



## **Improving Students' Learning Activeness and Achievement through the Two Stay Two Stray Learning Model Integrated with Group Guidance**

Author : Ika Novrina  
Science Teacher, SMP Negeri 29 Rumbia, Southeast Sulawesi, Indonesia  
Email: [ika.novrina@gmail.com](mailto:ika.novrina@gmail.com)

### **Abstract**

Learning activeness and academic achievement are essential indicators of successful instructional processes. However, many junior high school students still demonstrate low participation and limited engagement during classroom learning activities, which negatively affects their learning outcomes. This study aims to improve students' learning activeness and academic achievement through the implementation of the Two Stay Two Stray (TSTS) learning model integrated with group guidance.

This research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The participants were students of class VIII at SMP Negeri 29 Rumbia in the academic year 2024/2025. Data were collected through classroom observations, learning achievement tests, and documentation. Quantitative data were analyzed using percentage analysis, while qualitative data were analyzed descriptively to support the quantitative findings.

The results revealed a significant improvement in students' learning activeness and academic achievement. Students' activeness increased from 59.67 in Cycle I to 84.94 in Cycle II. In addition, students' learning achievement improved from an average score of 67.18 in Cycle I to 81.32 in Cycle II. The percentage of students achieving mastery learning also increased from 54.84% to 70.97%. These findings indicate that the integration of the Two Stay Two Stray learning model with group guidance effectively enhances students' engagement and learning outcomes.

Therefore, it can be concluded that the application of cooperative learning models supported by group guidance is an effective strategy to improve students' learning activeness and academic achievement. This approach is recommended for teachers seeking to create a more interactive, student-centered, and meaningful learning environment.

**Keywords:** Two Stay Two Stray; group guidance; learning activeness; learning achievement; classroom action research

## A. Introduction

Education plays a fundamental role in shaping students' intellectual, social, and emotional development. In the learning process, students are expected not only to acquire knowledge but also to actively participate in constructing their understanding through meaningful interactions. Active learning encourages students to think critically, communicate effectively, and develop responsibility for their own learning process. However, in many classroom contexts, learning still tends to be teacher-centered, causing students to become passive recipients of information.

In junior high schools, particularly in science learning, students often experience difficulties in understanding concepts due to low engagement and limited opportunities to participate actively in the learning process. Traditional instructional methods, which rely heavily on lecturing, often fail to accommodate students' diverse learning needs. As a result, students' motivation decreases, classroom interaction becomes minimal, and learning outcomes remain unsatisfactory.

Based on preliminary observations conducted in class VIII of SMP Negeri 29 Rumbia, several learning problems were identified. Many students showed low learning activeness, such as limited participation in discussions, reluctance to express opinions, and lack of focus during lessons. These conditions contributed to low learning outcomes, as evidenced by students' test scores that did not meet the minimum mastery criteria. Such conditions indicate the need for innovative instructional strategies that can actively involve students in the learning process.

One instructional approach that can potentially address these challenges is cooperative learning. Cooperative learning emphasizes collaboration, communication, and shared responsibility among students. Through structured group activities, students are encouraged to exchange ideas, solve problems collaboratively, and learn from one

another. One of the cooperative learning models that promotes active participation is the Two Stay Two Stray (TSTS) model.

The Two Stay Two Stray model allows students to interact with peers from different groups through structured information-sharing activities. In this model, two members of each group stay to explain their group's work, while the other two members visit other groups to gather information. This process encourages students to communicate effectively, listen actively, and construct knowledge collaboratively. Moreover, this model fosters social interaction, self-confidence, and responsibility in learning.

To strengthen the implementation of the TSTS model, group guidance is integrated into the learning process. Group guidance provides structured assistance that helps students understand learning objectives, develop social skills, and reflect on their learning experiences. Through group guidance, students receive emotional and academic support, enabling them to participate more actively and confidently in learning activities.

Based on these considerations, this study focuses on improving students' learning activeness and academic achievement through the implementation of the Two Stay Two Stray learning model integrated with group guidance. This study is expected to contribute to the development of effective instructional strategies that promote active learning and improve learning outcomes, particularly at the junior high school level.

## **B. Literature Review**

### **1. Learning Activeness**

Learning activeness refers to students' active involvement in the learning process, both physically and mentally. Active learning occurs when students participate in discussions, ask questions, express opinions, and engage in problem-solving activities. According to educational theories, learning becomes more meaningful when students are actively involved in constructing knowledge rather than passively receiving information.

