

## ABSTRACT

**Parlinus Gulo. NIM. 8126132061. *Simulation-Based Training as the Implementation of Group Supervision in Improving Mathematic Teachers' Skills in Applying The Cooperative Learning Model with Two Stay Two Stray Type in High Schools in The Districts of Lolofitu Moi and Mandrehe, in West Nias Regency. Thesis. Post Graduate Program of Medan State University (UNIMED), Medan. 2014.***

The purpose of this research is to find out whether the simulation-based training can improve the teachers' skills in applying the cooperative learning model with two stay two stray type in high schools in the districts of Lolofitu Moi and Mandrehe, in West Nias Regency. Research was done by carrying out a simulation-based training to 10 mathematic teachers. This research was school action research which was conducted in 2 cycles and began with the pre cycle observation. Technique of collecting the data used several instruments, namely: (1) assessment instrument of action implementation on the simulation-based training; (2) the lesson plan review instrument; and (3) observation sheets for teachers in implementing the cooperative learning model with two stay two stray type. The results showed that: (1) the average percentage of teachers' skill in preparing the lesson plan with the cooperative learning model with two stay two stray type on pre cycle was 72,13% (pretty good), the first cycle was 92,53% (very good), and the second cycle was 95,87% (very good); (2) the average percentage of teachers' skills in implementing the cooperative learning model with two stay two stray type on pre cycle was 10,00% (very poor), the first cycle was 68,75% (poorly) and the second cycle was 85,42% (very good). Some aspects of the application of the cooperative learning model with two stay two stray type which obtained lower score on the first cycle and then had increased on the second cycle were: (1) the first aspect: conveying the goals and motivating (2,40 to 3,10); (2) the second aspect: presenting information (1,85 to 3,20); (3) the fifth aspect: evaluation (2,70 to 3,50) and (4) the sixth aspect: rewards (2,10 to 3,40). On the first cycle, all teachers who followed the training had not reached the good category in implementing the cooperative learning model with two stay two stray type; While on the second cycle, 3 teachers obtained the very good category and 7 teachers obtained the good category. It means that the action was successful after the second cycle had executed. Based on the research results, the average percentage of teachers' skills in planning and implementing the cooperative learning model with two stay two stray type (the preparation of lesson plan and the implementation of learning in the classroom) on pre cycle was 41,07% with the very poor category, the first cycle was 80,64 with the good category and the second cycle was 92,10% with the very good category. The conclusion of this research was a simulation-based training can improve the teachers' skills in applying the cooperative learning model with two stay two stray type in high schools in the districts of Lolofitu Moi and Mandrehe, in West Nias Regency. It was recommended that the group's supervision through simulation-based training is used for for teacher coaching and the cooperative learning model with two stay two stray type is used by mathematic teachers in learning activity.

## ABSTRAK

**Parlinus Gulo, NIM: 8126132061. Pelatihan Berbasis Simulasi sebagai Implementasi Supervisi Kelompok dalam Meningkatkan Keterampilan Guru Matematika Menerapkan Model *Cooperative Learning Tipe Two Stay Two Stray* di SMA se Kecamatan Lolofitu Moi dan Mandrehe Kabupaten Nias Barat. Tesis. Program Pascasarjana Universitas Negeri Medan.**

Tujuan penelitian yaitu untuk mengetahui apakah pelatihan berbasis simulasi dapat meningkatkan keterampilan guru menerapkan model *cooperative learning* tipe *two stay two stray* di SMA se kecamatan Lolofitu Moi dan Mandrehe Kabupaten Nias Barat. Penelitian dilakukan dengan melaksanakan pelatihan berbasis simulasi terhadap 10 orang guru matematika. Penelitian ini merupakan penelitian tindakan sekolah yang dilaksanakan dalam 2 siklus dan diawali dengan observasi pra siklus. Untuk mengumpulkan data, digunakan beberapa instrumen yaitu: (1) instrumen penilaian keterlaksanaan tindakan pada pelatihan berbasis simulasi; (2) instrumen telaah RPP; dan (3) lembar pengamatan terhadap guru dalam menerapkan model *cooperative learning* tipe *two stay two stray*. Hasil penelitian menunjukkan bahwa: (1) rata-rata persentase keterampilan guru dalam penyusunan RPP dengan model *cooperative learning* tipe *two stay two stray* pada pra siklus sebesar 72,13% (cukup), pada siklus I sebesar 92,53% (amat baik) dan pada siklus II sebesar 95,87% (amat baik); (2) Rata-rata persentase keterampilan guru menerapkan model *cooperative learning* tipe *two stay two stray* pada pra siklus sebesar 10,00% (amat kurang), pada siklus I sebesar 68,75% (kurang) dan pada siklus II sebesar 85,42% (baik). Aspek-aspek penerapan model *cooperative learning* tipe *two stay two stray* yang skornya rendah pada siklus I dan mengalami peningkatan pada siklus II yaitu: (1) Aspek 1: menyampaikan tujuan dan memotivasi (2,40 menjadi 3,10); (2) aspek 2: menyajikan informasi (1,85 menjadi 3,20); (3) aspek 5: evaluasi (2,70 menjadi 3,50) dan (4) aspek 6: memberikan penghargaan (2,10 menjadi 3,40). Pada siklus I, masing-masing guru yang mengikuti pelatihan belum mencapai kategori baik dalam menerapkan model *cooperative learning* tipe *two stay two stray*; Sedangkan pada siklus II, ada 3 orang guru mendapatkan kategori amat baik dan 7 orang guru kategori baik. Artinya tindakan dikatakan berhasil setelah dilaksanakan siklus II. Berdasarkan hasil penelitian, nampak bahwa rata-rata persentase keterampilan guru dalam merencanakan dan menerapkan model *cooperative learning* tipe *two stay two stray* (penyusunan RPP dan pelaksanaan pembelajaran di kelas) pada pra siklus sebesar 41,07% dengan kategori amat kurang, pada siklus I sebesar 80,64% dengan kategori baik dan pada siklus II sebesar 92,10% dengan kategori amat baik. Kesimpulan penelitian adalah pelatihan berbasis simulasi dapat meningkatkan keterampilan guru matematika menerapkan model *cooperative learning* tipe *two stay two stray* di SMA se kecamatan Lolofitu Moi dan Mandrehe Kabupaten Nias Barat. Disarankan supaya supervisi kelompok melalui pelatihan berbasis simulasi digunakan untuk pembinaan guru dan model *cooperative learning* tipe *two stay two stray* digunakan guru matematika dalam kegiatan pembelajaran.