

Application of the Two Stay Two Stray Learning Model in Improving Indonesian Language Learning Outcomes in Elementary Schools

Firman¹, Nurul Aswar², Sukmawaty³, Mirnawati⁴, Sukirman⁵

^{1,2,3,4,5} Institut Agama Islam Negeri Palopo, Indonesia

firmen_999@iainpalopo.ac.id

Abstract

This study aims to determine the application of the Two Stay Two Stray learning model in improving Indonesian learning outcomes in grade V SDN 24 Temmalebba, Bara District, Palopo City. The research method applied was Classroom Action Research (CAR), with two cycles carried out in three actions. Furthermore, the results obtained by the students after implementing the guided writing strategy in cycle I were not yet complete, so it was deemed necessary to carry out further actions, namely, cycle II. Furthermore, in cycle II the skills of children in Indonesian language lessons increased significantly; the average score of students was 80. The results showed an increase in Indonesian learning outcomes.

Keywords: *learning model, two stay two stray, learning outcomes*

Introduction

Learning activities in the classroom are a communication process between teachers and students or lecturers and students to exchange ideas in developing ideas (Lanani, 2013). Students need something that allows them to communicate well with teachers, friends, and their environment. In communication, deviations often occur, so that communication is not effective and efficient. It is caused by students' unpreparedness, lack of interest, and motivation (Shaleh, 2020). Therefore, applying an appropriate learning model is an effort to optimize the learning process to achieve the learning objectives formulated (Rismayani, 2013).

Various kinds of active learning models can be applied in the learning process. One model that can be applied is the Two Stay Two Stray. The Two Stay Two Stray model is a learning model in group discussions, where each group consists of four people. Two people act as hosts to convey information to their guests, and two people as guests in other groups to seek information and relay information discussed from other groups to their respective groups.

According to Huda (2014: 207), the Two Stay Two Stray learning model can be used in all subjects and for all students' age levels. This model allows each group to share information with other groups. The Two Stay Two Stray method is a group learning system to work together, be responsible, help each other solve problems, and encourage each other to achieve. This method also trains students to socialize well

Individual activities still characterize the process of learning Indonesian in elementary schools. Students work alone and do not want to share knowledge with other students. However, in life outside of school, humans share and help each other. It results in low student motivation and learning outcomes. In addition, the motivation and learning outcomes of elementary school students in Indonesian lessons are still low because teachers in learning have

not applied varied learning models (Nurhamsih, Firman, Mirnawati, & Sukirman, 2019; Indah & Ramadhana, 2020). Learning that involves between teachers and students and between students and students has not been implemented. Learning is still centered on the teacher. Learning like this makes students less motivated to carry out learning.

Schools' programs or activities must be implemented attractively to motivate students to study the subject matter more deeply. To create a compelling and exciting learning activity process, teachers need to have mastery of the substance or subject matter and select and apply learning models. In the learning process, several teaching models can be used by teachers in improving student learning outcomes, one of which is the Two Stay Two Stray model.

Two Stay Two Stray Learning Model

A learning model is a form of the method used by teachers to deliver lessons to students. The learning model can be interpreted as a form of the method used by teachers in making relationships with students during learning. Thus, the learning model is a tool for creating a learning process. The teacher needs the learning model in learning activities, with varying applications according to the objectives. Mastering the learning model is necessary because a teacher will not teach well if he does not master the learning models properly.

The Two Stay Two Stray Model is a learning model in the form of group discussions. This discussion method is quite popular and is often used by teachers in the learning process. This discussion method is an activity that allows students to seek information, exchange information, opinions, questions, and answers, and experience elements regularly and does not involve much teacher direction.

The Two Stay Two Stray type of cooperative learning model was developed by Spencer Kagan (1990). This model can be combined with the numbered head technique and allows each group to share information with other groups. According to Suprijono (2010: 93), the Two Stay Two Stray model or two, only two guests. Learning with this model begins with the division of groups. After the group is formed, the teacher gives assignments to students in the form of problems they have to discuss. After the group discussion is over, two people from each group visit the other group. Group members who do not receive guest assignments have the task of receiving guests from other groups. They must present the results of their group work to guests who come. Two people serving as guests are assigned to visit all groups. When they have finished carrying out their duties, they return to the original group. Students who served as guests return to the original group and report what they find from the other groups and share what they get in each group

According to Berdiati (2010: 92), the Two Stay Two Stray learning model is cooperative learning that provides students with experiences to share knowledge with their group and other groups. In group discussions, students must play an active role in solving a problem together with their group of friends. After that, the group discussion results will be matched with the answers from other groups obtained from their two friends who visited the other group.

