

The Implementation of Cooperative Learning Model Tsts and Carousel Feedback to Enhance Motivation and Learning Outcome for Social Studies

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Abstract: This classroom action research (CAR) is held in two cycles with reference to Kemmis ad Mc Taggart model. The subjects are the eighth grade students of SMPN Kedungdung Sampang consists of 20 students. Data collection instruments are: (1) observation, (2) questionnaires, (3) achievement test and, (4) documentation. Responses of the implementation of the cooperative model Two Stay Two Stray (TSTS) and Carousel Feedback were collected through questionnaire filled by students examines the motivation before and after the study. The results showed the implementation of cooperative model TSTS and Carousel Feedback can enhance students' motivation as can be seen before and after the study 48%, to the increased motivation level from 74% in cycle I, and to 86% in cycle 2. The students' learning out comes, seen in the average score, improved from 64 to 76 in cycle I and to 85 in cycle 2.

Keywords: Cooperative Learning, TSTS, Carousel Feedback, Learning Motivation, Social Studies, Learning Achievement, Secondary School.

I. Introduction

Based on observations and interviews with teacher of social studies at SMP Negeri 2 Kedungdung Sampang, it is known that in social studies classroom, there are problems in the learning process and achievement. The problems are low students' motivation on social studies in the learning process. This can be seen from these indicators. (a) There are still many students who are not serious in doing the task of the teacher. (b) Students still tend to be teachers-centered on who make students become passive in learning activities and there are still students who attempted cheating on a test. (c) Lack of courage of students in asking questions and the answers. (d) Students do not pay attention during the class, talking with others, dreamy, sleepy and busy by themselves during the class that can be shown a lack of interest in social studies. (e) There is fear feeling and misrepresentation of the students in presenting their opinions. Besides, the students' achievement still under 75, which reflect it doesn't meet the minimum passing grade of 75.

In the perspective of the students, it is found that: (1) Social Studies learning is regarded as a difficult subject and boring which presents stories of the past and repeated again, (2) teacher apply teaching method that is not stimulating students to learn more (3) the tasks assigned by the teacher is considered overwhelming by the students, (4) too much material to be learned in social studies, which includes a variety of disciplines, such as history, geography, sociology, anthropology, and economics. This causes students feel difficult to understand the material. This cause a negative impact on motivation and learning outcomes for the eighth grade students, so that by the time the daily tests many students who have to follow remedial. This lack of motivation and learning outcomes is necessary to the solution. Cooperative learning is considered as a solution to overcome the problems. In cooperative learning classes, students have a lot of experience, students are more motivated to work harder, creating a positive atmosphere, where learning was shared and discussed interactively (Wang, 2010).

Based on discussions with teachers of social studies, the researchers choose the cooperative learning model TSTS and Carousel Feedback to improve motivation and student learning outcomes in social studies. Both models were developed by Spencer Kagan and can overcome the problems of low motivation and learning outcomes according to the problem faced by eight grade students of Social Studies at SMPN 2 Kedungdung.

The reason researchers applied cooperative learning model TSTS and Carousel Feedback in this study is that students not only interact within their own group, but also to build inter-group interaction to explore and share the work of the group to another group. While in the cooperative model Carousel feedback students are trained to develop critical thinking skills through the process of giving feedback cooperatively. Each group in turn rotates to the other groups to scrutinize, criticize, and to provide feedback on the work of other groups.

Based on the background and issues identification which is supported by previous study, the researcher is interested in conducting research that lead to motivation and student learning outcomes. The researcher reflects on the process of learning by improving learning through action research.

II. Theoretical Review

Cooperative Learning Model TSTS

TSTS is developed by Spencer Kagan (1992). TSTS structure is one model of cooperative learning that provides opportunities for groups to share results and information to groups (Syamsiah, 2014). In a cooperative learning model TSTS students can learn to express their opinion to other students. Recognition of other students' opinions can boost self-confidence and motivate students to express their ideas or opinions. Students feel trusted and appreciated their presence because every member has a very important role to share opinions between groups. This interactive situation occurs because the group cannot solve the task of sharing opinions without good cooperation between members of the group (Anindita, 2014).

Suryani (2014) describes the steps of cooperative learning model TSTS (TSTS) as follows. (1) Students collaborate with groups consisting of 4 people, (2) Students are divided into two parts, the first part consisting of two people to be a guest, and the second part consisting of two people stay in groups. (3) Two people in the group are in charge of distributing the work and information to their guests, and the two other people are in charge of collecting information from the other groups. (4) After that, the guest excuses himself and returns to his own group and report their findings from other groups. (5) The group matches and discusses the results of their work.

