



Improving Student Learning Outcomes with the Two Stay Two Stray Cooperative Learning Model and Flip Chart Media

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Abstract: This study aims to describe the activities of teachers and students, as well as improving student learning outcomes through the use of the cooperative learning model type two stay two stray assisted by flip chart media in learning Citizenship Education in class V MIN 7 Aceh Barat Daya. The type of research used is Classroom Action Research. Data collection techniques using observation and tests. The results of the study found through the teacher activity observation sheet, namely in cycle I reaching 75.02% and increasing in cycle II 95.02%. The results of the student activity sheet, namely in cycle I 73.06% and increasing in cycle II 88.0% with a very good category. Student learning outcomes in cycle I reached 47.22% cycle II increased 85.55% with a very good category. Based on the results of the study, it shows that the application of the cooperative learning model type two stay two stray assisted by flip chart media in Civics lessons can improve student learning outcomes.

Keywords: Learning model, two stay two stray, flipchart, learning outcomes.

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INTRODUCTION

Education is one of the most important factors to support human survival (Dasopang et al., 2022; Santrock, 2011; Wolfolk, 2016). In order to live according to dignity, humans need to know many things. In addition, education is also a spiritual need that must be met. For that, humans must learn in order to develop talents, interests and personalities according to their abilities. The education process is carried out through the learning process (Dasopang & Lubis, 2021; Ismatullah, 2019). An effective learning process is a change that brings certain influences, meanings and benefits (Schunk, 2012). Effective learning is characterized by its nature which emphasizes the active empowerment of students (Lubis & Lubis, 2024; Nurliza et al., 2024; Silvia et al., 2023). Learning does not only emphasize mastery of knowledge about what will be done, but rather emphasizes mastery of knowledge about what is done so that it is embedded and functions as an effort to provide supplies in solving various problems in students' real lives (Lubis, 2019; Septianti & Afiani, 2020; Wahyuni & Ananda, 2022). It can be seen that effective learning is a process of change in a person in cognitive, affective, and psychomotor from the learning outcomes

obtained from their experiences and their environment which bring certain influences, meanings and benefits (Fatwa et al., 2023; Lubis et al., 2021). With the right learning method or model, students can be active in the learning process (Fatwa et al., 2023; Yuliani & Habibi, 2021). Currently, there are many learning models that can be used in the learning process in the classroom, one of which is the two stay two stray cooperative learning model. When compared to other learning models where each group comes to the front of the class to present the results of their discussions, the application of the two stay two stray cooperative learning model, in addition to making students more active, can also make the available learning time more effective (Nilpa & Ridwan, 2023). Based on teaching experience and observation results at the preliminary study stage at MIN 7 Aceh Barat Daya in grade five, it was found that students' understanding of the civics education material being taught was still very low. This is indicated by the low minimum completion criteria for students, which is an average of 65, while the ideal is 70. Of the 19 students, only 7 students achieved the minimum completion criteria set. Several efforts have been made to improve student learning outcomes but have not achieved significant results. The efforts that have been made are by varying the model and also with the help of media such as infocus and pictures.

From the search for solving the above problems by reviewing several relevant studies, research results were found that used flip chart media. The advantage of this media is that it is able to present learning messages concisely and practically (Ahlanafila et al., 2024). Teachers do not need to write a lot on the board, the teacher's job is only to convey the material and create a conducive learning atmosphere. It is hoped that with flip chart media the teaching and learning process can be more interesting and students become more motivated to seek information that can improve learning outcomes. Research conducted by Nilpa & Ridwan (2023) cooperative learning type two stay two stray assisted by mind maps can improve students' science learning outcomes. Research conducted by Isnain & Arko (2023) obtained research results, namely the cooperative learning model type two stay two stray is declared effective in improving mathematics learning achievement. The use of models and media simultaneously is known to be one solution in solving learning problems. Many have proven that the application of the two stay two stray model can improve student learning outcomes. This model is also not limited to one subject like the research results above. Apriacanti et al.'s research (2020) states that the two stay two stray cooperative learning model can improve student learning outcomes.