According to Hanafian & Suhana (2012: 56), the Two stay two stray learning model provides an opportunity for groups to develop information results with other groups. The group's division is carried out heterogeneously so that group members can complement each other's shortcomings.

The Steps of the Two Stay Two Stray Learning Model

The steps of the Two Stay Two Stray Learning Model, according to Sani (2014: 140), are as follows:

- 1) Students work together in groups of four.
- 2) When finished, two people each become guests in the other group.
- 3) Two people living in the group are tasked with sharing the work and information with their guests.
- 4) Guests excused themselves and returned to their group, and reported their findings from the other groups
- 5) Groups match and discuss the results of their work.
- 6) Then the teacher checks the students' understanding after discussing the Two Stay Two Stray model.

Benefits of the Two Stay Two Stray Model

According to Warsono and Hariyanto in Ahmad Tangguh Putra Nursetaji, the application of cooperative learning techniques with the Two Stay Two Stray model provides benefits to improve the quality of learning outcomes and academic achievement, improve students' memory abilities, increase student satisfaction with their learning experiences, help develop communication and social skills, provide motivation to students to learn learning materials better, increase student self-confidence, help improve positive relationships between ethnicities and races. (Tyranny: 2012)

Learning Outcomes

According to Mulyasa (2008). learning outcomes are overall student achievement which is an indicator of competence and behavior change (Aswar, 2012). Furthermore, Purwanto (2011: 46) adds that learning outcomes are changes in behavior that occur in students after participating in learning following educational goals in the cognitive, affective, and psychomotor domains. So, learning outcomes are abilities that students acquire after receiving a learning experience.

Method

This research is Classroom Action Research (CAR). Sources of data in this study consisted of primary data and secondary data. Primary data in this study came from students and teachers. Secondary data were obtained from written data sources in school profiles, teacher data, student data, student grades, and existing facilities and infrastructure in the school that was needed for completeness in the study. This research was conducted in grade V of 24 Temmalebba Public Elementary School (SDN), Bara District, Palopo City. The research instruments used in this classroom action research were lesson plans, observation sheets, and tests. Observation data were analyzed qualitatively, while student learning outcomes were analyzed quantitatively by using descriptive data analysis. The implementation of this classroom action research consisted of two cycles

Results

Initial Condition Description

The learning achievement of Indonesian students in grade V SDN 24 Temmalebba, Bara District, Palopo City is still low. This low achievement is caused by teachers who still use

traditional methods dominated by lectures and assignments to students. As a result, students become less enthusiastic about learning, bored, and a feeling of indifference grows. For this reason, it encourages researchers to research by applying the Two Stay Two Stray learning model in improving Indonesian learning outcomes for fifth-grade students of SDN 24 Temmalebba.

The results of the evaluation of cycle I, the average value of student learning outcomes in grade V SDN 24 Temmalebba, Bara District, Palopo City is obtained by the formula: $= 44. \frac{1.190}{27}$

The average score of students before using the Two Stay Two Stray model in the pre-cycle is 44. For this reason, it encourages researchers to research by applying the Two Stay Two stray learning model to improve student learning outcomes in Indonesian.

The students' initial ability scores are grouped into five categories. Based on the results of the scores from the students' initial ability category, it can be seen that of the 27 students who were sampled as well as taking part in the initial test it turned out that 15 students who scored were in the poor category, 11 students who got the score were in enough category, one student who got the score was included in the good. Those who scored were in the very good category, and in the terrible category, there were no students who got this score.

