

Cooperative Learning Model Two-stay two-stray in Elementary School

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Abstract. This research is based on the innovation of the social studies learning process which is still not quite right so it has an impact on student achievement. For the improvement effort, a Cooperative Learning model namely two stay-two stray is used. This research uses qualitative and quantitative approaches. The research subjects were 12 teachers and grade IV students. The results showed an increase from the aspect of learning planning in Cycle I was 76.78% (good) and cycle II was 92.85% (very good). Then, an increase from the action learning (teacher activity) cycle I was 74.99% (good) and cycle II was 93.75% (very good). While an increase from the students' activity in cycle I was 71.87% (good) in cycle II was 90.62% (very good). Student learning outcomes from cycle I was 80.30 and cycle II was 91.38. Thus, the Cooperative Learning model of two way-two stray types can improve student learning outcomes in social studies learning in class IV of Elementary School 19 Kampung Manggis, Padang Panjang City.

Keywords: social studies; two stay-two stray; elementary school

1 Introduction

Social Sciences is one of the subjects given to students in primary schools related to social society to develop students' social skills in living life in society [1]. According to Isjoni (2007: 8) studying social studies is useful for developing students' social skills to be able to examine the social life that they face every day and foster a sense of pride and love for the development of society [2].

Cooperative Learning Model two-stay two-stray type is an innovative choice for creating an active, effective, creative and fun learning atmosphere in social studies learning so that the impression of boring students studying social studies can be eliminated by various teaching models [3].

There are still shortcomings in the preparation of the Lesson Plan. In the learning process, the teacher has a more dominant role than students, whereas students are only the object of the social studies learning the process in elementary schools. Thus, students are less active in the learning process and ultimately have an impact on learning outcomes

Cooperative Learning Model Two-stay two-stray type is expected to be a solution to the problems found. The two-stay two-stray model is a group learning system that helps students work together, be responsible, helps each other in solving problems, encourages one another, and trains students to socialize well [4].

Based on the description above, the purpose of this study is to describe an improvement of integrated thematic learning process using two-stay two-stray type of cooperative learning model in Class IV at Elementary School 19 Kampung Manggis, Padang Panjang City

2 Methods

This research uses classroom action research (CAR) using qualitative and quantitative data analysis. Research subjects were teachers and fourth-grade students of Elementary School 19 Kampung Manggis, Padang Panjang City in the second semester of Academic Year 2015/2015 using the Kemmis model research stage [5].

This research data uses qualitative and quantitative data. Qualitative data were obtained from the teaching and learning process by using a two-stay two stray cooperative learning model in class IV at Elementary School 19 Kampung Manggis, Padang Panjang City. While quantitative data obtained from student learning outcomes.

Data collection techniques were carried out by observation and test. The observation was carried out to observe the teacher and student activities during the learning process by using Cooperative learning type two-way two-stray. The test is used to strengthen the observation data in the classroom, especially in the mastery of learning material items from student elements.

The research instruments were collected using observation sheets on lesson plans, implementation of actions from the teacher and student activities, and question sheets as learning outcomes.

3 Research result

Cycle I

Planning

Planning in Cycle I consisted of two meetings arranged based on the two-stay two-stray cooperative learning model in semester II. The preparation is guided by the 2006 curriculum in the form of Lesson Plan. Lesson Plan observations from Cycle I can be described as follows: the formulation of learning objectives is clear and in line with expectations; the selection of teaching materials is not suitable with the characteristics of students; the organization of teaching materials is still narrow and not following the allocation of time; the selection of instructional media is not under the characteristics and environment of students; the preparation of learning steps is not in line with the allocation of time; the learning technique is not suitable with the characteristics of students and has not stimulated students to learn actively.

Implementation

The implementation of social studies learning at meeting I and meeting III uses two-stay two-stray cooperative learning model in class IV at Elementary School 19 Kampung Manggis, Padang Panjang City.

Teacher and student activities in learning are observed using learning observation sheets in the Cooperative Learning two-stay two-stray model. The teacher aspect consisting of: step 1, students work together in groups of four, at this step, the teacher cannot motivate all students to be actively involved in group discussions and students only rely on their smart friends consequently the learning atmosphere is not conducive.

In step 2, two people from each group will leave the group and visit other groups, in this step, the teacher does not inform the time given for students only 15 minutes, therefore many students have not finished their work when the time is up.

