



Implementation Of Two Stay Two Stray Cooperative Learning (Tsts) To Improve The Activity And Outcomes Of Science Learning By Class Viii Students Of Smp Negeri 12 Poleang Barat 2019/2020 Academic Year

Wati La Una

Teacher of Scince at SMP Neg. 12 Poleang Barat

Email: watilauna.bombana76@gmail.com

Abstract

PTSTS cooperative learning needs to be integrated with the teacher as a learning facilitator in terms of group guidance because it can increase student activity and learning outcomes. The purposes of this research are (1) to describe the implementation of Two Stay Two Stray (TSTS) learning combined with group coaching in increasing the activity and learning outcomes of students at SMP Negeri 12 Poleang Barat, and increasing the learning activity of students at SMP Negeri 12 Poleang Barat through learning Two Stay Two Stray (TSTS) combined with group guidance. This research is a classroom action research conducted in two cycles. Each cycle consists of planning, action implementation, action observation, and reflection stages. The data collected is student learning activeness and student learning outcomes. The data was obtained from the results of (1) observations of students' active learning by teachers and colleagues, and (2) written test scores at the end of the cycle. The results showed that (1) the average value of student learning activity increased from 59.67 in cycle I to 84.94 in cycle II, (2) the average student learning outcomes increased from 67.18 in cycle I to 81.32 in cycle II, (3) student learning mastery increased 54.84% in cycle I to 70.97% in cycle II. These results indicate that the Two Stay Two Stray (TSTS) learning method combined with group coaching can increase student learning activity by 25.27 and student learning outcomes by 14.14. Based on the results of the data analysis, it can be concluded that the activity and learning outcomes of SMP Negeri 12 Poleang Barat students increased with the application of the Two Stay Two Stray (TSTS) learning method combined with group mentoring.

Keywords: Two Stay Two Stray (TSTS) learning, group coaching, active learning, learning outcomes

Introduction

The quality of education in Indonesia at this time cannot be said to have improved after several changes were made since the 2013 curriculum was implemented. The learning outcomes of Indonesian students cannot be separated from the quality of the learning process at school, the role of the teacher, student motivation, student learning activities, even school infrastructure. Learning will be more successful if it relates to students' interests, desires, and goals. Therefore, it is necessary to develop learning that can provide opportunities for students to exchange opinions, work together with friends for the same goal so as to foster students' interest and desire to learn.

Based on the results of observations of class VIII students at SMP Negeri 12 Poleang in January 2020, several problems were obtained related to active learning and student learning outcomes. The problems found included students not preparing textbooks on their desks when the teacher had started the lesson, students still chatting with their friends when the teacher gave information in front of the class, students did not pay attention to their friends who were presenting in front of the class, there were still students who fell asleep at night. bench when the learning process, and student learning outcomes do not meet the minimum learning completeness standard (SKBM).

According to the social cognitive learning theory put forward by Bandura (Arends, 2012), learning results from observation and is influenced by the environment, beliefs, and expectations. Learning outcomes are changes in student behavior as a result of the learning process. If there are problems in learning activities that result in student learning outcomes not being maximized, it is necessary to find a solution immediately. The solution to the learning problem in class VIII SMP Negeri 12 Poleang Barat is in the right learning pattern or method to be carried out by the teacher so that student learning can be increased and learning outcomes can be maximized.

Several learning models have been implemented as an effort to enable students to be active in the learning process so that student learning outcomes become better. Learning with realia media, role playing learning, learning using the Think Pair Share method, and several other cooperative learning have been tried to be applied by science teaching teachers in class VIII SMP Negeri 12 Poleang Barat, but they have not been sufficiently able to improve student learning outcomes. This is influenced by the characteristics of students who are very heterogeneous in terms of academic ability and the way students learn, which are mostly kinesthetic, so they often actively move seats and talk to friends in class.

Cooperative learning has proven to be very effective in improving relationships between students. The Two Stay Two Stray (TSTS) cooperative learning method has the characteristics of being able to activate students to discuss with their group members, move to another group to discuss problems or other things for which a solution is sought, and convey back the results of the information from the other group to the initial group. The characteristics of TSTS learning are thought to be appropriate when applied to class VIII students at SMP Negeri 12 Poleang Barat. The purpose of this study was to describe the implementation of the Two Stay Two Stray (TSTS) learning method combined with group guidance in increasing the activity and learning outcomes of class VIII students at SMP Negeri 12 Poleang Barat.

