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IMPLEMENTATION OF THE TWO STAY TWO STRAY MODEL TO INCREASE SOCIAL STUDIES LEARNING OUTCOMES

Kustanto¹¹ SD Larangankulon, Wonosobo¹ kustanto397@gmail.com

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Abstract

This study examines how effective the application of the Two stay Two Stray model is in increasing social studies learning outcomes in grade IV public elementary school 2 Pungan. This research uses a type of classroom action research where two cycles will be carried out, each cycle consisting of two meetings. The subjects in this study were all 14 students of class IV. Sources of data in the study were obtained from the learning outcomes of 14 students, there were 9 students who had not yet mastered the teaching criteria and 5 students had achieved mastery. Data collection techniques were obtained from the results of observations at each meeting and the administration of written tests. The research procedure consists of problem identification, problem analysis, preparation of action plans, implementation of observations, and preparation of a final report. This research will be carried out in two cycles. In each cycle, two meetings are held which describe the action, action planning, implementation of observation, analysis and reflection at the end of each meeting. Based on data on social studies learning outcomes, class IV students have experienced an average increase starting from before being given treatment (pre-action), cycle I, and cycle 2. The average score before being given treatment using the two stay two stray learning model is 59.3, after given learning improvement treatment in cycle 1 the average was 71.3 and 87.7 in cycle 2 with KKM 70.

Keywords: *Two Stay Two Stray Model, Social Science Learning Outcomes***Abstrak**

Penelitian ini mengkaji tentang seberapa efektif penerapan model Two stay Two Stray terhadap peningkatan hasil pembelajaran IPS pada kelas IV sekolah dasar negeri 2 Pungan. Penelitian ini menggunakan jenis penelitian tindakan kelas di mana akan dilaksanakan dua siklus setiap siklus terdiri dari dua pertemuan. Subjek dalam penelitian ini adalah seluruh siswa kelas IV yang berjumlah 14 siswa. Sumber data dalam penelitian diperoleh dari hasil belajar 14 siswa terdapat 9 siswa belum mencapai ketuntasan kriteria mengajar dan 5 siswa sudah mencapai ketuntasan. Teknik pengumpulan data diperoleh dari hasil observasi setiap pertemuan serta pemberian tes tertulis. Prosedur penelitian terdiri dari identifikasi masalah, analisis masalah, penyusunan perencanaan tindakan, implementasi pelaksanaan observasi, dan penyusunan laporan akhir. Penelitian ini akan dilaksanakan dalam dua siklus. Pada setiap siklus dilaksanakan dua pertemuan yang mendeskripsikan tindakan, perencanaan tindakan, implementasi pelaksanaan observasi, analisis serta refleksi di setiap akhir pertemuan. Berdasarkan data hasil belajar IPS siswa kelas IV telah mengalami peningkatan rata-rata mulai dari sebelum diberikan perlakuan (Pra tindakan), siklus I, dan siklus 2. Rata-rata nilai sebelum diberikan perlakuan dengan menggunakan model pembelajaran two stay two stray adalah 59,3, setelah diberikan perlakuan perbaikan pembelajaran pada siklus 1 rata-ratanya menjadi 71,3 dan 87,7 pada siklus 2 dengan KKM 70.

Kata Kunci: *Model Two Stay Two Stray, Hasil Belajar IPS*

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INTRODUCTION

Social Science Problems is one of the subjects given in Elementary School. The social sciences taught in elementary schools consist of two main studies, namely social knowledge which covers the social environment of geography, economics and government. Teaching social knowledge in elementary schools functions to develop basic knowledge and skills to see the realities faced by students in everyday life. In response to this, it can be seen that the material content in social studies learning contains a lot of theories in which students are required to memorize and understand the theory (Elizabeth G. Cohen dkk, 2004). Therefore an alternative is needed that can help students understand the concept of social studies learning. (Slameto, 2010) revealed that there are several factors that can influence student learning outcomes such as learning motivation, interest in learning, physical conditions and others that come from the environment or with special learning infrastructure.

The learning model used by the teacher can also affect students' understanding of concepts and will have an impact on learning outcomes. Learning conditions can certainly affect learning outcomes, so a conducive learning environment is needed in which the teacher must package the learning as well as possible to increase student attention so they can concentrate on the learning being delivered. The cooperative model is a model designed to demand the active role of students in constructing their knowledge through cooperation with the help of other students, whether in large groups, small groups, or pairs (Widiantara, 2014). Thus, in this case it can be interpreted that cooperative learning is known as small group learning that can be integrated into normal schools as an intermediary to teach science without disturbing regular class schedules and routines. In cooperative learning the students interact face-to-face and will be close together with members of their group. This learning is one of the methods that teachers can use to teach their students in the form of small groups and in the small group each student learns each other, so that through the small group the transfer of knowledge can occur well (Pranata, 2016). From these two statements can be synthesized that cooperative learning is a form of learning approach that embraces the system of student cooperation either in the form of large groups, small groups, or pairs to achieve predetermined learning objectives. The cooperative model consists of many types, one of them is the cooperative model of group investigation type that the researcher will use to carry out this research. The implementation of cooperative learning in the classroom should be used to deal with and solve problems related to the complexities of everyday life (Miitchell., 2008).