The two stay two stray cooperative learning model is a learning model with two poles, two guests (Assawal & Torro, 2024). Learning with this model begins with dividing groups. After the groups are formed, the teacher gives assignments in the form of problems that they must discuss the answers to. After the discussion between the groups is complete, two people from each group leave their group to visit other groups. Group members who do not get the task as guests are obliged to receive guests from a group. Their job is to present the results of their group's work to the guest. The two people who are assigned as guests are required to visit all groups. If they have finished their duties, they return to their original group, both students who are assigned to visit and those who are assigned to receive guests match and discuss the results of the work they have done. Thus, the application of the two stay two stray learning model is an effort to improve student learning outcomes (Harahap, 2012). The steps of the two stay two stray model are to divide groups consisting of 4-6 students into 5 groups. Each group interacts or cooperates to express opinions in their group, where the results of the discussion become information for other groups. From several opinions above, the researcher chose the steps of the two stay two stray learning model according to Aris Sohimin because it has a logistical explanation and is easy to use in discussions/interactions. Group members who will later become the final results and are concluded together. It is better if there are male and female students in one group. Because the formation of heterogeneous groups can provide opportunities to teach and support each other, making it easier to manage the

class with one person who has high academic abilities who is expected to be able to help other group members.

METHODS

This study uses classroom action research. Classroom action research is an effort to observe the learning activities of a group of students by providing an action (treatment) that is deliberately raised. This action is carried out by the teacher together with the students. Each study requires a research method and data collection technique according to the problem to be studied. Therefore, students need teacher guidance and direction with another goal being to improve and enhance the quality of learning. The research procedure carried out is in the form of a cycle, which occurs during two cycles. Each cycle consists of four stages, including: (1) planning, (2) implementation, (3) observation, and (4) reflection. The following is contained in the PTK cycle with reference to the theory.

The research instrument is a tool used to facilitate data collection and data analysis, so the researcher uses a collection instrument, namely the Observation Sheet used in this study in the form of a student activity observation sheet. In learning, the researcher uses a cooperative model type two stay two stray to observe student activities. The teacher's activity observation sheet is used to be able to measure learning using the cooperative model type two stay two stray. Then the data is collected through observations in the form of a teacher activity observation sheet. The appropriate observer consists of several ways to be assessed and marked with a checklist. The second is the test is intended to determine learning outcomes that include students' understanding and mastery of the learning materials taught. The test given is in the form of multiple choices that are in accordance with the indicators used in the teaching module. The analysis technique that will be carried out in this study is by using the percentage formula. The data analyzed are from teacher and student observation sheets plus test results in each cycle.

RESULTS

Cycle I was implemented in four stages, namely planning, implementation, observation, and reflection. At the planning stage, the researcher had prepared instruments that were discussed with the class teacher in the form of: 1) determining the research class in class VB, 2) determining the theme, sub-theme, and material to be taught in class, 3) compiling teaching modules, 4) compiling LKPD (Student Worksheets), 5) designing tests that will be worked on by students at the end of the implementation of cycle I, 7) compiling teacher activity observation sheets and student activity observation sheets.

At the implementation stage, the researcher carried out learning activities by implementing the cooperative learning model type two stay two stray assisted by flip chart media in learning the integrity of the unitary state of the Republic of Indonesia in this study, the researcher was assisted by the VB homeroom teacher as an observer of the teacher's activities and one person as an observer, namely a colleague to observe student activities. The initial activities carried out by the teacher were to open the learning by saying hello and praying before studying, conditioning the class and the teacher taking attendance of students, apperception and motivating students, namely conveying the learning objectives and themes to be studied. The next stage of the core activity at this stage the teacher delivers material about the meaning of the integrity of the Republic of Indonesia, the legal basis of the Republic of Indonesia, and the principles of the attitude of maintaining the Republic of Indonesia, the teacher asks questions, then the teacher shows flip chart media, then the teacher delivers material using flip chart media, divides students into 4 groups consisting of 4 students, then the teacher asks students to make group assignments, then gives LKPD and explains it first, then assesses the results of LKPD and evaluation sheets. And the last activity is the closing activity, in this activity the teacher

and students make conclusions, then the teacher reflects and follows up and moral messages and closes by inviting students to pray together.

