

IMPROVING LEARNING OUTCOMES THROUGH *TWO STAY TWO STRAY COOPERATIVE LEARNING*

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ABSTRACT

The main challenge of this research is how to use the Type Two Stay Two Stray cooperative learning approach with a total of 28 students—14 boys and 14 girls in SD Plus Al-Ashri to improve learning outcomes. Four meetings were held during each of the two research cycles this was conducted. Observation sheets and academic achievement tests were used to obtain data. Quantitative and qualitative analysis of collected data. The results showed that quantitatively the learning outcomes of had increased, namely the average score of student learning outcomes in cycle I was 57.92 , and the percentage of students in the high category was 7.14%, while the average score was 7.14%. Student learning outcomes in cycle II amounted to 80.53, the high proportion of sub-students was 35.71%. In cycle I there were 7 students or 25% in the complete category and 21 students or 75% in the incomplete category, while in cycle II there were 27 students or 96.42% in the complete category and 1 student or 3.57% in the complete category. incomplete category implies an increase from period I to period II. Qualitatively, during the learning process, the enthusiasm of students to listen to lectures, the enthusiasm to pay attention to the teacher's explanation, the enthusiasm to ask questions, and their active role in the learning process when completing homework in groups experienced changes. The increase in the first cycle was 36.80 %, and the increase in the second cycle was 40.68%. Based on the results of the analysis it can be concluded that the learning outcomes of students at SD Plus Al-Ashri can be improved by using the Type *Two Stay Two Stray* (TSTS) cooperative learning model.

Keywords: Learning Outcomes , *Two Stay Two Stray* Model .

INTRODUCTION

The quality of human resources is highly dependent on formal education factors. In the world of education, the learning process plays a very important role, namely determining the realization of learning objectives, especially the realization of learning objectives, such as Article 3 of the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (2003). : 7) namely the function and objectives of national education;

"Building capabilities and forming dignified national character and civilization in the framework of education for the life of the nation, aims to shape students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens democratic and responsible state".

Efforts to achieve the educational goals mentioned above are achieved through the free education policy of the local government. This is so that all educational activities do not burden students. The same nine-year compulsory education allows all children of primary school age to attend school for free, even though there are still children of primary school age who do not attend school because: they are lazy to go to school, they help their parents earn a living, etc.

The actual learning process in schools must be able to achieve the learning objectives as well as possible. The teacher does not only explain the material (lecture) orally without students actively participating in the learning process, making students feel bored and lazy to follow the lesson. Such a situation will certainly have an impact on low learning activity in subsequent lessons and student learning outcomes.

Based on an initial survey in SD Plus Al-Ashri, the teacher's teaching process and style in learning is directed at mastering teaching material. This explains the problems faced by SD Plus Al-Ashri students specifically for subjects. Based on the results of an interview with one of the teachers with the initials (S) in class IV SD Plus Al-Ashri, the negative impact was that the mastery of the concept on the Formative test on Globalization material classically got an average grade of 57.8 with only 5 students out of 28 who completed it. Students with a minimum student learning completeness criterion of 65. The learning model applied by the teacher in teaching subject matter, especially the concept of Pancasila values, tends to be classical in nature by prioritizing teacher activity so that students listen more to explanations and then take notes. This condition causes students to be less active, and feel bored or tired of attending lessons. This also affected the learning outcomes of for class IV students, namely around 23 students only scored 57.8 below or lower than the KKM standard (Minimum Completeness Criteria), which was 65.

To introduce mastery of global information, the ideal learning process in schools is a learning model that can help students feel happy, easy, and more involved in receiving subject matter. Cooperative learning is a teaching method that can be used with students in learning. Activities that involve group work are prioritized in the cooperative learning model, as stated by Isjoni (2010: 13) that:

"In learning, students are often faced with practice questions or problem solving - so this mode can become an important part of their daily lives. Cooperative learning goes well because students can work together and help each other overcome the tasks they face. The application of cooperative learning promises that the concept of global citizenship can be embraced optimally by students in the form of knowledge transfer between teachers and students. The

application of cooperative learning in learning aims to optimize the learning process so that it can improve student learning outcomes.

Teachers can use the Type Two Stay Two Stray model to help children develop cooperative and team-based learning in their lessons, then to ensure that every student participates and understands the lesson, students are encouraged to work collaboratively in groups on the subject of. Students are encouraged to leave their groups to discuss with each other and then return to their groups when they have studied enough to discuss.

