

THE TWO STRAY TEACHING STRATEGY IN SOCIAL EDUCATION SUBJECT

Nurjannah¹

¹Faculty of Education, Universitas Muslim Nusantara AW, Medan,
INDONESIA.

njumnaw@gmail.com

ABSTRACT

The widely topics of social education subject in schools make students meet many difficult things in understanding the learning materials that offered. This paper reported the selection and application the Two Stray Teaching Strategy of Cooperative Learning Method in one of the Private Senior High School (SMA) of Medan City, North Sumatra Province. With a Classroom Action Research, this study was conducted in Senior High School Krakatau Medan in 2015 /2016 Academic year. Data obtained showed that the improvement of students understanding of Government Policy leaning material was 80%. Pre-test reached completeness 16.67% (4 students reached Mastery Level), while the Pos-test Cycle I increased to 37, 50% (Mastery Level of Students), and in postes Cycle II increased to 83.33% (20 Mastery Level of students), thereby completeness of student learning result has fulfilled the criteria of completeness that is 80%.It concluded that A Two Stray Teaching Strategy of Cooperative Learning Method made the Teaching Learning Process better than that of convention teaching (teacher center model).

Keywords: Two stray strategy, mastery level, social sciences education, improvement

INTRODUCTION

Education is an effort to foster and develop the potential of human resources through various teaching and learning activities that are held at all levels of education; from primary, secondary and college levels. Education leads the students into the knowledgeable and skills. Education in schools is the responsibility of teachers. Thus, teachers as educators who are associated with students should participate and take responsibility with the students. The progress and also improvement of the students learning outcomes indicate the effective strategies. Educators pick up the suitable teaching strategies to improve the students' leaning competences and master the model of learning. Thus, motivating students to be more active in learning creates a good mutual relationship between teachers and students.

This paper reported the implementation of *One Two Stay Two Stray* teaching technique of Cooperative learning model is a fairly easy model to apply, involving all students helping each other in small groups and giving students more time to think and respond. Interaction between students and one another will enrich student knowledge and will help improve student learning outcomes, namely by building a fun learning atmosphere. Cooperative Learning Model is a more widespread concept covering the type of group work including forms that are more led by the teacher or directed by the teacher. In general, cooperative lessons are considered more directed. There are many types of learning model, one of which is a cooperative learning model. Cooperative learning model is a group of learning strategies that involve students working in collaboration to achieve common goals. Cooperative

learning arises from the concept that students will more easily find and understand difficult concepts if they are discussing with friends or in groups

Based on the description above, the researcher was interested in conducting research entitled "The Implementation of Cooperative Learning Model *"Two Stay Two Stray"* to Improve Student Learning Outcomes on the Topics of Government Policy In Economy in the First Grade of Senior High School Krakatau Academic Year 2013 - 2014".

REVIEW OF LITERATURE

A *Two Stray* Strategy in Cooperative Learning Method

According to Sulisworo and Suryani (in Saputra, 2016), the TSTS structure is one type of cooperative learning group technique which provides opportunities to share results and information to other groups. *Two Stray* technique is completely students' centered since the students may change the teacher's roles to suit their particular situation (Elita, et al., 2013). Cooperative learning has the students play a double role as learners or as knowledge providers, while traditional learning makes the learners are passive to listen the teachers. Thinking this condition, the idea of implementing active learning arises. Sukmana (2010: 5) argues that the *"Two Stay Two Stray"* assigned the learning group of 4 students who were given the opportunity to share the results of their group discussion to another group by sending two of their "representatives" to other groups in the class. The other two members will remain in their group and host the "guests" who come from other groups to seek information. The following procedure gives some examples of how to use this technique for students at pre-secondary level. Additionally, Lestari (April 21, 2011) contends that the *"Two Stay Two Stray Cooperative Learning Method"* leads to the sharing knowledge and experiences with other groups. This method can also be used in all subjects and for all ages of students. The students are exposed to the listening activity of what their friends say when they are visiting, which indirectly the students will be brought to listen to what is expressed by the members of the host group. In this process, there will be a listening activity of the material to the students.

In a cooperative learning model TSTS students can learn to express their opinion to other students (Effendi, et al., 2016). The two stray strategy has some goals to make class more actively and the students participation is higher. With cooperative learning approach that has been discussed previously, the students are invited to work together in finding a concept. The use of cooperative learning model of a two stray strategy will lead students to be active in discussion, question and answer, seeking answers, explaining and also listening to the material described by friends. In addition, the reason to use *Two Stay Two Stray* learning model is because there is a clear division of group work every member of the group, students can work with friends, and overcome the crowded and unruly student condition during the teaching and learning process.