In step 3, the rest of two members in the group share their work and information with their guests, when sharing information it appears that students reading too fast, so that guest students cannot record well. Finally, some guest students took the group's living worksheet and copied it themselves. This happens because the researcher supervises and answers several student questions about how to share information..

In step 4, guests excuse themselves and go back to their groups and report their findings from other groups, when they say goodbye, students generally do well even though some seem careless when they say goodbye.

In step 5, the group matches and discusses their work, when students check and equate group answers with other groups, students begin to seriously match their answers. When discussing their work, students look shy and no one dares with their desires going forward the class.

Learning outcomes

Based on observations of student learning outcomes in Cycle I showed that student learning outcomes have increased where cognitive aspect is 83.33, affective aspect is 75.83, and psychomotor aspect is 84.73. This can be seen from the graph below.

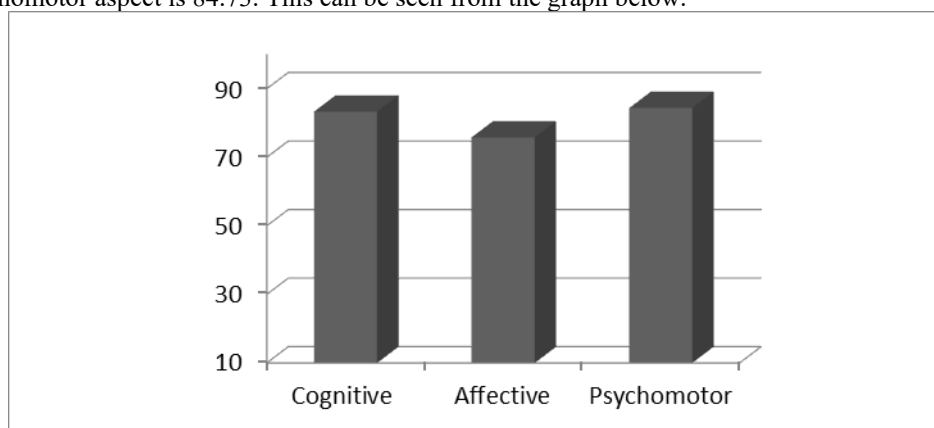


Fig. 1. Graph of Student learning outcomes graph in cognitive, affective, and psychomotor aspects.

Cycle II Planning

Planning in Cycle I consisted of two meetings arranged based on the two-stay two-stray cooperative learning model in semester II. The preparation is guided by the 2006 curriculum in the form of Lesson Plan. The research results obtained from the second cycle show that the social studies learning plan is following the specified criteria.

Implementation

The implementation of the social studies learning in cycle II using two-stay two-stray Cooperative learning in class IV at Elementary School 9 Kampung Manggis Padang Panjang City was held on Saturday 30 April 2016 starting at 07.50 - 09.35.

Teacher and student activities in learning were observed using the observation sheet using the two-stay two-stray Cooperative learning from teacher aspect consisting of 5 steps. It showed improvement compare to cycle I

Learning outcomes

Based on observations of student learning outcomes in Cycle I showed that student learning outcomes have increased where cognitive aspect is 90,41, affective aspect is 90, and psychomotor aspect is 95,83. This can be seen from the graph below.

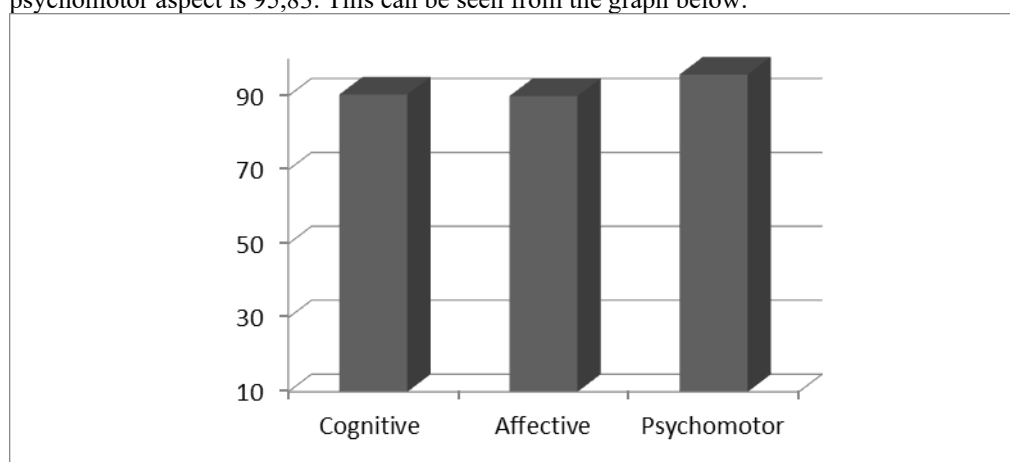


Fig. 2. Graph of Student learning outcomes graph in cognitive, affective, and psychomotor aspects