According to Lie (2008), the advantages of cooperative Learning Model TSTS are 1) reducing the boredom of students to the lesson, making students happy and eager to learn, 2) reduce disputes that may occur between students. 3) students share knowledge sharing with other groups and help other students who have difficulty, thus creating a sense of togetherness, 4) the opportunity to interact with other students is greater. It can form a community that allows them to love learning and to love one another.

Carousel Feedback

Cooperative learning model Carousel Feedback is used by the teachers in learning to train students to face real problems, through the process of finding data to provide ideas and feedback to the other groups.

The learning procedure of Carousel Feedback which is suggested by Kagan and Kagan (2009) are follows.

1. Teams stand in front of their assigned projects.
2. Teams rotate clockwise to the next project.
3. For a specified time, teams discuss their reactions to the other team's project, with no writing.
4. Student #1 records feedback on feedback form. Students are encouraged to include positive comments.
5. Teacher calls time.
6. Teams rotate, observe, discuss, and give feedback on next project. A new recorder is selected each round.
7. Teams continue until each team rotates back to its own project, or until teacher calls time.
8. Teams review the feedback they received from the other teams.

<https://oaksroad.wikispaces.com/file/view/Kagan+Structures.doc>

There are two main characteristics of the type of cooperative learning model Carousel Feedback. The first characteristic of each group rotates from one group to another. They will observe, examine, discuss the work of other groups. This process continues from one group to the next until it returns to its original place. The second feature, each group leave feedback for other groups. Each group discussed impressions, opinions, and their contribution to other groups on the format of the feedback (feedback form) which has been prepared by each group.

Learning Motivation and outcomes

Keller (2008) identifies indicators of learning related to the motivation to learn, abbreviated ACRS which includes: attention, relevance, confidence and satisfaction. Thus refers to the learning indicators that influence the motivation to learn the above, that motivation can be considered as the overall driving force within the students who pose a learning activity and give direction to the learning activities so that the desired objectives can be achieved. Students need to be given incentives to grow stimulation or motivation to achieve goals related to the necessities of life. The role of motivation in learning will foster the passion, excitement and pleasure to learn. Therefore, the learning outcomes will be achieved optimally if there is a proper motivation in learning. Motivation can give encourage and lead to interest in learning to achieve a goal, so that students will be working very hard in the learning process. The learning outcomes can be interpreted by the score that has

been obtained by the students. According to Bloom (in Suprijono, 2009) learning outcomes include cognitive abilities, affective and psychomotor.

III. Methods

Researcher in conducting classroom action research used a spiral model of action research by Kemmis and Mc. Taggart with step (1) planning, (2) implementation, (3) observation, (4) reflection. The following will be described in detail the activities conducted by researchers at each of these steps.

The activity begins with the initial observation of learning process in social studies and observed problems that often occur, and the availability of facilities and infrastructure in learning. This study was conducted over two cycles to determine the enhancement of motivation and student learning outcomes. If the first cycle has not been achieved minimum mastery learning outcomes and student motivation, then it would require a second cycle.

The stages are held on the first cycle in this study. The learning activities are carried out in this cycle is as follows:

Cycle I

Planning the Action

The action plan includes (a) develop a lesson plan by using cooperative learning model TSTS and Carousel Feedback, (b) make the observation instrument to determine the enforceability of learning undertaken by teachers and students, a questionnaire that will be used to determine motivation, and create a test instrument to determine student learning outcomes.

Implementing the Action and Observations

Implementation of the actions taken at this stage is the implementation of learning to apply the cooperative model of type TSTS and Carousel Feedback. Each cycle consisted of three meetings. Cycle I deals with relationships and social institutions. Test or assessment conducted each the end of the cycle.

In this activity the researchers acted as teacher and implement learning activities in accordance with the lesson plan that has been prepared in advance by using a cooperative model of TSTS and Carousel Feedback. The first step by applying the type cooperative model TSTS to completion by the learning procedure, then, apply the model of cooperative Carousel Feedback

When the implementation of the action, researchers act as teachers and teachers of social studies class VIII acts as an observer who recorded a special event during the learning process and observe the activities of teachers assisted by two other teachers. These observations were done in conjunction with the implementation of learning. By doing so, the observers can evaluate the activities that teachers did when implementing the learning process.

After conducting one cycle, a questionnaire is given to the students to determine the enhancement in students' motivation. In addition, teachers also conduct interviews to the students and the observers to find out how well the implementation of cooperative learning model TSTS and Carousel Feedback has already implemented. In this case the teacher collaborate with students and teachers.

