

# The Application of the Group Investigation Model as an Effort to Strengthen Students' Democratic Attitudes in the Pancasila Education Course

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## Abstract

This study aims to analyze and describe the application of the group investigation model to strengthen students' democratic attitudes in the Pancasila Education course. This research uses a qualitative approach with a descriptive research type. Data were obtained through observation, interviews, and documentation. This research was conducted at Yogyakarta State University in the undergraduate department of education management in the odd semester of the 2023/2024 academic year, involving 46 students as the main informants. The results showed that the application of the group investigation model in the active learning process, both in class and through WhatsApp groups, was facilitated by a discussion sheet containing responses, suggestions, and questions that had to be filled in by several groups of listeners. The discussion was conducted after the presenting group delivered its topic, where the listening group gave responses to the presenting group. This democratic attitude emerges due to students' active participation in the learning forum, which includes freedom to participate, freedom of expression, and the development of collaborative attitudes. Thus, the group investigation model improves the understanding of the material and shapes students' characters to be more democratic and collaborative in their interactions with others.

## Keywords

Democratic Attitude; Group Investigation Model; Learning Process

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## 1. INTRODUCTION

In the context of widespread globalization and democratization, higher education has a very important role in shaping the character and identity of the nation. The campus or college acts as a place where students can develop the knowledge, skills, and experiences needed to become competent individuals and be able to have a positive impact on society. By integrating the values of Pancasila in the college environment, the campus encourages the creation of an educational climate that is inclusive, equitable, and oriented towards fostering quality student character. This can be realized by applying the spirit of cooperation, democratic participation, respect for diversity, community empowerment, and upholding strong ethics and morality (Nafisya Raihan Malik et al., 2024). This approach is relevant



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because it focuses on academic aspects and instills the spirit of cooperation, democracy, diversity, and strong ethics as the foundation of character building.

Learning success is affected by several interconnected factors, including lecturers, student involvement, and the learning process itself. One of the key issues within Indonesia's education sector is the suboptimal quality of education, which can be observed from students' low academic performance and limited ability to absorb lecture content effectively (Telaumbanua et al., 2021; Timor et al., 2021). Education is currently also influenced by the learning process, namely the lack of students in developing self-excellence related to the thinking process, and also the learning model in the learning process is an influence or factor (Mirnawati, 2017). Improving the quality of education does not depend only on material content. Still, it is also strongly influenced by learning methods and the ability of students to adapt and develop their intellectual potential actively. Thus, improvement efforts must touch the pedagogical and psychological aspects so learning can occur more optimally and meaningfully.

The conventional learning approach is inappropriate because students lack active involvement and struggle to apply the knowledge gained when interacting with the community. Thus, it is necessary to adopt alternative instructional approaches that not only enhance the efficiency of the learning process but also contribute to the overall improvement of student learning quality (Pertiwi & Nurhadi, 2023). Lecturers must have targets in the learning process to create quality teaching (Krathwohl, 2002). Transformation of methods and directed learning planning is the main key in creating a more meaningful educational process, and impacts student competence.

The Pancasila Education course, as part of the general curriculum, is compulsory for all students. Pancasila Education weighs two semester credit units (SKS). In the context of these two credits, Pancasila Education learning is carried out through face-to-face meetings for 100 minutes. Pancasila Education aims to reinforce students' character development by deepening their comprehension and application of Pancasila values. Pancasila Education emphasizes teaching the morals expected in its implementation in real or daily life by behaving that reflects the values of Pancasila itself, reflecting the character of Indonesian citizenship (Sayoto & Daryono, 2019). The success of Pancasila Education is highly dependent on teaching methods that connect these values with the context of students' lives to create strong moral awareness and commitment.

The reality found in the Pancasila Education course in the Education Management class at Yogyakarta State University is still the lack of student participation in responding to questions posed by lecturers, and students only listen to explanations of the material from lecturers. It is necessary to develop a learning model implemented by lecturers during the learning process to encourage student engagement and foster democratic attitudes in the Pancasila Education course. Hamalik (2004) States that one of the factors that causes students not to achieve maximum mastery or understanding is low motivation, and that the relationship between teaching methods and student learning behavior is an important aspect in motivating them. Thus, the use of inappropriate learning methods can have a significant impact on student learning outcomes. This underscores the importance of lecturers to select and implement learning strategies that suit the characteristics and needs of students to increase their intrinsic motivation. Thus, the effectiveness of the learning process is highly dependent on the alignment between teaching methods and the dynamics of learning behavior.

