

# The Effect of Two Stay Two Stray Learning Model on Cognitive, Affective, and Psychomotoric Learning Outcomes in Social Studies at Junior High School

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**Abstract**— This research is an experimental research to see the effect of a learning model that is two stay two stray in the social studies learning outcomes. In the curriculum K13 there are three domains of learning outcomes, it are cognitive, affective, and psychomotor. The sample of the study came from 62 students grade VIII junior high school (JHS). Analysis using T-test to know whether there are differences of learning outcomes, before and after applied learning model. Cognitive result shows the mean of post-test 80,69 / 3,23 with standard deviation 6,60, median 80. Average learning outcomes that have reached KKM and great. The average learning result of students' social attitude ability or affective domain is 3,00 with standard deviation 0,22, median 3,04 which mean student's social attitude is good. Especially for the results of learning affective areas still need efforts such as cooperation between students, teachers, and the school, so that the results of learning can continue to be improved because learning is a process that takes time. The average learning achievement of students' speaking skill is good. Mean is 2,91 with standard deviation 0,29, median 2,94 but still not optimal. To improve the learning outcomes in this capability requires a short time because there should be regular/continuous exercise. This study suggest that there is influence of two stay two stray learning model to the learning outcomes, whether cognitive, affective, and psychomotoric.

**Keywords**— learning outcomes, two stay two stray.

## I. INTRODUCTION

The rapid development of science and technology lead to competition in various aspects of life. The era of global competition now encourages education to be one important aspect in improving human resources to support the development of the nation, through education can be born smart, moral and skilled generation as one of the capital to make a better change. Efforts to be made in addressing the era of global competition one of them are to optimize the quality of existing education. Education is all life situations that affect the growth of the individual as a learning experience that takes place in all environments and throughout life (Sagala, 2010: 1). Based on these opinions can be seen that education can foster and provide an environment that helps learners can develop knowledge, improve morals and improve skills optimally. Given the importance of education, the government tried to take policies, one of them related to curriculum changes to try to

accommodate the needs of students for the purpose of education can be realized optimally. Therefore, the role of formal education institutions is needed as a means to optimize the quality of learners which includes the ability of knowledge, attitude, and skills. One of the efforts in achieving these capabilities through Social Studies, one of the subjects that focus on social values and humanity.

Based on preliminary research, it is known that only 62 students (34,1%) from 182 students that got score  $\geq 78$ , and 120 students (65,9%) got score  $< 78$ . According to Djamarah (2006: 128) if the percentage of students complete less than 65%, then the percentage of student success on the subject is still relatively low. This shows that the students need a more optimal learning process.

Based on preliminary observations and interviews, there are some problems with the social attitude ability of the students, especially in the subjects of social studies. This is seen some students are still cheating in doing exams or assignments. Students sometimes cannot accept the risks of the actions taken during the teaching and learning process. While the discussion still exists some students do not accept an agreement that is different from their opinion. Activity in group work and prioritizing group interests is also still not seen, most of the students are passive and prioritize their own interests in the learning process. This can be interpreted that the student learning outcomes of the ability of the attitude have not been optimal such as honest attitude, responsibility, tolerance, and mutual cooperation. In addition, it is known that the ability of students' skills is still far from optimal, especially on abstract skills of students (ie speaking or oral communication). This is indicated by the not yet smooth students in conveying the theme or topic of discussion, some students still can not speak clearly and easily understood at the time of presentation or convey opinions, voice intonation less appropriate with the message conveyed, the use of grammar and vocabulary selection is also sometimes still not quite right. Such learning activities prove that learning outcomes of students' skill in speech or verbal communication are still not optimal.

The low learning outcomes of grade VIII students of junior high school at Kartikatama Metro on Social Studies subjects both in terms of knowledge, attitude, and skill ability are suspected to be one of the reasons is the use of classical learning model, still using classic model and discussion models that are not combined with other teaching models resulting in a less

conducive situation that occurs in teaching and learning activities in the classroom. Choosing the right learning model is one of the efforts that can be done by teachers to increase student activity in learning that is by applying cooperative learning model in hopes will affect the improvement on student learning outcomes.

