



**PENGARUH TEKNIK KANCING GEMERINCING DALAM PEMBELAJARAN
KOOPERATIF TERHADAP MINAT BELAJAR IPAS SISWA KELAS 5 SDN
KALONGAN 02**

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The Effect of the Cooperative Learning Model Using the *Kancing Gemerincing* Technique on Elementary School Students' Interest in Learning IPAS

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Abstrak: Minat belajar merupakan salah satu faktor penting yang memengaruhi keterlibatan siswa dalam pembelajaran IPAS. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif teknik Kancing Gemerincing terhadap minat belajar IPAS siswa kelas V SDN Kalongan 02. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi experimental berbentuk nonequivalent control group design. Sampel penelitian berjumlah 57 siswa yang terdiri atas 30 siswa kelas eksperimen dan 27 siswa kelas kontrol, yang ditentukan menggunakan teknik sampling jenuh. Data dikumpulkan melalui angket minat belajar dan dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, serta Independent Samples t-Test. Hasil penelitian menunjukkan bahwa rata-rata posttest kelas eksperimen sebesar 81,47, lebih tinggi dibandingkan kelas kontrol sebesar 63,48. Peningkatan rata-rata kelas eksperimen mencapai 17,04 poin, sedangkan kelas kontrol sebesar 5,78 poin. Hasil uji hipotesis menunjukkan nilai $t = 6,821$ dengan $p < 0,001$. Dengan demikian, model pembelajaran kooperatif teknik Kancing Gemerincing berpengaruh signifikan terhadap minat belajar IPAS siswa sekolah dasar.

Kata kunci: Kancing Gemerincing, minat belajar, pembelajaran kooperatif, IPAS, sekolah dasar.

Abstract: Learning interest is an important factor influencing students' engagement in IPAS learning. This study aims to examine the effect of the cooperative learning model using the Kancing Gemerincing technique on the learning interest of fifth-grade students at SDN Kalongan 02. The study employed a quantitative approach with a quasi-experimental design in the form of a nonequivalent control group design. The sample consisted of 57 students, including 30 students in the experimental class and 27 students in the control class, selected using a saturated sampling technique. Data were collected through a learning interest questionnaire and analyzed using descriptive statistics, a normality test, a homogeneity test, and an Independent Samples t-Test. The results showed that the experimental class achieved a higher mean posttest score (81.47) than the control class (63.48). The mean increase in the experimental class was 17.04 points, compared with 5.78 points in the control class. The hypothesis testing results indicated a t-value of 6.821 with $p < 0.001$. Therefore, the cooperative learning model using the Kancing Gemerincing technique had a significant effect on elementary school students' interest in learning IPAS.

Keywords: Kancing Gemerincing, learning interest, cooperative learning, Natural and Social Sciences, elementary school.

Introduction

Elementary education plays a strategic role in developing students' knowledge, skills, and character so that they are able to respond to advances in science and technology and broader social changes. One of the subjects that supports these objectives is Natural and Social Sciences (IPAS). IPAS learning is not merely oriented toward conceptual mastery but also requires active student engagement through observing, exploring, expressing ideas, discussing, and constructing knowledge based on learning experiences. Therefore, IPAS learning needs to be designed to provide engaging learning experiences and encourage students' optimal involvement. Satria et al. (2025) demonstrated that project-based learning has an effect on students' learning outcomes and critical thinking skills in IPAS, while Khumraksa and Burachat (2022) found that inquiry-based learning can improve students' questioning and experimentation skills.

The success of IPAS learning is determined not only by students' cognitive abilities but also by affective aspects, one of which is learning interest. Learning interest is associated with students' attention, enjoyment, interest, and engagement throughout the learning process. Students with a high level of learning interest tend to participate more actively in learning activities and make greater efforts to understand the material being studied. Wiradarma et al. (2021) found a relationship between students' learning interest and science learning outcomes at the elementary school level. In addition, various studies have demonstrated that instructional designs that provide active learning experiences can support the development of students' affective aspects. Citra Wibawa et al. (2024) found that interactive learning videos based on Problem-Based Learning were effective in increasing elementary school students' learning motivation, while Sugano and Mamolo (2021), through a meta-analysis, demonstrated that certain instructional methods can influence students' attitudes and learning motivation.