The problems raised need a new way to solve them, with learning that focuses on student engagement in the classroom. The Group Investigation method fosters students' critical thinking skills, promotes teamwork, and enables active participation in small group discussions to address problems. This approach can improve cooperative relationships in problem solving, with the hope of achieving learning objectives (Widyaningsih & Puspasari, 2020). The *Group Investigation* (GI) learning model allows students to share ideas and participate in group discussions actively. This process goes beyond merely exchanging information, as it is designed to develop the critical thinking abilities of each

participant. Through active participation in providing ideas, students are trained to analyze, evaluate, and formulate solutions to problems, thus significantly improving their critical thinking skills. This model emphasizes the importance of deep student involvement and supports the development of advance cognitive skills (Jariah & Aminatun, 2022).

The success of applying this model is largely determined by the lecturer's preparedness in guiding group dynamics and students' ability to participate constructively in the learning process. The effectiveness of the Group Investigation model is strongly influenced by the collaborative efforts of educators, students, the content being taught, and the overall school environment. If these factors are considered properly, GI can be a very effective method to improve students' understanding and social skills. The Group Investigation approach has successfully developed students' social and critical thinking skills. However, it requires strong leadership and effective classroom management from the teacher (Agustian & Ariani, 2024). The Group Investigation approach is a cooperative learning strategy that effectively fosters students' character development through the explored content. This method motivates learners to engage actively, think critically, express creativity, and propose innovative ideas during discussions on various topics or issues (Lubab & Ghozali, 2023).

The Group Investigation instructional model has effectively enhanced students' conceptual understanding and fostered their critical thinking abilities. Compared to other cooperative learning approaches, this model offers distinct advantages contributing to its effectiveness. Some of the advantages are as follows: 1) Involving students in group investigation encourages them to discuss and contribute with certain ideas; 2) Speech style and cooperation among students can be observed and evaluated; 3) Group learning in this model can increase students' learning effectiveness and strengthen social interaction among them; 4) Enhanced active participation encourages the transfer of knowledge to situations outside the classroom; 5) This model allows a more informal approach from a lecturer; 6) The group investigation model has the potential to enhance students' academic performance and improve their learning achievements (Hardini et al., 2024). Integrating the GI approach in the classroom promotes students' improvement in critical thinking abilities. This model offers distinct benefits in shaping students' learning approaches. Moreover, it fosters a classroom environment that promotes the growth of critical thinking skills among learners (Salamor & Kempa, 2024). The success of its implementation is strongly influenced by the facilitator's ability to manage group dynamics effectively so that educational outcomes can be reached to their fullest potential.

Learning with this model encourages all learners to be more enthusiastic in participating in the learning process. This happens because learners interact with each other, exchange information, and convey the results to other groups. The Group Investigation model facilitates interaction and cooperation between learners. They can also ask questions to the teacher regarding material that has not been understood and listen to the teacher's explanation. In addition, learners and teachers work together to conclude at the end of the learning session (Rasyid, 2024). The Investigative Group Learning Model, as a variant of Cooperative Learning, places students at the center of active learning. In this model, students explore the subject using various sources, such as textbooks or online resources. Students begin participating from the initial planning phase, during which they help select the topic and develop a strategy for learning through investigation. This approach promotes active student engagement throughout the learning process, from choosing the subject matter to conducting in-depth exploration and inquiry (Haris, 2021).

Prior studies have demonstrated that the Group Investigation (GI) model effectively enhances students' critical thinking abilities, social interaction skills, and conceptual understanding. Nevertheless, a notable gap remains in the literature, particularly regarding its application in fostering democratic values among students within the framework of Pancasila Education. Most studies are general, failing to link GI to specific courses or learning objectives. In addition, the measurement of changes in students' democratic attitudes has not been done comprehensively. Therefore, this research seeks to address the identified gap by testing the effectiveness of GI implementation to strengthen

students' democratic attitudes in Pancasila Education courses. This research will use appropriate instruments to measure changes in democratic attitudes, provide practical contributions for lecturers and teachers, and make theoretical contributions to participation-based cooperative learning. With a focus on strengthening democratic values, this research has the potential to improve the quality of learning and prepare students to become active and responsible citizens.