4 Discussion

Cycle I

Planning for implementing social studies learning using the two-stay two-stray cooperative learning model

The results of observing and evaluating the lesson plan using the Cooperative Learning Model type two-stay two-stray in cycle I are already in good criteria but there are still some descriptors not appeared yet. This is because the components of the lesson plan are not written yet. Thus, program development affects teacher activities. The material provided should be able to attract students' interest and encourage them to learn it as they need it [6].

In organizing teaching materials, the scope is not comprehensive enough. This is because the teaching material made by a teacher is not extensive. As a result, students only get a few materials. A teacher is always required to expand and deepen the material taken from various sources [7]. However, the material is not under time allocation. The material is too long. As a result, it takes a lot of time to deliver the material as a whole. [8]

In selecting learning media, it is not following the characteristics of students. This is because the teacher cannot adjust the media to the characteristics. As a result, the media becomes unattractive to students. a teacher must identify characteristics of each learning source to adapt with the students' characteristics[9].

Furthermore, in preparing the steps, it is not following the time allocation. As a result, a lot of time spent during the learning steps. Time allocation is a time required to master each of the basic competencies [10].

In learning technique, it is not following the students' characteristics. The teacher does not adjust to the students' characteristics. Consequently, students do not understand the material. A teacher must recognize the characteristics, attitudes, and behavior in the class to provide guidance and overcome the problems needed [11]. The learning technique has not stimulated students to learn actively. As a result, students become less enthusiastic about learning.

Learning Implementation

Based on discussions with Class IV teachers at Elementary School 19 Kampung Manggis, Padang Panjang City, during the implementation of social studies learning using the two-stay two-stray Cooperative Learning Model, several things to consider include: When students work together in groups of four, researchers are not able to supervise each group member involved discussing the Student Worksheet. Researchers did not master the class optimally because they focus on answering several questions from students regarding Student Worksheets. Therefore it seems some students only rely on their smart friends to fill in the worksheets. The researcher should motivate all students to be actively involved in group discussions by engaging them, satisfying their curiosity, making them interested or curious about the material [12].

After that, two people from each group will leave the group and visit other groups. The time to visit is 15 minutes but the researcher did not inform the students, so some of them have not finished their work. Then, researchers provide additional time resulting in learning time not following a predetermined time allocation. The researcher should inform the visiting time to make the learning process consistent with time. As explained that the teacher needs to plan for more mature time usage [13].

The rest of two members in the group share their work and information with their guests. While sharing information it appears that students reading too fast, so that guest students cannot record well. Finally, some guest students took the group's living worksheet and copied it themselves. This happens because the researcher supervises and answers several student questions about how to share information. The researcher should motivate and guide students so that they can carry out their tasks properly and responsibly. The profound ability of cooperation is to give direction to the group by restating the objectives of the given task [14].

Guests excuse themselves and return to their groups and report their findings from other groups. In this step, the researcher has not observed all students discussing the answers obtained from other groups hence it appears that some of them do not care about group discussions. The researcher should motivate all students to be actively involved in group discussions and give rewards to the best groups.

From the explanation of Cycle I above, differences in the observation percentage of the lesson plan, teacher aspects, and student aspects can be seen in the graph below.

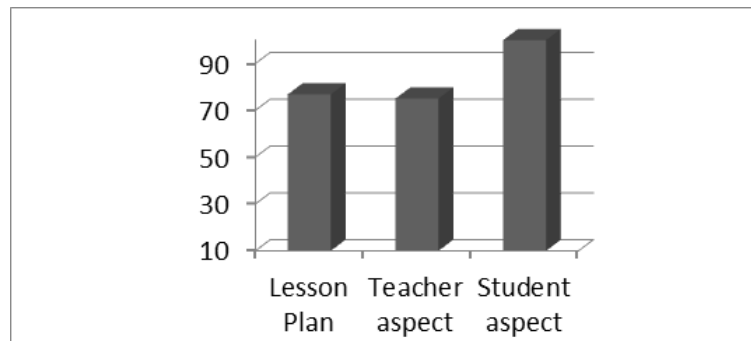


Fig. 3. Percentage Graph of Observation Results on Lesson Plans, teacher aspects, and students aspects in Cycle 1