Literary Review

Active Student Learning

Student activities are much influenced by teacher teaching activities. For example, if the teaching activity carried out by the teacher conveys material orally to students (lectures), then there are not too many student activities, they only listen to the teacher's description and if necessary take notes. However, if the teacher's teaching activities are carried out by asking questions or throwing problems to be solved by students, then student learning activities will be more active such as discussions, dialogues, with their peers or groups.

Learning activities are a series of learning activities carried out by students during the learning process. By carrying out various activities in learning activities, students are expected to be able to build their own knowledge.

Indicators of active learning that can be observed in the learning process according to Murti and Anas (2019) include asking questions, answering questions from lecturers/friends, giving opinions, and responding to the opinions of lecturers/friends. Meanwhile, indicators of active learning according to Ratnawulan, N, and Kania, N (2020) include asking questions, answering questions, doing assignments, discussing, exchanging answers, recording discussion results, giving opinions and giving responses.

Student learning outcomes

The results to be achieved in teaching and learning activities, especially in the field of biology, are to increase students' ability to understand biological concepts and their interrelationships and to be able to use scientific methods based on a scientific attitude to solve problems encountered and to be able to develop attitudes and thinking skills (Susanto , 1999). So the learning outcomes to be achieved by students is in the form of an understanding of the concepts being studied.

One measurement of learning outcomes is to use a test, which is in the form of written test results. The use of a (written) test as an evaluation tool has advantages, namely that the examiner can test as many students in a limited time, the objectivity of the work is guaranteed, it is easy to supervise, the examiner can arrange questions evenly on each subject in the process. Meanwhile, the weakness of the written test is that the examiner does not have time to get an explanation of the student's answer, the formulation of questions that are not clear can make it difficult for students, and the subjectivity of the examiner occurs in the assessment (Andayani, 2008).

Learning outcomes are measured by using questions in the form of essay tests, because essay tests have the advantage that examiners can assess and examine students' reasoning abilities and there are clear criteria in assigning grades so that objective data can be produced. But the written test in essay form has weaknesses, namely the limited number of questions and the objectivity of the work (Arikunto, 2001 in Andayani, 2008).

Two Stay Two Stray Cooperative Learning Method (TSTS)

The Two Stay Two Stray Learning Model (TSTS) was developed by Spencer Kagan in 1992. In this TSTS model, students in groups are given the opportunity to share the results of discussions or information with other groups. Two Stay Two Stray comes from the English language which means two stay two guests. This model can be used in all subjects and for all age levels of students. The Two Stay Two Stray model is a group learning system with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to excel. This model also trains students to socialize well. With a democratic class atmosphere, learning from each other provides greater opportunities to empower students' potential to the fullest.

The Two Stay Two Stray cooperative learning model is suitable for all subjects and all age levels of students. The TSTS learning model is carried out by discussing to solve problems which previously started with group division and then exchanging the results of discussions with other groups after which they were discussed again to make conclusions. The TSTS type learning model is a type of group learning that is carried out so that students work together, are responsible, solve problems together or socialize (Oktaviana, W. and Jasril, I., 2019)

The Two Stay Two Stray Learning Model is learning that begins with group division, after which the teacher gives assignments in the form of problems that must be discussed. After the intra-group discussion is over, two people from each group leave the group to visit other groups, and two people stay in the group on duty as receptionists. If each group has finished completing the task, they immediately return to the original group to match and discuss the work they have done.

The stages or phases in the TSTS type cooperative learning model are: preparation, presenting information

Two stay two stray has several advantages and disadvantages as follows:

Advantages of the Two Stay Two Stray Model

- ✓ Can be used in all subjects and all age levels of learners.
- ✓ Is one of the innovative models based on student activity.
- ✓ With the implementation of this learning model, students not only work with members of their group but can also work with other groups which allows for the creation of friendliness among friends in one class and students can switch roles as subjects in learning.
- ✓ Developing attitudes in students by increasing cohesiveness and self-confidence.
- ✓ Improving the ability to speak express the opinions of students.
- ✓ The learning process in the classroom becomes more meaningful so that student learning outcomes also increase.