Active learning encourages students to take responsibility for their learning and enhances their ability to think critically. Students who are actively engaged tend to demonstrate better comprehension, retention, and application of knowledge. Moreover, active learning fosters positive attitudes toward learning and increases students' motivation and confidence.

In classroom practice, learning activeness can be observed through students' participation in discussions, responsiveness to questions, collaboration with peers, and enthusiasm during learning activities. Teachers play an important role in creating learning environments that support and stimulate active participation through appropriate instructional strategies.

## **2. Learning Achievement**

Learning achievement refers to the level of knowledge, skills, and competencies acquired by students after participating in the learning process. It is commonly measured through tests, assessments, and performance evaluations. Learning achievement reflects the effectiveness of teaching strategies and the extent to which learning objectives have been achieved.

High learning achievement is influenced by various factors, including students' motivation, learning environment, teaching methods, and instructional media. When students are actively engaged in learning activities, they are more likely to understand concepts deeply and perform better academically.

In educational practice, improving learning achievement requires instructional approaches that encourage student participation, interaction, and reflection. Therefore, teachers need to apply teaching models that promote meaningful learning experiences and accommodate students' diverse learning needs.

## **3. Two Stay Two Stray (TSTS) Learning Model**

The Two Stay Two Stray (TSTS) learning model is a cooperative learning strategy developed to encourage interaction and information exchange among students. In this model, students are divided into small groups, typically consisting of four members. Two students remain in their group to explain their work, while the other two visit other groups to collect information and ideas.

This learning process enables students to share knowledge, compare understanding, and refine their thinking through peer interaction. The TSTS model also promotes communication skills, teamwork, and mutual respect among students. By engaging in structured discussions, students become more confident in expressing their ideas and responding to feedback.

Several studies have shown that cooperative learning models, including TSTS, can enhance students' motivation, participation, and learning outcomes. The interactive nature of this model creates a dynamic learning environment where students learn not only from the teacher but also from their peers.

#### **4. Group Guidance in Learning**

Group guidance is an educational service aimed at helping students develop personal, social, and academic competencies through group interaction. In the learning context, group guidance supports students in understanding learning materials, managing learning difficulties, and improving communication skills.

Integrating group guidance into classroom learning helps create a supportive and collaborative learning environment. Through guided discussions, students are encouraged to express opinions, respect differences, and work cooperatively. This approach enhances students' confidence and emotional readiness to engage in learning activities.

When combined with cooperative learning models such as TSTS, group guidance strengthens the effectiveness of instruction by ensuring that students remain focused, motivated, and actively involved in the learning process.

### **C. Methodology**

#### **1. Research Design**

This study employed Classroom Action Research (CAR) as the research design. Classroom Action Research is a reflective and systematic approach conducted by teachers to improve the quality of learning processes and learning outcomes in the classroom. This design was selected because it allows teachers to identify learning problems, implement appropriate actions, and evaluate their effectiveness through continuous reflection.

The CAR model applied in this study followed the framework proposed by Kemmis and McTaggart, which consists of four interconnected stages: planning, action, observation, and reflection. These stages form a continuous cycle that enables improvements to be made based on the results of previous actions.

The research was conducted in two cycles, as the improvements achieved in the second cycle met the predetermined success indicators. Each cycle consisted of two meetings designed to enhance students' learning activeness and academic achievement through the implementation of the Two Stay Two Stray (TSTS) learning model integrated with group guidance.

The cyclical nature of this research allowed the researcher to identify weaknesses in the learning process and make necessary adjustments to teaching strategies. This approach ensured that the learning process became more effective, interactive, and student-centered.

## **2. Participants / Respondents / Population and Sample**

The participants of this study were 31 students of class VIII at SMP Negeri 29 Rumbia during the academic year 2024/2025. The class consisted of 18 male students and 13 female students with diverse academic abilities and learning characteristics.

This class was selected based on preliminary observations indicating several learning problems, particularly low learning activeness and unsatisfactory learning outcomes. Many students showed limited participation during lessons, hesitated to express opinions, and had difficulty understanding learning materials. These conditions made the class suitable for implementing an intervention aimed at improving learning engagement and achievement.

The entire class was involved as the research sample to ensure comprehensive observation of learning behaviors and outcomes. Using the whole class as the research subject also allowed the researcher to implement cooperative learning effectively and observe interactions among students in real classroom settings.

## **3. Technique of Data Collection**

Data in this study were collected using several techniques to obtain comprehensive and reliable information regarding the learning process and outcomes. The data collection techniques included **observation, tests, and documentation**.