At this stage of cycle I, observers have been appointed to observe the activities of teachers and students. Observations of teacher and student activities use instruments, namely teacher activity observation sheets and student activity observation sheets. Based on the results of observations on the teacher activity observation sheet consisting of 25 aspects, an average of 75.2% was obtained with a sufficient category. The results of observations on the student activity observation sheet which also consists of 25 aspects obtained an average of 73.6% with a sufficient category. After learning in the cycle I teaching module, the teacher gave a test question to determine the students' abilities after applying the cooperative learning model type two stay two stray assisted by flip chart media followed by 19 students. Based on the test results in cycle I, the results were 7 students who were classified as complete while 12 students had not completed.

The last stage of PTK is reflection. From the data obtained above, several findings of deficiencies are used as considerations for the next cycle. The activities that need to be improved are from the aspect of the teacher's ability to manage learning with the model applied. Among these findings is the teacher's ability to facilitate student learning that is not yet complete in delivering instructions and is often repeated in each group. This results in additional learning time, so that the impression is that learning is still less effective. Furthermore, there is a tendency for students who do not often sit in groups causing the division of groups to be rather chaotic and seem new to students. From the results of the reflection, it was decided to continue to the second cycle with several changes that occurred in the planning and actions.

Because learning in cycle one was unsuccessful, it was continued to cycle II. In the second cycle, it was carried out to correct several deficiencies found in cycle I, cycle II also has 4 stages, namely: planning, implementation, observation, and reflection. In the second cycle stage, the researcher aims to correct the deficiencies found in cycle I based on reflection from observers. In this planning stage, the researcher has prepared instruments that were discussed with the class teacher in the form of: (1) determining the research class in class VB, (2) determining the theme, sub-theme, and material to be taught in class, (3) compiling teaching modules (4) compiling LKPD (Student Worksheets), (5) designing tests that will be done by students at the end of the implementation of cycle II, (6) compiling teacher activity observation sheets and student activity observation sheets.

At the implementation stage, the researcher carried out learning activities by implementing a cooperative learning model of the two stay two stray type assisted by flip chart media in learning the integrity of the unitary state of the Republic of Indonesia in this study, the researcher was assisted by an observer. The initial activity carried out by the teacher was to open the learning by saying hello and praying before learning, conditioning the class and the teacher taking attendance of students, apperception and motivating students, namely conveying the learning objectives and themes to be studied. The next stage of the core activity at this stage, the teacher conveys material about the importance of the integrity of the Republic of Indonesia, examples of attitudes that maintain and damage the Republic of Indonesia, the teacher asks questions, then the teacher shows the flip chart media, then the teacher delivers material using the flip chart media, divides students into 4 groups consisting of 4 students, then the teacher asks students to make group assignments, then gives LKPD and explains it first, then assesses the results of LKPD and evaluation sheets. The next activity is the closing activity, in this activity the teacher and students make conclusions and follow-ups as well as moral messages and closes with a prayer together. At this stage, cycle II requires observers to observe teachers and students using instruments, namely teacher activity observation sheets and student activity observation sheets as well as student activities and learning outcomes during the learning process in improving deficiencies in the previous cycle.

Based on the results of observations on the teacher activity observation sheet consisting of 25 aspects obtained an average of 95.02%, the average value is included in

the very good category. Furthermore, the results of observations on the student activity observation sheet observed consisting of 25 aspects obtained an average result of 88.0% with a very good category. While the test results in the second cycle showed that there were 3 students who had not completed. In accordance with the KKM determined at MIN 7 Aceh Barat Daya. These results indicate that there was an increase in research results from cycle I which was only 47.22% to 85.55% in cycle II and had met the indicators of research success. The results of reflection in the second cycle, when viewed from the data obtained, had not reached 100% of ideal expectations. There are deficiencies that should be improved continuously. This is inseparable from all the activities that have been carried out. The number of completions has not reached the maximum number, however, this is a normal thing in education.