Disadvantages of the Two Stay Two Stray Model

- ✓ It takes a long time.
- ✓ Students tend not to want to study in groups.
- ✓ For educators requires a lot of preparation (materials, funds and manpower).
- ✓ Tends to have difficulty in classroom management

Group Coaching

According to Prayitno (2003: 309) in Subardi (Without Years), group guidance is guidance services provided in a group atmosphere, where services are provided to students who are formed in a group to obtain information material from the supervising teacher or group mates who will be taught. use to plan and make decisions, or for other purposes relevant to the information obtained.

Susanto (2002) explains that group coaching or small group teaching is needed in today's science learning. Cooperative learning is important for science learning because during cooperative joint work in small groups, each individual member of the group expends optimal effort to complete group assignments, and each individual is responsible for producing the learning achievements of other group members. Therefore, teachers need to have special skills in conducting group guidance or teaching small groups.

Research Methods

Research design

This research is a classroom action research using a qualitative approach. Action research is a form of reflective, participatory, collaborative investigation that aims to make improvements to systems, work methods, processes, content and

competencies. The approach used in this study is a qualitative approach to obtain descriptions of the behavior of research subjects during the learning process by giving an action.

This classroom action research was carried out in two cycles, where each cycle consisted of two meetings. Each cycle consists of four stages, namely: planning (planning), implementation of action (action), observation of action (observation) and reflection (reflection).

Places and Research Subjects

This research was conducted at SMP Negeri 12 Poleang Barat with the research subjects being class VIII students for the 2019/2020 academic year, a total of 31 students consisting of 18 male students and 13 female students. Selection of research subjects using purposive sampling. The research was conducted for two months, namely February and March 2020.

Data and Data Sources

The data source was class VIII students of SMP Negeri 12 Poleang Barat, whose data was taken in the form of the implementation of the Two Stay Two Stray (TSTS) learning method combined with group guidance, data on student learning activity, and data on student learning outcomes.

The data needed in this study are as follows.

- ✓ The implementation of the Two Stay Two Stray (TSTS) learning method is combined with group guidance. The data source for the learning method is the result of observing the implementation of learning by researchers and students
- ✓ Student learning activity data
- ✓ Data sources of student learning activeness are the results of observations of researchers, observers, and peers (peer assessment) using observation sheets of student learning activeness.
- ✓ Data on student learning outcomes. The data source for student learning outcomes is in the form of written test results regarding understanding of the material being studied.

Data collection technique

In conducting this research, data collection was carried out using observation techniques, field notes and documentation, through observation, documentation and learning tests.

Observation is an observer's observation of the ongoing learning process. Observations in this study were carried out by teachers in a science subject group, to assess student learning activity and the implementation of Two Stay Two Stray (TSTS) learning combined with group guidance conducted by researchers in the classroom action research process. Assessment of student activity is also carried out by students themselves by assessing the activity of colleagues in their groups.

Documentation in this study was used to obtain evidence of photos of activities during the implementation of learning activities in class which included student and researcher activities using the Two Stay Two Stray (TSTS) learning method combined with group guidance.

Student learning outcomes are obtained from the results of writing tests by students. The test is a tool used to determine the achievement of competency standards by students after getting the learning process. The test is carried out at the end of each cycle.

Data Collection Instruments

The instruments used at the time of data collection in this study were:

- ✓ The observation sheet on the implementation of Two Stay Two Stray (TSTS) learning is combined with group guidance
- ✓ Student learning activity observation sheet.
- ✓ The written test, which is a tool used to determine the achievement of

competency standards by students after receiving Two Stay Two Stray (TSTS) learning combined with group guidance, is carried out in the form of daily test tests. You can see the questions and the daily test assessment rubric.

Data analysis technique

Observation data during the learning process will be analyzed using qualitative analysis techniques, one of the models is interactive analysis techniques. The interactive analysis consists of data reduction, data exposure, and drawing conclusions. The data analysis in this study is described as follows.

