid learning. Based on the background describe above, the question's problem of this research was how is the implementation of study groups to optimize the learning participation of class IX Science students? Therefore, the aim of this research was to describe the implementation of study groups to optimize learning participation of class IX Science students.

METHOD

This research was conducted in a school in Jakarta through the Field Experience Program 2. The subjects of this study were all students of class XI MIPA, with a total of 29 students in Biology subject. This research uses descriptive qualitative method. Descriptive qualitative method is a research method related to information data that is explained in the form of a description, so that the presentation of the data is in the form of a narrative that contains explanations (Subandi, 2011). In line with the previous statement, Sugiyono, 2019) stated that the qualitative research method is a research method that places more emphasis on meaning, as well as research on a natural condition. This method examines an event and problem solving that is descriptive in nature (Yuliani, 2018). This research is a process of inquiry from the integration between theory and action to address real problems, such as improving practice and studying the impact of these actions (Mohajan, 2018).

The procedures for carrying out research based on the Field Experience Program 2 (FEP 2) in the school were initial observation, teaching and learning activities, and evaluation. The data was obtained based on the Field Experience Program 2 (FEP 2) portfolio instruments which contains the lesson plan, observations sheet, mentor feedback sheet, teaching reflections sheet, student assessment recaps. The observation sheet is a sheet that contains information about initial observations about one week before carrying out teaching in class. The lesson plan is a sheet that contains information on all learning activities that will be carried out in a meeting. Mentor feedback is a sheet that contains the mentor teacher's assessment and comments on the learning carried out in accordance with the lesson plan previously prepared. Teaching reflections are sheets containing reflections and personal evaluations of prospective teacher students who have taught based on the lesson plan, filled in directly after teaching and verified by the mentor teacher. Data was collected during class observation, teaching and learning process, and evaluation of student learning outcomes through assignment collection. Data were analyzed descriptively according to the stages, namely reducing data based on the

research focus, compiling data according to the relationships found and making a summary of the findings, re-examining the data and drawing conclusions (Creswell, 2012). Data from FEP 2 portfolio instruments were arranged according to the relationships found, summarized, and analyzed using relevant literature according to the research objectives.

RESULTS AND DISCUSSION

Analysis of the student's lack of learning participation

The following is a table containing indicators of problems found related to the problem of lack of student learning participation in teaching of Field Experience Program 2.

Table 1. Data Regarding The Lack of Student Learning Participation Problem

Indicator	Context	Fact	Source
Ask	Face-to-face Learning	Students ask questions because there is encouragement to ask questions by the teacher	Reflection teaching August 9, 2022
	Online Learning	None of the students asked questions even though the teacher had encouraged them to ask questions	Reflection teaching August 11, 2022
Answer Question	Face-to-face Learning	Students do not answer questions if not appointed by the teacher	Reflection teaching August 9, 2022
	Online learning	Students do not answer questions if not appointed by the teacher	Reflection teaching August 11, 2022
Do Task	Face-to-face Learning	Students tend to rely on friends in doing assignments	Reflection teaching August 9, 2022
	Online learning	Students must be reminded by the teacher to do the assignment	Reflection teaching August 11, 2022
Gather Task	Face-to-face Learning	Students must be reminded by the teacher to submit assignments	Teaching reflection August 9, 2022 Student Assessment Recap
	Online learning	Students must be reminded by the teacher to submit assignments	Teaching reflection August 11, 2022 Student Assessment Recap

Source: (Field Experience Program Portfolio Data, 2022)

The first indicator, in face-to-face learning students only ask questions when the teacher encourages them to ask questions, whereas in online learning the teacher must encourage and involve students in asking questions during a synchronous session to get a response. According to Hariyadi's research (2014), the reason students don't ask questions while participating in learning is that the teacher doesn't give students the opportunity to ask questions, there is pressure from students personally and the tendency for students to choose to ask questions with their colleagues. This tendency also often occurs even though the teacher has given students the opportunity to ask questions (Sukriyatun, 2016). In addition, according to research by Rahmawati, Supriyanto and Khusniyah (2022), another reason is that teachers do not motivate students to ask questions. The lack of student learning participation in asking questions affects learning outcomes, because the more and more quality questions students give, the more critical the students' thinking is (Hariyadi, 2014).

The second indicator is answering questions, students do not answer questions if not appointed by the teacher either at face-to-face learning or online learning. According to the research of Khodijah, Hendri, and Darmaji (2016), the reason students don't answer questions is because students are busy taking notes, have difficulty understanding material or don't dare to express their opinions. This problem is also related to students' ability to think creatively and critically to formulate their understanding (Ginanjari et al., 2019). Then, according to Khosim's research (2016), this problem can also be caused by boring learning, because the teacher focuses himself on learning.

