The Implementation of Carousel Feedback And Two Stay two Stray Learning Models to Enhance Students'self Efficacy And Social Studieslearning Outcome

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Abstract: *This study is aimed to obtain information on the implementation of carousel feedback and two stay two stray learning models, the increase of self-efficacy and student learning outcomes in social studies. This study is classroom action research (CAR). Subject in this study is the fifth grade student of SDN Mamajang II Makassar on the second semester of 2015/2016 academic year that consist 28 students; 15 male students and 13 female students. Data required in this study are: 1) the implementation of carousel feedback and two stay two stray learning models; 2) self-efficacy; and 3) the learning outcome. Sources of data obtained from students and teachers. Data analysis techniques used are: data reduction, data presentation, and conclusion and verification. The research finding areas follows: 1) the observation of the implementation learning model in the first cycle is effective criteria and increased in the second cycle that is considered as very effective criteria; 2) the results of self-efficacy questionnaire in the first cycle isfair criteria are increased in the second cycle into the criteria very good; and 3) the students' learning outcome in the first cycle that has not been passed the standard have increased in the second cycle is complete criteria.*
Keywords: *Carousel Feedback Model, Two Stay Two Stray Model, Self Efficacy, Learning Outcomes, Cooperative Learning*

I. Introduction

Based on preliminary observations conducted by researcher at the fifth grade students of SDN II Mamajang Makassar City on August 12, 2015, there were several findings in the learning process social studies in the classroom is still teacher-centred learningthat caused poor students to interact and participate actively in the learning process. If there is any question posed by the teacher, there were only 2-3 students who dared to give an answer. Lack of courage from the students to ask questions, argue, and the confidence to get involved during the learning also happen. Students just sit, silent, and listen to the explanations of the teacher without any activity that leads to make students more active. In addition, the students' lack of confidence in doing the task resulted in completing the task students look at his work. It proves that there is low ability of students 'beliefs on their self-efficacy.

A teacher should be able to raise the students' self-efficacy as one component in the learning system. Not only in the aspect of attitude but also knowledge and skills that can be seen through the mastery of the subject matter as well as aspects of the personality of students. Bandura (2009) stated that self-efficacy is the belief in one's ability to organize and carry out the necessary actions to manage the situation. Ormrod (2009) states that self-efficacy is a person's beliefs about their own ability to perform a certain behaviour to achieve certain goals.Self-efficacy will determine the success or failure of getting something done and will affect the person himself. In other words, if students experience success in learning, then they will increase self-efficacy, and high self-efficacy will motivate students to act more diligently, especially when the goal is clear, which in turn will improve learning outcomes.

The learning process is said to be successful, if all students achieve the learning outcomes in accordance with the standard passing grade(passing grade standard) as determined by the teacher. Passing grade standard in SDN II Mamajang Makassar for the fifth grade students in the academic year of 2015/2016 is 75, after the middle of thefirst half of test activities 9 out of 28 students who did reach the passing grade that has been established, then a teacher should make changes to the learning process that has been done, one of them is through applying cooperative learning model to optimize the role of students in learning and developing self efficacy students ultimately expected to improve learning outcomes of all students in accordance with the standard passing gradeto be achieved.

Slavin (2008) argued that cooperative learning is the ideal solution to the problem of learning that provides an opportunity to interact together from different ethnic backgrounds of the students. Isjoni (2007) explained

cooperative learning is a learning model that is nowadays widely used to create teaching and learning activities centred on the student (student oriented), particularly to overcome the problems found teachers to enable students, who cannotcooperate with others, students who are aggressive and do not care about the others.The process of learning in the traditional classroom, typically the teacher gives the order and the students are expected to work on what has been taught while learning in groups. Students are asked to participate in managing their own activities in the classroom. Student participation in the learning plan is a way to strengthen the responsibilities of individuals and groups of students (Sharan, 2014).

Jihad and Haris (2008) stated that the characteristics of cooperative learning model are: (1) to complete the learning materials, students learn in groups cooperatively, (2) a group is formed from students who have different abilities with high, medium, and low ability, (3) the distribution group that sought consist of various racial, ethnic, cultural, gender different, when in class there are students that consists of several races, tribes, cultures, different sexes, and (4) the award for the group is a priority rather than individual.