- ✓ The implementation of the Two Stay Two Stray (TSTS) learning method is combined with group guidance
- ✓ The implementation of the Two Stay Two Stray (TSTS) learning method combined with group guidance can be measured using the observation sheet of the implementation of learning by the observer. The category of success rate of action by teachers and students can be seen in Table 3.2 and uses the following formula.

$$\text{Persentase keterlaksanaan tindakan} = \frac{\sum \text{indikator yang muncul}}{\sum \text{seluruh indikator}} \times 100\%$$

Tabel 3.2 Tabel Persentase Keberhasilan Pembelajaran

Rating percentage	Success rate	Value with letters
81 – 100	Very well	A
61 – 80	Good	B
41 – 60	Enough	C
21 – 40	Not enough	D
0 – 20	Fail	E

Sources: Arikunto (2012: 281).

While the results of student learning activeness were measured through the observation sheet of learning activeness developed by researchers (Table 3.3). The value obtained is calculated by the following formula.

$$\text{Skor} = \frac{\text{skor yang diperoleh}}{\text{skor maksimum}} \times 100$$

Tabel 3.3 Penilaian Keaktifan Belajar Siswa

No.	Student Active Learning Components	Yess/No
1.	Do a good presentation	
2.	Ask a friend or teacher a question	
3.	Answer questions from friends or teachers	
4.	Record the discussion results in the workbook	
5.	Complete assignments on time	
6.	Work well in groups	

Students' learning achievement

Analysis of student learning outcomes data is by the percentage of learning outcomes categories (Yusri, 2018). Students' written test scores are categorized into five criteria as presented in Table 3.4. Cycle I test scores were compared to students' initial scores, while cycle II test scores were compared to cycle I test scores.

Tabel 3.4 Kategori Hasil Belajar Siswa

Competence level	Score	Category
90% – 100%	90 – 100	Very high
80% – 89%	80 – 89	Tall
65% – 79%	65 – 79	Currently
55% – 64%	55 – 64	Low
0% – 54%	0 – 54	Very low

Sumber: Adopsi dari Yusri, dkk (2018).

Result and Discussion

Result

Observations were made in January 2020 in the science learning process in grade 8. The science subjects in class VIII were taught by students 2 meetings a week, each meeting had 2 x 40 minutes. Based on the results of pre-action observations on science subjects in class VIII are as follows.

- ✓ Some students have not prepared textbooks on their desks when the teacher has started the lesson.
- ✓ Students are still chatting with their friends when the teacher gives information in front of the class.
- ✓ Students do not pay attention to their friends who are presenting in front of the class.
- ✓ There are students who fall asleep on their benches during the learning process.
- ✓ Student workbooks or worksheets are not completed on time.
- ✓ There are students who often move seats to their friends' seats to discuss something.

The results of student learning completeness do not meet the minimum completeness criteria (KKM). This is based on the average Odd Semester End Assessment (PAS) score for 2019-2020 for class VIII is 66. The distribution of Odd PAS scores for class VIII for 2019-2020 is presented in Table 4.1.

Table 4.1 Grade VIII Odd Semester End Assessment Scores (PAS).

Score	Category	Freq.
90 – 100	Very high	0
80 – 89	Tall	5
65 – 79	Currently	13
55 – 64	Low	6
0 – 54	Very low	7

The results of these observations led research teachers to make appropriate and innovative learning improvements in increasing student learning activeness and even improving student learning outcomes as a whole. Therefore, the researcher conducted a treatment to increase the activity and learning outcomes of class VIII students of Sabilillah Islamic Middle School by implementing Two Stay Two Stray learning combined with group guidance.

Cycle I

Cycle I carried out 4 stages, namely action planning based on the results of initial observations, implementation of actions, observations, and the final stage of action reflection based on the results achieved at the end of the cycle. The description of each stage is as follows.

Action Planning

Based on the results of initial observations, the researchers planned to apply the

Two Stay Two Stray (TSTS) learning method combined with group guidance. Action planning includes the following steps.

- ✓ Prepare Learning Implementation Plans (RPP).
- ✓ Prepare workbooks for student learning activities.
- ✓ Prepare a rubric for assessing student learning engagement.
- ✓ Prepare an observation sheet of the implementation of learning methods.
- ✓ Prepare daily test questions in the form of written tests.