Based on the background of the above problem, can be identified some of the problems as follows.

1. Students' learning outcomes of knowledge skills are still low.
2. Student learning outcomes of social attitude skills especially honest attitude, responsibility, tolerance and mutual cooperation are not yet optimal.
3. Students' learning outcomes of psicomotoric aspect especially in speech or oral communication skills are not optimal.
4. Learning activities are still centered on teachers (teacher centered) and the lack of variation on instructional model applied so that students are less active in learning activities.

## II. THEORY

Learning is essentially a relatively positive stage of student behavior change and setting as a result of interaction with the environment involving cognitive processes (Majid, 2014: 63). Based on these opinions can be interpreted that learning is a change in behavior in terms of ability knowledge, skills and skills abilities that occur in students due to the interaction. The results of these changes are expected not to stop at one point but there is a follow-up from the students so that the benefits can be felt by themselves and the environment or society.

In accordance with opinion Majid (2014: 172) that cooperative learning is a learning model that prioritizes cooperation to achieve learning objectives. Cooperative learning is a form of learning by means of students learning by working in small, collaborative groups whose members consist of four to six people with heterogeneous group structures.

Based on the above opinion, it can be seen that this learning can provide more opportunities for students to participate in learning activities. Students learn in small groups that have different levels of ability and students work together so that will create a balanced interaction that is the communication between teachers with students, students with students, and students with teachers.

This cooperative learning model is expected to be implemented by teachers to help learners to understand lessons more easy and fun. But every model of learning has its own disadvantages and advantages, its implementation steps also have differences. Learning model used in this research is two stay two stray learning model (TS-TS). This model can be used in all subjects and for all ages of learners with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to excel (Huda, 2013: 207).

## III. METHODOLOGY

This research uses quasi-experimental research design (Quasi-experimental design) with a pattern of treatment by level design. the Quasi-experimental design is a development of a true experimental design that is difficult to implement (Sugiyono, 2012: 114). Pseudo experimental is defined as research approaching experiment. This research uses the random sampling technique to determine the sample, in this study, class VIII B implement the learning by using two stay-two stray learning model. In the class, students have a learning value that is classified as a variation there are students who get the high score and get low scores on MID semester in social studies. The study design is illustrated as follows.

Fig 1. Research Design.

Class	Treatment	Post Test
VIII	X <sub>1</sub>	O <sub>1</sub>

Description: X<sub>1</sub>: Social Studies Class learning with Two Stay Two Stray model

O<sub>1</sub>: experimental class is given a post-test

### A. Research procedure

This research procedure consists of two stages, namely pre-research and research implementation. The steps of the stage are as follows.

### B. Pre-research

Activities undertaken on pre-research are as follows.

- 1) Make a preliminary observation to the school to be studied to obtain information about the state of the school and class that will be set as a population and sample research.
- 2) Setting the research sample by cluster random sampling technique.
- 3) Conduct observations and interviews with teachers to obtain information about the learning system applied in the class to be studied.
- 4) Making learning tools such as syllabus, learning implementation plan (RPP), and group worksheet (LKK).

### C. Implementation of research

The implementation of this research will apply two stay-two stray learning model. This study was conducted two months. Step by step learning model two stay - two stray

- 1) Teachers form small groups, each group consists of 4 students.
- 2) The teacher gives the material briefly to the students.
- 3) The lesson uses an activity sheet containing the tasks that each student should learn in a group.
- 4) Each group solves a given problem in their own way. Then 2 of the 4 members of each group left the group and visited the other group, while the 2 members who stay in the group were assigned to deliver their work and information to the guests.
- 5) After obtaining information from 2 members who stay, guests excuse themselves and return to their respective

groups and report their findings and match and discuss the results of their work.