Cycle II

Planning for implementing social studies learning using the two-stay two-stray cooperative learning model

The planning of implementing learning in cycle II is not much different from cycle I. The planning in cycle II is very good. It has increased and only two descriptors have not yet emerged, namely the organization of teaching materials according to the time allocation and the learning steps according to the time allocation. This is because when presenting group answers and playing cards, researchers and students immediately examine it so that it takes much time.

Based on the analysis of the observation sheet data, the Lesson Plan in cycle II obtained 26 out of 28 maximum scores with a percentage of 92.85% with very good criteria. Therefore the planning in cycle II has been carried out very well and researchers have succeeded in making lesson plan using the two-stay two-stray cooperative learning model in class IV at Elementary School 19 Kampung Manggis, Padang Panjang City.

Learning Implementation

The learning process in cycle II was comprehended as expected. In a dividing group, the teacher divides students into 3 groups to work on Student Worksheets. Then, the teacher distributes Student Worksheets and material. Students begin to do the task well according to the direction given by teacher. In working on Student Worksheets, students begin to compact and finish on time. This is because they are used to having discussions and sharing tasks.

When finished, two people from each group will leave the group and visit another group. When the teacher invites them to visit, the student goes directly to the target group without a teacher's direction. It appears that they already understood which groups they should visit.

Two people who remain in groups share their work and information with the guests. In this step, students can carry out their respective assignments. Students who remain in groups will read their group's answers to the guests and guest students copy the information. Each student has understood their respective assignments.

When guests excuse themselves and return to their groups, they immediately report findings from other groups. Students have discussed information obtained from other groups and only wrote the correct answers.

When the groups match and discuss their work, students have equated the group's answers with the information results from the two Student Worksheets of other groups. Each group member seriously checks the answers together. When presenting the results of group discussions, each member is eager to check the group's answers.

Based on observations on teacher aspect, the results in Cycle II is 93.75%, with very good success criteria. Whereas the students' aspect in Cycle II is 90.62%, with very good success criteria. From the description of Cycle II above, differences in the percentage of Lesson Plan, teacher aspects, and student aspect observations can be seen in the graph below.

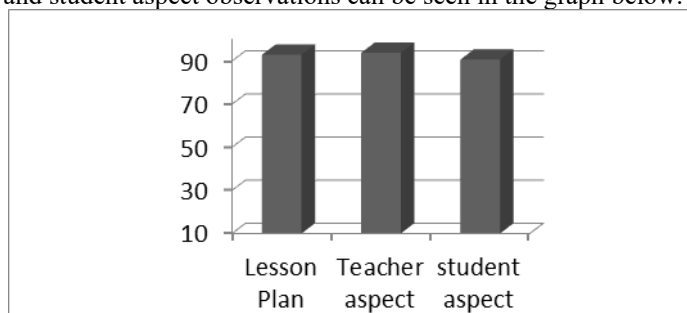


Fig. 4. Percentage Graph of Observation Results on Lesson Plans, teacher aspects, and students aspects in Cycle II

5 Conclusion

From the results of the study, the conclusions that can be drawn are

1. The Lesson Plan is made following the steps of the two-stay two-stay cooperative learning model according to Anita Lie which consists of five steps. Based on the Observation results, the Lesson Plan in cycle I obtained a value of 76.78% with good criteria. Then the observation in cycle II was 92.85% with very good criteria.
2. The implementation of social studies learning using the two-stay two-stray Cooperative Learning model is carried out in five steps: (1) Students work together in groups of four, (2) Two people from each group will leave their groups and visit other groups, (3) two people who stay in a group share their work and information with their guests (4) Guests excuse themselves and return to their group and report the findings from other groups. (5) groups match and discuss their work. The results of learning observations on the teachers' aspects in cycle I with a value of 74.99% with good criteria increased in cycle II to 93.75% with very good criteria. While students' aspects in cycle I obtained a value of 71.87% with good criteria increased in cycle II to 90.62% with very good criteria.
3. Recapitulation of the assessment in cycle I also increased in cycle II where students have a lot of values above the specified completeness.

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