Based on the results of observations related to student social studies learning outcomes, it is still low, it is possible that this is influenced by several factors. Based on observations it was found that teachers prefer to use learning models that are less varied so that students' interest in learning becomes less, and many students become passive when learning takes place. The results of the evaluation test also found that 9 out of 14 students were categorized as incomplete while 5 students had completed. The number of students who have not completed is more than the number of students who have completed it, so it is necessary to make improvements to learning which can affect the increase in the average score of social studies learning outcomes. To overcome this, researchers seek to choose to apply the right learning model where students can be active during learning. One learning model that supports student

learning activities is the Two Stay Two Stray (TSTS) cooperative learning model. The Two Stay Two Stray learning model or Two Stay Two Guests, is a learning model that provides opportunities for groups to share results and information with other groups (Robert E Slavin, 2010). This is done by visiting each other or visiting groups to share information.

METHOD

The classroom action research model According to Arikunto, Suhardjono, and Supardi "Broadly speaking, there are four stages that are commonly passed, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection" (2010: 16) . This classroom action research procedure follows the action research model according to (Arikunto, 2010) which consists of four stages, namely planning, implementing, observing, and reflecting. The following is a chart of the stages of action research according to Arikunto, Suhardjono, and Supardi:

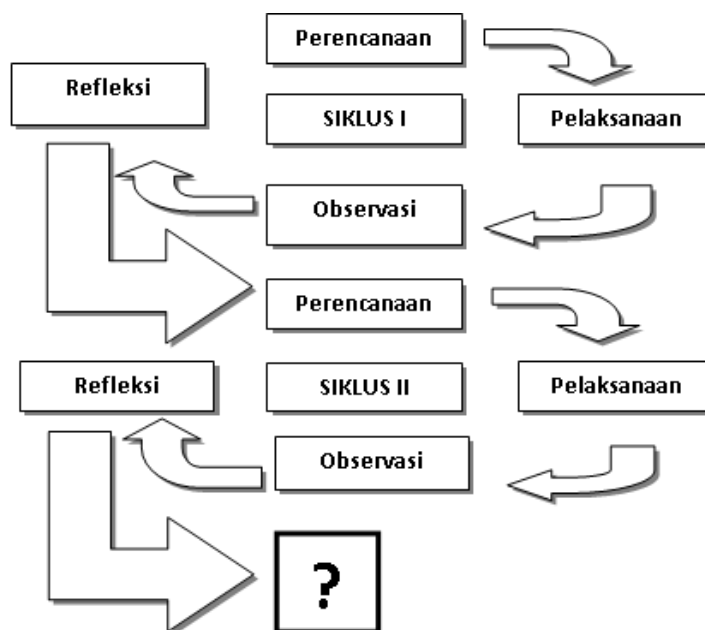


Figure 1. Class Action Research Procedures

This study uses a descriptive quantitative approach to the type of classroom action research. This research will be carried out in 2 cycles, in each cycle consisting of planning, implementation, observation and reflection. The research will be carried out for four months at SD Negeri Pungan, Mojotengah District, Woonosobo Regency in the first semester. The population of this study were fourth grade students, amounting to 14 students. The research variable consists of two variables, the independent variable in this study is the two stay two stray model while the dependent variable is social studies learning outcomes. The technique to be used in this research is test and observation.

The form of the test used is in the form of a written test covering limited fields and descriptions. The instrument used for observation observes the behavior of students and teachers during the learning process. The validity is obtained from the triangulation technique. The data analysis technique uses descriptive comparative for quantitative data, namely comparing the initial condition test scores, the test scores after the first cycle and the test scores after the second cycle. As for the qualitative data, it was analyzed using a qualitative descriptive

analysis based on the results of observations and reflections from each cycle. The performance indicator of this research is at least 90% of the planned learning scheme has been implemented.

RESULTS AND DISCUSSION

Results

Research conducted by applying the two stay two stray model in improving social studies learning outcomes was carried out in 2 cycles. Each cycle consists of 2 meetings, with a time allocation of 2 x 35 minutes for each meeting. The following is the average data from observations of teachers regarding the application of the two stay two stray model in social studies learning for teachers and students in cycles I and II.

Table 1. Comparison of the Application of the Two Stay Two Stray Model to Teachers

	Cycle I	Cycle II
Average	70	85,7
%	70	95,2

Based on table 1 it can be concluded that the application of the two stay two stray model in Social Studies learning towards teachers at each elbow. Based on the data, it can be seen that in cycle I, each meeting got the same average, namely 70%, in other words, there was no increase or decrease.