Description of Cycle I

Data from the evaluation results of the cycle I in learning activities based on the results of student scores, the average value of student learning outcomes in grade V SDN 24 Temmalebba, Bara District, Palopo City is obtained by the formula: $= 57 \frac{1550}{27}$

The average score of students using the Two Stay Two Stray learning model in the first cycle was 57. Based on the results of cognitive (evaluation), affective, and psychomotor (observation) scores, it was seen that the class average had an increase. The average achievement or the percentage means that the average achievement score increased from 44 (in pre-cycle) to 57 and completeness from 37.5% to 55%. The individual student achievement scores in the first cycle increased from the 25 students who scored below ≤ 65 to 20 students. However, the data obtained seven students who have not reached the completeness score (work indicators). It means that there are still many students who have not mastered Indonesian. Indicator data for aspects of the teacher's learning process with observation instruments, namely, planning, main activities, and strengthening. The data from the observations in cycle I regarding aspects of the learning process carried out by the teacher have reached the good category for implementation and planning/learning instruments.

a. Observation

As for the description of student activities in cycle I, it was found that from 27 Grade V students of SDN 24 Temmalebba, Bara District, Palopo City, after the Two Stay Two Stray learning model was applied in cycle I, the average student attendance reached 88.88%, students who could express their opinion, comments, and ask questions 35.77%, students who can formulate their opinions with good language and sentences 30.85%, students who are active in solving problems given by the teacher 34.55%, students who do other activities during learning 6.14%, and students who can do the questions and analyze the 53.07%.

b. Reflection

From the class average of the evaluation results 57, there is an increase compared to the average class score of the test results of only 44. However, these results are still less than the

minimum threshold for completeness. It appears that students who have completed (get a grade of 68) only 20 students. It means that students have not been able to master Indonesian language lessons. Cooperative learning is new, the lack of understanding of students in learning / receiving explanations from the teacher, less systematic teachers in-class presentations and discussions, lack of motivation from teachers, and lack of teacher guidance in discussions.

For this reason, in cycle II, it is necessary to fix the weaknesses mentioned above. Some things that must be carried out in cycle II include: giving examples that are familiar to students, presenting not too fast so that discussion guidance should be added. The average percentage of aspects of the teacher's learning process can be categorized as sufficient for implementation and planning. It is shown that more than half of the aspects of the learning process have been mastered by the teacher so that their teaching performance can be categorized as adequate. For this reason, in cycle II the teacher's teaching performance will be better improved by referring to the weaknesses of the teaching performance aspects that have occurred. Weaknesses in cycle I need to be improved by teachers and students to carry out the learning process better in cycle II. The next step is to provide special guidance to students who have difficulty understanding the subject matter and provide more concrete examples.

For this reason, in cycle II the teacher's teaching performance will be better improved by referring to the weaknesses of the teaching performance aspects that have occurred. The weaknesses in cycle I need to be improved by teachers and students to carry out the learning process better in cycle II. The next step is to provide special guidance to students who have difficulty understanding the subject matter and provide more concrete examples. For this reason, in cycle II the teacher's teaching performance will be better improved by referring to the weaknesses of the teaching performance aspects that have occurred. Weaknesses in cycle I need to be improved by teachers and students to carry out the learning process better in cycle II. The next step is to provide special guidance to students who have difficulty understanding the subject matter and provide more concrete examples.

Description of Cycle II

Based on the results of the evaluation cycle II, the average value of the learning outcomes of class V SDN 24 Temmalebba, Bara District, Palopo City is obtained by the formula: $= 80 \cdot \frac{2.185}{27}$

The average score of students using the Two Stay Two Stray learning model in cycle II is 80. Student learning outcomes data show the results of cognitive (evaluation), affective, and psychomotor (observations) scores, and it can be seen that the class average has increased. The average achievement or the percentage means that the average achievement score increased from 57 (in cycle I) to 80. While the learning outcome data shows that the individual student achievement scores have also increased from 7 students who scored below ≤ 68 becomes one student. From the data above, it can be seen that 90% of students have completed. It means that students have mastered Indonesian lessons on "Storytelling the Results of Observations" and have met the work indicators. Indicator data for aspects of the teacher's ability process with observation instruments, namely aspects of the teacher's learning process, including planning, main activities, and stabilization. The observation data in cycle II regarding aspects of the teacher's learning process are already in the good category.

a. Observation

The target of observation of learning improvement in cycle II is the same as the target of observation of learning improvement in cycle I, namely aspects of the learning process carried

out by teachers and student activities in learning activities, namely affective and psychomotor aspects related to Indonesian language learning. Data analysis in cycle II is the same as data analysis in cycle I, the difference lies in the results of the data obtained, both those related to aspects of the learning process carried out by teachers and student activities in Indonesian learning activities in cycle II have changes in improving student learning outcomes Class V SDN 24 Temmalebba, Bara District, Palopo City is better than the evaluation cycle I.

