Application of Cooperative Learning Model *Two Stay Two Stray* (TSTS) to Increase Motivation and Results of Learning Course Inclusive Education Student Campus PGSD V Parepare UNM

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Abstract. The formulation of the research problems are: 1. Can the implementation of the *two stay two stray* (TS-TS) cooperative learning model increase learning motivation in the inclusive education course for PGSD students at campus V Parepare UNM? Can the application of the *two stay two stray* (TS-TS) cooperative learning model improve learning outcomes in inclusive education courses for PGSD campus V Parepare UNM students? Objectives 1. Knowing the implementation of the *Two Stay Two Stray* (TS-TS) cooperative learning model can increase learning motivation in the inclusive education course of PGSD campus V Parepare UNM students. 2. Knowing Application The *two-stay two-stray* (TS-TS) cooperative learning model can improve learning outcomes in the inclusive education course for PGSD campus V Parepare students. The research approach used in this research is a qualitative approach. This type of classroom action research (PTK). The data analysis technique used is qualitative data analysis which is analyzed descriptively. Data collection techniques using observation , test learning outcomes and documentation . This study consisted of two cycles , namely cycle I and cycle II. Based on the observation of the acquisition value of student learning, to the success of faculty in teaching and the results of the final test in the first cycle in the category enough. The results of cycle II as a whole are student learning motivation , the percentage of lecturers' success in teaching and the final test results in cycle II are in the good category which means they have reached the minimum completeness criteria according to Djamarah (2014). So it can be concluded that : 1) the application of the cooperative learning model type *two stay two stray* (TST S) can increase student motivation in the inclusive education course of PGSD Campus V Parepare UNM students. 2) the application of the cooperative learning model type *two stay two stray* (TST S) can improve student learning outcomes in inclusive education courses for PGSD Campus V Parepare students of UNM.

Keywords: Two Stay Two Stray (TSTS), motivation and results of learning, course inclusive education

INTRODUCTION

With the reconstruction of the curriculum, students are expected to have high motivation in doing something. High encouragement in doing something will be an asset for students to be able to compete in the 4.0 era. Encouragement, background, reason, desire to do something is usually called motivation. Motivation is very important in doing something, including in the teaching and learning process. As expressed by Suryabrata (2010: 70) motivation is a state of mind and mental attitude that provides energy and encourages humans to carry out an activity. In the teaching and learning process motivation plays a very important role, both in the process and at the end of learning. Students who have low motivation will have low achievement and vice versa

Based on the results of observations made on January 30, 2020, campus V PGSD Parepare UNM students tend to have low motivation and learning outcomes in inclusive education courses. This can be seen from the low learning outcomes, lack of desire and desire to succeed, lack of hopes and aspirations for the future as well as lack of encouragement and need for learning, feelings of doubt in their own abilities so that they tend to avoid challenging tasks. If this behavior is allowed to prevent students from developing themselves, it must be corrected immediately.

One way to increase student learning motivation is by applying the *two stay two stray* (TSTS) cooperative learning model. Some of the results of research on (TSTS), namely Sumarni, et al. (2017) which obtained results, namely the application of the *Two Stay Two Stray* learning model can increase the appreciation and creation of students, and the application of the *Two Stay Two Stray* learning model can effectively increase the creation of cultural arts in SMA Negeri 1. Rahim, et al (2017) found that there is a significant difference in the use of the *two stay two stray* (TSTS) and expository type of cooperative learning model on student learning outcomes in class VIII SMP Negeri 18 Palembang. Sari (2018) found that there are differences in mathematical communication skills between students learning using the TSTS cooperative model method and students learning using conventional methods.

According to the foregoing researchers conducting research with the title of the application of the model of learning cooperative *two stay two stray* (TSTS) in increasing motivation and learning outcomes of education courses inclusive education student campus PGSD V Parepare UNM.

Research Methods

Types and Research Design

This research is a classroom action research which is part of *action research*. Arikunto (2006) explains that classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in class simultaneously. The research design used the action research model from John Elliot consisting of four stages in one cycle, namely: planning, action, observation, reflection.

Place and Time

The place of research is campus V UNM Parepare which is located at Jalan Jenderal Sudirman No. 56 Parepare City. The research implementation time was even semester of TA. 20 19 /2020.