## 2. METHODS

The study in this research uses a qualitative approach with descriptive research. A qualitative research approach is one of the methods used to explore solutions and scientific truths. This approach focuses on a deep understanding of social problems experienced by humans. The data obtained in the study are presented descriptively or narratively, focusing on the ability to understand and interpret social phenomena in depth (Waruwu, 2024). Pancasila Education learning with a group investigation learning model was carried out at Yogyakarta State University in the undergraduate department of education management in the odd semester of the 2023/2024 academic year, involving 46 students as the main informants.

This study's data collection techniques include primary and secondary data. Primary data refers to the main information collected directly by researchers during research. Primary data sources come from respondents or informants who are the focus of the research, thus providing original information related to the variables under study, and secondary data is research information obtained through intermediaries, not directly from the source. This data comes from documents, literature, or data that have been previously collected by other parties, so that researchers do not directly collect this information (Sulung & Muspawi, 2024). In primary data, researchers use methods or techniques of interviews, observation, and documentation.

As for the form of triangulation used in this study to maintain data validity, researchers used two triangulations: sources and techniques. Researchers in this study used qualitative data analysis techniques according to Miles et al. (2014) Data Condensation, Data Presentation, and Conclusions Drawing/verification.

## 3. FINDINGS AND DISCUSSIONS

### *Findings*

The application of the group investigation learning model in higher education is a learning step that encourages students to become sensitive to surrounding problems and be able to find solutions. In this learning process, students are asked to actively explore information and knowledge through group discussions and studies related to the topic of investigation. In this context, the role of lecturers as facilitators is very important. Lecturers focus more on guiding students rather than just providing information.

The results showed that the learning process carried out in the S-1 education management study program using the group investigation model can bring up and improve students' democratic attitudes, namely freedom of participation, freedom of opinion, and develop a cooperative attitude. Several material topics are available in UNY besmart learning for students to study in the learning process with a *blended learning* lecture system. Some of these topics are the scientific study of Pancasila, the history of the nation's struggle, Pancasila as a value system, Pancasila as the ideology of the Indonesian state, Pancasila as an open ideology, the relationship between Pancasila and the opening of the 1945 Constitution, Pancasila as a paradigm of nation building, and the problems of Pancasila in the present. Students discuss theories and problems related to the topics in groups of 6 people. The model fosters active student participation throughout the learning experience by adhering to the Group Investigation

approach procedures.

In the introductory activities, the lecturer opens the lecture with greetings, greetings, and asks questions related to the material that students have learned in besmart learning. Then the lecturer briefly explained the learning flow, the stages of learning that would be covered, and the lecture system agreement. In the core activities, lecturers provide direction regarding the topics to be discussed, which are listed in the learning process plan in besmart learning. Furthermore, the lecturer explained a few stages of the learning process that would be carried out. This is by the following picture.



**Figure 1.** Brief presentation of the material and stages of the learning process

The stages in the group investigation learning model start from the *first* stage, namely the *grouping* stage, the lecturer gives freedom in determining the investigation group in 8 (eight) groups of 4-6 members and the lecturer provides the study topic which can be accessed through UNY *besmart learning* with the Pancasila Education course. This is by the following picture.



**Figure 2.** Grouping stage

*Second*, in the cooperative *planning* stage (*planning*), the lecturer explains the stages in the learning process that must be carried out. Lecturers provide eight study topics, and students can cooperate in groups with cooperation and compactness. *Third*, in the investigation stage, students actively find information, analyze data, and draw conclusions. In this context, each group member is expected to contribute to the group effort, interact, discuss, clarify, and combine ideas.



**Figure 3.** Investigation stage

Fourth, the *organizing* stage, students in each group plan what to report, develop a delivery strategy, and form an implementation team in charge of organizing and harmonizing the course of presentation activities.



Figure 4. Organizing stage

Fifth, the *presenting* stage, each group that has been arranged and planned in the presentation division presents the outcomes of their group deliberations, presented during a classroom discussion, and groups that are not presenters listen and prepare various things related to responses, suggestions, and questions. This is by the following picture.



Figure 5. Presentation stage of the presenting group

Finally, at the *evaluation* stage, the lecturer explains a little about the topic and, together with the students, evaluates the learning process by looking at individual and group assessments.



