

Implementation of Cooperative Learning Model *Two Stay Two Stray* for Improving Social Science Learning Outcomes of Elementary School Students

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Abstract- Based on the observation which is done by the researcher in the sixth grade of elementary school is the lack of student activity in learning process and the lack of teachers' innovation in selecting and applying teaching learning model. It creates the learning process in less than optimal and the achievement of student learning outcomes have not been achieved with the Minimum Completion Criteria. The alternative problem solving is applying the cooperative learning model two stay two stray. This study used a classroom action research. The research instruments used observation sheets, non-test and questionnaires. The data analysis technique used qualitative and quantitative analysis techniques. The improvement of teachers' activities, students activities, student learning outcomes and student responses of learning process are the results of this learning process. The improvement occurs gradually starting from cycle I to cycle III in very good criteria. Based on the results of this study, it can be concluded that learning process by implementing a cooperative learning model two stay two stray is able to improve teacher and student activities, learning outcomes and student responses in elementary school.

Index Terms- Cooperative learning Two Stay Two Stray, Learning Outcomes, Social Sciences

I. INTRODUCTION

Learning process is one of the main components in education. The learning process has several principles, those are: 1) learning aims to develop student behavior, 2) learning based on specific needs and motivations, 3) learning is carried out by treating, associating relationships, and strengthening, 4) learning emphasizes on critical thinking, understanding and reorganizing the experience, 5) learning requires direct guidance by the teacher and indirect guidance through their own experience, 6) learning is influenced by inside and outside individual factors [4].

Learning outcomes are action patterns, values, understandings, attitudes, appreciation and skills (Agus Suprijono, 2009, p. 5). According to Sudjana [10], learning process has a function in teaching goals. There are several opinions learning process which are divided into three perspectives, those are: 1) learning is a process; 2) learning is an outcome and 3) learning as a function. In this study students are expected to be able to improve the results of their skills in their cognitive affective and psychomotor.

Social Sciences is one of the subjects at the elementary, secondary, senior high school level and bachelor degree which is generally known as "social studies" Sapriya [9]. The scope of social science in elementary schools is only limited by natural phenomena and social problems that can be reached in everyday life. Whereas according to Sapriya (9), argues that social science covers four dimensions, those are: a) the dimension of knowledge, b) the dimensions of skills, the dimensions of values and attitudes, d) action dimension. According to Nasution [6], the purpose of Social Science is to develop the competency of Citizens whether in knowledge, skills, attitudes, and applying knowledge of real studies. Transferring the knowledge and understanding the knowledge to the students about the environment conditions in the form of facts and ideas.

The observation in social science which is done by the researcher in VI B class of Simomulyo VIII state elementary school in Surabaya, showed that between teacher and students face such problem in teaching learning process. The problem comes up from the teacher include: 1) lack of teacher innovation during teaching and learning process and limited time to share some material in the classroom 2) the teacher uses explanation method; 3) teacher center; 4) lack of interaction between students and teachers. The problems arise from students in social science learning process in class VI B of Simomulyo VIII / 497 SDN Surabaya include: 1) students are only as objects in learning activities; 2) students only receive the material which is given by the teacher; 3) students get the lack of focus on receiving the material and do not pay attention to the explanation from the teacher; and 4) students are chatting

with other students.

After reflection on this class, there is a lack of learning outcomes in Social Science which is in analyzing some case in social culture (communication, production and transportation technology) from the old period to the present. The criteria of Minimum Completeness in previous year was 71 and now it increases to 75. Approximately 65 percent of all students or about 25 children score below the KKM and 13 other children get scores above the KKM. From some of the problems described above, the researcher focus on this case especially in low student learning outcomes, low student activities and the lack of learning methods that are implemented by the teacher which have not appropriate yet in social science.

The characteristics building of elementary students are at the concrete operational stage. They need real activities that can be recorded in their memories to achieve certain competencies. This characteristic requires the teachers in applying some attractive methods in their teaching learning process. One of an alternative learning model that can help students construct their own learning experiences is cooperative learning models. Many kinds of cooperative learning model can be used in learning process, but this study focus on the cooperative learning “type Two Stay Two Stray” and commonly known as TSTS.

Sanjaya [8] revealed that the cooperative learning model is a series of student learning activities in a particular group to achieve the learning objectives. Cooperative learning is not same with learning in groups [7]. There is a basic element of cooperative learning that distinguishes from group learning that is done carelessly. Implementing the principle of a cooperative learning system correctly will build the students to manage the class effectively. Suprijono [11], states that there are five basic elements in cooperative learning, such as: 1) The principle of positive dependence; 2) Individual responsibility; 3) Face-to-face interactions; 4) Participation and communication; and 5) Evaluation of group discussion.