In learning, it is estimated that the transfer of knowledge from teachers and students will be carried out through the Two Stay Two Stray type. The use of this model is considered very relevant to improve student performance and learning outcomes by enabling students to work together to solve problems. Compared to classical learning models, such as lectures and question and answer or the teacher simply gives flexibility to students to read the subject matter themselves, the *Type Two Stay Two Stray learning model* can be more effective, because it requires students to be active in following the lesson. However, students should have the motivation to participate in learning so that they can be active in collaborating. Students should not leave assignments to their friends while they are passive, so that the essence of *Two Stay Two Stray learning* is not optimally achieved as an effort to improve the quality of learning.

Based on the description above, the authors are interested in conducting classroom action research with the title "Improving Learning Outcomes Through the Two Stay Two Stray Cooperative Learning Model" for students at SD Plus Al-Ashri.

METHODS

The method of writing this scientific article is a qualitative method and a quantitative method. This research is a class action research (classroom *action research*). Arikunto (2008: 3) argues that "classroom action research" is an examination of learning activities in the form of actions, which are deliberately raised and occur in a class together.

This classroom action research is structured as a series of cycles, each consisting of four sessions or meetings corresponding to one of the four stages of classroom action research: planning, action, observation, and reflection. By utilizing the learning outcomes test, data is collected. The data was collected using learning achievement tests and observation sheets

FINDINGS AND DISCUSSION

Findings

Cycle I

Student Activity

Student activities during study are recorded on the observation sheet. Students are seen participating in learning up to seven different types of learning activities. The student activity can be seen in table 1 below.

Table 1 Frequency Distribution of Student Activity Observations in Cycle I.

No	Observed Indicators	Cycle I								Average (%)
		Frequency				Percentage (%)				
		P. 1	P.2	P.3	P.4	P. 1	P.2	P.3	P.4	
1	2	3	4	5	6	7	8	9	10	11
1.	Students listen to the teacher's explanation (students listen to the teacher's explanation).	8	12	11	15	28.57	42.85	39,28	53,57	41.6
2.	Work in groups of students while sharing information about globalization	9	9	11	12	32,14	32,14	39,28	42.85	36,6
3.	Students who record or copy what other groups explain.	10	11	12	14	35,71	39,28	42.85	50	41.96
4.	Students who answer questions (Answer the questions asked).	10	10	12	10	35,71	35,71	42.85	35,71	37,49
5.	Students submit responses (Students deny and provide alternative answers with their own reasons.	8	9	12	15	28.57	32,14	42.85	53,57	39,28
6.	Teachers are required to guide students who complete LKS.	10	14	8	14	35,71	50	28.57	50	41.07
7.	Students carry out other activities (playing games, going in and out of class, making noise, doing other assignments, etc.) when subject matter is given and when doing homework	8	5	4	5	28.57	17.85	14,28	17.85	19.63

Source: Processed from the results of observations of student activity cycle I

As shown in table 1, the activities seen in this study were focused on seven different possibilities. Observation sheets must be completed to calculate the proportion of these activities. Meetings 1,2,3,4 marked the beginning of the implementation of the first cycle, and there were still some problems, especially when dealing with children. What stood out was that the number of students who answered and gave responses was still quite lacking. The researcher observed that students who paid attention to the teacher's explanation were still far fewer than the number of students in the class, even though students who took notes on subject matter showed good cooperation between participants. Other responses noted that their demeanor was passive and lacking in encouragement, which resulted in a rowdy classroom atmosphere, especially with children sitting at the back and those playing and pacing without reassuring their peers, and back and forth Students who annoy their peers with back and forth. Play. In addition, some students talked with group members who were not related to the subject, were not interested in the subject and seemed still confused about the learning model that was applied. The results of this observation indicate that the attitude, attention and enthusiasm of students towards the application of learning methods is still lacking.

Learning outcomes

Learning Outcomes Data for Cycle 1 was obtained by administering the Learning Outcomes test after completing the concept of globalization. Descriptive analysis of learning outcomes for fourth graders of SD Plus Al-Ashri Makassar after applying the Two Stay Two Stray learning model . in the following table 2:

Table 2 Learning Outcomes of Class IV at SD Plus Al-Ashri Makassar in the Final Test of Cycle I

Statistics	Statistical Value
Total students	28
Ideal Score	100
The highest score	80
Lowest Value	20
Score Range	60
Average Score	57,92

Source: Processed from Cycle I test results

If student learning outcomes are averaged, they produce a score of 57 .92, with the largest score obtained based on the evaluation cycle I being 80 and the

lowest score far from the completeness threshold specified for everyone, which is at least 65. As a result, it can be claimed that learning outcomes from the first cycle it remains modest and has not shown any improvement.