The third indicator is student participation in doing assignments. During face-to-face learning, students tend to be lazy to do assignments and instead rely on group mates, whereas during online learning, the teacher has to remind students to do the assignments given. According to research by Reski and Ilyas (2019), students who are less able to do assignments are influenced by their readiness to take part in learning, both emotionally, physically and mentally. According to research by Anggraini, Fauzi and Putri (2021), some of the causes of this problem are students having difficulty understanding assignments, being unable to complete assignments independently and the teacher's lack of role in facilitating students. Students need friends, teachers or people who know more to help them with their assignments, especially individual assignments (Wihartanti, 2022). In addition, there are external factors such as inadequate equipment or student networks, especially during online learning.

The fourth indicator is collection of tasks. During face-to-face learning, students tend to be lazy and have to be reminded by the teacher to submit assignments. During online learning, the teacher has to remind students to collect the assignments that have been given. According to research by Reski and Ilyas (2019), there are factors of students' unpreparedness in learning that affect the achievement of their responsibilities. This is supported by research by Anggraini, Fauzi and Putri (2021), students need other people, such as study partners to help them absorb all the information provided by the teacher. The lack of application of consequences and appreciation from the teacher for the assignments given also affects students' motivation to complete the assignments given (Sriwiyati, 2021).

Analysis of study group implementation for optimizing student's participation in learning

Based on the problems above, the teacher applies group learning. The following is a table containing the stages of group learning.

Table 2. Stages of Implementation of Group Study in Learning

No	Stages of Implementation of Study Group	Teacher's Action	Data Source
1	The teacher conveys the procedures and regulations that apply	Teacher delivers procedures and regulations in advance learning	Lesson plan, Teaching Reflection and Mentor
2	The teacher divides students heterogeneously with the group leader	The teacher forms heterogeneous groups of 4-5 students and determines the group leader	Feedback on 16, 18 and 25 August 2022
3	Teacher delivers material	The teacher conveys the introductory learning material	
4	The teacher gives assignments and provides space for them to discuss led by the group leader	The teacher gives assignments and explanations, then invites all groups to work and is led by the group leader	

No	Stages of Implementation of Study Group	Teacher's Action	Data Source
5	The teacher invites the groups to take turns to make presentations	The teacher leads the presentation made by each group	
6	The teacher gives a question and answer room	The teacher guides students in a question and answer session	
7	The teacher gives awards and gives conclusions.	The teacher gives awards in the form of additional points and applause for the group and concludes the learning material	

Source: (Field Experience Program Portfolio Data, 2022)

The problem-solving variables above have been applied by the teacher in his teaching in class XI Science for three meetings, namely at meetings 3-5. Meetings 3 and 4 were conducted in the context of online learning with the topic of plant tissue using the Zoom and Google Meet applications. The stages of group study at the third meeting started from stages 1-4, while stages 5-7 were carried out at the fourth meeting. Then, at the fifth meeting with the face-to-face learning context, all of these stages were carried out on the same day, using the snowball throwing method with group divisions according to the division of the student worksheet that had previously been done. Each group member is heterogeneous and has one group leader.

In the first stage, the teacher conveys procedures and rules at the beginning of learning that help teachers manage students to be more disciplined in learning (Amrullah et al., 2022; Fiteriani & Suarni, 2016). According to research by Kumayas and Cendana (2021), teachers need to apply procedures and rules so that learning becomes more orderly and students are disciplined. Second, the teacher forms heterogeneous groups of 4-5 students, so that there are a total of six complete groups with their group leaders. According to research by Fiterani and Suarni (2016), groups with ideal members and according to the total number of students will make it easier for teachers to reach students. Through group leaders, it is also easier for teachers to monitor students (Nafisah et al., 2017).

Third, the teacher delivers introductory material or review. Through this stage, the teacher increasingly understands the level of student ability as a determinant of what actions need to be taken during learning (Angela, Tjun, Indrawan, & Krismawan, 2017). Fourth, the teacher gives assignments along with explanations and invites students to work on them led by the group leader (Angela et al., 2017; Rai & Lama, 2020). The teacher also gives important points in the group assessment rubric. Hadi and Noor's research (2013) proves that teacher guidance in carrying out assignments can optimize student learning participation, because they are helped to work on parts that are not yet understood. During online learning, this fourth stage is carried out using a breakout room and the assignment is continued with independent group study outside of learning, while in face-to-face learning this stage is carried out in the classroom.

