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Application of the Two Stay Two Stray Learning Model Type to Increase Students' Learning Activeness in Sociology Subjects

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Abstract

This research aims to determine the increase in student learning activeness in class X Sociology at UPT SMA Negeri 11 Pangkep through the application of the Two Stay Two Stray (TSTS) cooperative learning model. The type of research used is Classroom Action Research (CAR) which aims to overcome problems in the classroom. The research subjects were students in class X in the even semester of the 2022/2023 school year, a total of 35 students. The research was carried out in 2 learning cycles, data collection techniques used observation sheets, questionnaires and documentation. The results showed that the application of the Two Stay Two Stray learning model in sociology subjects could increase the active learning of students. This can be seen from the active learning of students in cycle 1 of 2.49 where this number is in the medium category. Whereas in cycle 2 the learning activity of students has increased to 2.71 where this number is included in the high category.

Keywords: *Two Stay Two Stray, Learning Activeness.*

INTRODUCTION

Education is a conscious effort made systematically to create a learning environment that allows students to develop their potential. Law Number 20 of 2003 concerning the National Education System article 1 states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, the community, the nation and the State.

The learning process is basically an interaction process between teachers and students which contains student activities through various interactions and learning experiences experienced by both. Active student learning is one of the basic elements that are important for the success of the learning process. In learning activities, activeness acts as a driving force for students to understand the material presented. Therefore learning that is not interesting does not bring out the activeness of students. Students' active learning in the learning process will lead to high interaction between teachers and students or students and students themselves. This will result in a fun class where each student makes the most of his or her abilities.

Activeness is activity that is both physical and mental, namely doing and thinking as a series that cannot be separated. Because the activity displays learning process activities that are fast, fun, full of enthusiasm and personal involvement, viewing, answering questions, and discussing between teachers and students (Sardiman in Pili 2021). The activeness of students in learning is all activities that are physical and non-physical in nature students in the process of teaching and learning activities that are optimal so as to create a conducive classroom atmosphere. According to Mulyasa (2002: 32), learning is said to be successful and of good quality if all or at least most of the students are actively involved, both physically, mentally and socially in the learning process. The activeness of students in the learning process can stimulate and develop their talents, students can also practice critical thinking, and can solve problems in the learning process.

Based on the results of the observation of the pre-action cycle that was carried out in class X SMA Negeri 11 Pangkep it is known that active interaction between teachers and students rarely occurs, students tend to be passive in the learning process. During the teaching and learning process students are usually less involved in learning activities, students are afraid to ask questions or express opinions, and lack of cooperation in groups. Student involvement in learning makes children actively involved in the learning process. In cooperative learning, various learning models are known, one of which is the Two Stay Two Stray (TSTS) type of cooperative learning which is a solution to increase student activity in sociology learning.

The Two Stay Two Stray Learning Model Type is an active learning model that can be applied to generate learning. The Two Stay Two Stray (TSTS) model type was developed by Spencer Kagan in 1992. This learning model prioritizes student activity (involving every student), that is, students are able to ask and answer every problem they face. Learning Two Stay Two Stray or Two Stay Two Guests begins with group division. After the groups are formed, the teacher gives assignments in the form of problems that they must discuss, followed by part of the group explaining to other groups and the rest visiting to explain to other groups. (Suprijono in Akbar 2014).

Two Stay Two Stray (TSTS) emphasizes student-centered learning. All students can be motivated to actively participate in planned learning activities and implementation processes using this type of learning model. The ability of the Two Stay Two Stray (TSTS) model to encourage and develop a learning environment where groups of students can exchange knowledge with other groups of students is one of its benefits. So that the learning provided by the teacher is more interesting and enjoyable.

In the Two Stay Two Stray model type, students are faced with the activity of listening to what their friends have to say when they are visiting (Stray), which indirectly means that students will be taken to listen to what is said by members of the group who are hosting (Stay). In this process, students will listen to the material. students are invited to work

together in finding a concept. Using the TSTS learning model will direct students to be active, both in discussing, asking questions, looking for answers, explaining and also listening to material explained by friends.

Apart from that, 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 together with their friends, and can overcome conditions where students are busy and difficult to manage during the teaching and learning process. According to Purmiati in (Yuliatul, 2023) that the Two Stay Two Stray (TSTS) model type will encourage students to actively participate in discussions, ask questions, look for answers, explain, and listen to friends explain topics.

On the basis of the explanation above, the authors are interested in conducting Classroom Action Research (CAR) to increase student learning activeness in sociology subjects with the title "Application of the Two Stay Two Stray Learning Model Type to Increase Student Learning Activeness in Sociology Subjects".

RESEARCH METHODS

The type of research used is classroom action research (CAR). According to Kemmis (2009) that PTK is a type of research carried out by teachers or teaching staff with the aim of improving learning practices in the classroom. PTK involves observation, reflection, and action to improve learning. PTK also involves active participation from teachers, students and other people in the learning community.

The type of research used is classroom action research (CAR) referring to Classroom Action Research according to John Elliot in (Abdulhak & Suprayogi 2013) with the following steps planning (planning), acting (acting), observing (observing), and reflecting (reflecting) . This study aims to study and explain about the application of the type of learning model two stay two stray to increase student learning activity. This research was conducted at UPT SMA Negeri 11 Pangkep, class X, totaling 35 students. This research was conducted from May 8, 2023 to May 22. The research instrument consists of teaching modules, student worksheets, assessments, and learning activity questionnaires. Data collection techniques are through questionnaires and documentation. The data analysis technique used is quantitative descriptive analysis technique. This research was carried out in two cycles to obtain results from the implementation of the learning model that had been determined.