Thus, basically it returns to the essence of skills into subtopics. When students explain the material discussed by the group, then of course the visiting student is doing listening to what is described by his friend. Material to another friend. Similarly, when students return to their group to explain what materials can be obtained from the group visited. The returning student explains the material that can be obtained from another group, the student who is in charge of guarding the house listening to the things described by his friend.

According to Arends (2008: 5) the characteristics of cooperative learning are:

1. Students work in groups cooperatively to finish learning materials.
2. Groups are formed from students who have high ability, moderate, and low.

3. Where possible group members come from different races, cultures, tribes, and sexes.
4. The award is more group-oriented than the individual.

The cooperative learning model is structured in an effort to increase student participation in facilitating students with leadership experiences and making decisions in groups, as well as providing opportunities for students to interact and learn together with students of different backgrounds.

RESEARCH DESIGN

This research was a Classroom Action Research that emphasized on the activities that improved the student learning outcomes through some cycles. Arikunto (2008: 2) argues that the Classroom Action Research has a series of activities that examine an object. It is a group of students who in the same time receive the same lesson from the same teacher with the various techniques formed to obtain data. It gives useful information to improve the quality of something Interesting and important for researchers. Basrowi et al (2008: 28) contends that the Classroom Action Research makes a teacher as an investigator of educational action conducted within the classroom in order to improve the quality of the lessons. There are four stages common in the Classroom Action Research, namely: Planning, Implementation, Observation, and Reflection (Arikunto, 2008: 16). The following illustrates the four stages in a cycle The implementation of each cycle includes the following stages:



Cycle I

1. Planning (Planning)

Planning the cycles and teaching materials; before undertaking this stage, the writer first consulted with the teacher of the field of study to identify the problems faced by the students. Once the problem is known then the researchers set up a learning scenario, do the initial test, check the initial test so that the conclusion obtained from the initial test as a basis for action.

2. Implementation of Action

The steps - stages performed on the implementation of the action, namely:

- i. Developing learning scenarios (The design of learning implementation) by applying the Two Stay Two Stray method.
- ii. Conducting learning activities by applying the method of Two Stay Two Stray as the lesson plans that have been prepared by researchers. Where the researcher acts as a teacher, while the teacher of the field of study acts as an observer who will provide input on the ongoing teaching.

- iii. At the end of the action stage students are given individualized learning outcomes to see student learning outcomes to find out what students do not understand or who have not yet completed the material they have been taught.

3. Observation

At this stage of observation the data is obtained from the test of learning outcomes. Observations were analyzed into two stages: data reduction and data presentation.

4. Reflection

From the results of data analysis will be seen whether the implementation of Two Type Two Stay Two Stray Learning Method and how the completeness of student learning outcomes have met the set targets.

RESEARCH RESULT

This research results of Classroom Action Research which was conducted in Senior High School of Krakatau Medan with the implementation of Cooperative Learning Model of “*Two Stay Two Stray*” type to Improve Student Learning Results in Senior High School Krakatau Medan Academic Year 2013 - 2014 On Competency Standards Understanding Government Policy in Economics as followings:

Tabel 1. Learning Outcomes of Post Test on Cycle I

<i>No.</i>	<i>No. Respondentst</i>	<i>Score</i>	<i>Minimum Mastery Criteria</i>	<i>Information</i>
1	1	70	70	Complete
2	2	65	70	Incomplete
3	3	65	70	Incomplete
4	4	60	70	Incomplete
5	5	65	70	Incomplete
6	6	70	70	Complete
7	7	60	70	Incomplete
8	8	65	70	Incomplete
9	9	60	70	Incomplete
10	10	65	70	Incomplete
11	11	70	70	Complete
12	12	65	70	Incomplete
13	13	60	70	Incomplete
14	14	75	70	Complete
15	15	75	70	Complete
16	16	70	70	Complete
17	17	75	70	Complete
18	18	60	70	Incomplete
19	19	65	70	Incomplete
20	20	70	70	Complete
21	21	70	70	Complete
22	22	65	70	Incomplete
23	23	65	70	Incomplete
24	24	65	70	Incomplete
Total		1595	Average	66.45
No. of Completed Students		9	% Mastery Learning	37,50%

From the table above, it can be seen that the total value of students post test was 1595 with an average of 66.45% and the learning result mastery learning of 37.50% or about 9 people were complete. The learning mastery level was 37,50% thus the learning would be continued to Cycle II because the level of mastery has not reached 80% criterion.