Figure 6. Evaluation stage

The learning process is carried out by referring to the stages in the *Group Investigation* model, which includes a series of important phases to support students' active involvement systematically. Of course, each group has a different way of completing the task. Cohesiveness and teamwork produce good results and create an active classroom atmosphere. The implementation of learning in the Pancasila Education course is carried out using a blended learning approach, namely a combination of face-to-face lecture sessions in the classroom with learning sessions using the Zoom platform and UNY besmart

learning in informing related to the implementation of lectures through WA communication, class groups and respective groups between student groups. Then, the lecturer designs the stages of this group investigation model with a discussion sheet prepared and agreed upon by students for the listening group to fill in the discussion sheet. The discussion sheet includes responses, suggestions, and questions that will be conveyed in the discussion forum, both offline classroom and online lectures.

The implementation stage of the learning process includes, *first*, the lecturer provides a brief overview of the material and explains the steps involved in applying the *Group Investigation* model, *second*, the lecturer asks the listening group to sit according to their respective groups to listen to the presenting group presenting the results. *Third*, the presenting group made a presentation within 20 minutes maximum. *Fourth*, after the presentation is complete, the group of listeners who do not present discuss and fill in the discussion sheet that has been provided, as well as members of the group conduct discussions first for 15 minutes. *Fifth*, each group assigns a spokesperson to share their discussion findings with the audience, adhering to the predetermined steps and procedures. *Sixth*, the presenting group responds and answers the proposed discussion results. Seventh, reinforcement of the material by the lecturer and evaluation of the learning process.

Based on findings from applying the Group Investigation model in the Pancasila Education learning process, this process can improve students' democratic attitudes with the learning model. The GI model is proven effective in encouraging students' active participation. Learners are motivated to engage actively throughout the learning process through grouping, cooperative planning, investigation, organization, presentation, and evaluation. "As a student, of course, the structured stages with this model are very directed and make everyone involved in the learning process, active in group discussions" (Interview Results of PJ S-1 Education Management Class). "The group investigation learning model allows us to work together and have freedom in presenting the topic of study, as well as dividing tasks among groups" (Interview Results of Group Members, S-1 Education Management Class). Analysis of observations regarding students' democratic attitudes can be found in Table 1 below.

**Table 1.** Students' Democratic Attitude

Student Democratic Attitude		
Freedom of Participation	Freedom of Speech	Developing a Cooperative Attitude
<ul style="list-style-type: none"> <li>Students in group discussions actively participate in the learning process.</li> <li>Students show mutual respect by paying full attention when a friend speaks.</li> </ul>	<ul style="list-style-type: none"> <li>Students in group discussions each put forward ideas in the group.</li> <li>Students are confident in delivering responses, suggestions, and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students can build cooperation based on tolerance and prioritize common interests</li> <li>Students can lead groups by using mediation, reaching a compromise, and reaching an agreement when faced with differences of opinion.</li> </ul>

Sharing diverse study topics relevant to Pancasila Education materials through UNY's *besmart learning* platform enables students to gain a more profound insight into Pancasila. The formation of groups and the granting of freedom in determining topics provide space for developing a sense of ownership and responsibility for learning. The investigation stage, which involves searching for information, analyzing data, and summarizing findings, stimulates students' critical and analytical thinking skills. Group presentations and discussions in a class forum create an environment that supports free speech and communication skills. Using discussion sheets for listening groups facilitates feedback and enriches the learning process. The structured implementation of the GI model, with clear



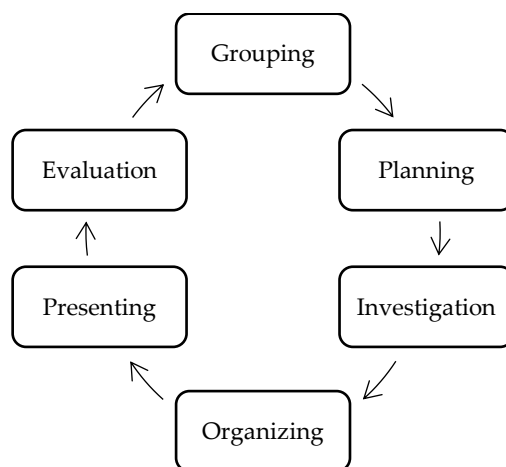
stages, provides a good framework for students to collaborate and achieve learning objectives.

