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IMPROVING STUDENTS' DISCUSSION SKILLS AND LEARNING OUTCOMES THROUGH THE IMPLEMENTATION OF THE TSTS TYPE COOPERATIVE LEARNING MODEL IN SMA NEGERI 5 TERNATE CITY

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ABSTRACT

There are many ways to develop students' learning potential, one of which is being able to apply innovative learning models in the classroom. Innovative and interactive learning models can attract students' interest in collaborating and actively discussing in class. One of them is by implementing the TSTS-type cooperative learning model. This research aims to improve discussion skills and student learning outcomes using the Two Stay Two Stray type cooperative model in class X IPS 4 SMA 5 Ternate City. The subjects in this research were class X IPS 4 students at SMA Negeri 5 Ternate City. 30 students. This research method is the classroom action research method (PTK). Based on the research results, it is known that the improvement in discussion skills in cycle I cannot be said to have increased because there were still several group members who were passive during group discussion activities. Then, after making improvements from the results of reflection by looking at the shortcomings of learning in cycle 1, in cycle II there was an increase in discussion skills. This is based on the results of observations, where group members are active in expressing opinions, mastering problems, and speaking fluently. Meanwhile, for the learning outcomes of students using the two stay two stray type cooperative model in geography subjects with the main material Hydrosphere Dynamics, it is known that in cycle I, 11 students completed it with a percentage of 37%. Meanwhile, 19 students did not complete with a percentage of 63%. Then the learning outcomes of students in cycle II were 25 students who completed it with a percentage of 83%, while 5 students who did not complete it had a percentage of 17%.

Keywords: *Discussion Skills; Learning outcomes; Two Stay Two Stray; Learners.*

1. INTRODUCTION

Education is a necessity for humans, where education plays a very important role in modern life to survive. Education is a conscious effort for the development of humans and society, based on certain thoughts (Siswoyo, 2013). Conscious efforts to develop humans are carried out by families, communities and the government through guidance, teaching, and training activities carried out inside and outside of school. Through school activities, students' attitudes, personality, and character will be achieved. Ki Hajar Dewantara, said that education is an effort to increase a child's character, mind (intellect), and body (Samani, 2016). Education not only develops knowledge but also the character of students.

In current educational developments, there are various models applied to optimize learning potential in the learning process. As educators, it is important for teachers to have the skills to apply learning models that can attract students' interest in learning. The teacher is not only a director, but also the main actor in every teaching session or teaching and learning process. Teacher responsibilities involve planning and implementing teaching in the school environment. Lubis 2021 and Amirudid. 2018 emphasizes that a teacher, as a professional, must have several skills, including the ability to apply various learning theories in the teaching context. This involves the ability to choose and apply effective and efficient teaching models, as well as being able to involve students to actively participate in the

learning process. Apart from that, teachers are also expected to have skills in creating a learning atmosphere that supports the achievement of educational goals.

Thus, the role of teachers becomes very crucial in improving the quality of learning in the classroom, especially in developing discussion skills and student learning outcomes. Learning outcomes, as the output achieved by students during learning activities, will ultimately create changes in student behavior. As stated by Hamalik (2013), learning outcomes are the results of a learning evaluation activity for students after going through teaching and learning activities, intending to achieve learning targets.

Based on the results of initial observations and interviews of researchers with the Geography Education teacher for Class Some of these problems include students' lack of enthusiasm in discussing, students' tendency to be passive and have difficulty speaking, and students' lack of courage and activeness in conveying ideas or thoughts during discussion activities. By emphasizing the need for active discussion and critical thinking, especially among Class X IPS 4 students at SMA Negeri 5 Ternate City, It requires the use of learning models that are usually applied by geography subject teachers. The aim is to improve student learning outcomes in the learning process. One model proposed to achieve this goal is to apply the Two Stay Two Stray (TST) type cooperative learning model. Therefore, researchers tried to apply the Two Stay Two Stray learning method as a step to improve students' discussion skills and learning outcomes.

Two Stay Two Stray is a learning method that provides groups with the opportunity to share results and information with other groups. Many teaching and learning activities are characterized by individual activities, even though in the reality of life outside school, humans need each other (Lie, 2010). In the context of discussion skills and learning outcomes, the application of this method is expected to be a bridge between individual learning activities and the need for social interaction in improving discussion skills and achieving student learning outcomes.

The results of research conducted by Ida Pramuwasti (2010) by applying the Two Stay Two Stray Cooperative learning model to class IX A students at SMP Negeri 1 Getasa, Semarang Regency, showed significant improvements in several aspects. An increase was found in: 1) the number of students who were active in appreciation, 2) the number of students who were active in discussion learning, 3) the number of students who were attentive and concentrated in learning, and 4) the number of students who participated in collaborative discussions. Apart from that, there was an increase in the quality of learning, with 18 students completing (56%) in cycle I, increasing to 26 students (76%) in cycle II, and achieving quite a significant increase in cycle III, namely 30 students completing (91%). The average student score also increased, namely 63 in cycle I, 68 in cycle II, and 74 in cycle III. Evaluation of student provisions in discussion learning is carried out by paying attention to the level of student participation and contribution during discussions.