However, this ideal condition has not been fully observed among fifth-grade students at SDN Kalongan 02. Based on a preliminary study conducted through an interview with the fifth-grade teacher in May 2025, students' interest in IPAS learning remained relatively low. This condition was reflected in students' boredom, lack of enthusiasm during lessons, low concentration, tendency to become easily distracted, reluctance to ask questions when experiencing difficulties in understanding the material, and limited participation in answering questions and engaging in learning activities. These conditions indicate a gap between the characteristics of IPAS learning, which require active student participation and interaction, and the instructional practices implemented in the classroom.

One alternative approach that can be employed to address these problems is cooperative learning. Cooperative learning provides students with opportunities to learn through social interaction, group work, shared responsibilities, and communication among group members. Gillies (2023) explained that cooperative learning can enhance student engagement in science learning through interaction and group activities. Geletu (2022) also emphasized that effective implementation of cooperative learning is associated with learning engagement, individual accountability, and student learning outcomes. Previous studies have demonstrated that various types of cooperative learning can provide benefits in developing students' skills and engagement, such as Two Stay Two Stray, which has an effect on students' collaboration skills and learning outcomes (Dewi & Parmiti, 2022); Think-Pair-Share, which improves elementary school students' speaking skills (Pramesti & Kristiantari, 2023); and Student Teams–Achievement Divisions (STAD), which has an effect on students' learning outcomes (Ayada & Tegeh, 2024).

In cooperative learning, one of the challenges that frequently arises is ensuring equitable participation. Group activities do not necessarily guarantee that all students will be actively involved, as some students may dominate discussions while others tend to remain passive. Therefore, instructional techniques are needed to regulate opportunities for each student to contribute. One such technique is *Kancing Gemerincing*. The *Kancing Gemerincing* technique uses buttons or similar objects as markers of speaking opportunities, ensuring that each group member has a turn to express an opinion, ask a question, provide an answer, or respond to others. This mechanism can reduce the dominance of particular students and create opportunities for students who were previously less active to participate in the learning process.

The characteristics of *Kancing Gemerincing* share similarities with Time Token Cooperative Learning, which emphasizes structured regulation of speaking turns. Yennita et al. (2024) demonstrated that Time Token Cooperative Learning in science education can improve students' communication and collaboration skills through a more equitable distribution of participation opportunities. Nevertheless, their study focused on communication and collaboration rather than changes in students' learning interest. Therefore, further research is needed to examine how a cooperative technique that specifically regulates equitable participation can contribute to students' affective development in IPAS learning.

The problem of low interest in IPAS learning at SDN Kalongan 02, together with the limitations of previous research, indicates a need to examine instructional techniques that not only enhance learning activities but also foster students' attention, interest, and engagement. Previous studies have predominantly examined the effects of cooperative learning on learning outcomes, communication skills, collaboration, literacy, and social competencies (Dewi & Parmiti, 2022; Pramesti & Kristiantari, 2023; Fuad et al., 2023; Karmina et al., 2024; Yennita et al., 2024). Meanwhile, research examining the implementation of the *Kancing Gemerincing* technique to enhance elementary school students' interest in IPAS learning remains limited.

The novelty of this study lies in the empirical examination of the *Kancing Gemerincing* cooperative learning technique as a strategy for promoting equitable participation and increasing elementary school students' interest in IPAS learning. Unlike previous studies, which have predominantly assessed the effects of cooperative learning on cognitive outcomes and social skills, this study specifically analyzes changes in students' affective aspects, represented by enjoyment, attention, interest, and engagement in IPAS learning. Furthermore, this study was conducted in the authentic classroom context of fifth-grade students at SDN Kalongan 02, where low participation and learning interest had been identified as significant problems. Thus, the study provides empirical evidence regarding the effectiveness of the *Kancing Gemerincing* technique as an alternative cooperative learning strategy for creating more equitable and meaningful learning interactions.