Action Implementation

The implementation of the actions in cycle I was carried out in 2 learning meetings, namely the 1st meeting for 2 x 40 minutes, and the 2nd meeting for 2 x 40 minutes. The material studied in cycle I is Substance Pressure.

The learning scenario that has been planned in the RPP, namely the application of Two Stay Two Stray (TSTS) learning combined with group guidance has been carried out on the Pressure on Liquid and Gas sub-materials. At the first meeting the researcher gave apperceptions that could direct students to formulate learning objectives. In the core activities, the Two Stay Two Stray (TSTS) learning method is carried out by students in groups, beginning with practicum on Archimedes' Law, Pascal's Law, Hydrostatic Pressure, and Gas Pressure on a Balloon. Each group does practicum in accordance with the division of tasks. After completing the practicum in the initial group, students divided tasks to stay in the group (stay) as hosts, while other students visited other groups to get information about Liquid Pressure material. During the practicum and discussion, the researcher provided group guidance so that the practicum carried out by the students really went well and produced correct information. In addition to conducting group guidance, the researcher also assessed the activeness of student learning when students were doing practicum and discussing presentations in their groups.

At the second meeting, students who visited other groups shared the information obtained with the initial group members. This activity was carried out at the second meeting because the time spent on the practicum by the students was quite late, so they had not had time to share information in the initial group. Discussion of student presentations in this initial group was also assessed for their liveliness by the teacher while carrying out group guidance.

Observation

Student learning activity

Data on student learning activeness in cycle I is data on student learning activeness obtained from observations by the teacher using observation sheets of student learning activeness. Based on the results of observations, it is known that the average student learning activity is 59.68.

Student learning outcomes

Student learning outcomes in cycle I were obtained from written test scores on the subject matter of Substance Pressure and Its Application in Everyday Life. The average student learning outcomes in the first cycle test was 67.18, with the distribution of the categories presented in Table 4.3.

Table 4.3 Student Learning Outcomes in Cycle II

Score	Category	Freq.
90 – 100	Very high	5
80 – 89	Tall	5
65 – 79	Currently	7
55 – 64	Low	5
0 – 54	Very low	9

Based on Table 4.3 it can be seen that 5 students (16%) have very high learning outcomes, 5 students (16%) have high learning outcomes, 7 students (23%) have moderate learning outcomes, 5 students (16%) have low learning outcomes, and 9 students (29%) students still have very low learning outcomes.

Based on student learning outcomes in this first cycle, 17 students completed their studies and 14 students did not complete their studies. The percentage of learning completeness in the first cycle is 54.84%.

Reflection

Based on the data presentation and data analysis as well as the observational findings from the observers, the reflections on cycle I are as follows.

1. The application of the Two Stay Two Stray (TSTS) learning method combined with group guidance has not been fully implemented, namely only 71.42% where evaluation and reflection activities have not been carried out. This is because the practicum time for students on Liquid Pressure material is too long. This is understandable because it takes quite a long time to do the practicum and to make visits to other groups to discuss presentations about the practicum results. In cycle II, researchers should be more able to manage time so that all stages of learning can be carried out.
2. Student activeness in cycle I was 59.68. This happens because students still do not really understand the stages of learning Two Stay Two Stay so that some students seem less responsible for their duties in groups.
3. The average student learning outcomes in this first cycle is 67.18. This average value can be said to have increased slightly from the average odd semester PAS score for the 2019-2020 school year. The percentage of complete learning in cycle I was 54.84%. The increase in the average value of student learning outcomes is still very small and learning mastery is still low because students are still adapting to the learning atmosphere with the TSTS method. In addition, students also considered the level of difficulty of the material studied to be quite high, so that they were not optimal in doing the written test.

Cycle II

Cycle II carried out 4 stages, namely action planning based on the results of observation and reflection in cycle I. The description of each stage is the same as the stages in cycle 1, especially at the stages of action planning and action implementation. However, in cycle II it further corrected the weaknesses in the process at the implementation stage of cycle 1. So that the results of observation and reflection were different and experienced an increase. The results of observations and reflections from cycle 2 are as follows:

Observation

Student learning activity

Data on student learning activeness in cycle II is data on student learning activeness obtained from observations by the teacher using observation sheets of student learning activeness. Based on the results of observations, it is known that the average student learning activity is 84.95.