Learning achievement is divided into 5 categories according to the categories specified in the final exam of cycle I, and the frequency distribution and percentage of learning achievement of Level IV students is obtained as shown in Table 3 below:

Table 3 Distribution of Frequency and Percentage of Number of Students in Each Category of Learning Outcomes in cycle I

Category	Value Intervals	Frequency	Percentage (%)
Very high	89-100	0	-
Tall	77-88	2	7,14
Currently	65-76	5	17.85
Low	53-64	18	64,28
Very low	< 52	3	10.71
Amount		28	100

Source: Data from cycle I test results

According to the results mentioned above, 10.71% of the 28 study participants scored in the very low category, 64.28% did it in the low category, 17.85% did it in the medium category, and 7.14% scored in the high category. Due to the fact that there are still a large number of students in the medium, low, and very low categories, this study cannot be considered effective.

The distribution, frequency, and percentage of completeness of learning is determined by classifying students' understanding of globalization into complete and incomplete categories, then the distribution, frequency, and percentage of completion, then the distribution, frequency, and percentage of completeness of learning in cycle I can be seen in Table 1 follows

Table 4 Completeness of Students of SD Plus Al-Ashri in cycle I

Category	Score	Cycle I	
		Frequency	Percent (%)
Incomplete	0-64	21	75
Complete	65-100	7	25
Amount		28	100

Source: Data from Cycle I test results

The results above show that in cycle I, the results of learning for students are not yet in the Completed category because there are still many students who are in the incomplete category, and only 7 students complete or around 25%.

Cycle I Reflection

The results of fourth grade students at SD Plus Al-Ashri in cycle I were still low, as evidenced by the table classifying student learning outcomes. The distribution of learning values that fall into the moderate category best describes it. Therefore, reflection will be carried out to find ways to maintain or improve student learning outcomes. This will be done by motivating students to actively participate in activities, increasing their courage to ask questions or provide comments in response to the results of other group discussions, and giving them many opportunities to demonstrate their skills.

The results of the first cycle learning outcomes test showed that 10.71% of students were included in the very low category, 64.28% of students were included in the low category, 17.85% of students were included in the medium category, and 7.14% of students are included in the high category. In cycle I, learning outcomes did not increase. In response to this, class managers pay more attention to increasing student enthusiasm in the learning process in the form of reflection, so as to further improve student learning outcomes.

Improvements have been made in this area in the second cycle, with more emphasis on classroom management, making discussions easier to carry out, and making students who are actively involved in learning better and better. The second cycle of action is:

1. The teacher gives students the opportunity to express their opinions or desires.
2. The teacher reveals students' prior knowledge and keeps track of students' knowledge of the material being taught.
3. The teacher provides feedback or affirmation to students, and responds in a timely manner to students' difficulties and progress in solving problems.
4. The teacher gives students the opportunity to express the concepts they have acquired and design techniques or ways of solving the problems studied.
5. It is more familiar to students to analyze problem solving that occurs and provide real action in dealing with a problem.

Although there are still some students in the moderate category, the learning outcomes for the first cycle show an average score in the high category. Student involvement in the teaching and learning process must be increased in order to further improve learning outcomes.

In this early cycle, there are a number of challenges that must be overcome in order to make progress, such as getting students more involved in the teaching and learning process.

Cycle II

Student Activity

Student enthusiasm in teaching and learning can be seen from the results of observations at each Observator meeting. There are four sessions in the second cycle.

Table 5 Distribution of the frequency of student activities observed in cycle II

No	Observed Indicators	Cycle I								Average (%)
		Frequency				Percentage (%)				
		P. 1	P.2	P.3	P.4	P. 1	P.2	P.3	P.4	
1	2	3	4	5	6	7	8	9	10	11
1.	Students listen to the teacher's explanation (students listen to the teacher's explanation).	10	13	15	27	35,71	46,42	53,57	96,42	58,03
2.	Work in groups of students while sharing information about globalization	9	9	10	15	32,14	32,14	53,57	42,85	40,17
3.	Students who record or copy what other groups explain.	14	11	14	25	50	42,85	42,85	71,42	51,78
4.	Students who answer questions (Answer the questions asked.	12	15	12	20	42,85	53,57	42,85	71,42	52,67
5.	Students submit responses (Students deny and provide alternative answers with their own reasons.	14	12	12	20	50	42,85	42,85	71,42	51,78
6.	Teachers are required to guide students who complete LKS.	6	3	3	2	21,42	10,71	10,71	7,14	12,49
7.	Students carry out other activities (playing games, going in and out of class, making noise, doing other assignments, etc.) when subject matter is given and when doing homework	3	6	3	2	10,71	21,42	10,71	7,14	12,49

Source: Processed from observations of student activity cycle II

According to observations of the actions taken in cycle II, there was a shift in student attitudes, attention, and involvement, but the most obvious difference was the loss of most students who were involved in other activities in class. Student requests for guidance assistance when working on LKS also decreased. Also, those who responded and submitted their answers showed some good progress.