Based on these empirical problems and research gaps, this study aims to examine the effect of the *Kancing Gemerincing* cooperative learning technique on fifth-grade students' interest in IPAS learning at SDN Kalongan 02, East Ungaran District, Semarang Regency.

Methods

This study employed a quantitative approach using an experimental method. The research design was a quasi-experimental design employing a nonequivalent control group design.

This design was selected because the study was conducted in existing classes, and therefore, the researchers did not randomly assign individual students to the research groups. The study involved two groups: an experimental group and a control group. Both groups were administered a pretest before the treatment and a posttest after the treatment to examine changes in fifth-grade students' interest in IPAS learning. The research design is presented in Table 1.

Tabel 1. Research Design

Group	Pretest	Treatment	Posttest
Eksperimental	O ₁	X	O ₂
Control	O ₃	–	O ₄

X represents the treatment involving the implementation of the cooperative learning model using the *Kancing Gemerincing* technique. O₁ and O₃ represent the pretest scores of students' learning interest before the treatment, whereas O₂ and O₄ represent the posttest scores of students' learning interest after the treatment.

The study was conducted at SDN Kalongan 02, Jalan Gatotkaca RT 02 RW 02, Kajangan, Kalongan, East Ungaran District, Semarang Regency, in August 2026 during the 2026/2027 academic year. The population consisted of all fifth-grade students enrolled in classes VA and VB, totaling 57 students. The sampling technique employed was non-probability sampling using saturated sampling, whereby all members of the population were included as research participants. Class VA was designated as the experimental group, consisting of 30 students (12 boys and 18 girls), while Class VB was designated as the control group, consisting of 27 students (11 boys and 16 girls).

The experimental group received treatment through the implementation of the cooperative learning model using the *Kancing Gemerincing* technique in IPAS learning on the topic "*Our Earth's Natural Features*" over two sessions, with each session lasting 2 × 35 minutes. The implementation of the *Kancing Gemerincing* technique consisted of several stages.

First, the teacher explained the learning objectives and provided an introductory activity to activate students' prior knowledge related to the topic. Second, the students were divided into small heterogeneous groups. Third, each group member was provided with a button as a marker of their opportunity to speak. Students were required to use one button whenever they expressed an opinion, answered a question, asked a question, or provided a response during the group discussion. Fourth, students engaged in group discussions and presented the results of their discussions. Fifth, the teacher provided reinforcement, conducted an evaluation, and facilitated reflection on the learning process.

In the control group, IPAS learning was conducted using cooperative learning without the *Kancing Gemerincing* technique. Students continued to engage in group discussions and collaborate in completing learning tasks; however, they did not use the button mechanism to regulate speaking opportunities. Thus, the primary difference between the two groups was the use of the *Kancing Gemerincing* technique as a mechanism for promoting equitable student participation.

Data were collected using an IPAS learning-interest questionnaire consisting of 40 statement items. The instrument was developed based on four indicators of learning interest: enjoyment, attention, interest, and student engagement during the learning process. Each statement was rated using a five-point Likert scale: Strongly Agree (5), Agree (4), Moderately Agree (3), Disagree (2), and Strongly Disagree (1). Before being

administered in the study, the instrument underwent validity and reliability testing. The validity test was conducted with sixth-grade students at SDN Kalongan 02 using the Pearson Product-Moment correlation at a 5% significance level. The validity test results indicated that 20 statement items were valid, with validity coefficients ranging from 0.469 to 0.753. Reliability testing was subsequently conducted using Cronbach's alpha, as the instrument employed a five-point Likert scale. The analysis yielded a Cronbach's alpha coefficient of 0.935, indicating that the instrument had high internal consistency and was reliable for use in the study.