Student learning outcomes

Student learning outcomes in cycle II were obtained from written test scores on the Human Respiratory System material. The average student learning outcomes in this cycle II test was 81.32, with the distribution of the categories presented in Table 4.5.

Table 4.5 Student Learning Outcomes in Cycle II

Score	Category	Freq
90 – 100	Very high	13
80 – 89	Tall	6
65 – 79	Currently	7
55 – 64	Low	2
0 – 54	Very low	3

Based on Table 4.5 it can be seen that 13 students (41.9%) have very high learning outcomes, 6 students (19.3%) have high learning outcomes, 7 students (23%) have moderate learning outcomes, 2 students (6.5 %) had low learning outcomes, and 3 students (9.6%) students still had very low learning outcomes.

Based on student learning outcomes in this second cycle, 22 students completed their studies and 9 students did not complete their studies. The percentage of learning completeness in cycle II is 70.97%, where this figure shows an increase from cycle I.

Reflection

Based on the data presentation and data analysis as well as the observation findings from the observers, the reflections on cycle II are as follows.

The application of the Two Stay Two Stray (TSTS) learning method combined with group guidance has been almost completely implemented, namely only 97.61% where reflection activities at the end of learning have not been fully implemented.

- ✓ Student activeness in cycle II increased to 84.95. This happened because the students already understood the Two Stay Two Stay learning stages so that students were quite enthusiastic and responsible for their tasks in groups.
- ✓ The average student learning outcomes in cycle II also increased to 81.32. This shows that by increasing student learning activity, their learning outcomes also increase. The percentage of learning completeness in cycle II has increased to 70.97%.
- ✓ The application of the Two Stay Two Stray (TSTS) learning method combined with group guidance which was carried out during cycle I and cycle II in science learning in class VIII showed an increase in student activity and learning outcomes. Data on the comparison of student activity and learning outcomes in cycles I and II after the application of the Two Stay Two Stray (TSTS) learning method combined with group guidance is presented in Table 4.6 and Figure 4.1.

Table 4.6 Comparison of Student Activity and Learning Outcomes in Cycles I and II

Data	Cycle I	Cycle II
Student learning activity	59,67	84,94
Student learning outcomes	67,18	81,32

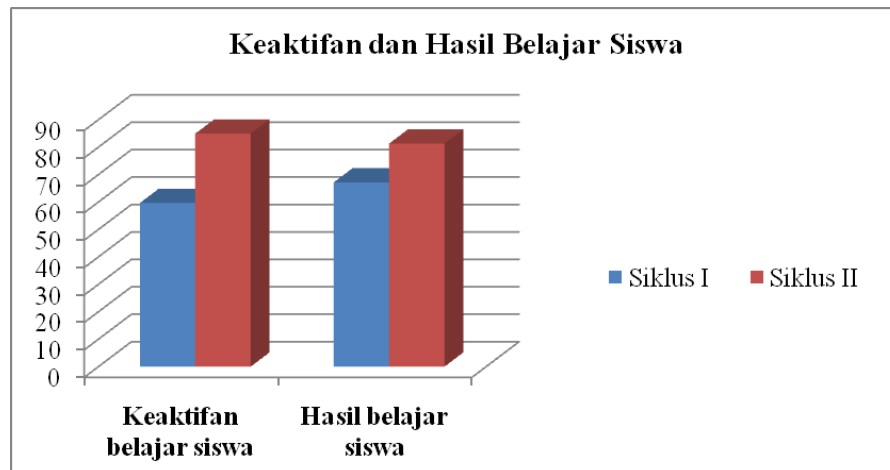


Figure 4.1 Graph of Student Activity and Learning Outcomes in Cycles I and II

The increase in student activity and learning outcomes supports an increase in student learning completeness, namely an increase in student learning completeness after the application of the Two Stay Two Stray (TSTS) learning method combined with group counseling. Comparative data of student learning completeness in cycles I and II are presented in Table 4.7 and Figure 4.2.