Meanwhile, students who paid attention to the teacher's explanation and took notes also made remarkable progress. The most prominent thing is also shown in the way students work on LKS, which is getting smaller. However, there were some students in one group who were active.

Learning outcomes

learning outcomes data in cycle II were obtained by administering learning outcomes tests after completing the Globalization concept. Descriptive analysis of the results of Class IV SD Plus Al-Ashri Makassar after applying the Cooperative Type *Two Stay Two Stray model* can be seen in table 6 below.

Table 6 Student Learning Outcomes of SD Plus Al-Ashri in the Final Test of Cycle II.

Statistics	Statistical Value
Total students	28
Ideal Score	100
The highest score	100
Lowest Value	60
Score Range	40
Average Score	80.53

Source: Processed from the results of cycle II tests

Judging from the academic achievement of the final exams of cycle II, the learning achievement of students in cycle IV has increased, this can be seen from the increase in student achievement after the evaluation exam with the highest score. 100 students got it, with a minimum score of 60 points, which is close to everyone's full standard of at least 65 points. In addition, the class average value in cycle II also increased by 80 .53. So, it can be said that the learning outcomes of cycle II are very high.

If learning outcomes are grouped into 5 categories according to the specified categories, then the frequency distribution and percentage of learning outcomes for class IV SD Plus Al-Ashri can be obtained. In Cycle II can be seen in Table 7 below. Table 7 Distribution of Frequency and Percentage of Learning Outcomes According to the Second Period Category below.

Table 7 Distribution of Frequency and Percentage of Number of Students in Each Category of Learning Outcomes in Cycle II

Category	Value Intervals	Frequency	Percentage (%)
Very high	89-100	10	35,71
Tall	75-88	10	35,71
Currently	65-74	7	25
Low	53-64	1	3.57
Very low	<52	0	0
Amount		28	100

Source: Processed from the results of cycle II tests

According to the statistics above, 27 out of 28 students, or 35.71 percent, belong to the high and very high groups, so it can be concluded that the learning outcomes of cycle II students have increased.

The distribution of the frequency and percentage of completion of learning in cycle II is generated if students' understanding of the idea of globalization is divided into complete and incomplete categories, then the frequency distribution and percentage of completeness of learning in cycle II can be seen in table 8 below:

Table 8 Descriptive learning completeness for fourth grade students of SD Plus Al-Ashri in cycle II

Category	Score	Cycle I	
		Frequency	Percent (%)
Incomplete	0-64	1	3.57
Complete	65-100	27	96.42
Amount		28	100

Source: Processed from the results of cycle II tests

The results above show that cycle II, the results of learning for class IV students are already in the complete category because the number of students who get the complete category is 27 students which, if percentaged is 96.42%.

Cycle II reflection

The learning outcomes of class IV students in cycle II have increased, as evidenced by the table which categorizes the ranking of student learning outcomes. This is distinguished by the distribution of various student learning outcomes in the very high category with an increase in the high and very high categories (35.71%) and the percentage of 25% in the distribution of various student learning outcomes in the medium category. The application of the *Two Stay Two Stray* cooperative learning model in cycle II has shown an increase in learning activities from the first meeting to the fourth meeting in cycle II. However, after cycle II ended, there were still some problems in the learning

process. These problems can be used as a reflection for improvement in cycle II. The following are the problems found during the learning process:

1. One or two students still haven't taken the LKS.
2. Some students still struggle to communicate their ideas about the problem at hand.

The progress made in cycle II overcame various problems that arose in cycle II.

1. Remind each child that working in groups will increase understanding.
2. encourage students to assess how problems are solved, offer practical solutions, express their perspectives, and propose real-world solutions.

Some of the obstacles in Cycle II will be reflected on and emphasis will be placed on teaching students how to be tolerant, responsible, cooperative, and respectful of one another, and encouraging them to participate more actively in the teaching and learning process.

Most of the challenges identified in cycle I could be overcome during cycle II, but they still occur, according to the results of cycle II reflection and after seeing various student deficits and progress.

Looking back at the indicators of success, it can be said that this research was effectively demonstrated when more than 80% of all fourth grade students were included in the complete learning outcomes category (said to have been completed after achieving a minimum completion of 65%), so that this research was completed in cycle II.

CONCLUSION

The distribution of observations of student activities in cycle I with an average of 36.80% to 40.68% in cycle II shows that the use of the Two Stay Two Stray cooperative learning model can increase learning activities for fourth grade students of SD Plus Al-Ashri. The increase in learning outcomes and the average score of learning outcomes in cycle I was 57.92 with 25% completeness, in cycle II it became 80.53% with 96.42% completeness, meaning there was an increase of 22.61% in class IV students SD Plus Al-Ashri.

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