Kagan and Kagan (2009) suggested that cooperative learning has four basic principles that provide a positive impact on the learning process such as: (1) Positive Interdependence, creating cooperation and improving performance because none of us can accomplish the task alone, but we can solve them if we work together; (2) Individual Accountability, created to make students responsible as individuals. Each student must regularly and individually provide their own contributions in the study; (3) Equal Participation, students must be responsible individually to participate in front of friends and teachers. When the equal participation occurs, then the cooperative learning will cover the achievement gap; (4) Simultaneous Interaction, if we adopt a simultaneous interaction, five minutes is also much more active than in the traditional classroom, because students much more involved when someone is talking directly to them rather than them seeing the back of the head teacher of students who responded. The ability to apply the principle of simultaneity is the key to maximizing positive outcomes in cooperative learning.

Cooperative learning model will be applied to solve the problems mentioned above, such as carousel feedback and two stay two stray models. Both models are developed by Spencer Kagan.Kagan and Kagan (2009) stated that "Carousel feedback simultaneously interactthe students to share ideas about projects. Presentation structures allow efficient sharing of ideas, solutions, or projects ". Carousel feedback requires students to participate actively in the process of learning social studies and provide feedback on the projects undertaken by the other groups so that the self-efficacy of students is increasing, not just listening to the teacher lecture but also take notes.

Kagan and Kagan explained (2009) step-by-step about carousel feedback learning model is as follows: (a) each group stood in front of the project assigned to them, (b) each group rotates clockwise to another group, (c) each group is given time to discuss their response to the project other groups, (d) one of the group members should write notes or feedback on the format of the feedback prepared in each group. Students are encouraged to leave a positive comment, (e) the teacher rang the bell when the allotted time has been completed, (f) each groups rotates, observe, discuss, and give feedback on the next group project. A note-taker selected at each turn, and (g) groups continue to round back into place, or until the time specified by the teacher. The group reviewed the feedback they receive from other groups. Upon returning to our home group, the group discussed the feedback received from the other groups.

The two stay two stray learning model can be used on all subjects and for all age levels of students. Huda (2013) stated that two stay two stray learning model is learning activities in groups with the intention that students can work together, responsible, help each other and give each other motivation to excel. According to Lie (2005) two stay two stray learning model is a cooperative learning model that provides the opportunity for each group to share results and information to other groups. It can be concluded that the two stay two stray learning model is a learning model that involves the interaction of students in the intra-group and inter-group in one class.

Step-by-step of two stay two stray learning model proposed by Huda (2013) as follows: (a) the students are divided into groups of four students. The group formed a heterogeneous group to provide opportunities for students to learn and have a mutual support, (b) the teacher gives sub subject to each group to be discussed together with members of their respective groups, (c) the students work together in groups to provides the opportunity for students to be actively involved in the thinking process, (d) upon completion, two people from each group left the group for a visit to another group, (e) the two people who live in a group in charge of distributing the work and provide information they were the guests of other groups, (f) guest excused himself and returned to their own groups to report their findings from other groups, (g) the group match and discuss the results of their work, and (h) of each group presented the results their work.

This study is conducted to determine the increase in self-efficacy and student learning outcomes in social studies through the implementation of carousel feedback and two stay two stray learning models. Students' self efficacy is measured by using a questionnaire given at the end of each cycle. Learning outcomes are measured by using a test at the end of the cycle.

II.   Research Methods

This research approach uses classroom action research (CAR), which is a series of research activities conducted in the cycle in order to solve the problem. Hopkins (2011) stated that classroom research is a study to examine the allegations theoretical pedagogical practices, to evaluate and implement the priorities of the overall school conducted by teachers to improve their teaching and teaching colleagues.

CAR is selected because these studies are used to solve problems that arise in the classroom in detail starting from the initial observation until the selection of the learning model that corresponds to the problems that arise when learning activities. Students are guided and directed by the teacher with a view to improving and enhancing the quality of learning.

