The Implementation of Cooperative Learning Model Carousel Feedback and Two Stay Two Stray To Enhance Social Skill and Learning Outcome of the Ninth Grade Students

Moh Taufiq Al Fajar¹, Budi Eko Soetjipto², Achmad Amirudin³

¹Study Program of Basic Education, Graduate Program, Universitas Negeri Malang, Indonesia
²Faculty of Economics, Universitas Negeri Malang, Indonesia
³Faculty of Social Studies, Universitas Negeri Malang, Indonesia

Abstract: This study aims to explain the improvement of social skills and student learning outcomes through cooperative learning model of Carousel Feedback and Two Stay Two Stray. The design of this study is a classroom action research conducted in two cycles. Each cycle consists of planning, action, observation, and reflection. The subjects of the study were ninth class students of SMP Negeri 02 Batu which amounted to 36 students. The data on the implementation of learning, social skills, interviews, and learning outcomes were collected during the learning process by using observation sheets, field notes, and learning result test sheets. Data analysis uses quantitative and qualitative data analysis techniques that include data reduction, data presentation, and conclusion. The findings of the study showed an increase in the number of students who had a high level of social skills from 69% in the first cycle to 100% in cycle II, and the percentage of students who achieved passing grade increased from 47% in the first cycle to 89% in cycle II. Based on the research findings, it can be concluded that cooperative learning model of Carousel Feedback and Two Stay Two Stray can improve social skills and student learning outcomes.

Keywords: Carousel Feedback, Two Stay Two Stray, social skills, learning outcomes

I. Introduction

Social studies have a very important role in shaping students as citizens in the future. This can be seen from the purpose of social studies in junior high school that is “emphasize on the knowledge of the nation, the spirit of nationalism, patriotism, and the activity of the society in the field of economy in space or territory of Republic of Indonesia” (Kemendikbud, 2013: 2). It is expected that social studies learning will emerging a young generation who have capability to apply the knowledge they have, develop thinking ability, having high curiosity, and care and responsible to social environment.

Social skills are one of the important factors that influence learning outcomes. Fernanda (2012:7) even asserted a close relationship between social skills and learning outcomes. The higher the social skills, the learning outcomes will tend to be higher. Conversely, if social skills are lower, the learning outcomes will tend to be lower.

The effort to grow and improve students' social skills is part of the teacher's duties and responsibilities. This is stipulated in the Regulation of the Minister of National Education No. 16/2007, which is “to provide various learning activities to encourage students to reach achievement optimally”. The students’ social skills grown and improved by the teachers, in addition to verbal in the form of direction, can also be given in learning activities.

Based on initial observations conducted in ninth class on January 20th, 2016, it found problems related to students’ social skills and student learning outcomes in the cognitive domain. When the teacher is explaining the general description of the material, there are some students daydreaming, talking to themselves, and playing on their own. After the teacher conveyed the general idea, the students then formed a random group into 7 groups, each consisting of 5 students with the same task. While working in groups, two groups were found joking without doing their assigned tasks, and one group did not want to do their job, so the group’s job was forced to be done by one person only. When each group presented the results of their discussion in front of the class, it was found that the attention and response of the students to the presentation of the discussion result was very low. Learning outcomes at the end of the 2015/2016 semester showed that 40% of 37 students did not achieve the established passing grade score of 75. According to interviews with the students, social studies learning in the classroom tends to be monotonous, because teachers always use the lecture model followed by group learning. Some students said that they do not like social studies because it is too much memorization. In general, most students prefer to work together in a group. According to the social studies teacher, to avoid the boredom of students, the teacher applies group learning models. Nevertheless, students still tend to be less
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concerned with the group and its own environment. An alternative learning model is needed to enhance students’ social skills.