### **a. Observation**

Observation was conducted to assess students' learning activeness and participation during the learning process. Observation sheets were used to record students' behaviors, such as participation in discussions, responsiveness to questions, cooperation with peers, and enthusiasm during learning activities. Observations were conducted during each meeting in both cycles to capture changes in students' behavior and engagement.

**b. Tests**

Tests were used to measure students' learning achievement after the implementation of each cycle. The tests were administered at the end of each cycle to evaluate students' understanding of the learning materials. The test items were designed to assess students' comprehension, application, and mastery of the concepts taught during the learning process.

**c. Documentation**

Documentation was used to support the data obtained from observations and tests. This included lesson plans, students' worksheets, attendance lists, and photographs taken during the learning process. Documentation served as supporting evidence of the implementation of the learning model and students' participation.

**4. Instruments**

The instruments used in this study were designed to collect valid and reliable data related to students' learning activeness and achievement. The instruments included:

**1. Observation Sheets**

Observation sheets were used to record students' learning activities during the implementation of the Two Stay Two Stray learning model. The observation indicators included students' participation, cooperation, attentiveness, and responsiveness during learning activities.

**2. Learning Achievement Tests**

The tests consisted of structured questions aligned with the learning objectives. The test items measured students' understanding of the learning materials and their ability to apply concepts learned during the instructional process.

**3. Supporting Documentation**

Documentation such as lesson plans, student worksheets, and classroom photos were used to strengthen the validity of the research findings and provide contextual evidence of the learning activities.

**5. Technique of Data Analysis**

Data analysis in this study involved both quantitative and qualitative approaches.

**a. Quantitative Data Analysis**

Quantitative data obtained from learning achievement tests were analyzed using percentage calculations to determine students' mastery levels. The formula used to calculate learning mastery was:

$$\text{Percentage} = \frac{\text{Number of students achieving mastery}}{\text{Total number of students}} \times 100\%$$

The results were then categorized based on the predetermined mastery criteria. Learning was considered successful if at least 70% of students achieved the minimum mastery standard.

### **b. Qualitative Data Analysis**

Qualitative data obtained from observation sheets were analyzed descriptively. This analysis focused on identifying patterns of student behavior, participation, and interaction during the learning process. The qualitative data supported the quantitative findings and provided a deeper understanding of how the learning model influenced students' activeness and engagement.

The combination of quantitative and qualitative analysis allowed for a comprehensive evaluation of the effectiveness of the Two Stay Two Stray learning model integrated with group guidance.

## **D. Findings and Discussion**

### **1. Findings**

This section presents the findings obtained from the implementation of the Two Stay Two Stray (TSTS) learning model integrated with group guidance. The findings are described based on the results of Cycle I and Cycle II, which include students' learning activeness and learning achievement.

#### **Cycle I**

##### **Implementation of Learning Activities**

Cycle I was conducted in two meetings. During this cycle, the learning process was implemented according to the lesson plan prepared using the Two Stay Two Stray learning model integrated with group guidance. At the beginning of the lesson, the teacher explained the learning objectives and introduced the learning activities to be carried out.

Students were divided into small groups consisting of four members. Each group was instructed to discuss the learning material and prepare explanations to be shared with other groups. Two students stayed in their group to explain the results of the discussion, while the other two visited other groups to gather information.

During the learning process, several challenges were observed. Some students were still hesitant to participate actively in discussions. Others tended to rely on more dominant group members. In addition, classroom management required improvement, as some students were distracted and less focused during group activities.

Despite these challenges, students began to show interest in the learning process. The interactive nature of the TSTS model encouraged students to communicate and collaborate with their peers. Group guidance provided by the teacher helped students understand their roles and responsibilities during the learning process.

### **Learning Activeness in Cycle I**

Based on the observation results, students' learning activeness in Cycle I reached an average score of **59.67**, which was categorized as moderate. Several indicators of activeness, such as participation in discussions and responsiveness to questions, showed improvement compared to the initial condition. However, many students were still reluctant to express their ideas and needed encouragement from the teacher.

Some students were able to participate actively, while others remained passive observers. This condition indicated that students were still adapting to the new learning model and required more guidance and motivation.

### **Learning Achievement in Cycle I**

The learning achievement test conducted at the end of Cycle I showed that the average student score was **67.18**. Only **54.84%** of students achieved the minimum mastery criterion. These results indicated that the learning outcomes had not yet met the expected standard.