The procedures in this study will use a model developed by Kemmis and Mc Taggart (in Arikunto at al, 2008) through the following stages: "(1) planning, (2) action, (3) observe, and (4) reflection". The four stages of forming a cycle that will be sustained until the criteria are being achieved. This study design can be described by a model as shown in figure 1 below.
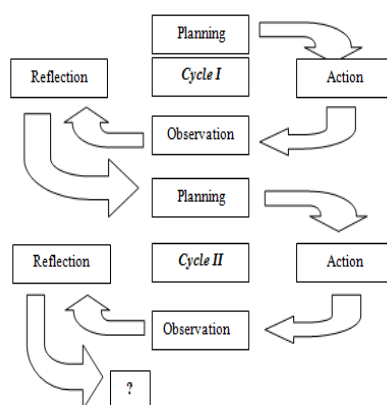
Figure1. The Design of CAR steps by Kemmis and Mc Taggart
(in Arikunto at al., 2008)

This research is conducted by 2 cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. In the planning stage, the researchers set up learning devices such as syllabi, lesson plans, instructional media, and observation sheet for action, and learning feedback for carousel and two stay two stray models, questionnaire, and test. The implementation stage researchers applied the lesson plan of action in accordance with thelesson plan to provide action, such as the implementation of carousel feedback and two stay two stray learning models into the learning process. Observation phase is made on the implementation of the action during the learning process to obtain data as a reference to make improvements in the next cycle. In reflection stage, the researcher, teachers, and colleagues discuss the results of observations, questionnaires, and tests to evaluate all activities performed in the learning process. Reflection is based on the observation and evaluation of learning in accordance with defined indicators of success.

Subjects in this study is the fifth grade students of SDN Mamajang II Makassar in second semester of academic year 2015/2016 totalling 28 students consisting of 15 male students and 13 female students. This study focused on efforts to solve the problems encountered by teachers. The problems are less self efficacy and low students learning outcomes.

Data obtained during the learning process in the classroom. Data required in this study are: (1) the implementation of carousel feedback and two stay two stray learning models, (2) self-efficacy, and (3) learning outcomes. Sources of data obtained from students and teachers.

Table 1 The Data Description andResearch Data Source

No	Variable	Instruments	Data Collection Technique	Data Source
1.	Carousel Feedback and Two Stay Two Stray Learning Models	Syllabusand Lesson Plan Observation sheet of the action Interview Guide	Documentation Observation andField Note Interview	Teachers and Students
2.	Self Efficacy	Questionnaire	Questionnaire	Students
3.	Learning Outcome	Test (C1, C2, C3, C4)	Test	Students

Data analysis was carried out since the beginning of the study so that the data is collected and analyzed to ensure that the implementation of learning models carousel feedback and two stay two stray can improve self efficacy and results of social studies for the fifth grade students at SDN II Mamajang Makassar.
Below are the table to interpret the average score for the accomplishment of learning model.

Table 2The Criteria to Interpret the Accomplishment of Learning Model

Average Score	Criteria
86 – 100	Very effective
71 – 85	Effective
56 – 70	Sufficient
41 – 55	Ineffective
20 – 40	Strongly ineffective

Table 3The Criteria to Interpret the Students' Self Efficacy

Average Score	Criteria
86 – 100	Very good
76 – 85	Good
60 – 75	Fair
55 – 59	Bad
≤ 54	Very bad

III. Findings And Discussion

The observations results is about the enforceability of the learning model in the first cycle of the first meeting by using carousel model is 61.76% that considered as sufficiently criteria, the result of the second meeting with the two stay two stray learning model is 65.83% and it is sufficiently criteria, result of the three meeting with the two stay two stray learning model is 75.74% and it is effective criteria, and result of the fourth meeting with the two stay two stray learning model is 80.83% and it is effective criteria. The average result of the learning by teachers has achieved a percentage of 71.04% and it is effective criteria.

Since it is on the effective criteria, it means that the teachers are implementing the learning activities in observation sheet, but the implementation has not been maximized, it is visible condition of students who still do not understand the implementationof learning model used, the condition of the class still looks crowded when students do activities visit to another group and the buildup of students in a particular group. Students do not understand in filling the feedback sheet up. As well as there are students who are not participating actively in group discussions.