The Carousel Feedback and Two Stay Two Stray cooperative learning model are the ideal solutions to solve the problems above. Carousel Feedback cooperative learning model recommended Kagan&Kagan (2009) to develop social skills, communication skills, knowledge, information processing, and thinking skills. Effendi (2016) states that the Carousel Feedback cooperative learning model can be used by teachers to train students in dealing with problems through the process of finding data to provide ideas and feedback for other groups. The syntax of cooperative learning model Carousel Feedback (Kagan & Kagan, 2009) is: (1) each group does their work on their respective desks; (2) all groups rotate clockwise to another group desk; (3) Each group discusses their responses to other groups; (4) one group member wrote a group feedback on the feedback sheet; (5) teachers limit time; (6) each group turns back to observe, discuss, and provide feedback on each task. A registrar is chosen on a rotating basis for each post; (7) the whole group revolves until it returns to its original post, or until a predetermined time; and (8) after returning to their respective tables, each group again discussed the feedback given by the other group. When conducting discussions and providing feedback, students have extensive opportunities to develop their social skills. Specifically, the social skills developed in the cooperative learning model of Carousel Feedback are approve, honesty, explain, criticize, refute, contribute, opinion, accept opinion, reason, lead, make sure all friends understand, offer help, be patient, praise, quiet voices, be responsible, share, resolve differences of opinions, switch roles, take turns, tolerate, and work together (Kagan & Kagan, 2009). The advantages of this cooperative learning model according to Nardi (2013) are: (1) overcome the learning saturation; (2) provide ample opportunity to participate; (3) developing critical thinking skills through analysing and evaluating activities; (4) teach each other by sharing information. In order to achieve optimal results, the Carousel Feedback cooperative learning model is combined with the Two Stay Two Stray cooperative learning model. Two Stay Two Stray cooperative learning model is implemented after Carousel Feedback learning model because Two Stay Two Stray cooperative learning model will run well when students have product or information to share (Ulmer et al., 2005).

Two Stay Two Stray cooperative learning model is recommended by Kagan & Kagan (2009:6.24) to build classes, develop social skills, build knowledge, study procedures, process information, thinking skills, and presentations. According to Lie (2010), Two Stay Two Stray cooperative learning model provides an opportunity for the group to share the results and information with other groups. The syntax of Two Stay Two Stray cooperative learning model according to Kagan & Kagan (2009) are: (1) two group members are randomly selected by each group to go to another group as a guest. The guests stand up, while the host group raise their hands; (2) the teacher gives a signal to start the visit; (3) the guest group goes to another group; (4) the host group lowering hand when the guest comes to join; (5) all students then work in new groups to share and gather information. When discussing and sharing information within other groups, students have a broad opportunity to develop social skills. Specifically, the social skills developed in this mode of learning are the ability to approach, congratulate, voice, respond, switch roles, and cooperate (Kagan & Kagan, 2009). According to Dewi, et al. (2016), the advantages of Two Stay Two Stray cooperative learning model are: (1) provide opportunities for students to explain their concepts to solve problems; (2) provide opportunities for students to develop skills in communicating with other students; (3) make learning become more meaningful; (4) more activity-oriented; (5) challenge students to express their opinions; (6) provide opportunities for students to develop critical thinking skills; (7) increase student cohesiveness and confidence; (8) developing students’ speaking skills; (9) increase interest and learning outcomes. Social skills are indispensable for students to adapt and be accepted into their environment. Furthermore, Maftuh (2010) asserts that social skills need to be possessed by students at this time. Traisorn (2015) states that social skills are the abilities necessary to communicate and interact with others verbally and non-verbally which includes movement, body language, and personal appearance. One way to imparting social skills is recommended by Soetjipto (2010) by taking turns, helping, teaching, practicing honesty, reaching agreement, listening, understanding, and respecting. There are five areas of social skills in the opinion of Gresham & Elliott (1990). The five areas of skill are: (1) cooperation, including helping others, sharing material, and following rules and directions; (2) assertiveness, including initial behaviours such as asking for information, introducing themselves, and responding to the actions of others such as peer pressure or humiliation; (3) responsibilities, including the ability to communicate with adults and respect the goods or works of others; (4) empathy, including the behaviour of giving attention and respect to the feelings and opinions of others; (5) self-control, including behaviours that arise in the midst of conflicts such as persuasion, and behaviour outside of conflict that requires turn and agreement. The implementation of cooperative learning model in ninth class is done in three stages as recommended by Fernandez-Rio (2016), namely: (1) stage of group assimilation; (2) the practice of cooperative group activities; and (3) cooperative learning practices. Learning outcome is the expected end goal after a person performs the learning process and a proof of a person’s ability to perform learning activities according to the level he or she achieves. According to Poerwanto (2009), learning outcomes are achievements that reach in a learning effort as stated in the report card.