The improvement in these aspects shows that the application of the Two Stay Two Stray Cooperative learning model is effective in increasing student engagement and learning outcomes. Two Stay Two Stray, by allowing students to interact with various groups, can help develop their discussion skills. Through discussions between groups, students can hone their speaking, listening and conveying ideas skills effectively. Apart from that, this method can also increase student motivation and participation, because they have the opportunity to share perspectives and experiences with their colleagues.

By implementing Two Stay Two Stray, it is hoped that discussion skills and learning outcomes can become an effective tool for achieving holistic learning goals, which not only measure mastery of subject matter but also develop students' social and cognitive skills. This research aims to determine the improvement in discussion skills and student learning outcomes through the implementation of the Two Stay Two Stray type cooperative model in class X IPS 4 SMA Negeri 5 Ternate City.

2. METHODS

This research is included in the type of classroom action research (PTK). PTK is research carried out by observing teaching and learning activities in the form of actions, which are deliberately created and occur in a class together (Arikunto 2006). The PTK stage consists of 4 stages, namely, (1) planning, (2) action, (3) observation, (4) reflection. The subjects of this research were 30 students in class X IPS 4 SMA Negeri 5 Ternate City, consisting of 17 male students and 13 female students. The data collection technique is by distributing test questions to students, observation sheets for students' discussion activities, and observation sheets for teacher and student activities. The data was analyzed descriptively and presented in the form of tables and graphs.

3. RESULTS AND DISCUSSION

Based on the results of research conducted at SMA Negeri 5 Ternate City in class X IPS 4, two cycles in the learning process in class can be explained. In cycle I, the stages of research implementation follow the steps of Classroom Action Research (PTK). In the planning stage of the cycle I, the researchers prepared learning tools, including a Learning Implementation Plan (RPP), learning media, Student Worksheets (LKPD), teaching materials, test questions, teacher/student observation sheets, and discussion activity observation sheets. The planning process involves discussions with tutors to help determine target students and form study groups. The next step is the action stage in cycle I, where the researchers act as a model teacher who implements TSTS learning in the classroom. At this stage, the researchers were assisted by a tutor and a fellow student who acted as an observer. Observers have a special task, namely observing learning activities carried out by researchers and recording them on an observation sheet. Cycle I ended with the observation stage, where the researchers collected data through direct observation of learning activities in the classroom. This observation data is then used as a basis for analysis and reflection to understand the impact of the actions that have been implemented. The findings of students' discussion abilities can be seen in Table 1 below.

Table 1. Observation results of students' discussion abilities in Session 1

Aspect of Observations Description Discussion	**Notes/Description**			
	Group I	**Group II**	**Group III**	**Group IV**
Courage/spirit	Lack of enthusiasm for participating in the discussion process	Enough enthusiasm, in the discussion process.	Very enthusiastic in the discussion process	Very enthusiastic in discussion
Eloquence	Speaking fluency is still lacking	Not yet fluent in delivering material during the discussion process	Still looks stiff in speaking	The speaking fluency is very good in conveying the material
Mastery of the problem	Mastery of the problem is still not focused	Not yet perfect in responding to the problems under discussion	Not yet focused on solving the problem	Mastery of the problem is quite good
Expressing opinions	There is very little expression of opinion. Because they are still stiff in discussions	Not yet able to express his opinion to the peers.	Always express his opinion, ask other groups about things they don't understand.	The expression of his opinion is still not good.

The table above is the result of observations at the observation stage in cycle I of classroom action research at SMA Negeri 5 Ternate City, class X IPS 4. The table describes observations of several indicators during discussion activities in class which were divided into four groups. Analysis of the table above can also provide a detailed picture of the performance of each group during discussion activities.

These results can be a basis for evaluating and improving at the next stage and also provide more in-depth knowledge about the dynamics of learning in the class.