Discussion

The application of the Two Stay Two Stray (TSTS) learning method combined with group mentoring has been almost completely implemented, namely 97.61%. Learning with this method shows that students' active learning increased from 59.67 to 84.95. This result can be achieved because students who have started to understand the stages of Two Stay Two Stray (TSTS) learning will follow the learning process with enthusiasm and full responsibility for their duties in groups. In TSTS learning, students work together in groups, share tasks with each group member (to be a host who is visited by another group, or to be a guest who visits another group), work on the division of tasks with responsibility, present the results of group work, ask questions and discuss with group mates or other group mates, share the results of discussions with other groups, and communicate well and effectively with group mates or other groups.

The very diverse student activities in TSTS learning cause students to be active in completing their assignments, so that there are no students who do not have assignments. This is as quoted by Ratnawulan, N. and Kania, N. (2020) that active learners will feel they have a responsibility in learning, assessing learning, and carrying out effective learning, and are active at every stage of their learning. Indicators of active learning include asking questions, answering questions, doing assignments, discussing, exchanging answers, recording the results of discussions, giving opinions and giving responses.

The TSTS method combined with group coaching provides opportunities for students to practice their communication skills in small groups. Group guidance aims to develop social skills, especially students' communication skills. Sagita, A., et al. (2019) explained that in group guidance activities students build courage in presenting an argument, are trained to be individuals who are open minded, are accustomed to respecting and

appreciating others, and increase their self-confidence so they are not anxious/afraid when facing criticism from other group members.

Student learning outcomes also increased from 67.18 to 81.32 after applying the TSTS learning method combined with group guidance. This shows that by increasing student learning activity, their learning outcomes also increase. This increase in learning outcomes can occur because in the TSTS method students are required to master material or concepts to be conveyed or presented to their friends or other groups of students. Murti and Anas (2019) state that an increase in learning activities (positive in nature) can reduce negative activities so that students are serious about changing or learning. If students are serious about learning, their learning outcomes will certainly increase. In line with what was conveyed by Rediarta, et al. (2014) that the TSTS cooperative learning model has a positive effect on science learning outcomes.

This increase in learning outcomes is also supported by group guidance conducted by the teacher. In group mentoring, the teacher becomes a facilitator who provides learning media, as a source of student learning, and channeling a sense of enthusiasm and confidence in students to be able to complete tasks and make presentations to friends in their groups. Sagita, A., et al (2019) explained that students who are confident in mastering the material to be delivered are calm, not nervous and fluent in speaking, not discouraged, in discussion activities they speak more/argued more. With this self-confidence can make student development become. more optimal. This optimal student development supports the increase in student learning outcomes.

The increase in student activity and learning outcomes after the application of the Two Stay Two Stray (TSTS) learning method combined with group guidance has resulted in an increase in student learning completeness. The increase that occurred was from 54.84% to 70.97%. This shows that students who do not complete learning experience a decrease of 16%, which means that students with low academic abilities have experienced an increase in learning activity so that their learning outcomes increase. Based on this, it can be said that the Two Stay Two Stray (TSTS) learning method combined with group coaching can improve student learning mastery by 16%.

Conclusion and Suggestion

Conclusion

Based on the data and results of the discussion, it can be concluded as follows.

1. The stages of the Two Stay Two Stray learning method combined with group guidance in an effort to increase the activity and learning outcomes of class VIII students of SMP Negeri 12 Poleang Barat have been implemented 71.42% and 97.61%.
2. The Two Stay Two Stray (TSTS) learning method combined with group coaching can increase the average value of student learning activity, from 59.67 in cycle I to 84.94 in cycle II.
3. The Two Stay Two Stray (TSTS) learning method combined with group coaching can increase the average student learning outcomes from 67.18 in cycle I to 81.32 in cycle II. Student completeness increased 54.84% in cycle I to 70.97% in cycle II.

Suggestion

Based on the results of this study, the researchers suggest that the Two Stay Two Stray learning method combined with group guidance should be proposed to be carried out by subject teachers where students feel less motivated in

learning, so they can be enthusiastic and active in learning. For teachers: The Two Stay Two Stray learning method combined with group guidance needs to be continued by science subject teachers especially so that students' learning activity increases so as to improve science learning outcomes.

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