Fifth, the teacher leads group presentations (Angela et al., 2017; Rai & Lama, 2020). During face-to-face learning, the groups presented material according to the section on the student worksheet being discussed, while during online learning, the teacher invited each group to present material according to their respective sections. This presentation activity involves all students to contribute in it. Sixth, the teacher guides students in a question and answer session. During online learning, the teacher uses this opportunity by giving questions from the presenter's group material to other groups to test students' learning participation in it. During face-to-face learning, the teacher invites each group to write a short question on a piece of paper which will later be given to other groups. The paper is crumpled, thrown to other groups according to the teacher's directions and they work on the questions and then present them in front of the class (Aqib, 2013). Wihartanti's research (2022) proves that the teacher's role as a facilitator helps students think and get the best answers to their questions.

Finally, the teacher gives awards in the form of additional points for students and groups who are active and able to answer questions quickly and correctly. These points are recorded and accumulated with other values in addition to attitude values. The teacher and the students also gave applause to the group that had made the presentation. Research by Anggraini, Siswanto, and Sukanto (2019) proves that appreciation for students makes the learning atmosphere more enjoyable and triggers students' enthusiasm to get the best results. Then, at the end of the lesson the teacher concludes the material to emphasize important concepts (Angela et al., 2017).

Analysis of student's learning participation after group study implementation

The following is a table containing data on student participation in learning after the teacher implements group study.

Table 3 . Student learning participation after the implementation of group study

Indicator	Context	Fact	Source
Ask	Face-to-face	Students ask questions without being encouraged to ask by the teacher	Teaching reflection August 25, 2022
	Online learning	Students ask questions without being encouraged to ask by the teacher	Teaching reflection 16 and 18 August 2022
Answer the question	Face-to-face	Students answer questions without being pointed by the teacher	Teaching reflection August 25, 2022
	Online learning	Students answer questions without being pointed by the teacher	Teaching reflection 16 and 18 August 2022
Carry out a task	Face-to-face	Students work together on assignments	Teaching reflection August 25, 2022
	Online learning	Students work on assignments without being reminded by the teacher	Teaching reflection 16 and 18 August 2022
Turning In Assignments On Time	Face-to-face	Students collect assignments on time	Teaching reflection August 25, 2022
	Learning	without being reminded by the teacher	Student Assessment Recap
	Online learning	Students collect assignments on time without being reminded by the teacher	Teaching reflection 16 and 18 August 2022 Student Assessment Recap

Source: (Field Experience Program Portfolio Data, 2022)

Based on the data from Table 3, it can be seen that there are positive results in student learning participation in face-to-face learning and online learning, and support the achievement of learning objectives. The first indicator was successful in face-to-face learning and online learning because students asked questions without being encouraged to ask by the teacher. Students show their curiosity by asking questions related to the material or unique things about learning. The role of the teacher as a facilitator and mediator in

learning can stimulate students to think and have curiosity about the material being studied (Wihartanti, 2022). The existence of quality questions from students is one of the characteristics of students who think creatively and actively. This affects student learning outcomes and the learning atmosphere becomes more active (Hariyadi, 2014; Ranti, 2016). This creative and active thinking will also increase with a group learning system that combines heterogeneous students to learn and work together (Murphy et al., 2021).

The second indicator was also successful for face-to-face learning and online learning, because students answered questions without being pointed out by the teacher. The questions given by the teacher aim to test students' understanding of the material that has been presented. Then students are required to think critically to draw conclusions and answer teacher questions (Ginanjari et al., 2019). Questions are also given when the teacher explains the material to check student involvement and understanding during learning. The teacher gives additional points to each student or group who is able to answer correctly. Some questions cannot be answered immediately because they require deep thought, so the teacher provides assistance by giving instructions to answer them. The role of the teacher as a facilitator and mediator during the question and answer session helps students to get the best answers to the questions given (Wihartanti, 2022). They can also discuss and ask questions with colleagues in one group to formulate their answers. The opportunity to answer questions given by the teacher can optimize student learning participation, because students are stimulated to keep thinking (Sukriyatun, 2016).

Student learning participation is also growing, seen from their involvement in doing assignments. During face-to-face learning, the teacher asks students to prepare the results of group worksheets and ensure that all students have worked on each of its parts. The teacher gives assignments to all students to answer questions about student worksheet material quickly and accurately. As a result, all groups looked enthusiastic and serious. Each member of the group works together on the questions. After that the teacher records each group that is able to answer correctly to be given additional points. After that, the teacher asks each group to formulate a question which will be answered by another group, so that each group will make one question and work on one question from another group. This activity requires good teamwork, so they can formulate questions and answers (Hadi & Noor, 2013).