Table 1. Likert Scale Questionnaire Scoring Guidelines

Criteria	Score	
	Positive Statements	Negative Statements
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly Disagree	1	4

Source: Budiaji, 2013

The guidelines for categorizing students' active learning are as follows:

Table 2. Guidelines for Categorizing Learning Activeness

Final Score Interval	Category
3,25 – 4,00	Very high
2,50 – 3,25	High

1,75 – 2,50	Medium
1,00 – 1,75	Low

Source: Widoyoko, 2014

RESEARCH RESULTS AND DISCUSSION

Research conducted at UPT SMA Negeri 11 Pangkep, class To obtain data related to increasing students' learning activity after going through each learning cycle, the author used a questionnaire to obtain research data. Suharsimi (in Agustini, 2020) states that a questionnaire is a collection of written questions that are used to obtain information from respondents about things they know or about themselves. According to Arikunto (2006) documentation is searching for and collecting data regarding things in the form of notes, agenda books and so on.

1. Result

a. Cycle 1

No	Indicator	Amount	Score intervals	Category
1	Students pay attention to the teacher's explanation	78	2,61	High
2	Students are active in discussion activities during the learning process	73	2,43	Medium
3	Students dare to ask questions	73	2,44	Medium
4	Students dare to respond to questions in group discussions	74	2,47	Medium
5	Students are involved in problem solving	75	2,51	High
		Total	2,49	

Based on the table above, data can be obtained that in cycle 1 the learning activity of students in class X based on 5 indicators of activity, namely the first indicator, namely "Students pay attention to the teacher's explanation" belongs to the high category with an interval score of 2.61. While the next 3 indicators namely "students are active in discussion activities during the learning process, students dare to ask questions, students dare to respond to questions in group discussions" belonging to the medium category with score intervals of 2.43, 2.44, 2.47 and the next indicator is that students are involved in solving problems by interval score of 2.51 belongs to the high category.

If averaged from the first indicator to the fifth indicator, an interval score of 2.49 is obtained, which is in the **medium** category.

b. Cycle 2

No	Indicator	Amount	Score intervals	Category
1	Students pay attention to the teacher's explanation	81	2.71	High
2	Students are active in discussion activities during the learning process	82	2.75	High
3	Students dare to ask questions	82	2.73	High

4	Students dare to respond to questions in group discussions	82	2.74	High
5	Students are involved in problem solving	79	2.65	High
Total			2.71	

In cycle 2, data can be obtained based on the table above that the learning activeness of students in class X at SMA Negeri 11 Pangkep has increased. This can be seen from the interval score of each indicator starting from the first indicator, namely "Students pay attention to the teacher's explanation" with an interval score of 2.71, "students are active in discussion activities during the learning process" with an interval score of 2.75, "students dare to ask questions in discussions group" with an interval score of 2.74, "students are involved in solving problems" with an interval score of 2.65, "there are interesting activities in class" with an interval score of 2.65, where all of these interval scores are included in the high category.

If averaged from the first indicator to the fifth indicator, an interval score of 2.71 is obtained, which is in the **high** category.

2. Discussion

a. Pre Cycle

Based on pre-cycle data conducted on May 8 2023, it is known that there are problems in the learning process in class X at UPT SMA Negeri 11 Pangkep. The problem in question is that active interaction between teachers and students rarely occurs, students tend to be passive in the learning process. During the teaching and learning process, students are usually less involved in learning activities, students are afraid to ask questions or express opinions, and there is a lack of cooperation in groups.

b. Cycle 1

Based on the previous explanation, it can be concluded that students' active learning in cycle 1 has not reached the desired level of success based on the 5 predetermined achievement indicators. In cycle 1, students are asked to explore the material and work on LKPD related to social irregularities and order. However, students were not very actively involved in completing the tasks given, only a few people in the group were actively involved. If we look at the results of the data analysis, we get a score number or interval of 2.47, where this number is in the medium category.

c. Cycle 2

The increase in students' learning activeness in cycle 2 seems to have improved a lot, this can be seen in the success in achieving the 5 specified indicators. In cycle 2, students are instructed to work on mind mapping related to social deviation and order material which is done in groups.

In the Two Stay Two Stray learning model, all group members become active and emphasize them to understand the material being discussed because it will be conveyed to their friends from other groups (Stay stage) and from their own group (Stray stage). If we look at the results of the data analysis, we get a score number or interval of 2.71, where this number is in the high category.

The results of research conducted from 8 May 2023 to 22 May 2023 show that the Two Stay Two Stray learning model type can increase the learning activity of students in class X at UPT SMA Negeri 11 Pangkep. The learning activity of students in cycle 1 increased in cycle 2 from the medium category to the high category.

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Conclusion

Based on the results of the research that has been carried out, it can be concluded that the application of the Two Stay Two Stray learning model type in sociology subjects can increase students' active learning. This can be seen from the learning activeness of students in cycle 1 of 2.49, where this figure is in the medium category. Meanwhile, in cycle 2, students' learning activity had increased to 2.71, where this figure was included in the high category.

Advice

The author hopes that all teachers will always continue to learn, hone creativity in teaching students so that the learning process becomes more meaningful and enjoyable so that students can enjoy the learning process and then it will affect the increased activity of students.

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