Despite its many strengths, implementing the GI model also faces several challenges. First, the success of this model relies heavily on the role of the lecturer as a facilitator. Lecturers must be able to guide students effectively, provide clear directions, and motivate them to be actively involved. Failure to fulfill this role can lead to less participation, less in-depth discussions, and less than optimal learning outcomes. Secondly, the effectiveness of the GI model is greatly influenced by the extent to which students can collaborate in groups. Differences in abilities, learning styles, and commitment levels between group members can hinder its implementation. A mechanism must ensure that all group members contribute actively and equally. Third, the use of a blended learning system, despite its advantages in flexibility, can also pose challenges. Dependence on technology, internet access, and students' ability to use the *besmart learning* platform can affect the quality of learning. Fourth, the time allocated for each stage, especially presentation and discussion, must be managed well to cover all topics in depth.

Several recommendations can be considered to improve the GI model implementation. *First*, increasing the capacity of lecturers as facilitators through training and professional development. Lecturers must be trained to provide constructive feedback, facilitate meaningful discussions, and address potential conflicts within the group. *Second*, the establishment of mechanisms to monitor and evaluate group performance. Lecturers can provide individual and group assessments and regular feedback to encourage active participation and shared responsibility. *Third* is improving technological infrastructure and technical support for the blended learning system. Students need to have adequate access to the internet and *smart learning* platforms. Lecturers also need to be trained in technology and online learning management. *Fourth*, adjusting the time allocation for each learning stage. Lecturers need to consider the complexity of the topic, the number of groups, and the time available to ensure that all topics can be covered adequately. *Fifth*, providing a variety of evaluation methods. Besides presentation and discussion, lecturers can use other evaluation methods, such as quizzes, individual assignments, or group projects, to assess how well students comprehend the material.

### Discussion

The implementation of the group investigation model in this study went through a series of processes and stages that looked at the theoretical references developed by Slavin (2009) regarding the group investigation model. This cooperative learning approach engages students in investigating specific topics in groups. The implementation of this model is divided into several interconnected stages, ranging from planning to evaluation. This is based on the following picture.



**Figure 7.** Stages of group investigation model implementation  
(Slavin, 2009) .



Yun (2024) explained that the group investigation model involves a series of stages structured to encourage collaborative learning. The process begins with teachers and students jointly identifying a problem and choosing a topic of interest. Next, students are divided into small groups based on their interests, which allows them to work together on their areas of interest. The next stage is intensive group discussion, where they exchange ideas and develop initial drafts. After that, groups focus on drafting the final product and designing a presentation to communicate the results of their investigation. Once completed, each group can present its findings to the class. Finally, the entire process is evaluated and reflected upon, from topic selection to presentation, to identify areas of success and areas that need improvement.

The group investigation model can enhance students' democratic attitudes during learning. Students actively participate in the discussion stages, which are integral to the group investigation model, making the discussion sheet an influence on the active involvement of students, so that democratic attitudes arise. The democratic attitudes of these students include freedom of participation, freedom of opinion, and developing a cooperative attitude. The learning process using this model can be applied online and offline. Setiawan & Masitah (2017) explained that group investigation cooperative learning helps students in developing critical and independent thinking skills, as well as training them in solving problems in a group context. Thus, this model contributes to learners' cognitive and social-emotional development, making it a holistic learning approach relevant to today's educational needs. Another study by Maskulin et al. (2021) Shows that implementing the Group Investigation learning model learning in an online setting uses the stages of the model that have been annotated according to the context of online-based learning. The learning process is structured in six main stages: (1) topic determination and group formation, (2) investigation planning, (3) investigation implementation, (4) investigation report preparation, (5) report presentation, and (6) evaluation. In its implementation, this learning utilizes various media, including PowerPoint, Sipejar UM, Google Meet, and WhatsApp, to facilitate virtual student interaction and collaboration.

The active involvement of educators or lecturers is a key component in maximizing the use of the Group Investigation model during the learning process, as it includes providing structured stages and essential steps throughout the implementation. Hutagalung (2023) Emphasizes that the Group Investigation model's effective implementation relies on how much the teacher carries out their strategic role in the learning process. The teacher starts by forming heterogeneous groups, considering differences in students' academic ability, gender, cultural background, and race. Next, the teacher communicates the learning objectives and group tasks to be completed. Group representatives then take the task material together. Each group conducts an intensive discussion and investigation of the given material. After that, group representatives present the results of the discussion, while other groups have the opportunity to provide feedback. Finally, the teacher clarifies any misconceptions and summarizes the learning material.