Student Learning Results in Cycle I

After the learning process is adjusted to the Learning Implementation Plan (RPP) in cycle I, the teacher gives a test to assess students' abilities after completing a discussion on the hydrology cycle material with the theme of characteristics and dynamics of marine waters, using a cooperative model of the two stay two-story type. The test was taken by 30 students, with a minimum completeness criterion of 75. The results of the student learning tests are summarized in Table 2 below:

Table 2. Student learning outcomes in Cycle 1

No	Mark	Category	Frequency	Percentage
1	0-74	Not Completed	19	63%
2	75-100	Complete	11	37%
Amount			30	100%

Based on the results of the learning test in cycle I, 19 students had not achieved individual learning completeness, with a classical percentage of 63%, which means students had an absorption capacity of ≤ 75 in accordance with the school's Minimum Completeness Criteria (KKM) for geography subjects. Meanwhile, 11 students obtained an absorption capacity of ≥ 75, with a classical learning completion percentage of 37%. Thus, it can be concluded that classical learning completeness in cycle I has not been achieved, and further analysis needs to be carried out to see a description of the completeness of students' classical learning outcomes. The results obtained are a starting point for developing improvement strategies in the next cycle to increase student learning outcomes. After going through the reflection stage of cycle I, the research continued to cycle II. In cycle II, researchers can make improvements or adjustments based on the results of analysis and reflection from cycle I. This process is repeated until the research reaches the desired objectives. Thus, cycle II also involves the planning stages actions and observations are similar to cycle I, but with adjustments based on learning from the previous cycle.

Results of Discussion Skills Cycle II

Table 3. Observation results for cycle 1 group 1.

Aspect of Observations Description Discussion	Notes/Description			
	Group I	**Group II**	**Group III**	**Group IV**
Courage/spirit	Very enthusiastic in participating in the discussion process	Enough enthusiasm, in the discussion process.	Very enthusiastic in the discussion process	Very enthusiastic in discussion
Eloquence	Very good at conveying the results of discussions	Already starting to be active in speaking	Fluent in speaking and delivering discussion material	The speaking fluency is very good in conveying the material
Mastery of the problem	Can master the problems in the discussion topic	Good enough according to the problem to be discussed	The mastery of the masala is very good, according to the topic of the problem.	Mastery of the problem is very good
Expressing opinions	Very good at conveying his opinions	Very good according to the	The presentation of the opinion	Always express your opinions,

	to other groups	topic of discussion	was very good .	ask other groups about things they don't understand.

From the table above, it can be seen that in group 1 as a whole, students have been able to express their ideas regarding aspects of discussion skills, and this ability has improved more than in the previous meeting. For group 2, students were quite enthusiastic in carrying out the discussion process, and there was an improvement from the previous meeting where students had not fully mastered aspects of discussion skills. Meanwhile, the aspect of observing discussion information in group 3 was very good. Students showed enthusiasm and courage in following the discussion process to the end. Fluency in conveying discussion material, mastery of problems on the topic of problems resolved well, and conveying opinions very well, easily understood by other group friends. And in group 4, it was seen that students were enthusiastic in discussing, their speaking fluency was very good in conveying the material, their mastery of the problem was very good, and they always expressed their opinions and asked questions about things that other groups did not understand.

Student Learning Results in Cycle II

After the teaching and learning process takes place, a test is carried out to assess students' abilities after completing material on planning and conservation of marine waters, as well as the potential distribution and use of land waters. The results obtained using the two stay two stray cooperative model and involving 30 students with a minimum completion criteria of 75 can be seen in Table 4 below.

Table 4. Student Learning Results in Cycle II

No	Mark	Category	Frequency	Percentage
1	0-74	Not Completed	5	17%
2	75-100	Complete	25	83%
Amount			30	100%

Based on the results of the second cycle learning test, there were 5 students who had not achieved individual learning completeness with a classical learning completeness percentage of 17%, or had not achieved a KKN score of <75. Meanwhile, there were 25 students who obtained an absorption capacity of ≥75 with a classical learning completion percentage of 83%. Therefore, it can be concluded that classical learning completeness in cycle II has been achieved to see a description of the completeness of students' classical learning outcomes.

The results of students' discussions in cycles 1 and II showed a comparison where the discussion skills in cycle 1 still had many obstacles, including lack of enthusiasm in discussions, lack of fluency in speaking, unclear mastery of problems, difficulty in conveying opinions, and lack of clarity in the information conveyed by each group. Meanwhile, in the second cycle, the discussion skills of each group can be categorized as good, which can be seen in Table 3. Each indicator of discussion skills must be considered by the teacher. In learning activities using the discussion method, the teacher should provide a lot of motivation so that students are enthusiastic about participating in the discussion. There are many ways that teachers can use to encourage other students by giving sentences of appreciation or playing games/ice breaking. According to Mismawati. 2021, Ice Breaking can increase student motivation and learning outcomes. In line with Sunarto's 2017 statement, Ice Breaking provides a feeling of joy that can foster students' positive attitudes while participating in class learning. Apart from that, implementing the TSTS type cooperative learning model can involve student activity so that students are able to ask questions or answer questions about all the problems they face (Melikhatun, 2017). For problems found in cycle 1, teachers should create a supportive classroom environment where students feel safe to speak and participate. Providing constructive feedback and giving appreciation for each student's efforts can also increase motivation and enthusiasm in discussion activities.