In contrast to face-to-face learning, during online learning all students do their assignments without being reminded by the teacher. They discussed through the breakout room to discuss the infographics that would be presented. The students looked serious in discussing doing assignments in groups, daring to ask for the teacher's guidance and all students were also involved in the process of doing the assignment. Students will be helped by the teacher's role as a facilitator, especially in doing tasks that are considered difficult (Sriwiyati, 2021). The work on this task is continued independently by the students outside of learning hours as homework. Then, all students contributed to the presentation, even though it seemed that not all students understood the concept of the material. This relates to the readiness of each student to learn to influence their learning process (Reski & Ilyas, 2019). The lesson was continued with a question and answer session from random presentation listeners. Through the assignments given by the teacher students will be motivated to learn and have positive study habits, especially in an orderly and regular way (Wihartanti, 2022).

The further development of student learning participation can be seen from the timeliness of assignment collection. During face-to-face learning and online learning, all students can submit assignments on time without being reminded by the teacher. Students in study groups care about each other and are responsible for the assignments given by the teacher (Nafisah et al., 2017). Students who initially were individually unable to take responsibility for submitting assignments on time received encouragement from group mates to take more responsibility for their work (P. Anggraini, Fauzy, & Putri, 2021).

All student learning participation data above is the result of implementing group learning in learning. The seven stages of group study used have a role in optimizing student learning participation. First, through procedures and regulations that help teachers manage students and become student learning guides (Amrullah et al., 2022; Fiteriani & Suarni, 2016). Second, through the division of heterogeneous and complete groups with group leaders will make students learn together, care, help each other, discuss, ask questions and think critically and creatively (Gulo, 2020; Hadi & Noor, 2013; Harmain, 2021; Nafisah et al., 2017; Sukriyatun,

2016).

Third, through providing material or review, the teacher will better understand the level of student ability and help him determine what actions need to be taken during learning (Angela et al., 2017). Fourth, by giving group assignments and guidance from the teacher, students will be assisted in solving problems. They can hold discussions and ask questions with group mates and teachers who teach them (Hadi & Noor, 2013; Sukriyatun, 2016). Fifth, through group presentations each student is required to take part in the presentation of the material. Although not all students have the same ability, they have the same opportunity to try (Fiteriani & Suarni, 2016; Ramlah, 2017).

Sixth, through a question and answer session each student individually or in groups can provide questions or answers. This session can trigger students' attention, interest and thinking about the topics discussed, especially when they can discuss with their colleagues (Harmain, 2021; Sukriyatun, 2016). Finally, the teacher gives awards to students and groups who actively participate in the learning. This award is in the form of additional points and applause which can increase student motivation and make the learning atmosphere more enjoyable (Gulo, 2020; Sriwiyati, 2021). The teacher also provides conclusions and confirms the important concepts of learning (Angela et al., 2017).

Within the context of Christian Education, Christ is placed as the centre of everything based on the Bible. Students are viewed as precious creations of God which have unique abilities and need to be facilitated by the teacher so that they are more deeply expressed in studying the world created by God (Hoekema, 2009; Parinding & Tangkin, 2022; Van Dyke, 2012). Only by God's help, teachers are able to carry out learning that is oriented to students to glorify Him (Parinding & Tangkin, 2022). Teachers as educators are required to have pedagogical abilities, especially in optimizing student learning participation as learners so that learning achieves its goals (Sitompul, 2018). Students also must be involved in learning so that they actively receive and process their knowledge with their teachers and colleagues. They must be involved mentally, physically and emotionally to support the achievement of learning objectives (Betari & Junaidi, 2020; Khodijah, Hendri, & Darmaji, 2016). Thus, teachers as educators need to carry out their roles as leaders, guides, facilitators and mediators in learning so that students can be actively involved in obtaining valuable learning in accordance with God's truth that leads them to life transformation.

CONCLUSIONS AND RECOMMENDATION

Student learning participation can be optimized with group learning through several stages, namely 1) the teacher conveys the applicable procedures and regulations, 2) the teacher divides students heterogeneously with the group leaders, 3) the teacher delivers material, 4) the teacher gives assignments and gives room for them to discuss led by the group leader, 5) the teacher invites the group to take turns making presentations, 6) the teacher gives a question and answer room, 7) the teacher gives awards and gives conclusions. Indicators of participation that can be observed after implementing group learning are asking questions, answering questions, doing assignments and submitting assignments on time. Indicators that have not been maximally achieved that is, not all students are able to do the task, which can be seen from several students who have not mastered the material during the task presentation.

Suggestions for further research are the need to periodically change group study members according to the topic being studied. The goal is that group study activities are not boring and students have a broad learning experience with their friends without confusion because the number of groups is too large. The teacher can also provide about 10 minutes of preparation time before the presentation, so that all students can prepare themselves.

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