Hasanah & Himami (2021) States that the cooperative learning model has the aim that students can interact with other students to exchange ideas to share knowledge in solving problems presented by educators so that they will better understand various concepts and create an atmosphere or climate of acceptance of students who have different backgrounds such as ethnic, social, cultural and ability. This is also in line with Mbewa & Cua (2024) States that the learning strategies educators use significantly impact students' preferences and ways of learning. One of the relevant approaches in cooperative learning is the *Group Investigation* model. In cooperative learning, such as the group investigation model, educators do not merely act as facilitators but also build a learning atmosphere that encourages students to actively participate in problem solving, digging deeper into information, and being confident in expressing opinions in front of classmates. This group investigation model can help increase students' self-confidence and higher-order thinking skills by providing opportunities to practice critical thinking skills and work together in groups.

It also improves the ability to participate in expressing opinions and listening to ideas, interaction

and cooperation between groups, problem solving skills, the ability to influence others in providing solutions based on logical and relevant reasons, prioritizing democratic approaches in overcoming conflicts when there are differences of opinion, being future-oriented in decision making, and thinking before acting (responsive to other citizens and carrying out interactions such as asking, answering, and negotiating with friends. Nurainun et al. (2016) revealed that implementing cooperative learning, one of which is through the Group Investigation model, can potentially increase students' and learners' intellectual capacity and critical thinking skills. These abilities include identifying problems, selecting relevant information to solve problems, recognizing assumptions, and expressing and responding to different opinions. In line with Suhartono & Indramawan (2021), this emphasizes that through the Group Investigation model, students must engage in higher-level thinking and apply more sophisticated reasoning abilities, actively cooperate with other students, and participate fully in the learning process from beginning to end.

The group investigation model made students enjoy and love to follow learning with a teamwork approach. It can help them develop personal responsibility, facilitate direct communication that facilitates discussion, train social and interpersonal skills, and enable group arrangements by dividing tasks, identifying problems collaboratively, and making smart decisions. Research by Nirmala et al. (2025) Stated that applying cooperative learning strategies approaches, including the group investigation (GI) model integrated with InaRisk Web-GIS, increased students' and learners' intellectual capacity and critical thinking skills. This finding shows that this learning model improves critical thinking skills directly and indirectly through its influence on student learning motivation. More specifically, learning motivation, especially student self-confidence, plays an important role in strengthening (moderator) the relationship between the GI-InaRisk model and critical thinking skills. In other words, students with high self-confidence tend to show more active participation in learning based on the GI-InaRisk model, which strengthens the process of developing critical thinking skills more optimally.

The evidence gathered in this study corresponds with prior findings, validating that the Group Investigation model is effective in promoting active student engagement and enhancing learning outcomes. Implementing the Group Investigation strategy within cooperative learning offers broad advantages for learners across multiple dimensions. In addition to successfully increasing positive attitudes towards collaboration in learning and triggering learning motivation, this model has also proven effective in continuously supporting better learning outcomes for students, indicated by increased achievement in the next learning cycle (Abubakar et al., 2025). Other research findings by Suryaningsih (2025) Demonstrate the success of implementing the Group Investigation learning model approach that integrates the SETS (Science, Environment, Technology, and Society). This approach has been shown to enhance students' science literacy significantly. Thus, implementing the SETS-based Group Investigation model is recommended as one of the appropriate learning strategies to optimize the mastery of science literacy among students.

Disurya & Hamzah (2022) It is also emphasized that implementing the Group Investigation approach in learning positively impacts students' critical thinking abilities. This can be attributed to the distinctive features of the Group Investigation model, which requires students' active participation in searching for knowledge independently through various references. By exploring relevant sources of information, students can expand their understanding and insight, and consequently, it aids in cultivating students' critical reasoning skills. In line with Nawati et al. (2023), an educational model rooted in Group Investigation principles encourages collaboration between group members in solving learning problems, considering the diversity of students' characters and abilities.