Reflection

Reflection is an activity to analyse the action already undertaken with the observers. Reflection aims to assess what has been done and has not been done, what has been achieved, what problems can already be solved and unsolved, if found problems, then it will find a solution and determine the next course of action in order to enhance processes and outcomes at the next meeting.

Cycle II

After studying the overall results of the reflection on the first cycle, the first cycle of reflection results are used to plan the second cycle. In cycle II, the implementation is to improve the activity of what is done in cycle I. This cycle will overcome the constraints found in the first cycle, what has not been achieved. So that the second cycle is expected to result more significant and better meet the outcomes criteria. However, based on the weaknesses and shortcomings in the first cycle and the factors, then the implementation of the second cycle is an act of repairs and improvements from the first cycle so as to achieve the desired objectives in this study.

IV. Discussion and Findings

Implementation of Cooperative Learning Model TSTS and Carousel Feedback

The implementation of cooperative learning model TSTS and Carousel Feedback initially did not run well. This happens because the first cycle is the beginning of the implementation of cooperative learning model TSTS and Carousel Feedback for students. The students still did not understand well the implementation of the of learning. In the first cycle, researchers met some obstacles in implementing the learning process. Students seemed to become confused and crowded during the learning. They weren't accustomed with the model.

Based on experience with the implementation of learning cooperative model TSTS and Carousel Feedback, teachers try to come back to give an explanation to the students with a more detailed and inputs opinion. Explanations to the students especially emphasized during the implementation of learning TSTS from the visit and reception activities for mutual opinion in providing information to other groups to dare express their opinions. While on the model of Carousel Feedback, the teacher explained at the stage of implementation of the feedback on other groups as well as the need to improve cooperation within the group. It is expected that mutual active cooperation will occur and resulting positive dependency in group discussions, and deepen understanding of the subject matter being studied. This is suitable with Johnson & Johnson (2009) statement that successful learning needs positive interdependency and interconnected with the rest of the groups to complete the task in understanding the subject matter.

Another obstacle that occurred in the implementation of cooperative learning model TSTS and Carousel Feedback is the existence of several groups that are difficult to cooperate with the group due to difficult collaboration between girls and boys. Based on these results in the implementation of cycle II the teachers make changes to the composition of the group with more attention to the degree of heterogeneity and the ability of students in the group. Efforts to improve in this group according to the statement of Lie (2008) that the grouping of the heterogeneity in learning in groups is a priority in cooperative learning. Implementation of improvements in teaching done by the teachers cause the learning quality has enhanced.

Efforts to improve the learning that done by teachers in classroom management is highly effective during the implementation of cooperative learning model TSTS and Carousel Feedback on the second cycle. Teachers guide each group more intensively than the implementation of learning in the first cycle, especially during the implementation of the students' visit and receive visitors in the cooperative model of type TSTS, while the cooperative model Carousel Feedback especially at the implementation stage in providing feedback on the work of other groups. That the success of implementation of cooperative learning through the guidance of teachers to students in study groups is essential to the implementation of the learning process. This is consistent with the statement of Mujiono (2013) who stated that teachers should give guidance to each member of the group more intensively. In doing so, it is expected that the relationship between students and teachers become more healthy, friendly and can involve students in determining the success of learning.

The implementation of the models assist the group to obtain information from another group so it can finish the job completely. This is in accordance with Huda (2011) who stated that in TSTS all group members share information to other groups that emphasize cooperation structures in accordance with the concept of the student's own thoughts. While Kagan states that in the cooperative model of Carousel Feedback each group not only complete together the task group, but also to observe the work of the work of other groups as well as learn from the creativity of other groups, and each group carry out a feedback to give feedback on the work group other (<http://www.kaganonline.com/online,25 May 2015>).

The Implementation of TSTS and Carousel Feedback Can Improve Motivation in Social Studies

The implementation of cooperative learning model TSTS and Carousel Feedback enhance students' motivation in social studies. Motivation is a factor that greatly influences the success or failure in achieving the goal of learning. This is in line with the statement of Suciati (2007) that students who have high motivation to learn will be actively involved in learning to achieve optimum learning. So that, students who succeed in learning will be motivated to become active during the learning process. In improving and maintaining students' motivation, the teacher in the learning process should improve the indicators of learning motivation expressed by Keller (1987), namely the attention, relevance, confidence and satisfaction.

To determine the enhancement of student motivation, there was questionnaire for three times. First, it was given prior to the act of learning by using cooperative learning model TSTS and Carousel Feedback. Second, it was given after learning by the end of the cycle I. Third, it was given by the end of the second cycle after the learning.