- 6) The group leader reports on the group's success by presenting their work.
- 7) Teacher assigns the best group to the less successful (if any) based on correction results.
- 8) Evaluation.
- 9) Closing.

The duration of each class meeting is 2 hours of a lesson or 2x40 minutes for 12 meetings. At the 12th meeting, the researchers conducted a final test to measure learning outcomes on knowledge skills by using the written test in the form of multiple-choice questions. while to measure learning outcomes on social attitude ability using observation and peer assessment appraisal, to know learning outcomes on speech skill ability researcher using an assessment of spoken practice or verbal communication test. Data collection techniques use observation, documentation, and tests. After the data is needed in the can, then the researchers draw conclusions from the results of research.

#### IV. RESULT

The result of post-test of knowledgeability was obtained the lowest score of 65 and the highest was 92 and the mean of post-test learning ability of knowledge 80,69 / 3,23 with standard deviation 6,60, median 80 and mode 85,21. Average learning outcomes that have reached KKM and great (80.69) or (3.23) indicate an increase in learning outcomes in students' knowledgeability after being given treatment. The active role of students in the learning process becomes one of the factors driving the increase of learning outcomes in the ability of knowledge because the students will be carried out at home so that home study activities will also increase.

The average learning result of students' social attitude ability 3,00 with standard deviation 0,22, median 3,04 and mode 2,94 which mean student's social attitude is good. Schools have implemented school entry rules at 07.00 right to carry out read Al Quran and pray dhuha congregation. This is one of the efforts to direct students to have good social and spiritual attitudes.

The average learning achievement of students' speaking skill is good. It is 2,91 with standard deviation 0,29, median 2,94 and mode 3,03 but still not optimal. To improve the learning outcomes in this capability requires a short time because there should be regular/continuous exercise. The application of learning models that require students to speak and convey information appropriately between groups makes students familiar with oral communication well. In addition, the school has applied English speaking language at the beginning of each learning. It is also one of the efforts to improve the ability of speech or verbal communication of students.

#### V. DISCUSSION

Based on the results of research, it is known that learning is not something that is instant but needs a process. As explained by Dzamarah and Zain (2006: 12) that learning is a process of change thanks to experience and practice. This means behavioral changes related to knowledge, attitudes, and skills

covering all aspects of the organism or personality. From the opinion is known if students have more experience and practice than other students means that students have been doing more learning or active learning that will affect the learning outcomes.

Learning requires activation from both teachers and students because active is one of the keys to successful learning. As explained by Yamin (2007: 82) that active learning is a human effort to build knowledge in itself. In the process of learning change and increase the quality of skills, knowledge, and skills of students, both in the realm of cognitive, psychomotor and affective.

Knowledge domain learning outcomes are known to be good because students have been doing activities by combining existing knowledge with newly acquired knowledge, meaning learning activities are not just stimuli and responses but students also involve their courage in the learning process. This is in line with the theory of learning according to Ausubel (Budiningsih, 2005: 43) that learning should be a meaningful assimilation for students. The material studied is assimilated and linked to the knowledge that students have in the form of cognitive structure.

The results showed that affective learning and psychomotor sphere, namely social attitudes and oral communication is good but still requires efforts to better. Students not only know and understand a material in learning but also experiencing a learning process that involves the overall ability of students, namely the ability of knowledge, attitude skills, and spicomotoric skills. The learning process is considered successful if the students have understood the environment and themselves. In other words, students have been able to achieve self-actualization optimally. This is as described by Bloom and Krathwohl (Budiningsih, 2005: 78) which divides learning objectives into 3 areas ie cognitive, psychomotor and affective.

#### VI. CONCLUSION

This research is one of the research in the field of education as an effort to improve student learning outcomes. The learning outcomes are not only in the cognitive domain, but also in the affective and psychomotor spheres. In order to realize the goal of learning optimally then the two stay two stray learning model can be selected by teachers to improve the quality of the learning process. So that student learning outcomes can be achieved maximally.

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