Operational Definition

The operational definition that researchers use is: The model of cooperative learning *two stay to stray,* learning motivation, Learning outcomes.

Research Subjects and Objects

Research subjects. The subjects of this class action research were students of PGSD campus V UNM Parepare class 2018 class A totaling 28 people and 1 lecturer.   Research Objects. In this study, the object of research was the motivation and learning outcomes of the inclusive education courses for PGSD campus V UNM Parepare students class 2018 class A totaling 28 people.

Research Procedures

The research procedure uses the research procedure from John Elliot which generally has four stages. The steps taken in this research are as follows: Planning, implementation, observation and reflection

Data Analysis Techniques

The data analysis technique used is qualitative data analysis which is analyzed descriptively. The steps are using data analysis steps according to Miles and Huberman (Sugiyono: 2014) which consists of three activity lines, namely: data reduction, data presentation and conclusion drawing

Research Success Indicators

Process indicators

The process indicator is said to be successful if based on observations all TSTS steps are carried out well with the activity criteria shown by lecturers and students achieving a success level of at least 76% - 100%, with the criteria "Good".

Result indicators

The research is considered successful if at least 76% of students in the class get a success rate of 76% in the range 76% - 100%, based on the success table is qualified "Good" .

RESULTS AND DISCUSSION

Results

Cycle I

Planning (*Planning*)

At this stage the researcher prepares the things needed for research. This stage includes the following steps:

1. To study the learning implementation plan
2. Prepare the material to be taught in the form of handouts, papers and powerpoints . The material taught is the inclusive education curriculum.
3. Make an observation sheet for the activities of lecturers and students. At meeting 1, the material taught was the inclusive education curriculum.
4. Prepare writing supplies for students, in the form of pencils , colored pencils , crayons, manila paper, cork, colored paper, masking tape, plaster, and latbang.

Implementation

The stages of implementation are as follows:

1. Introduction

The things that are done are: saying greetings and asking how students are doing, checking student attendance, making apperceptions to students, giving explanations to students about *Two Stay Two Stray* (TS-TS).

2. Core Activities

Implementation of learning in lecture inclusive education through learning model k ooperatif Type *Two Stay Two Stray* (TS-TS). Cycle I held on Tuesday, February 17th, 2020 at 07:30 to 9:15 pm in the follow by all m ahasiswa PGSD class A class of 2018 college UNM V Pare Pare as many as 2 8 people with boys 17 and 11 the female students. Furthermore, the researcher delivered the learning material using the *Two Stay Two Stray* (TS-TS) learning method . With the following stages:

a. Researchers divide students into several small heterogeneous groups. Each group consists of 4 students.
b. The researcher gives sub-topics to each group to be discussed together with the members of their respective groups. as for the subject that will be discussed in cycle I is the inclusive education curriculum.
c. Students work together in groups of four. This aims to provide opportunities for students to be actively involved in the thought process. Besides , students are given the task to make the material in media that is made as creative as possible.
d. After the discussion and media are over, two people from each group leave their group and visit the other group.
e. At this stage the stay-visit stage begins. Each group is divided into 2 teams , namely the *stay* team which is tasked with explaining the results of the group's discussion to other groups, and the *stray* team which is in charge of visiting other groups to obtain information from other groups.
f. After all teams *stray* around the group, then each team *stray* back to his native groups then discuss and explain the results of the discussion when a visit to another group to the initial group.

g. Representative of the group to present the results to the class and group discussions to the other groups. Other groups may ask questions or add information.

h. The researcher do confirm the information that has been submitted by the group who made a presentation and add answers to questions from the students.

i. Closing. Researchers together maha students to make conclusions on the material that has been studied. Then students take a final test to measure understanding of the material presented using the *Two Stay Two Stray* (TS-TS) learning method .

Viewing (*Observing*)

1. Student Aspects

The results of this observation will be followed up and used as material for reflection for improvement in the next cycle . Based on observations s Retained Earnings learning motivation of students in the subject of inclusive education at 65, 69 % are in the category enough that means yet reached criteria minimum mastery by Djamarah and Zain (2010).

