

The Effect of Cooperative Two Stay Two Stray Model on Civics Learning Outcomes of Primary School Students

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Abstract: This study aims to determine the effect of the cooperative model of two stay two stray on the civics learning outcomes of class V of SDN Gugus I Sintoga District, Padang Pariaman regency. This research is a quantitative research with experimental research methods. The sample in this study consisted of experimental research methods. The sample in this study consisted of experimental group with 20 students and control group totaling 20 students with a population of 122 people. The instrument used in collecting data is in the form of tests with multiple choice types. The results of the research that have been analyzed, obtained $t_{count} > t_{table}$ is $3.03 > 1.68159$ with $\alpha = 0.05$ which means H_0 is rejected and H_a is accepted. So that it can be conclude that there is the effect of the cooperative model Two Stay Two Stray (TSTS) on the civics learning outcomes of class V of SDN Gugus 1 Sintoga District, Padang Pariaman Regency.

Keywords: two stay two stray, civics learning, cooperative learning, primary school

I. INTRODUCTION

The goal of national education is realized through the achievement of the goals each learning that is poured thorough the curriculum of each learning (Reinita, 2012). Cooperative-learning is a model learning that trains students to able to cooperate (Nugroho & Edi, 2009). One innovative learning model that can be applied to civics subjects is the cooperative learning model. Cooperative learning model is a learning model that involves student participation in one small group to interact with each other. In the cooperative learning model student learn to cooperate with other members. In this model students have two responsibilities, namely learning for themselves and helping fellow group members to learn.

This type of cooperative model two stay two stray (TSTS) provides an opportunity for groups to share result and information with another group. According to (Muhammad, 2015) model two stay two stray is a group learning system with the aim that student can work together, be responsible, help each other solve problems, and encourage each other to excel, and train students to socialize well. This leaning model is different with other cooperative models, characteristic of TSTS is two people remain in his group and two people seek information from the group others (Rediarta, Sudarma, & Murda, 2014). TSTS gives an opportunity to students to share result and information with other groups. This matter done by visiting each other/ visit between groups to share information.

The two stay two stray type of cooperative learning model is very suitable to be used to create an active, effective and enjoyable learning atmosphere because each student has their own responsibility to be actively involved in the learning process, help each other and share information in solving problems, so that learning became more meaningful and can motivate students to excel in learning. This is in accordance with the opinion of (Huda, 2014) that "Two Stay Two Stray Type

Cooperative Learning model aims that students can work together, be responsible, help each other to excel and train students to socialize well". Citizenship education is a subject that is used as a vehicle to develop and preserve noble values and morals rooted in Indonesian national culture.

Civics learning in elementary schools (SD) concentrates on achieving affective domains or attitudes, regardless of cognitive and psychomotor domain. Civics try to form student to be good citizens. Citizens who are able to apply cultural attitudes and value and national character in their daily lives. So that this model is suitable to be used in citizenship education (PKn) which is an effort to equip students with basic knowledge and abilities relating to the relationship between citizens and the state.

The fact was found in them field during the observation on July 23, 2018 in the fifth grade of SDN 07 Sintoga, which in the learning process of teachers was less varied in using the learning model. Teachers do not actively involve students so that teacher interaction with students is not optimal. In addition, teachers are less able to develop students' abilities in group work to share results and answer information with other groups. This is what causes the majority of students still passive, less interacting so that the low student learning Outcomes especially subjects Citizenship Education.

Underlying this, e Cooperative Two Stay Two Stray type of learning model is suitable for use in PKn learning in Elementary Schools. Through the use of the Two Stay Two Stray type cooperative learning model, learning becomes more meaningful students because this is able motivate students to learn to interact, dare to express opinions, think critically and train students to work together with their friends Based on the description described above, researchers want to conduct further research to find out the effect of using the type Two Stay Two Stray cooperative learning model on student learning outcomes.

II. METHOD

This research is a quantitative research with experimental research methods using quasi experimental design with nonequivalent control group design, namely the design of experiments that use pretest before treatment and posttest after being treated. The population in this study were all fifth-grade students in SDN Gugus I, Sintoga Subdistrict, Padang Pariaman District, which consisted of 4 SDNS totaling 122 students.