Data from students' self efficacy questionnaire in the first cycle stated that 3 students with a percentage of 10.71% is the very good criteria, 15 students with a percentage of 53.58% is the good criteria, seven students with a percentage of 25% in the criteria fair and 3 students with percentage of 10.71% in bad criteria. Increased self-efficacy of individual students who earn a score of 76-100 on the criteria of good and excellent is 18 students with a percentage of 64.29%, while students who have not achieved the success criteria are 10 students with a percentage of 35.71%.

Results have not achieved the successfulcriteria that have been specified in the classical style that is 80% of the students. This is seen when students are still hesitant in giving feedback or provide input to the work of other groups, the students still timid in conducting presentations and students are still hesitant to answer a teacher's question and reflection activities.

The results of students in the first cycle is that one student with a percentage of 3.57%, 10 students with a percentage of 35.71% and 11 students with a percentage of 39.29% which study results have reached the passing grade standard and 6 students with a percentage of 21.43% is not reached the passing grade with the average value of class test scores finally reached 77.39 with the percentage of completeness is 78.57%. Only 22 students who reached the passing grade standard 75. The results of this percentage have not reached the success criteria of classical learning outcomes that have been set at 85%.

In the second cycle, there will beenhancement on the deficiencies and shortcomings discovered during the execution of the first cycle that upon learning activities teachers should be maximal. In the preliminary activities, teachers can make reward to motivate students by providing the questions regarding the subject matter that has been studied to inspire confidence in the students answer questions or give opinions.At its core activities, teachers are expected to explain in detail about the steps so that the learning model classroom conditions are not crowded and there is no buildup of students in a particular group. Teachers should provide a detailed explanation of charging feedback sheet so that each group can give feedback. Teachers can assign roles to all students so that students can actively participate and take turns in giving feedback, so that classroom learning can proceed smoothly. Teachers can give awards to students after conducting a presentation to the courage of students.In the closing activity, teachers should guide students to their full potential in providing answers and express their opinions. It is expected to increase self-efficacy and student learning outcomes.

The results obtained from observations about the enforceability of the learning model in the first cycle of the first meeting with a model that is 83.82% carousel feedback on effective criteria, the second meeting with the learning model two stay two stray i.e.88.33% and it is very effective criteria, threemeeting carousel model of feedback that is 91.91% and it is very effective criteria and the fourth meeting of the two stay two stray learning model gained 96.67% including the very effective criteria. The average result of the learning model implementation reaches a percentage of 90.18% that is included in the very effective criteria. Due to the classification criteria are very effective means teachers are implementing the learning activities on the observation sheet to the fullest.

Data from students' self-efficacy questionnaire from the second cycle stated those 11 students with a percentage of 39.29% on the very good criteria, 16 students with a percentage of 54.14% on good criteria, and one student with a percentage of 3.57% at fair criteria. Increased self-efficacy of individual students who obtain a score of 76-100 is the criterion of good and excellent is 27 students with a percentage of 96.43%, while students who have not achieved the success criteria that one student with a percentage of 3.57%. These results have exceeded the criteria for success in the classical established that is 80% of students.

The study result from the second cycle stated that 5 students with a percentage of 17.86%, 18 students with a percentage of 64.29%, and 2 students with a percentage of 7.14% that learning achievement have reached the passing grade standard while 3 students with a percentage of 10.71% is not reached the passing grade standard with an average grade test scores finally reached 85.71 with the percentage of completeness is 89.29%. Only 25 students have reached the passing grade standard 75. The results of this percentage has also surpassed the success criteria specified learning outcomes, namely 85%.