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Information about learning outcome is very important for teachers and students to know. For teachers, information on learning outcome can be used as consideration to provide remedial programs for students who have not succeeded yet and enrich the students who have successfully followed the learning process. Second, the learning outcomes can be utilized by teachers as a consideration for self-evaluation and reflection to improve teaching activities. Information on learning outcomes is also a material report of student development to school leaders and parents. For students, information on learning outcomes is expected to motivate students to learn better. There are several categories of learning outcomes. Bloom et al. (in Arifin, 2014) classifies learning outcomes in several domains, namely the cognitive domain (knowledge, understanding, analysis, synthesis, and evaluation), affective domain (acceptance, response, judgment, organization, and characterization), and psychomotor domains (perception, readiness to do something, guided response, complex overt response, adaptation, and origination). Krathwohl (2002) then refines the cognitive domain into a cognitive process consisting of remembering, understanding, applying, analyzing, evaluating, and creating.

II. Research Method

The design of this research is Classroom Action Research (CAR). The researcher acts as the planner, executor in this study. The research was conducted in September 2016 until November 2016. During the study, researchers did 8 lessons consisting of two meetings per week. The researcher was assisted by 4 teachers of SMP Negeri 02 Batu who acted as observer during the learning process. The subjects of the research were the ninth class of SMP Negeri 02 Batu. The students consist of 32 boys and 4 girls. The study was conducted on the ninth class because of the low level of passing grade achievement in the classical class. Data and data sources in this study are listed in the following table.

Table 1 Data and Sources

<table>
<thead>
<tr>
<th>No.</th>
<th>Variables</th>
<th>Instruments</th>
<th>Data Collecting Techniques</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Social skill.</td>
<td>Student social skills observation sheet.</td>
<td>Observation.</td>
<td>Student.</td>
</tr>
<tr>
<td>3</td>
<td>Learning outcomes.</td>
<td>Student’s social skill questionnaire sheet.</td>
<td>Questionnaire.</td>
<td>Student.</td>
</tr>
<tr>
<td></td>
<td>Cognitive test (C1, C2, C3, and C4).</td>
<td>Written test.</td>
<td>Student.</td>
<td></td>
</tr>
</tbody>
</table>

Qualitative data analysis using Miles & Huberman model (Sugiyono, 2014) includes data reduction, data presentation, and conclusion. The success criteria for action are presented in the table below.

Table 2 Passing Grade Criteria

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implementation of cooperative learning model Carousel Feedback and Two Stay Two Stray.</td>
<td>≥75% (Good criteria and Very Good criteria).</td>
</tr>
<tr>
<td>2</td>
<td>Students’ social skill.</td>
<td>≥ 85% of all students reached High and Very High criteria.</td>
</tr>
<tr>
<td>3</td>
<td>Cognitive learning outcomes.</td>
<td>≥ 85% of all students reached learning passing grade (≥ 75%).</td>
</tr>
</tbody>
</table>

This study was conducted cyclically in two cycles. Each cycle is done to achieve the expected goals, i.e. improving students’ social skills and student learning outcomes by applying the Carousel Feedback and Two Stay Two Stray learning model. Each cycle consists of four stages of activity, includes: planning, implementation, observation, and reflection. The research flow uses the Kemmis & McTaggart model as follows.

Figure 1 The Kemmis & Taggart classroom action research cycle
Source: Hopkins (2008)
1. Plan, includes activities to arrange lesson plans, prepare group worksheets, make test questions, create observation sheets, and make a questionnaire of students' social skills.

2. Act, includes providing a series of learning in accordance with the pre-arranged lesson plans. Implementation of learning done by researcher.

3. Observe, which is done during the learning held. The aspects observed at this stage are the implementation of learning models, students’ social skills, classroom atmosphere, classroom management, teacher-student interaction, and students’ interaction each other.

4. Reflect, which is done at the end of the cycle based on observations during the learning process. If the passing grade indicator is fulfilled, then the research can be ended. Conversely, if the passing grade indicator has not been fulfilled, the results of reflection could be a reference to continue research to the next cycle as a form of improvement learning process that has been implemented previously.