The sampling technique in this study uses simple random sampling technique which is part of probability sampling techniques. From 4 elementary schools that researchers took as a population in Cluster 1 of Sintoga Subdistrict, Padang Pariaman Regency, researchers randomly took one elementary school by drawing with the SD provisions being taken into the study sample. Then the sample chosen from this study was the fifth-grade students of SDN 07 Sintoga which consisted of 2 study rooms, namely VA, which amounted to 20 students and VB which amounted to 20 students.

In this study, the researcher used a test instrument, because the researcher measured the dependent variable, namely the results of PKN learning in class V students on the material importance of maintaining the integrity of the NKRI Test questions are made based on the grid that has been determined in advance, then the questions are tested to students outside the sample, namely students who apply as a trial group.

The trial function is to find out whether questions the tests suitable for use. In this study, there are trial was conducted on 30 students in class VI of the first semester of SDN Garegeh. Academic year 2018/2019. The test instrument used in this study is a written test with a number of 30 questions in the form of objective tests with type of multiple-choice test with four alternative answer choices (a, b, c, and d), where the questions are based on the learning indicators given in experimental group.

The results of the trial of the instrument were analyzed to see the validity, reliability. Level JO difficulty, and the power of the different questions Furthermore, based on the results of the trial data obtained, appears. That questions are well used and not, namely as many as 20 questions that are ready to be tested at the pretest (initial test) and posttest (final test) in the study sample. Data analysis of this study is, analysis of test data, analysis of student learning outcomes test data aims to test whether the proposed hypothesis is accepted or rejected. Analyze student learning outcomes data used hypothesis testing using the t test. Before hypothesis testing is carried out, the normality test and homogeneity test are carried out first.

III. RESULT

A. Pretest Data of Experimental Class and Control Class

1. Pretest of Experimental Class Data

Pretest data was obtained through the results of initial tests of students' abilities before being given treatment. The results of the pretest analysis of the experimental class can be seen in the Table 1. Based on the results of data analysis in the table above, it can be seen that the average value of the experimental class

pretest still does not reach KKM. The highest score was obtained by 1 student and the lowest score was also obtained by 1 student. The number of students in the experimental class who reached KKM 5 people, with values was ranging from 70 to 78 and the rest ranging from grades 34 to 69. So, it can be concluded that 15 students or 75% of students in the experimental class did not reach KKM at the pretest.

Table 1
Pretest Result of Experimental Class

	Pretest Experimental Class
N	20
Maximum Value	80
Minimum Value	25
Range	55
Class Length	9
Class Width	9
Average	61

2. Pretest of Control Class Data

The pretest control class data was obtained through the results of initial tests of students' abilities before being given learning using Conventional models. The results of the pretest control class analysis can be seen in the Table 2. Based on the results of data analysis in the table above it can be seen that the average value of the pretest of the control class has not yet reached KKM. The highest score was obtained by 1 student as well as the lowest value obtained by 1 student and the rest ranged between grades 42 to 69. So, it can be concluded that 19 students or 95% of students in the control class did not reach KKM at the pretest.

Table 2
Pretest Result of Control Class

	Pretest Control Class
N	20
Maximum Value	75
Minimum Value	35
Range	40
Class Length	7
Class Width	7
Average	59.75

3. Comparison of Pretest Value

Based on the results of the class average at pretest, the average results of the experimental class (61) were higher than the average of the control class (59.75). The difference in the average value of the two classes is 1.25.

4. Posttest of Experimental Class Data

The results of the posttest analysis of the experimental class can be seen in the Table 3. Based on the results of data analysis in the Table 3, it can be seen that the average value of the experimental class posttest has reached minimum score. The highest score was obtained by student and the lowest score was obtained by student, and the rest ranged from 75 to 95. So, it can be concluded that 19 students or 95% of students in the experimental class reached minimum score at the posttest.

5. Posttest of Control Class Data

The posttest data of the control class were obtained through the final test results of students' abilities after

being given learning using Conventional models. The results of the posttest analysis of the control class can be seen in the Table 4. Based on the results of data analysis in the Table 4 above it can be seen that the average value of the posttest of the control class has reached KKM.

The highest score is obtained by one student and the lowest score is obtained by one student. The number of control class students who reached KKM was 16 people, with values ranging from 74 to 94 and the rest ranged from grades 66 to 73. So, it can be concluded that 16 students or 80% of students in the control class had reached minimum score at posttest.