TSTS cooperative learning model has big aim which the students are asked to work together in finding a concept. The use of the TSTS cooperative learning model will create some students to be active in discussion, question and answer, presentation and also more pay attention in peer disson. In addition, the reason for using the two stay two stray learning model is because there is a clear division of group work for each group member, students can work with their friends, impolite students during the teaching and learning process.

Based on the description above, the researcher conducted classroom action research entitle " Implementation of Cooperative Learning Model *Two Stay Two Stray* for Improving Social Science Learning Outcomes of Students in Elementary School". The researchers try to change the old tradition toward a newest method, conducive, active and communicative method.

The purpose of this study is to determine the teachers' activities in implementing cooperative learning model two stay two stray on social science in sixth grade of Simomulyo VIII state elementary school Surabaya and to find out the improvement of student learning outcomes in the application of a cooperative model type two stay two stray on social studies, to describe the response of cooperative learning model two stay two stray on social science.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

This study used a classroom action research (CAR) which used 3 cycles models. According to Kemmis and Mc. Taggart [1], the implementation of CAR involves three steps, those are: a) planning, b) actions and observations (acting and observing), c) reflecting. The subject of this study were 38 students of 6th grade in Simomulyo VIII state elementary school. They are 18 male students and 20 female students. This class action research will be conducted at 6th grade in Simomulyo VIII state elementary school in social science.

The data of this study is taken from teacher activity, student activity, student learning outcomes and student response during the learning process. Data collection techniques in this study are, 1) Observation of teacher and student activities; 2) Questionnaire which is given as a qualitative evaluation for student responses in cooperative learning models two stay two stray; 3) Test. The instruments used in this study are, 1) teacher activity observation sheet; 2) student activity observation sheet; 3) questionnaire sheet; 4) Test. Data Analysis Techniques in this study used: (1) Observation Analysis after obtaining teacher activity during learning process and student learning activities, then the data was analyzed. (2) Test Analysis use the the percentage of students' achievement in mastering the concept. Assessment of student learning completeness in learning. (3) Analysis of student responses to the learning process.

III. FINDINGS AND DISCUSSIONS

In this part, this study will be analyzed about the improvement of teacher activity, student activities, learning outcomes and student responses in learning in cycles I, II and III by using slide show media. From the description above, it can be explained in further steps, as follow:

Teacher Activity

This is a comparison table of student activities that occurs between cycle I, cycle II and cycle III.

Tabel 1. Comparison of Student Activity on Cycle I, Cycle II and Cycle III

Increasing aspect	cycle I	cycle II	cycle III	Criteria
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The average of teacher activity	76,38%	81,94%	84,72%	Increase
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The following is a comparison diagram of student activity that occurs between cycle I, II, III

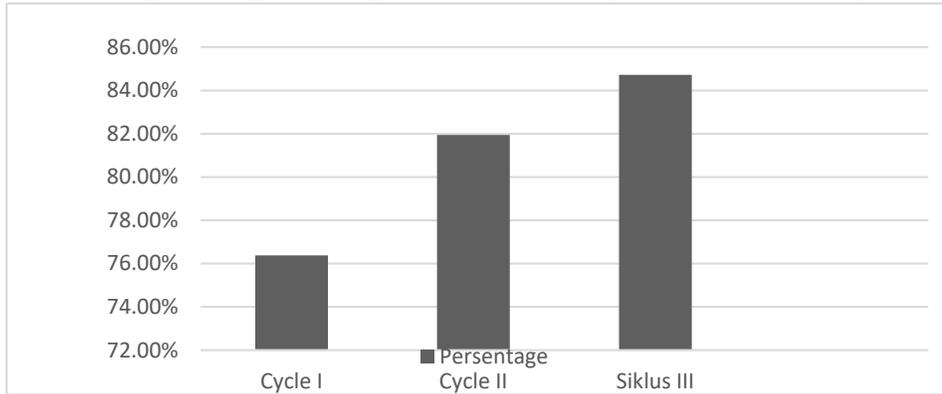


Diagram 1. Data result of teacher activity in social science based on the implementation of cooperative learning *Two Stay Two Stray*

From the table and diagram above, it can be seen that the teacher's ability has increased from cycle I, cycle II and cycle III. This research showed that the implementation of social science by applying a cooperative model two stay two stray can be implemented by the teacher. The average percentage of teacher activity in social science activities uses media time line charts which increased from the first cycle of 76.38% to 81.94% during the implementation of the second cycle of learning and 84.72% in the third cycle. The improvement of teacher activity is carried out for the reflections which is done after implementation and observation in the first cycle and second cycle.