In the preliminary activities of the teachers have been doing reward to motivate students and explain the learning objectives to the maximum, so that students are motivated to answer questions from the teacher.At its core activities, the teacher has to explain in detail the subject matter and learning model measures to be applied, so that students truly understand and can apply the learning model carousel feedback and two stay two stray well. The classroom atmosphere is more conducive seen from the turnover of the group when the students made a visit to another group are already running smoothly. Teacher has explained the charging sheet of feedback to students. From the feedback given each group, students have an active role in discussions and cooperation activities within the group as well as the presentation of the activities of the group.Closing activity, the teacher gives students the chance to answer the questions; it appears some students raised their hand to answer the question. Students showed a high response in the opinion.

The results of observation learning model in the first cycle obtained 71.04% of the effective criteria and the second cycle of observation results obtained 90.18% of the criteria very effective means that the learning model implementation has experienced an increase of 19.14%. Related to the above findings, in accordance with the statement of Kagan and Kagan (2009) that the carousel feedback learning model has some special functions such as social skills, communication skills, knowledgebuilding, processing information, and thinking skills. While two stay two stray learning model has the function of social skills, knowledgebuilding, learning procedure, information processing, and presenting information. According toBerk (2012), one of the important factors in cooperative learning is the students work together with team mates in a small group to achieve their own goals.With increasing results of accomplishment learning model, the function of the implementation of this model can be achieved and a role in increasing self-efficacy and student learning outcomes.

For the students' self-efficacy questionnaire in the first cycle obtained 64.29% that is infair criteria and results of questionnaires on the second cycle is 96.43% which is very good. If analyzed the results of questionnaires of self-efficacy of students has increased 32.14%. From the results of these studies, it provides evidence that the theory of Bandura (2009) which stated that self-efficacy is the belief in a person's ability to organize and carry out the necessary actions to manage the situation. If someone succeeds in an easy manner, then he will also be easy to despair if hehas a failure. A strong belief requires experience in overcoming obstacles to reach a goal. Some failures can be a rewarding experience for the next attempt.

The result of students in the first cycle reaches 78.57% and the second cycle reaches 89.29%. If the analyzed results of student learning have increased 10.72%. The above research results prove that the statement by Joyce, Weil & Calhoun (2011) that the learning model give effect on student's performance and are able to raise student achievement.Sudjana (2009) that the learning outcomes are acquired abilities of students after receiving their learning experience. It is also supported also by Slameto (2003) who argued that the learning outcomes are the main standards to determine student success in learning. During the learning activities teachers become facilitators who work to facilitate the students' learning activities and motivator to provide motivation and encouragement to the students to be able to carry out the teaching and learning process.

IV.   Conclusions And Recommendations

Based on the research findings,the implementation of carousel feedback and two stay two stray learning model are able to enhance self efficacy and social studies students conducted by the researchers, it can be

concluded as follows: (1) the implementation of carousel feedback and two stay two stray learning models on social studiesfor the fifth grade at SDN Mamajang II of Makassar has run properly. The results of observation implementation of in the first cycle is effectively increased criteria in the second cyclewhich is criteria very effective, (2) the implementation of carousel feedback and two stay two stray learning models can enhance self efficacy for the fifth graders students at SDN Mamajang II Makassar which can be seen from the results of the questionnaire on the first cycle that sufficient criteria are increased in the second cycle is very good criteria, and (3) implementation of carousel feedback and two stay two stray learning models can improve social studies learning outcome for the fifth graders at SDN Mamajang II Makassar based on the results of tests given at the end of the cycle. Student learning outcomes in the first cycle unfinished criteria which have increased in the second cycle is complete criteria.

Based on the results of a classroom action research that has been conducted, the implementation of carousel feedback and two stay two stray learning models are able to increase self efficacy and the social studies learning outcome, therefore, it is suggested that: (1) at the time of learning, the teacher should explain in detail the steps learning model and observe the learning process to the maximum, (2) the teacher should be more active and creative in applying the model of learning by giving roles and awards to students so that they can be actively involved in learning, (3) the teacher should be able to provide motivation and guidance to the students to they dared to answer questions and express their opinions, (4) implementation of carousel feedback and two stay two stray learning models requires planning, classroom management, and a good time so that learning becomes more effective because this model involves students actively, and (5) the teacher can make carousel feedback and two stay two stray learning model as an option in the classroom to enhance students' self-efficacy and social studies learning outcomes.

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