Table 3
Posttest Result of Experimental Class

	Posttest Experimental Class
N	20
Maximum Value	100
Minimum Value	70
Range	30
Class Length	5
Class Width	5
Average	86

Table 4
Posttest Result of Control Class

	Posttest Control Class
N	20
Maximum Value	75
Minimum Value	35
Range	40
Class Length	7
Class Width	7
Average	78.5

6. Comparison of Posttest Value of Experimental Class and Control Class Data

Based on the results of the class average posttest, the experimental using cooperative learning model type TSTS obtained an average value of 86. While the control class using the conventional Learning, model obtained an average value of 78.75 So the average posttest value of the experimental class is higher than the control class with a difference of 7.25. This shows that the ability of the experimental class students after being given treatment with the TSTS learning model is higher than the control class using the conventional model.

Based on the results of the class at pretest, the average results of the experimental class (61) were higher than the average of the control class (59.75). The difference the average value of the two classes is 1.25 Based on the results class average at posttest, the experimental class using the cooperative learning model type TSTS obtained an average score of 86. While the control class was using conventional learning model Sup obtained an average score of 78.75. So, the average posttest value of the experimental class is higher than the control class, with a difference of 7.25. This shows that the ability of the experimental class students after being given treatment with the TSTS learning model is higher than the control class using the conventional model.

B. Data Normality Test

Based on data analysis obtained by L-table with n = 20 is 0.19 for significance level α 0.05. Based on the

results of the normality test at the pretest value of the experimental class, the L-count < L-table is $0.1126 < 0.19$; and in the control class the results of L-count < L-table were $0.0943 < 0.19$. The result of the normality test on the posttest value of the experimental class obtained the results of L-count < L-table which is $0.1643 < 0.19$; and in the control class the results of L-count < L-table were $0.0879 < 0.19$. Based on these data it can be concluded that the experimental class and control class data came from groups that were normally distributed for the result of the pretest and posttest.

C. Data Homogeneity Test

Based on the data analysis obtained F-table with n =20 is 20.6 for the significance level of α 0.05. Based on the result of the homogeneity test on the pretest value of the experimental class and the control class, the result of F-count < F-table are $2.561 < 20.6$. The homogeneity test result on the posttest value of the experimental class and the control class obtained the results of F-count < F-table which is $1.401 < 20.6$. Thus, it can be concluded that the pretest and posttest data of the experimental class and the control class are homogeneous. Homogeneous data shows that both classes have almost the same abilities.

D. Hypothesis Testing

In this study, t-count is 3.03 and t-table is 1.68595 so that t-count (3.03) < t-table (1.68595), then H_a can be accepted. Based on these calculations it can be concluded that the use of the cooperative two stay two stray (TSTS) model has a significant influence on civics (PKn) learning outcomes.

IV. DISCUSSION

This research was conducted to see the effect of the Two Stay Two Stray cooperative learning model on student learning outcomes in the material examples of behavior in maintaining the integrity of the Class V NKRI SDN Gugus I Sintoga District, Padang Pariaman District. Before doing the learning in the experimental class and the control class, student is given the initial test or pretest first. In the experimental class obtained an average of 61 with the highest value of 80 and the lowest value of 25. Whereas in the control class obtained an average of 59.75 the lowest of 35.

Furthermore, an analysis prerequisite test is carried out, namely the normality and homogeneity test of the data. The purpose of the normality test is to find out whether the data is normally distributed or not. The normality test in this study uses the Lilliefors test with the provisions of L-count < L-table then the data are normally distributed at the 0,05-significance level. Based on the Lilliefors test conducted on the pretest grade of the experimental class, L-count was obtained at 0.1126 and in the control class L-count was 0.0943. The L-table value at the significance level of 0.05 with n =20 is 0.19

So that, based on the test results L-count < L-table which means data pretest of experimental class and control class are normally distributed. Data from the results of the pretest also tested the homogeneity analysis prerequisites to determine whether the variance of the data was homogeneous or heterogeneous. The

homogeneity test in this study used the Hartley test by comparing the largest variance with the smallest variance. The criteria for testing homogeneity are if $F\text{-count} < F\text{-table}$ then the data is homogeneous with a significance level of 0.05.