III. Finding and Discussions

The implementation of Carousel Feedback and Two Stay Two Stray cooperative learning model is observed by observation sheet instrument filled by three observers. The learning implementation also recorded by photos and video, so it obtained a complete and complete information. According data obtained, it is known that the learning feasibility has increased. In the first cycle, the learning feasibility is 71% (Good), while in the second cycle it become 93% (Very Good) or increased 22% and meet the passing grade. Based on field notes made by observers, it is known the intensity of teacher interaction with students is getting higher and higher. Interaction between students also increase within higher intensity, so the discussion activities become more alive. Students feel happy with the applied learning model, because they get the chance to help each other to solve the problems given before continuing to move from one desk to another one.

The above conditions are in accordance with Vygotsky’s theory of the basics of cooperative learning as reiterated by Huda (2015). According to Vygotsky, students’ mental for the first time develops on an interpersonal level. At this level, students learn to internalize and transform interpersonal interactions. Next, at the intrapersonal level, students begin to gain new insights and skills as a result of interpersonal interaction or interaction with others. That’s why students need to be directed to work with more competent friends or older people, so that he can complete tasks that he has not been able to accomplish by himself. Kagan & Kagan (2009) reinforces Vygotsky’s opinion by suggesting heterogeneous group member. Students in a heterogeneous group will have big chance to teach and support each other, as well as develop intercultural and intergenerational relationships. Carousel Feedback and Two Stay Two Stray cooperative learning model applied in the ninth grade of SMP Negeri 02 Batu become example of successful implementation of cooperative learning model; the students are able to build heterogeneous groups and build classes, work together, and interact together in increasing intensity.

Student social skills are measured by observation sheet instruments and social skills questionnaires. Filling the observation sheet is done by observers at each learning session, while the questionnaire is filled by all students of ninth class at the end of each cycle. There are five aspects observed in the observation sheet. First, cooperation which includes the students’ enthusiasm in finding his group and cooperation to solving problems. Second, assertion which includes the assertiveness in asking and providing answers. Third, the responsibility includes the ability to communicate with more mature people and appreciate the others’ ideas. Fourth, empathy that includes attention to others and concern for group problems. Finally, self-control includes the ability to restraint in expressing opinions and taking turns and paying attention the others’ opinions diligently. The student’s social skills questionnaire is adapted from Social Scale Rating System developed by Gresham & Elliott (1990).

The results of observation and questionnaire indicate an increase of the students’ social skills. At the end of the first cycle, students who have a high level of social skills reach High criteria is 69% of all students. This percentage increased by 31% at the end of cycle II. At the end of cycle II, the students which reach High criteria account for 13% of all students, and the students who reach very high criteria account for 23% of all students. Overall, at the end of cycle II, all students are meet the passing grade.

The high level of social skills of students at the end of cycle II is also evident from the high intensity of interaction among students. The interactions among students that have not been clearly visible at the beginning of cycle I can be understood, because the students still internalize and transform their interpersonal interactions with others. The students are still in the stage of adapting to other students in their group.

Based on the Vygotsky’s theory (Huda, 2015), while working together in a group, the students often try to provide information, encouragement, or suggestions to a friend of his or her group that is in need of help. By Vygotsky (in Slavin, 2008), this activity is called as scaffolding. When interacting together, the students have many opportunities to show each other and teach social skills that they did not know before. As the interactions become more intensive, the activities of mutual show and teach are done increasingly. This is the causing factor.

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which increasing social skills of students at subsequent meetings. In addition, the teacher also attempt to introducing the values of social skills to be trained in the students’ discussion activities.

Another factor that leads to high student social skills is the habit of ninth class students outside the classroom. As sport team players, they have been accustomed to working together in groups on the field. This habit then becomes a big capital to develop social skills in learning activities in the classroom environment. The success of the Carousel Feedback and Two Stay Two Stray cooperative learning model in improving social skills is in line with the results of Ebrahim's research (2012).

The cognitive learning outcomes are measured by multiple choice tests instrument and carried out at the end of each cycle. This test has difficulty level C1 (know), C2 (understand), C3 (apply), and C4 (analyse) with four answer options. According to Arifin (2014), multiple choice questions can be used to measure learning outcomes related to memory, understanding, application, and analysis.

The results of tests performed at each end of the cycle show an increase. At the end of cycle I, the students who reached the passing grade 75 were 47% of all students. The percentage has increased by 42% at the end of cycle II. At the end of cycle II, students who reach passing grade become 89%. Thus, student learning outcomes successfully meet the action’s passing grade.