In the first cycle the teacher's activity has not yet reached the research indicator, after reflection is done for reviewing teachers' activities, the researcher continued this activity to next cycle, it is cycle II. After learning activities in the second cycle, it turns out that the teacher's activity has reached the indicator successfully, but the researcher continued to cycle III to check the validity of the model and it is proven that in the third cycle, it still reaches the indicator and increased in percentage.

Student Activity

This is a comparison table of student activities that occurs between cycle I, cycle II and cycle III.

Tabel 2. Comparison of Student Activity on Cycle I, Cycle II and Cycle III

Increasing Aspect	Cycle I	Cycle II	Cycle III	Criteria
The average of student activity	80,50%	83,33%	84,72%	Increase

The following is a comparison diagram of student activity that occurs between cycle I, II, III

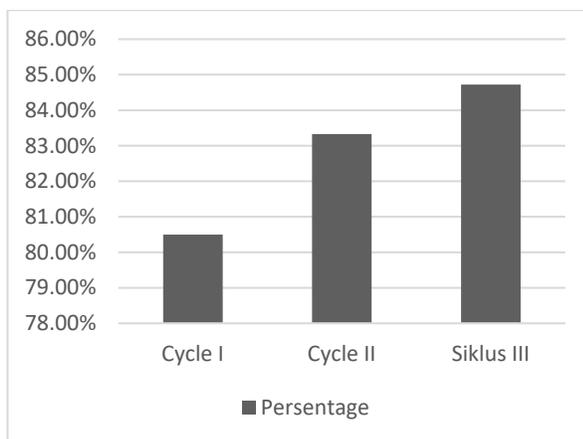


Diagram 2. Data result of teacher activity in social science based on the implementation of cooperative learning *Two Stay Two Stray*

The diagram above showed that the implementation of social science by applying the cooperative learning model two stay two stray can be implemented by the teacher. The Percentage of student activity in social science activities using media timeline charts increased from cycle I increased by 80.50% to 83.33% in cycle II and increased by 84.72% in cycle III.

The implementation of social science by applying the cooperative learning model two stay two stray in cycle I has reached the indicator. However, the students' obstacle has never had such discussions in two stay to stray, so students are still confused in carrying out each stage in this learning process. In the second cycle, the percentage of student activity has exceeded the research indicators. The same thing was found in the implementation of the third cycle which is the increasing of students' activity. This is in accordance with the statement of Suprijono [11]"by using TSTS learning model, students will also be actively involved, so that it will give the motivation to students' enthusiasm in learning process (active).

Student learning outcomes

This is the comparison of students' average score and the completeness of learning outcome in cycle I, II, III.

Tabel 3. The comparison of stuents' cognitive outcomes in cycle I, II, and III

Increasing aspect	cycle I	cycle II	cycle III	criteria
	75%	77,27%	82,60%	Increase

After the data of student completeness is presented in a table, in order to get a clear explanation from cycle I to cycle III is presented in the form of a diagram below:

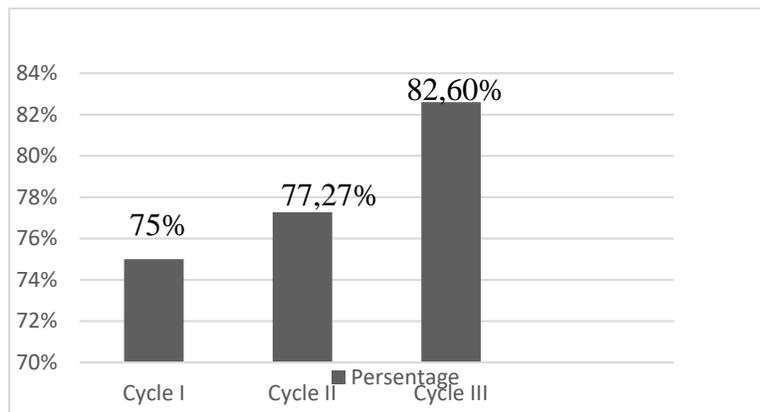


Diagram 3 Data on Classical Learning Completeness in Social Science by implementing *Two Stay Two Stray* cooperative learning model.