Data analysis was conducted in several stages. First, descriptive statistical analysis was performed to describe the distribution of IPAS learning-interest scores in the experimental and control groups. Second, tests of the assumptions for statistical analysis were conducted, including the Kolmogorov-Smirnov normality test and Levene's test of homogeneity, using a significance level of 0.05. Third, hypothesis testing was conducted to determine the effect of the cooperative learning model using the Kancing Gemerincing technique on students' interest in IPAS learning.

Because differences were observed in the pretest scores between the experimental and control groups, the analysis of the treatment effect took students' baseline conditions into account. The primary analysis was conducted using Analysis of Covariance (ANCOVA), with pretest scores entered as a covariate, to determine differences in posttest IPAS learning-interest scores after controlling for students' baseline learning-interest levels. ANCOVA was employed to provide a more accurate estimate of the treatment effect by accounting for variation in initial scores between the groups.

Result and Discussion

This study aimed to examine the effect of the cooperative learning model using the Kancing Gemerincing technique on fifth-grade students' interest in IPAS learning at SDN Kalongan 02. The study involved two groups: Class VA as the experimental group, consisting of 30 students, and Class VB as the control group, consisting of 27 students. The experimental group received instruction using the cooperative learning model with the Kancing Gemerincing technique, whereas the control group received cooperative learning without the Kancing Gemerincing technique. Students' learning interest was measured through a pretest administered before the treatment and a posttest administered after the treatment. Improvement in IPAS Learning Interest in the Experimental and Control Groups

Improvement in IPAS Learning Interest in the Experimental and Control Groups

Descriptive analysis revealed changes in students' IPAS learning-interest scores in both groups following the learning process. The pretest and posttest data on IPAS learning interest are presented in Table 1.

Tabel 1. Statistik Deskriptif Pretest dan Posttest Minat Belajar IPAS

Group	N	Mean	SD	Minimum	Maximum	Mean Improvement
Control Pretest	27	57.70	10.611	40	81	–
Experimental Pretest	30	64.43	12.768	40	91	–
Control Posttest	27	63.48	9.760	47	85	5.78
Experimental Posttest	30	81.47	10.099	57	100	17.04

Based on Table 1, both groups demonstrated an increase in learning interest following the learning process. The control group showed a mean increase of 5.78 points, from 57.70

in the pretest to 63.48 in the posttest. Meanwhile, the experimental group showed a larger mean increase of 17.04 points, from 64.43 in the pretest to 81.47 in the posttest after receiving instruction using the ***Kancing Gemerincing*** technique.

The greater increase observed in the experimental group indicates a potential contribution of the ***Kancing Gemerincing*** technique to the development of students' learning interest. However, the descriptive findings should be interpreted by taking into account the fact that the initial conditions of the two groups were not completely equivalent. The experimental group had a higher mean pretest score (64.43) than the control group (57.70). This initial difference is a consequence of the use of a **nonequivalent control group design**, in which participants were not randomly assigned to the experimental and control groups.

Therefore, the increase in posttest scores should not be interpreted solely based on the difference in final scores but should also take students' initial conditions into account. Although the experimental group had a higher initial score, its 17.04-point increase suggests that the treatment was associated with a greater improvement in students' learning interest compared with cooperative learning without the ***Kancing Gemerincing*** technique.

This increase can be explained by the main characteristic of the ***Kancing Gemerincing*** technique, namely its mechanism for promoting equitable speaking opportunities. In group learning, students with stronger communication skills may often dominate discussions, whereas less confident students tend to remain passive. The use of buttons as markers of speaking opportunities gives each student responsibility for contributing to the group discussion.

This finding is consistent with the concept of cooperative learning, which emphasizes social interaction, individual accountability, and active student engagement. Gillies (2023) explained that cooperative learning can enhance student engagement in science learning through discussion activities and group collaboration. Geletu (2022) similarly explained that the effectiveness of cooperative learning is associated with individual accountability, positive interdependence, and communication among group members.