The enhancement of students’ cognitive learning outcomes cannot be separated from Vygotsky’s theory of cooperative learning. When the students engage in cooperative learning groups, they will help each other to learn (Slavin, 2008). At the beginning, each group member will adjust to each other because of the plurality of group members; they are the students with different background academic abilities. After several learning sessions, the interaction between group members began to increase. Each student starts to play a role according to his own academic ability. The students with low academic ability will ask and learn to another one who have higher academic ability. According to their views, answers from peers are more acceptable because they are more personal and non-threatening (Huda, 2015). This peer-to-peer answer and explanation encourages students to become more advanced. On the other hand, for students who have higher academic ability, explaining to peers will strengthen their understanding. They will be required to think of their own understanding so that their explanations are easy to be understood. Thus, the formation of heterogeneous groups benefits all members of the group. In addition, students will respond to each other’s feedbacks which is very useful to construct a better understanding.

The above conditions are also in line with Piaget’s theory of socio cognitive conflict (Huda, 2015). Socio cognitive conflict arises when the students’ understanding turns out to be contrary to the understanding of other students who are interacting with him or her. In relation to Carousel Feedback and Two Stay Two Stray cooperative learning model, sosio cognitive conflict arises when each group receives feedback from other groups. Each group then attempted to reflect their understanding to resolve the possible disputes. Ultimately, sosio cognitive conflicts will encourage all groups to construct a better understanding in accordance with the feedback they receive. This new understanding then communicated to each group at the end of the syntax of the Two Stay Two Stray cooperative learning model. The successful implementation of Carousel Feedback and Two Stay Two Stray cooperative learning in enhancing cognitive learning result of grade ninth SMP Negeri 02 Batu students in line with research result of Arif, at al. (2016), Dewi, ae al. (2016), Effendi, et al. (2016), and Riyadi, at.al (2016) Carousel Feedback and Two Stay Two Stray cooperative learning model in relation to learning outcomes.

IV. Conclusions and Recommendations

Based on data analysis and discussion that has been presented, it can be concluded as follows. First, the implementation of Carousel Feedback and Two Stay Two Stray cooperative learning model has increased 22% from cycle I to cycle II. At the end of cycle I, learning achievement reaches 71% and not meets action’s passing grade criteria yet. At the end of cycle II, learning achievement reaches 93% and meets the action’s passing grade. Cooperative learning model Carousel Feedback and Two Stay Two Stray succeeded in improving student interaction and building positive interdependence between students and between groups, especially in discussions and presentations. Second, the application of Carousel Feedback and Two Stay Two Stray cooperative learning model can enhance social skill of ninth class of SMP Negeri 02 Batu students. Based on the observations contained in the observation sheets and questionnaires, it is known there is an increase in the students’ social skills from cycle I to cycle II of 31%. At the end of the first cycle, students who have a high criterion of social skill are up to 69% of all IX class students. The percentage increases to 100% at the end of cycle II. Third, the application of Carousel Feedback and Two Stay Two Stray cooperative learning model can enhance cognitive learning result of ninth grade of SMP Negeri 02 Batu students. Based on the results of tests conducted at the end of the cycle, there is an increase in student cognitive learning outcome by 42%. At the end of the first cycle, students who achieved passing grade scores amounted to 47% of all ninth-grade students. This percentage increases to 89% at the end of cycle II and achieves the action’s passing grade.
Some suggestions recommended in this study are as follows. First, the cooperative learning model of Carousel Feedback and Two Stay Two Stray can be used as an alternative learning model to enhance social skills and students’ cognitive learning outcomes. Second, in order for the application of Carousel Feedback and Two Stay Two Stray cooperative learning model to be implemented optimally, it is strongly recommended for teachers to: (a) simulate Carousel Feedback and Two Stay Two Stray cooperative learning model before actually implemented so that students are not confused; (b) explain the syntax of Carousel Feedback and Two Stay Two Stray cooperative learning model at the beginning of the learning session; (c) directs students to always cooperate and help each other. Third, for the next researcher, it is advisable to conduct further research on applying Carousel Feedback and Two Stay Two Stray cooperative learning models at different levels of education.

References


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