The treatment made in Cycle II were; the author previously consulted with the teacher of the field of study to identify the problems faced by the students. After undergoing Cycle I, the researcher continued to apply the *Two Stay Two Stray* Cooperative Learning Model with the addition to the lesson activities in design of learning. The reason was that the Cycle I has begun to give better result, but the increase has not reached the criteria of complete learning classical (> 80%).

At the end of cycle II, the teacher gave post test to know the students' ability and understanding as well as whether there was an improvement in learning outcomes in Cycle II. The results of learning on Postes Cycle II is as listed in the table as follows:

Tabel 2. Learning Outcomes of Post Test on Cycle II

No.	No. Respondent	Score	Minimum Mastery Criteria	Information
1	1	90	70	Complete
2	2	80	70	Complete
3	3	80	70	Complete
4	4	80	70	Complete
5	5	75	70	Complete
6	6	90	70	Complete
7	7	80	70	Complete
8	8	65	70	Incomplete
9	9	80	70	Complete
10	10	65	70	Incomplete
11	11	95	70	Complete
12	12	80	70	Complete
13	13	80	70	Complete
14	14	85	70	Complete
15	15	90	70	Complete
16	16	85	70	Complete
17	17	90	70	Complete
18	18	80	70	Complete
19	19	65	70	Incomplete
20	20	85	70	Complete
21	21	85	70	Complete
22	22	80	70	Complete
23	23	80	70	Complete
24	24	65	70	Incomplete
Total		1930	Average	80.41
Number of Completed Students		20	% Mastery Learning	83,33%

From the table above, it can be seen that the total score of students post test was 1930 with an average of 80.41, and the learning result of mastery learning of 83.33% or 20 Mastery Level

of studentss. Thus the learning completeness level has reached the criteria of 80%, so it can be said that the Two Stay Two Stray succeeded in improving student learning outcomes in Senior High School of Krakatau Medan, North Sumatera.

If the recapitulated, then the learning results can be seen in the table below:

Tabel 3. Improved Ability Based on Student Learning Completeness

<i>No.</i>	<i>Aspect</i>	<i>Pretest</i>	<i>Cycle I</i>	<i>Cycle II</i>
1	Completed Students	4	9	20
2	Incompleted Students	20	15	4
3	Percentage of Completeness	16,67%	37,50%	83,33%
4	The Average	64.16	66.45	80.41

CONCLUSION

Based on the results of research and observation, it can be concluded that:

1. Initial students' ability (pre-test) was still low. This can be seen from the acquisition of an average score of 64.16 and only 16.67% of students who completed learning outcomes.
2. The Implementation of *Two Stay Two Stray* strategy proves the improvement in student learning outcomes, it can be seen from changes in learning outcomes where the value of Pretest reach completeness 16.67% (4 students are complete), while the Post-test of Cycle I increased to 37 , 50% (9 Completed Students), and in post-test of Cycle II increased to 83.33% (20 Mastery Level of studentss), thereby completeness of student learning result has fulfilled the criteria of completeness that was 80%.
3. The implementation of *Two Stay Two Stray*” improved the students learning outcomes and streamline learning activities and greatly helped the learning process in achieving the goals that have been targeted.

REFERENCES

- [1] Arends, (2008). *Cooperative learning method*. Retrieved from <http://arends.blogspot.com/2008/10/makalah-u-pa-uus-ciri-ciri-pembelajaran-kooperatif.html>.
- [2] Arikunto, S. (2008). *Classroom action research*. Jakarta: Bumi Aksara.
- [3] Basrowi., & Suwandi. (2008). *Process of action research*. Jakarta: Galiyah Indonesia.
- [4] Effendi, A., Budi, E. S., & Utami, W. (2016). The implementation of cooperative learning model tests and carousel feedback to enhance motivation and learning outcome for social studies. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 6(3), 131-136
- [5] Elita, D., & Zainil, D. R. (2013). Improving students' reading comprehension of recount text through two stay two stray (TSTS) technique at grade VIII 1 of Smp N 2 Tilatang Kamang Agam. *Journal English Language Teaching (Elt)*, 1 (2). 65-76
- [6] Lestari. A. (2008). *Discussed topics of learning methods*. Retrieved from <http://ailestari21.blogspot.com/2008/10/makalah-u-pa-uus-model-model.html>.
- [7] Saputra, A. (2016). Use of two stay two stray strategy in teaching reading. *English Education Journal (Eej)*, 7(2), 219-232.
- [8] Sukmana, A. (2010). Cooperative learning techniques in teaching language. *Campus Journal*. 35(4), 587-593.