2. Lecturer Aspect

The lecturer teaching activity observation sheet was used to determine the learning process of the inclusive education subject using the *two stay two stray (TSTS)* cooperative model . Based on the above observations the acquisition of the data showed that the percentage of success in teaching faculty by 66,6 % and is in the category enough that means yet reached the minimum completeness criteria according Djamarah and Zain (2010) .

Reflect (*Reflection*)

From the results of observations and the final test of cycle I, it does not meet the success requirements according to Djamarah and Zain (2010). So that the team of researchers agreed to proceed to the second cycle.

Cycle II

Planning (*Planning*)

At this stage the researcher prepares the things needed for research. This stage includes the following steps:

1. To study the learning implementation plan
2. Prepare the material to be taught in the form of handouts, papers and powerpoints . The material being taught is school facilities .
3. Make an observation sheet for the activities of lecturers and students.
4. Prepare writing supplies for students, in the form of pencils , colored pencils , crayons, manila paper, cork, colored paper, masking tape, plaster, and latbang.

Implementation

The stages of implementation are as follows:

1. Introduction

The things that are done are: saying greetings and asking how students are, checking student attendance, making apperceptions to students, giving explanations to students about *Two Stay Two Stray* (TS-TS).

2. Core Activities

Cycle II held on Tuesday, February 25th, 2020 at 7:30 to 9:15 pm followed by all students students PGSD class A V Pare Pare UNM campus as much as 28 people with boys 17 and 11 students female force in 2018 . Furthermore, the researcher delivered the learning material using the *Two Stay Two Stray* (TS-TS) learning method. At the second meeting, the material taught was school facilities.

Observing

1. Student Aspects

The results of these observations will be followed up and used as material for reflection for improvement in the next cycl . Based on observations Retained Earnings learning motivation of students in the course of inclusive education in the second cycle by 76, 54 % are in the good category which means it has reached the minimum completeness criteria according Djamarah and Zain (2010) .

2. Lecturer Aspect

Based on the observations the acquisition of the data showed that the percentage of success in teaching faculty by 87, 87 % and be in the good category which means it has reached the minimum completeness criteria according Djamarah and Zain (2010).

Reflect (*reflection* **)**

In the implementation of the second cycle of action, the value obtained for lecturer teaching activities was 87.87% , while the value obtained for student activities was 76.54%. Based on the modified success rate of Djamarah and Zain (2010), the completeness is in good qualification (B) and has met the success standard in terms of the process, namely ≥76%. From the final test results of cycle II reached 85.71% or had reached the specified success indicator, namely 76% of students who obtained a score of 75 or more.

DISCUSSION

Application of cooperative learning model type *two stay two stray* (TS-TS) to increase student motivation in inclusive education courses

The application of the *two stay two stray* (TS-TS) cooperative learning model to increase student learning motivation needs to be done so that students

have interest, passion, and enthusiasm for learning. As stated by Hamalik (2007) that motivation functions 1) Encouraging behavior or an action. 2) Motivation functions as a guide, meaning that it directs the actions to achieve the desired goals. 3) Motivation functions as a driving force, meaning that motivation will function as a determinant of the speed at which a job is slow. In line with Santrock (2010), motivation is a process of giving encouragement, direction, and behavior persistence. That is, motivated behavior is behavior that is full of energy, directed and lasts a long time

Referring to Uno's opinion (2008: 23) states that the essence of learning motivation is internal and external encouragement for students who are learning to make behavioral changes, in general with various indicators or supporting elements. Sardiman (1994: 75) states that learning motivation is a *non-intellectual* psychological factor .

If you examine the above opinion, motivation is really needed in every aspect of life, especially in terms of learning, therefore research is carried out to increase student motivation in inclusive education courses. Student learning motivation is measured using the learning motivation observation sheet.

Based on observations, the increase in granular observation results was quite significant from the first cycle of 65, 34 % to 76, 89% in the second cycle. The increase is because researchers try to make improvements to deficiencies in each cycle so that learning can go according to what is expected. Based on the results of observations of learning motivation consisting of 10 observation aspects, not all of them reached the medium or high criteria in the first cycle , but in the second cycle the average had reached the medium or high criteria and even none of them were in the low criteria The criteria used to measure students' abilities are as expressed by Djamarah and Zain (2010). Based on the standard criteria of learning outcomes is most students demonstrate mastery attainment of ≥76%.