The Group Investigation (GI) learning model effectively develops students' inferential reasoning skills. The improvement is reflected through students' progress in various aspects of thinking skills, including the ability to draw conclusions based on existing information, formulate conjectures or hypotheses, identify patterns that allow generalization, and make analogies to understand new

concepts (Novantoro et al., 2025). The Cooperative Learning Approach on the Group Investigation type has been shown to enhance students' active engagement in learning processes effectively (Handayani et al., 2021).

Situmorang & Pangaribuan (2021) It was also found that applying the Group Investigation learning model in classroom activities encourages students to take responsibility for the material being studied and promotes greater activeness and collaboration in completing assignments given by the lecturer. Thus, the learning process is no longer teacher-centered, but focuses on students. In addition, the group investigation learning model promotes collaboration rather than competition among group members (Suhartono & Indramawan, 2021). Implementing the Group Investigation learning model has also been shown to effectively enhance students' character development and social skills throughout the learning process. This success highlights that the Group Investigation model is an appropriate approach for cultivating students' character and social abilities (Nugroho & Awad, 2024) .

The study incorporates the active participation of educators or lecturers in applying the group investigation model, whose role is to direct in advance to achieve the desired goals, and, of course, faces several obstacles. This learning model, which prioritizes group work and an environmentally friendly approach, has challenges. The involvement of students in groups, from the planning stage to the preparation of results, requires teachers to provide intensive guidance. Teachers are important in guiding students directly during the learning process, ensuring they achieve the learning objectives and produce the expected output. Thus, the effectiveness of implementing this model is largely determined by the extent to which the teacher plays an active role and is involved in every step of the learning process (Praselia & Nuriadin, 2022). Even though the Group Investigation learning model holds significant potential in enhancing students' critical thinking abilities, there are often variations in the level of reasoning skills among students. Some aspects that are thought to contribute to this difference are: (1) students' attitude towards the learning process, (2) the method of forming discussion groups, and (3) the level of teacher creativity in implementing the learning model (Effendi & Irene, 2021). Therefore, an in-depth understanding of these factors is important to maximize the effectiveness of Group Investigation and achieve more uniform learning outcomes.

However, this research also makes a unique contribution by focusing on improving students' democratic attitudes. The Group Investigation (GI) Cooperative learning model is founded on democratic principles. In this approach, students can engage actively in each phase of the learning process, from beginning to end. This allows students to independently understand the material, seek information, develop critical thinking skills, and focus on the learning process (Sari et al., 2025). While previous studies may have examined improved learning outcomes, this research examines how the GI Model can contribute to forming attitudes supporting democracy. The main difference from previous findings is emphasizing affective aspects (attitudes and values) and cognitive aspects (knowledge and understanding). This research reveals that the GI Model not only deepens students' understanding of Pancasila but also encourages them to internalize the democratic values contained therein.

Comparison with previous findings also revealed some differences. Some previous studies may have used the GI Model in different contexts, such as science or math subjects. On the other hand, this research specifically examines the application of the GI Model in Pancasila Education courses. This distinction is crucial as it demonstrates that the GI model can be adjusted and effectively utilized in various settings, including those focused on values and ideology. Another difference lies in the learning context. This study adopts a blended learning model, which combines in-class meetings with online learning. The blended learning system allows greater flexibility and accessibility for students, which may not be found in previous studies that only use face-to-face learning.

Thus, the group investigation model not only succeeded in improving the understanding of Pancasila counseling but also contributed to forming students' democratic character. This democratic attitude is an important asset for them in facing the challenges of globalization and strengthening

national identity through the values of togetherness and respect for individual rights.

#### 4. CONCLUSION

This study has investigated in depth the application of the Group Investigation (GI) model to strengthen students' democratic attitudes in the Pancasila Education course. The results consistently show that the implementation of the GI model, which is structured through the stages of grouping, planning, investigating, organizing, presenting, and evaluating, and supported by the use of discussion sheets and lecture forums (offline / online), significantly improves students' democratic attitudes. This model not only plays a role in improving material understanding but also effectively encourages students' active participation, freedom of expression, and collaboration skills. The implications of these findings are clear: the GI model offers a highly relevant and effective learning approach for building democratic character and social skills in the context of Pancasila Education. Therefore, the GI model is a valuable learning strategy for educators who want to create a more participatory and student-centered learning environment. For further research, it is recommended to explore variations of GI implementation by utilizing technology, comparing its effectiveness with other models, and investigating factors that influence its successful implementation and long-term impact.

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