Based on the diagram above, the classical completeness of student learning in the first cycle of 75% has not reached the indicator. This research is considered successful if classical completeness has reached 80%. Then a reflection is made to improve the learning process that will be carried out in cycle II. However, in the implementation of the second cycle the classical completeness of student learning was 77.27% and still does not reached the indicator of 80%. In the implementation of the third cycle researchers have reflected on the second cycle to make improvements to the completeness of classical student learning model. The results of the student classical completeness percentage are 82.60% and have reached the indicator that is more or equal to 80%.

The percentage of student increasing learning outcomes and complete the minimum criteria should be more or equal to 80%. This is in line with the opinion of Trianto [12] which states that cooperative learning can improve student academic achievement, acceptance of diversity, and development of social skills.

Student Response

The result of students' response is taken from questionair which filled by the students in every cycle I,II,III and the comparison is shown in the following table:

Tabel 4 The comparison of student response in cycle I,II,III

Increasing aspect	cycle I	cycle II	cycle III	Criteria
Students' response in social science of implementing <i>two stay two stray</i>	82,14%	87,01%	87,57%	Increase

After the data of student completeness is presented in a table, in order to get a clear explanation from cycle I to cycle III is presented in the form of a diagram below:

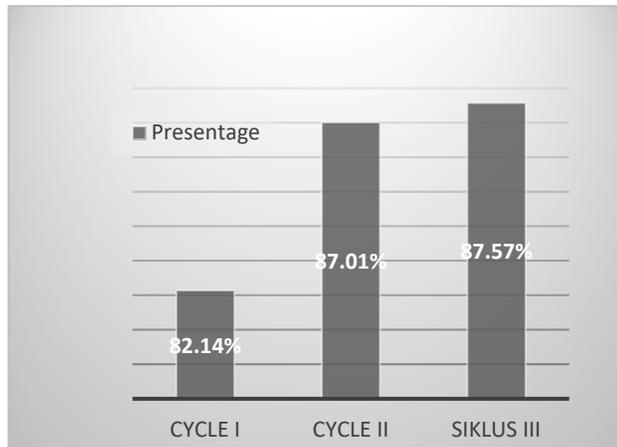


Diagram 4. Data of student response in social science of implementation Two Stay Two Stray

From the tables and diagrams above, it appears that in the first cycle the students' response was still low because the students had never used the time line chart as a learning media. The results of student responses in the first cycle of 82.14% have not reached the expected number of 80%. The response of students in the second cycle increased to 87.01%, showed good improvement and reached the indicators of this study. In the third cycle, there was an increasing result even though it was not significance. The students' response in third cycle is 87.57% and has reached the indicator which is more or equal to 80%.

From the description above showed that the cooperative learning model two stay two stray is easy for students to understand and enjoy to apply the learning material that contains information about facts, times (time) and attitude such as social science in the development of production, communication and transportation technology. In the implementation of the two stay two stray learning model, the results obtained the increasing teacher activity, increasing student activity, improving student learning outcomes and increasing student responses to learning that has been done. This is in line with the opinion of Anita Lie [5] which states that the cooperative learning model type two stay two stray can be applied to all classes / levels; student learning tendencies become more meaningful; more oriented activity; It is expected that students will be brave to express their opinions; student cohesiveness and self-confidence can be improved; students' speaking ability can be improved; increasing students' interest and learning achievement.

The implementation of the cooperative learning model two stay two stray in social science is one of the ways and variations that can be used by teachers to improve student learning outcomes, especially in cognitive competencies. In this research, it is not only focused on the improvement of children's learning outcomes in cognitive competencies but also it includes other observations, that is skills and attitude competencies

IV. CONCLUSIONS

Based on the results of this study, the implementation of social science by implementing cooperative learning models of two stay two stray in 6th grade students of Simomulyo VIII state elementary school Surabaya, can be summarized as follows: 1) the average result of teacher activity can be concluded that the implementation of social science by implementing cooperative learning model two stay two stray has increased from cycle I to cycle III; 2) the average results of student activities get the increasing from cycle I, cycle II, to cycle III; 3) the implementation of cooperative learning model two stay two stray in social science also improves student learning outcomes, this can be seen from the percentage of classical completeness in cycle I to cycle III; 4) the results of student responses can be seen in the questionnaire of cooperative learning models two stay two stray in social science. The implementation of this learning model create students' interesting and decrease a difficulty learning problem in social science.

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