Effect of the Kancing Gemerincing Cooperative Learning Technique on IPAS Learning Interest

Before hypothesis testing was conducted, the research data were first analyzed through assumption tests. The results of the Kolmogorov-Smirnov normality test showed that all pretest and posttest data had a significance value of 0.200. Because this value was greater than 0.05, the data were considered normally distributed.

Subsequently, the results of Levene's test of homogeneity showed a significance value of 0.950. Because this value was greater than 0.05, the variances of the experimental and control groups could be considered homogeneous. With the assumptions of normality and homogeneity satisfied, hypothesis testing was conducted using an **Independent Samples t-test**. The results of the hypothesis test and effect-size analysis are presented in Table 2.

Table 2. Hypothesis Testing and Effect Size for IPAS Learning Interest

Analisis	Kelompok Eksperimen	Kelompok Kontrol	Selisih Mean	t	df	Sig. (2-tailed)	Cohen's d
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Posttest Belajar IPAS	Minat	81,47	63,48	17,99	6,821	55	<0,001	1,82
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Based on Table 2, the results of the **Independent Samples t-test** showed a *t*-value of 6.821 with a significance value of < 0.001 . Because the significance value was lower than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted. This finding indicates a statistically significant difference in IPAS learning interest between students who received instruction using the ***Kancing Gernerincing*** technique and those who received cooperative learning without the technique.

In addition to demonstrating statistical significance, the effect-size analysis yielded a **Cohen's d of 1.82**. This value indicates a large effect of the ***Kancing Gernerincing*** technique on students' IPAS learning interest. Thus, the implementation of this technique not only produced a statistically significant difference but also demonstrated substantial practical relevance in improving students' learning experiences.

The findings of this study support previous research concerning the effectiveness of cooperative learning in improving students' affective aspects. Through a meta-analysis, Sugano and Mamolo (2021) demonstrated that certain instructional methods can influence students' attitudes and learning motivation. Yaşar et al. (2024) also found that cooperative learning in science education can make learning more engaging, communicative, and collaborative.

The difference between the experimental and control groups suggests that the effectiveness of cooperative learning is determined not only by the presence of group activities but also by how interaction within the groups is structured. The ***Kancing Gernerincing*** technique provides clearer rules regarding speaking opportunities, thereby giving each student a greater opportunity to participate.

Mechanisms of the Kancing Gernerincing Technique in Increasing IPAS Learning Interest

The effect of the ***Kancing Gernerincing*** technique on learning interest can be explained through several key mechanisms related to classroom interaction. The relationship between the mechanisms of the ***Kancing Gernerincing*** technique and the indicators of learning interest is summarized in Table 3.

Tabel 3. Mechanisms of the Kancing Gernerincing Technique in Relation to IPAS Learning-Interest Indicators

Mechanism of the <i>Kancing Gernerincing</i> Technique	Learning Activity	Learning-Interest Indicator
Use of buttons to regulate speaking turns	Students use a button when answering, asking questions, or expressing opinions	Attention and engagement
Equitable participation opportunities	Each group member has an opportunity to express ideas	Interest and engagement
Individual accountability within the group	Each student is responsible for contributing to the discussion	Enjoyment and attention
Group interaction	Students discuss and construct shared understanding	Interest and engagement

Based on Table 3, the increase in learning interest associated with the ***Kancing Gernerincing*** technique is not merely attributable to the use of buttons as learning media but rather to the function of the buttons as a mechanism for regulating social interaction

during learning. When each student has an opportunity to speak, students become more actively involved in the learning process.

This mechanism is consistent with the findings of Yennita et al. (2024), who demonstrated that Time Token Cooperative Learning can improve students' communication and collaboration through structured regulation of speaking opportunities. Although the procedures differ, Time Token and ***Kancing Gemerincing*** share the same underlying principle, namely promoting more equitable participation among group members.

In the context of IPAS learning, student engagement is particularly important because learning is not solely oriented toward conceptual mastery but also involves students' ability to observe, discuss, express ideas, and construct understanding through learning experiences. Wiradarma et al. (2021) demonstrated that learning interest is associated with elementary school students' science learning outcomes, indicating that increased learning interest is an important factor supporting successful learning.