The relatively low achievement was influenced by several factors, including students' unfamiliarity with the learning model, limited confidence in expressing ideas, and insufficient time for adaptation. These findings became the basis for reflection and improvement in the next cycle.

## **Reflection of Cycle I**

Reflection was conducted collaboratively by the teacher and observer to evaluate the implementation of Cycle I. Several issues were identified:

1. Some students were still passive and hesitant to participate in group discussions.
2. Classroom management needed improvement to ensure that all students remained focused.
3. Instructions provided by the teacher needed to be clearer and more structured.
4. Motivation and encouragement needed to be strengthened to increase student engagement.

Based on these reflections, several improvements were planned for Cycle II, including clearer instructions, better time management, increased teacher guidance, and more structured group activities.

## **Cycle II**

### **Implementation of Learning Activities**

Cycle II was conducted by improving the weaknesses identified in Cycle I. The teacher provided clearer explanations of learning objectives and expectations at the beginning of the lesson. Students were also given stronger motivation and encouragement to actively participate in learning activities.

During group discussions, the teacher closely monitored students' interactions and provided immediate feedback when necessary. Group guidance was intensified to help students overcome difficulties and build confidence in expressing their ideas.

The learning atmosphere in Cycle II became more conducive and interactive. Students showed greater enthusiasm and willingness to participate. Communication among group members improved significantly, and students demonstrated better cooperation during the learning process.

### **Learning Activeness in Cycle II**

The observation results indicated a significant improvement in students' learning activeness. The average activeness score increased to **84.94**, which was

categorized as high. Most students actively participated in discussions, asked questions, and responded to their peers' explanations.

Students demonstrated increased confidence and responsibility for their learning. They were more willing to share ideas and collaborate with group members. The improvement in learning activeness indicated that the integration of the TSTS model and group guidance was effective in fostering active learning.

### **Learning Achievement in Cycle II**

The results of the learning achievement test in Cycle II showed a significant improvement compared to Cycle I. The average score increased to 81.32, and 70.97% of students achieved the minimum mastery criterion.

This improvement indicated that students had a better understanding of the learning material and were able to apply the concepts more effectively. The increased achievement was closely related to the improvement in learning activeness and the supportive learning environment created through the cooperative learning model.

## **2. Discussion**

The findings of this study demonstrate that the implementation of the Two Stay Two Stray learning model integrated with group guidance effectively improves students' learning activeness and academic achievement. The increase in students' participation and engagement reflects the effectiveness of cooperative learning in promoting meaningful learning experiences.

The improvement in learning activeness from Cycle I to Cycle II indicates that students became more comfortable and confident in participating in learning activities. This supports the view that active learning environments encourage students to take responsibility for their own learning and develop essential social and communication skills.

The findings also align with previous studies suggesting that cooperative learning models enhance students' motivation, interaction, and learning outcomes. Through structured interaction and peer collaboration, students are encouraged to exchange ideas, clarify understanding, and construct knowledge collaboratively.

Furthermore, the integration of group guidance played a significant role in supporting students' learning processes. Group guidance helped students overcome learning difficulties, develop self-confidence, and maintain focus during learning activities. This combination created a supportive learning environment that facilitated both cognitive and affective development.

Overall, the results indicate that the Two Stay Two Stray learning model, when combined with group guidance, is an effective instructional approach for improving learning activeness and academic achievement at the junior high school level.

## **E. Conclusion**

Based on the findings and discussion, it can be concluded that the implementation of the Two Stay Two Stray (TSTS) learning model integrated with group guidance effectively improved students' learning activeness and academic achievement in class VIII of SMP Negeri 29 Rumbia.

The results of the study indicate a significant improvement in both learning activeness and learning outcomes across the two research cycles. Students' activeness increased from a moderate level in Cycle I to a high level in Cycle II. Similarly, students' learning achievement showed a notable improvement, as reflected in the increased average scores and the percentage of students achieving the minimum mastery criteria.

The improvement in learning outcomes demonstrates that cooperative learning, particularly the TSTS model, encourages students to participate actively, communicate effectively, and collaborate with peers. The integration of group guidance further strengthened the learning process by fostering students' confidence, responsibility, and engagement during classroom activities.

These findings suggest that learning environments that emphasize interaction, collaboration, and guided support can significantly enhance students' motivation and understanding. Therefore, the Two Stay Two Stray learning model integrated with group guidance is recommended as an effective instructional strategy for improving learning activeness and academic achievement, particularly at the junior high school level.

Future research is encouraged to explore the implementation of this learning model in different subjects, educational levels, or learning contexts to broaden its applicability and effectiveness.

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