Based on the Hartley test conducted on the results of the experimental class pretest and control class, obtained $F\text{-count}$ of 2.561 while $F\text{-table}$ at the 0.05 significance level was 20.6. Then it can be concluded $F\text{-count} < F\text{-table}$ which means that the pretest data of two classes has a homogeneous variance.

After being given the pretest in both classes, learning was done with the cooperative model type two stay two stray (TSTS) in the experimental class and learning with conventional models in the control class. After that, in the second class the final test or posttest was conducted to measure the extent of student's abilities after learning. Based on the results of the posttest in the experimental class, it was obtained an average of 86 with the highest score of 100 and the lowest value of 70, while the control class obtained an average of 78.75 with the highest score of 100 and the lowest score of 60.

The analysis prerequisite test was also conducted on the value of the experimental class and control class posttest value of the experimental class., $L\text{-count}$ was obtained at 0.1643 and in the control class $L\text{-count}$ was 0.0879. The $L\text{-table}$ value at the significance level of 0.05 with $n = 20$ is 0.19.

So, based on the test results $L\text{-count} < L\text{-table}$ which means the posttest data of the experimental class and the control class are normally distributed. Then the homogeneity test using the Hartley test was carried out based on the Hartley test conducted on the results of the experimental class and control class posttest, obtained $F\text{-count}$ of 1.401 while F_{table} at the 0.05 significance level was 20.6. Then it can be concluded that $F\text{-count} < F\text{-table}$ means that the posttest data of the two classes has a homogeneous variance.

While the hypothesis testing in this study was carried out by using the $t\text{-test}$ (T test) at the 0.05 significance level with the decision criteria if the value of $t\text{-count} > t\text{-table}$ then H_a is accepted and H_o is rejected. Based on the results of the calculation of the hypothesis test performed, the value of $t\text{-count} > t\text{-table}$ is $2.625 > 1.68595$ so that H_a is accepted. Then it can be concluded that this study can provide a significant influence on student learning outcomes.

Based on the analysis above, it has been proven that there is a significant effect on learning by using the Two Stay Two Stray (TSTS) type cooperative model on the learning outcomes of class V civics in SDN Gugus I Sintoga District, Padang Pariaman Regency. In the class that applies learning with the cooperative type Two Stay Two Stray (TSTS) model has a higher average of 7.25 compared to the conventional learning model, because cooperative type Two Stay Two Stray (TSTS) model makes students actively participate in the learning process. Huda (2014: 201) that Two Stay Two Stray type cooperative learning model aims that students can work together, be responsible, help each other solve problems, and encourage each other to excel and train students to socialize well".

According to Fathurrohman (2015); Yusri et.al. (2018); Ismawati & Hindarto (2011); and Rhiantini, et.al. (2017), Two Stay Two Stray cooperative learning model does not only work with groups so it will be more interesting and not monotonous than conventional models so that student learning outcomes can be better than learning with conventional models. In the Two Stay Two Stray type (TSTS) cooperative model problem solving can be done directly, students discussion groups, then two people from each group will visit other groups, two people who stay will inform the results of their group work to guests, and the visiting students report their findings to the group, finally matching and discussing the results of their work (Wardana & Arumatika, 2017; Putra et.al, 2019).

V. CONCLUSION AND SUGGESTION

The conclusions of this study are that student learning outcomes in the experimental class taught using the cooperative type Two Stay Two Stray (TSTS) model with the acquisition of an average value of 86 higher than the learning outcomes of students in the control class taught using conventional models with the acquisition of scores average of 78.75. Furthermore, from the results of hypothesis testing obtained through the t test at the 0.05 level of significant, where $t\text{-count} > t\text{-table}$ is $3.03 > 1.68595$, so H_a is accepted which means that there is a significant effect on the use of cooperative type Two Stay Two Stray (TSTS) model on learning outcomes in learning class V civics Education SDN 07 Sintoga Academic Year 2018/2019. Thus, the type of Two Stay Two Stray (TSTS) cooperative learning model can influence student civics learning outcomes.

The suggestions from this study are as follows (1) for teachers especially in elementary schools, in order to be able to apply the cooperative learning model type TSTS as one of the variations in teaching models that are balanced with the teacher's understanding of the steps of the TSTS cooperative model; (2) for readers and writers in particular, to prepare the best possible learning, both in terms of facilities, media and time so that the learning process can be applied in accordance with the steps of the model itself, so that the model can give an impression that can influence student learning outcomes for the better.

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