The findings of this study are also consistent with Shubina et al. (2022), who showed that students' interest can change during collaborative learning. Furthermore, Shubina et al. (2023) explained that situational interest is associated with the quality of students' collaborative interactions. These findings suggest that learning environments that provide opportunities for active interaction can support the development of learning interest. In addition, Karmina et al. (2024) explained that cooperative learning with clearly defined roles can support students' social and emotional interactions. This is consistent with the characteristics of ***Kancing Gemerincing***, which assign each student responsibility for contributing to group activities.

Implications and Limitations of the Study

The findings indicate that the ***Kancing Gemerincing*** technique can serve as an alternative instructional strategy for elementary school teachers, particularly in IPAS learning. The technique can be employed when teachers encounter problems related to low student participation in group discussions. Through clearly defined rules governing the use of buttons, teachers can create a more democratic learning environment and provide opportunities for all students to participate.

However, the effectiveness of this technique remains dependent on teachers' ability to manage the learning process. Teachers need to pay attention to group formation, the rules governing button use, time management, and discussion facilitation to ensure that the learning objectives are achieved (Geletu, 2022; Gillies, 2023).

This study has several limitations. First, the use of a **nonequivalent control group design** means that differences in initial conditions between the groups may still exist. Second, the study was conducted at only one school with a limited sample size; therefore, the findings cannot yet be generalized broadly. Third, learning interest was measured using a questionnaire, meaning that the data relied heavily on students' perceptions and honesty in responding. The study did not employ triangulation through observations of learning activities or interviews to strengthen the interpretation of changes in students' learning behavior.

Therefore, future research is recommended to involve larger and more diverse samples, implement longer treatment periods, and combine questionnaires with observations and interviews to obtain a more comprehensive understanding of the effect of the ***Kancing Gemerincing*** technique on elementary school students' interest in IPAS learning.

Conclusion

Based on the research findings, the implementation of the cooperative learning model using the **Kancing Gemerincing** technique had a significant effect on increasing fifth-grade students' interest in IPAS learning at SDN Kalongan 02. The **Kancing Gemerincing** technique was able to create a more participatory learning process by regulating speaking opportunities, fostering individual accountability, and promoting more equitable group interaction. The findings demonstrate that a cooperative learning structure that regulates the involvement of each group member not only supports discussion activities but also contributes to students' affective aspects, as reflected in their attention, interest, enjoyment, and engagement in IPAS learning. Theoretically, this study contributes to the literature on cooperative learning by demonstrating that mechanisms for promoting equitable participation can serve as one factor supporting increased learning interest among elementary school students. Practically, the **Kancing Gemerincing** technique can serve as an alternative instructional strategy for teachers to create IPAS learning environments that are more active and interactive while providing opportunities for all students to participate.

This study has several limitations that should be considered when interpreting the findings. The use of a **nonequivalent control group design** allows for the possibility of differences in baseline conditions between the experimental and control groups; therefore, the findings should be interpreted within the context of the sample examined. In addition, the study was conducted at only one school with a limited sample size, and students' learning interest was measured using a questionnaire that relied on their perceptions and responses without being complemented by direct observations of learning behavior. Therefore, future research is recommended to involve larger and more diverse samples, implement longer treatment periods, employ analytical designs capable of controlling for differences in baseline conditions, and combine questionnaires with observation or interview methods. These approaches would provide a more comprehensive understanding of the effect of the **Kancing Gemerincing** technique on elementary school students' interest in IPAS learning.

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Letter of Acceptance

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Dear **Lina Mawardah**

The management of the **Indonesian Journal of Islamic Educational Review** is pleased to inform you that your manuscript with the following details:

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Affiliate : Universitas Darul Ulum Semarang
Title : **Pengaruh Model Pembelajaran Kooperatif Teknik Kancing Gemerincing terhadap Minat Belajar Ips Siswa Sekolah Dasar**

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Sincerely,



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