DISCUSSION

Based on the analysis of the research results conducted in Class VB MIN 7 Aceh Barat Daya, it was found that the results of the study using the Two Stay Two Stray cooperative learning model assisted by Flip Chart Media in Civics Learning can improve the learning outcomes of class VB MIN 7 Aceh Barat Daya students. In cycle I, it obtained a score of 47.22% and Cycle II became 85.55% with a very good category. According to Slameto, learning outcomes are a level of success of students in learning subject matter at school which is expressed in the form of a score obtained from test results regarding a number of learning successes. The learning outcomes themselves are a reference in measuring students' abilities after gaining learning experience in a subject (Alkindi et al., 2021; Lubis et al., 2022; Putra et al., 2023).

The learning process in this study was taught directly by researchers using the two stay two stray cooperative learning model assisted by flip chart media. This research was conducted in two cycles starting from July 24, 2024 to July 25, 2024. The purpose of this research was to see the teacher's ability to manage the ongoing learning process and student activities by conducting test results in order to see student learning outcomes. Student activity observation sheets by providing LKPD and multiple choice test questions with a total of 20 questions in cycles I and II. In the learning process through teacher activities in managing learning through the cooperative model type two stay two stray assisted by flip chart media has an impact on improving student learning outcomes so that the learning process is very effective. These results are also in accordance with Ali's research (2018) which states that there is a significant increase from the first cycle to the second cycle through several techniques and methods in implementing the model. The increase in teacher activity in each cycle can be seen in the graph below.

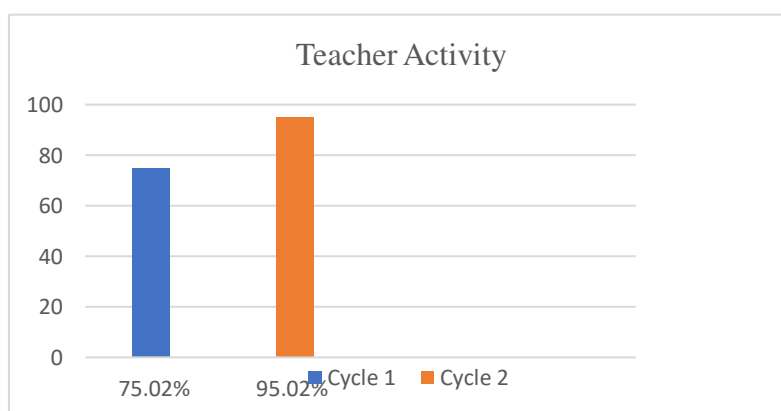


Figure 1. *Teacher Activity*

Based on the picture above, it shows that cycle I and cycle II have increased. This can be seen from the increase in the average score obtained in cycle I, which is 75.02% with

the predicate (Enough). While in cycle II 95.02% with the predicate (Very Good). Thus, the data shows that teacher activity in managing learning through the application of the two stay two stray cooperative model is in the very good category and has reached the success indicator.

In the learning process through student activity in managing learning through the two stay two stray cooperative model assisted by flip chart media, it has an impact on improving student learning outcomes so that the learning process is very effective. The increase in student activity in each cycle can be seen in the graph below