As for the description of student activity in cycle I, it was found that out of 27 Grade V students of SDN 24 Temmalebba, Bara District, Palopo City, after the Two Stay Two Stray learning model was applied in cycle II, the attendance of students averaged 92.59%, students who could express their opinion, comments, and asking questions 41.96%, students who can formulate their opinions with good language and sentences 33.33%, students who are active in solving problems given by the teacher 38.25%, students who do other activities during the learning process 11.11%, and students who can do the questions and analyze them are 58%.

b. Reflection

From an average of 80, the student has mastered the learning, which means that in cycle II, the student achievement scores and the percentage of students have met the work indicators. Meanwhile, of the 27 grade V students of SDN 24 Temmalebba, Bara District, Palopo City, the first semester of the 2019/2020 academic year, 26 students have received achievement scores ≥ 68 , which means that 90% have completed or have met the work indicators of at least 75% of grade V SDN 24 Temmalebba Academic Year 2019/2020 scored with an average achievement of 80 and 90% of grade V students of SDN 24 Temmalebba Semester I of the 2019 Academic Year / 2020 has met the indicators of the Indonesian Language subject cycle II declared achieved. The deficiencies that existed in the previous cycle can be overcome and the results obtained have been achieved and can answer the work indicators that have been set.

The average percentage of aspects of the teacher's learning process can be categorized as good. It is shown that more than half of the aspects of the learning process have been mastered by the teacher. In addition, the teacher's teaching performance is so optimal that its weaknesses are not found.

Discussion

Pre-cycle

From the data obtained in the pre-cycle or tests before implementing the learning model Two Stay Two Stray very low, out of 27 students, only one student got a score of 80, and other students on average only got a score of 44. So, the results obtained in the pre-cycle are still very far from the completeness category and need improvement. For this reason, it encourages researchers to research by applying the Two Stay Two Stray learning model using two stages of the cycle.

Cycle I

In the planning stage, before starting learning, the researcher prepares a learning tool in the form of a lesson plan about telling stories about the results of observations of the subject matter of the environment, observation sheets, test questions, resources, and learning media. Based on the data that has been obtained, the implementation of learning in each cycle varies greatly, especially its weaknesses. In the first cycle, the average class achievement taken from the evaluation score has increased from 44 to 57; individual student achievement has also increased from 25 students who scored ≥ 68 on the test became 19 students, eight students got a complete

score, and from the results of the observations an average of 88.88 for effective and 53.07 for psychomotor. In contrast, the average aspects carried out by the teacher were categorized as sufficient. From these data, it is necessary to improve/improve in cycle II. The teacher's appearance, understanding the material, providing motivation, guiding the implementation of discussions, and understanding the material is the weaknesses in this cycle. It Seeing from the results of student and teacher observations, there are deficiencies, namely the use of media or props related to the Observation Result Storytelling material; therefore, these weaknesses need to be corrected by researchers and students so that in carrying out the learning process better in cycle II and beyond.

Cycle II

In the second cycle, the average class achievement taken from the evaluation score experienced a very significant increase from 57 to 80 individual student achievements; there was also an increase from 19 students who scored below 68 in the first cycle to only one student, from 8 students who got a complete score in the first cycle to 26 students for this cycle. Meanwhile, the observed value increased from 88.88 in the first cycle to 92.59 (affective) and 53.07 in the first cycle to 58 (psychomotor). The teacher's appearance has also increased. The deficiency correction in cycle I become the treatment in this cycle. The predetermined work indicators have been achieved from the description in cycle II, so the fifth-grade students of SDN 24 Temmalebba Semester I of the 2019/2020 academic year have finished learning Storytelling Results of Experiences of Basic Material Environment in Indonesian subjects.