Table.1 The Percentage of Students' Mastery in Cycle I and Cycle II

No.	Indicator	Criteria		
		Pre Action	Cycle I	Cycle II
1	Attention	47 %	74%	86%
2	Relevance	49 %	75%	85%
3	Confidence	45 %	76%	84%
4	Satisfaction	50 %	72%	87%
Mean		48 %	74 %	86 %
Category		Fair	High	Very High

Motivation of the eighth grade students of Social Studies at SMP 2 Kedungdung experienced good improvement after applying the type cooperative models TSTS and Carousel Feedback.

Increasing student motivation can be seen from the behavior patterns during the learning process and the results of motivation questionnaire. This is consistent with the indicators of motivation such as attention students during the implementation of the learning process. Motivation indicators of confidence enhances can be seen from willingness of the student who mutually expressed the opinion with the group and with other groups and students scramble for alternate presentation of the group in the class. At the time of learning process, it showed that students understand the materials in accordance with the concept of thinking. Simultaneously students can associate learning materials with their life. Students are more motivated to learn social studies vigorously. Students' sense of satisfaction are also increased. The learning outcomes are achieved through individual and from a collaboration with the group.

Students' motivation in the study showed the students enthusiastic in learning social studies. By using the models, students are very motivated to work together to master the subject matter assigned teachers vigorously resolving these lesson plans that were prepared by teacher previously. The models work to facilitate students who have difficulty to understand the subject matter so they can learn together. The encouragement of motivation that makes students be diligent in learning is in accordance with the statement of Suciati (2007) who said that student's learning motivation during the learning process can be seen from the persistence of students who are not easily discouraged in overcoming various difficulties.

The Implementation of TSTS and Carousel Feedback Learning Model May Improve Learning Outcomes in Social Studies

Based on the study results in this study show that an enhancement of the cognitive domain. The instrument used to determine student learning outcomes that tests the cognitive learning, which consists of 25 questions with multiple choice consisting of category taxonomy bloom like remembering (C1), understanding (C2), applying (C3), and analysing (C4)

The Result of the student learning outcomes can be seen from the percentage of in Table below.

Table 2 Students' Learning Outcome

Implementation	Score Band	Number of students	Mean	Percentage	Category
Pre Cycle	75 – 100	7	64	35%	Pass
	< 75	13		65%	Fail
Cycle I	75 – 100	15	76	75%	Pass
	< 75	5		25%	Fail
Cycle II	75 – 100	18	85	90%	Pass
	< 75	2		10%	Fail

Based on table 1.2 above, there is enhancement from the start before the action to cycle I and cycle II. Efforts to improve the learning outcomes for the eighth grade students at SMP 2 Kedungdung using a cooperative learning model TSTS and Carousel Feedback can work well and are effective because they provide opportunities for students to be more active during the learning takes place. There are several models of cooperative learning that enables students can participate actively, but both models are easier for the group to complete its work thoroughly. Students are trained through TSTS while doing group work well with their own group or another group. When providing information in understanding the subject matter either as a receptionist or a guest to another group, students can communicate well. The ability of the student and their group to observe and provide feedback to other groups encourage students to be more active in understanding the subject matter clearly and it makes the learning outcomes enhanced. So, there is the structure of mutual help among groups that provide ease of learning.

Based on the positive social interdependence theory and Deutsch (in Johnson and Johnson, 2009) the structure of cooperation will provide a mutual support. The structure of cooperation in TSTS and Carousel Feedback learning not only occur within a group, but also among groups to share information on the subject matter. Thus there will be a condition of mutual support between groups. In doing so, the learning process becomes more effective. In addition, both models allow socio cognitive within the students when discussing and looking at the work of other groups.

V. Conclusion and Recommendation

Based on research conducted by the researchers, it can be concluded as follows. The implementation of cooperative learning model TSTS and Carousel Feedback can enhance social studies' motivation for the eighth grade students of SMPN 2 Kedungdung. Increasing student motivation can be seen from the enhancement of students' attention to learning and enhanced self-confidence of students. The implementation of cooperative learning model TSTS and Carousel Feedback can improve social studies learning outcomes for the eighth grade students.

The researchers would like to recommend to the teachers who will apply cooperative learning model TSTS and Carousel Feedback. Firstly, the teacher should explain in detail the procedure of learning to the students. Students are expected to fully understand what should they do during the class. Secondly, teachers should consider suitable materials that can be applied using the models. They should also consider the time management in applying the models as the models take long time (approximately 120 minutes in each meeting). In making students 'worksheet, teacher should consider the length of work in order to achieve optimum results.

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