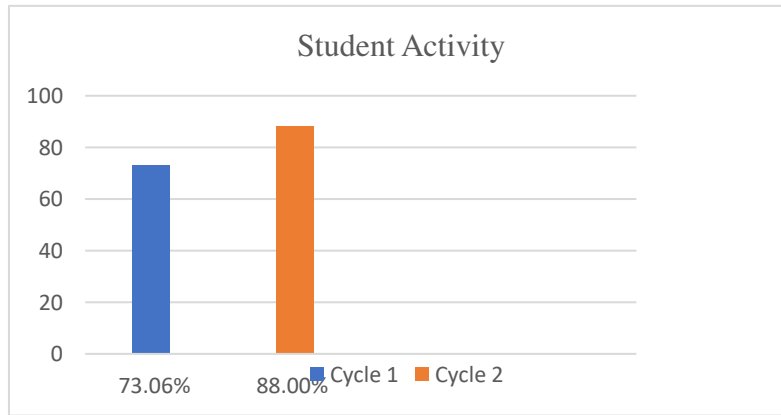


Figure 2. *Student Activity*

Based on the picture above, it shows that cycle I and cycle II have increased. This can be seen from the increase in the average score obtained in cycle I, which is 73.06% with the predicate (Enough). While in cycle II 88.00% with the predicate (Very Good). Thus, the data shows that teacher activities in managing learning through the application of the two stay two stray cooperative model are in the good category and have achieved the success indicator. This is in line with the results of research by Assawal & Torro (2024) which states that there is an increase from cycle one to cycle two with the application of the same model.

The completeness of student learning outcomes using the application of the two stay two stray cooperative learning model assisted by flip chart media has increased. Based on data from the results of the post-test scores in cycle I, student learning outcomes were 47.22%, which means that they have not achieved learning completeness. In cycle II, student learning outcomes increased to 85.55% with the category (Very Good). The increase in learning outcomes for each cycle can be seen in the graph below.

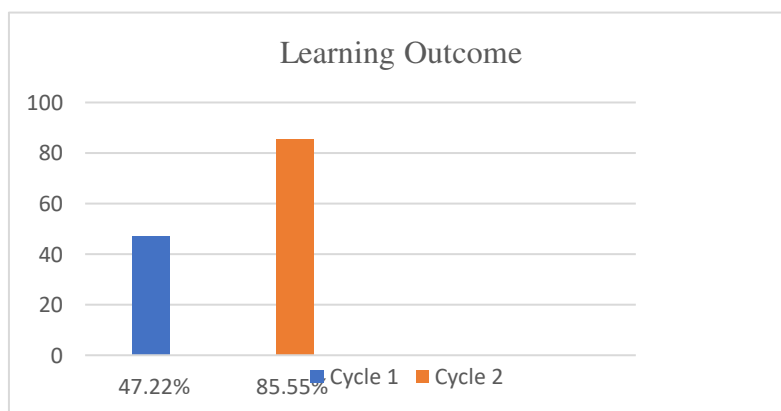


Figure 3. *Learning Outcome*

Based on the graph above, it shows that student learning completeness has increased in each cycle. This can be seen from the percentage in cycle I of 47.22% and cycle II of 85.55%. Thus, the data shows that the learning outcomes in managing learning through the cooperative learning model type two stay two stray assisted by flip chart media obtained very good values. So it can be concluded that the learning outcomes through the cooperative learning model type two stay two stray assisted by flip chart media were declared successful (Eviani & Khusna, 2023; Rifai et al., 2023; Sari et al., 2024).

CONCLUSION

Based on the analysis of the research conducted in class VB MIN 7 Aceh Barat Daya with 19 students as research subjects, it can be concluded that teacher activity in managing learning through the cooperative learning model type two stay two stray assisted by flip chart media has increased in each cycle, namely in cycle I 75.02% and increased in cycle II 95.02% Very Good. Student activity in participating in learning through the cooperative learning model type two stay two stray assisted by flip chart media has increased, namely in cycle I 73.06% and increased in cycle II 88.0% Very Good. Finally, student learning outcomes during the learning process have increased in each cycle. Learning outcomes in cycle I have an average score of 42.22% with the category Sufficient. While in cycle II 85.55% with the category Very Good. So it can be concluded that the application of the cooperative learning model type two stay two stray assisted by flip chart media has succeeded in improving the learning outcomes of students in class VB MIN 7 Aceh Barat Daya. Based on the research conducted by the researcher, the suggestions that can be put forward for teachers are to be able to apply the cooperative learning model of the two stay two stray type assisted by flip chart media in civics learning, and can even be applied to other learning.

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