1. Intercycle Discussion

From the description of each cycle, we can conclude that there is an increase in each cycle compared to the previous cycle, both learning achievement as measured through tests and from observations during the activity. The increase between the initial conditions and the first cycle, especially in the average class achievement from 44 to 57, while the average results of the observations in cycle 1 were 88.88 (effective), 53.07 (psychomotor), so it is still far from the target of completeness because for students cooperative learning is a new thing, students are not accustomed to implementing cooperative learning because so far learning has taken place traditionally so that students' courage to speak is still lacking, teachers in this cycle are not yet able to master the learning scenario, which parts should be given reinforcement. There are still many weaknesses/shortcomings in this cycle. Cycle I and II, the evaluation results have started to increase with the average class achievement based on the evaluation results, namely from 57 to 80, while from the average observation results from 88.88 to 92.59 (affective) and from 53.07 to 58 (psychomotor)). At the same time, the aspects of the teacher's appearance from the category were quite good, from 20 students who had finished studying to 26. Because students are increasingly familiar with cooperative learning, group work has seen cohesiveness, the courage of students to express their opinions is good, the teacher has mastered the classroom situation/situation so well, it is proven that the results of the observations have increased. In cycle II, teaching and learning activities have increased significantly.

Based on the evaluation results of pre-cycle, cycle I, and cycle II, students have the following average scores:

- a. Pre-cycle: 44
- b. Cycle I: 57
- c. Cycle II: 80 experienced a very significant increase, and the value was above the predetermined KKM, namely 75.

Therefore, the work indicators that have been determined in improving Indonesian language learning material telling the results of observations through the application of the Two Stay Two Stray learning model in improving Indonesian learning outcomes in class V SDN 24 Temmalebba, Bara City, Palopo District, Semester I of the 2019/2020 school year can be achieved.

Conclusion

Based on the description of the results of the research and discussion, it can be concluded that the application of the Two Stay Two Stray learning model can improve the learning outcomes of the fifth-grade students of SDN 24 Temmalebba, Bara District, Palopo City on Observation Result Storytelling material. It can be seen from the results of the first cycle; the total score was 57, while in the second cycle, the number of student achievements increased to 80 or very good criteria. In addition, there was a significant increase from 57 to 80.

References

- Aswar, N. (2012). Peningkatan Kemampuan Membaca melalui Teknik Ecola (Extending Concept Through Language Activities) Siswa Kelas XII SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar [Masters, PPS]. <http://eprints.unm.ac.id/9378/>
- Berdiati, I. (2010). *Pembelajaran Bahasa Indonesia Berbasis PAKEM (pembelajaran aktif, kreatif, efektif dan menyenangkan)*. Bandung: Segi Asry.
- Huda, M. (2014). *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Indah, O. D., & Ramadhana, M. A. (2020). Students' Response Towards the Improvement of Reading Comprehension Through Herringbone Technique. *Didaktika: Jurnal Kependidikan*, 9(2), 229-238. <https://jurnaldidaktika.org/contents/article/view/32>
- Lanani, K. (2013). Belajar berkomunikasi dan komunikasi untuk belajar dalam pembelajaran matematika. *Infinity journal*, 2(1), 13–25. <https://doi.org/10.22460/infinity.v2i1.p13-25>
- Nurhamsih, N., Firman, F., Mirnawati, M., & Sukirman, S. (2019). Peningkatkan Keterampilan Membaca dan Menulis Permulaan Melalui Penerapan Model Pembelajaran Picture And Picture Pada Siswa Kelas II Sekolah Dasar. *Didaktika: Jurnal Kependidikan*, 8(1), 37-50. Retrieved from <https://jurnaldidaktika.org/contents/article/view/66>
- Rismayani, N. L. (2013). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar PKN Siswa. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 1(2). <https://doi.org/10.23887/jpku.v1i2.405>
- Sani, R. A. (2014). *Inovasi Pembelajaran*. Jakarta: Bumi Aksara.
- Suprijono, A. (2010). *Cooperative Learning*. Yogyakarta: Pustaka Media.