Table 2. Comparison of the Application of the Two Stay Two Stray Model to Students

	Cycle I	Cycle II
Average	61	85
%	64	95

Based on table 2, it can be concluded that the application of the two stay two stray model in social studies learning for students has increased at each elbow. Based on the data, it can be seen that in cycle II, the average was 85% at the first meeting and 95% at the second meeting with a percentage increase of 10%.

Table 3. Comparison of Student Learning Outcomes in Initial Conditions, Cycles I and II

Tindakan	Average	%	
		Complete	Not Finished
Initial Conditions	57,5	36	64
Cycles I	77,1	71	29
Cycles II	86,8	100	0

Based on table 3 regarding the comparison of student learning outcomes in social studies learning, it can be seen that there was an increase in the percentage of completeness of student learning outcomes in the initial conditions of 57.5% then in cycle I there was an increase in the

percentage of completeness of student learning outcomes by 19.6% to 77.1 %, in the second cycle there was also an increase in the percentage of 9.7% to 86.8%.

Discussion

(Faturrohman, 2015) states that type of cooperative learning model Two Stay Two Stray is by the way students share knowledge and experience with other groups, two students visit other groups and two other students on duty to receive guests two people from another group, then two guests back to original group for match the answers. In line with the opinion above according to (Hasmyati, 2018) argues that the Two Stay Two Stray learning model is one of the learning models which gives opportunity to the group shares the results of work and information from the group you live to students who served as guests to discuss the material discussed. Research conducted by (Agustiawan, 2019) stated that apply thematic learning with the Two Stay Two Stray model well capable of being used alternative in increasing activity learning and student learning outcomes. Matter is indicated by the average value. Results of research by (Misayani, 2015) argued that the application of the model Two Stay Two Stray can Improve Understanding Lesson Angle Measurement Mathematics for Class IV SD Negeri 03 Merigi Kepahiang Regency. From the results analysts found that learning outcomes students experienced an increase from cycle I until cycle III that is, cycle I (35%), cycle II (75%), cycle III (95%).

The results of the comparative analysis show that the integrity of student learning increases from pre-cycle to cycle II. The learning outcomes for the initial conditions or pre-circulation conditions show that the students' mastery reaches 36%, because in learning the teacher still uses traditional learning methods, namely lecturing and continuing homework. This situation does not meet the social studies learning objectives. The purpose of social studies education is to educate and provide basic skills for self-development according to students' talents, interests, abilities and environment, as well as provide various requirements for students to continue to higher education. (Triyanto, 2010). The Two Stay Two Stray learning model is a learning model that provides opportunities for groups to share results and information with other groups (Kagan, 1992).

Two-stay and two-level cooperative learning is used to overcome the boredom of group members, because teachers usually form groups for a long time. Two lives and two streams allow students to interact with other group members (Robert E Slavin, 2010). According to (Lie, 2008), the advantages of groups of four are that groups are easy to split into pairs, more ideas can be generated, more assignments can be completed, and easily monitored by the teacher.

After the action was taken, namely applying the TSTS learning model, it was seen that student learning outcomes increased by 62% from pre-cycle conditions to cycle I, namely mastery increased from 36% (pre-cycle conditions) to 80% (cycle I conditions). condition), although the completeness of student learning outcomes has increased, these results cannot be said to be successful because the completeness of cycle I is still below the specified success indicator, namely 90% of student scores above the KKM ($KKM \geq 70$), so action is needed. will be carried out in cycle II.

CONCLUSION

The research that has been completed and it can be concluded that the application of the Dual Residence, Dual Stream (TSTS) model can improve social studies learning outcomes for students of class IV Semester I SD Negeri 2 Pungan, Mojotengah District, Wonosobo Regency. From the learning outcomes of cycle I and cycle II, it is clear that the increase in student learning outcomes. In the initial conditions, the level of completeness of student learning outcomes was 36%, while the completeness of learning outcomes in cycle I increased to 71% which means 35% higher than the initial conditions compared to the initial conditions. first cycle. Then cycle II increased again with 100% completeness, meaning that from cycle I to cycle II the mastery of learning outcomes increased 29%. This may be caused by several influencing factors other than the factors included in the study. With the advantages of the TSTS model it improves social studies learning outcomes for fourth grade students..

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Based on the conclusion there are several suggestions that the author can convey:

1. Teachers as science facilitators are able to provide interesting activities for students.
2. Collaboration among physics teachers is needed to optimize students' ability to learn physics. This collaboration is a way to share teaching experiences based on the learning strategies, methods and learning media each uses.
3. Teachers should be able to discover students' interest in learning physics as early as possible, which is the first step to promote and improve students' learning outcomes

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