Based on the results of this study, it can be concluded that the use of the two stay two stray (TS-TS) learning method can increase student motivation in inclusive education courses.

Application of cooperative learning model type *two stay two stray* (TS-TS) to improve student learning outcomes in inclusive education courses

In the implementation of cycle I the learning process has not gone as expected, there are still some shortcomings. In general, the shortcomings obtained are that students still do not really understand the steps of the *two stay to stray* (TSTS) type, students are still not diligent in facing the task of inclusive education courses, students are less motivated to ask friends or lecturers or via the internet if there is something that cannot be resolved, the activeness of asking and giving student answers needs to be improved, students need to be encouraged to prefer jobs that require high creativity by making their own learning media, students

need to be encouraged to dare to give coherent explanations to friends' questions if they are sure it is true.

Based on the foregoing, the research team agreed to proceed to cycle II by making improvements in cycle II on the following aspects: before learning, the lecturer provided a detailed explanation of the steps for learning type *two stay to stray* (TSTS) and provided opportunities ask students if there are things that are not understood, motivate students to be more diligent in working on inclusive education subject assignments, lecturers encourage student activity to ask friends or lecturers or via the internet if something cannot be completed, lecturers are more active in motivating students to ask questions as well as providing student answers, encouraging students to prefer jobs that require high creativity by providing more varied tools and materials, lecturers motivating students to dare to give coherent explanations to friends' questions if they are sure they are correct .

To find out the learning process of the inclusive education subject using the *two stay two stray (TSTS)* cooperative model, the lecturer teaching activity observation sheet was used . In this cycle, the observer observes the lecturer in the learning process, then fills in the available lecturer observation sheets.

Based on the acquisition of the value of lecturers 'observations, data shows that the percentage of lecturers' success in teaching is 66.6% and is in the sufficient category which means that it has not reached the minimum completeness criteria according to Djamarah and Zain (2010) so it is necessary to proceed to cycle II.

After repair the acquisition value of the second cycle of observation showed that the percentage of success in teaching faculty by 87, 87 % and be in the good category which means it has reached the minimum completeness criteria according Djamarah and Zain (2010). Although in some aspects there are still shortcomings, in general, they have met the predetermined completeness criteria.

To determine student learning outcomes, learning outcomes evaluation is carried out. Evaluation of learning outcomes in this study was carried out twice, namely at the end of each cycle I and cycle II. The evaluation of the learning outcomes of the inclusive education course was carried out with a multiple choice test consisting of 15 questions. Evaluation of learning outcomes in cycle I which was attended by 28 students showed that 1 student scored 90, 6 students scored 85, 6 students scored 80, 10 students scored 70 and 5 students scored 60. The success rate or the percentage of student completeness in the first cycle reached 46.4% or had not reached the specified success indicator, namely 76% of students who obtained a score of 75 or more. According to Djamarah and Zain (2010), the results of the final cycle test did not meet the success requirements, so the research was continued to cycle II by making improvements in each step.

From the final test results of cycle II, it shows that those who get a score of 90 are 6 students, 7 students have a score of 85, 11 students score 80 and 4 students score 70. The success rate or the percentage of student completeness in cycle II

reached 85.71% or had reached the specified success indicator, namely 76% of students who obtained a score of 75 or more.

It is in line with the research results of Ismawati and Hindarto (2011) that the implementation of the cooperative learning model with the TSTS structural approach improves the physics learning outcomes of students in class X-3 SMA N 1 Boja. Rediarta, et al (2014) also found that the TSTS cooperative learning model had a positive effect on science learning outcomes.

Based on the results of observations and the results of the final tests, it is concluded that the application of the *two stay two stray* (TS-TS) cooperative learning model can improve the process and student learning outcomes in the inclusive education course on the V Parepare campus of UNM.

CONCLUSIONS

Based on the formulation of the problem, it is concluded that;

1. The adoption of the cooperative learning model type *two stay two stray* (TS-TS) can increase learning motivation in the inclusive education course of PGSD campus V Parepare students.

2. The application of the *two stay two stray* (TS-TS) cooperative learning model can improve learning outcomes in the inclusive education course of PGSD campus V Parepare UNM students.

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