The findings of student learning outcomes in cycle 1 by implementing the TSTS type cooperative learning model, it can be seen that 63% of students have not completed it (got a score of 0-74), while 37% of students have completed it (got a score of 75-100). With the learning outcomes obtained, there is a connection with students' discussion skills in cycle 1. This finding means that indicators of discussion skills include; the level of courage, fluency in speaking, mastery of problems, and expressing opinions in discussions can significantly influence student learning outcomes. Learning outcomes in cycle II by applying the TSTS learning model show good learning outcomes. Students who have a high level of courage, speak fluently, are able to master problems well, and are effective in expressing opinions tend to achieve better learning outcomes. This is because the continuity and quality of interaction in discussions can make a positive contribution to understanding concepts, improving critical thinking skills, and deepening understanding of learning material. Implementing TSTS can also improve student learning outcomes. According to Miisnawati's research results, 2021; Melikhatum, 2017 and Bayu, 2016 found that the TSTS Type Cooperative Learning Model can improve student learning outcomes. The learning outcomes found in cycles 1 and II of class X-4 students at SMA Negeri 5 Ternate City are described in the picture below.

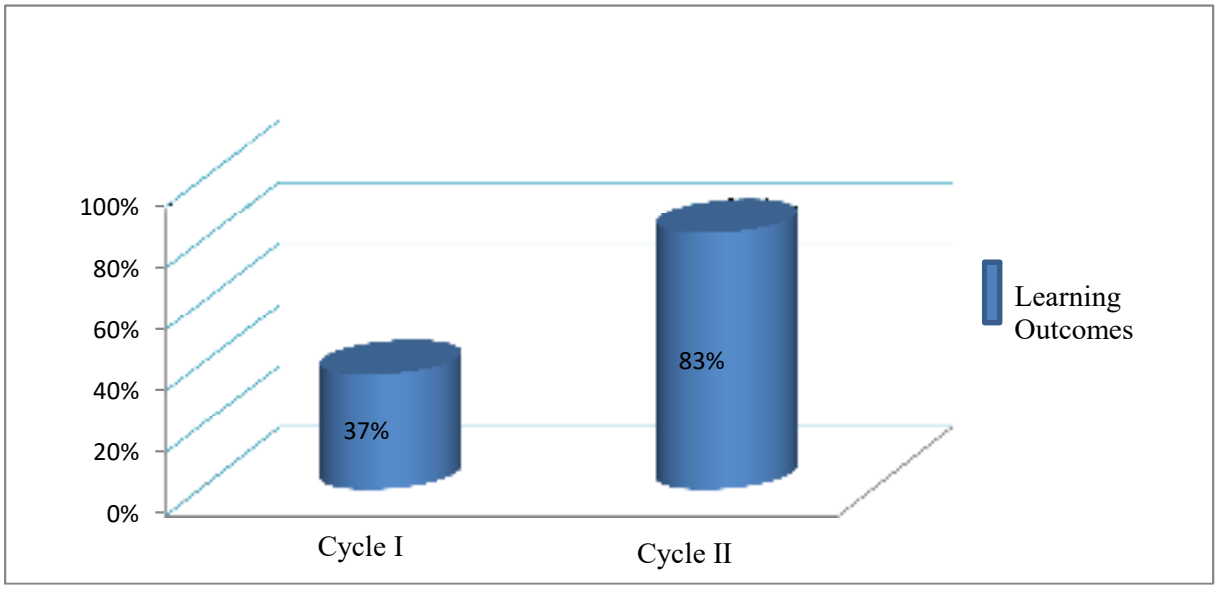

Figure 1. Diagram of the percentage of student learning outcomes for cycles I and II

Although basically the Two Stay Two Stay type cooperative model is not the only model that can be used in Geography subjects, when researchers conducted research in class Hydrosphere Dynamics (Sukmadinata, 2019). However, this also needs to be supported by the students' willingness to study Geography more actively. As stated by Nana Sudjana (2015), student learning outcomes are essentially changes in levels of behavior as a result of learning in a broader sense. Dimyati and Mudjiono (2013) also stated that student motivation has an important role in the learning process.

4. CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that the implementation of the two stay two stray type cooperative learning model in class . In cycle I, it was seen that discussion skills had not yet fully improved, because several group members still experienced difficulties in discussing. However, in cycle II, there was a significant improvement, where group members in each group were able to discuss well. Furthermore, the learning results of students in cycle I, as many as 11 students completed, with a percentage of 37%, while 19 students did not complete with a percentage of 63%. However, in cycle II, there was an increase with 25 students completing (percentage 83%). This shows that the two-stay two stray type cooperative learning model is effective in improving students' understanding and learning outcomes. Thus, it can be concluded that the application of this cooperative learning model can be an effective alternative for improving students' discussion skills and learning outcomes, especially in Geography subjects with Hydrosphere Dynamics material at the high school level.

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