

How Do the TWO STAY TWO STRAY and Motivation Model Learning Affect Civic Education Result?

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| Risna Sinaga^{1,*} | Reh Bungana Br. Perangin-angin² | Aman Simaremare³ |

¹Basic Education Department,
Postgraduate program,
Universitas Negeri Medan,
Medan, Indonesia

^{2,3}Universitas Negeri Medan,
Medan, Indonesia

* risnasinaga080@gmail.com



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ABSTRACT

The teacher-centered approach has led students to feel bored and uninterested in the taught material. By choosing an appropriate learning model, it is hoped that a better understanding and interest in students will emerge, fostering a deep learning motivation. In this study, the chosen learning models were Two Stay Two Stray and Inquiry. The objectives of this research were: 1) to determine the difference in Civic Education learning outcomes between student groups taught with the Two Stay Two Stray and Inquiry learning models, 2) to examine the difference in Civic Education learning outcomes between student groups with high and low learning motivation, and 3) to investigate the interaction between the learning model and learning motivation in influencing Civic Education learning outcomes. The research was conducted at SDN 091713 Amborokan, involving fourth-grade students as the research sample. The research method employed was experimental research, utilizing a 2x2 factorial design. There were two classes involved in the study: an experimental class (IV-A) and a control class (IV-B). Data collected included Civic Education learning outcomes and student motivation data. The results of the research indicated that: 1. the learning strategy significantly influenced Civic Education learning outcomes with an F value of 58.775, 2. learning motivation significantly influenced Civic Education learning outcomes with an F value of 92.04, and 3. there was an interaction between the learning strategy and learning motivation significantly affecting Civic Education learning outcomes with an F value of 4.09. This study concludes that the selection of an appropriate learning model positively influences learning outcomes and motivation in students. It is recommended that teachers, as facilitators, should be capable of choosing suitable teaching methods to create an effective learning environment.

KEYWORDS

learning models; learning motivation; civics learning outcomes

INTRODUCTION

Usually frequently based on early on recognitions and interviews conducted on 15-16 June 2023 with course VI understudies at SD Negeri 091713 Amborokan. Recognition comes almost show up that in guideline and learning works out, students' learning inspiration in Civics subjects is uncommonly moo. This may be seen from the state of intellect of understudies who pay less thought to these subjects. Usually regularly since the learning approach utilized by the teachers is more segregated and the teachers is as often as possible cleared out behind when learning is in development as well as the require of learning media utilized. The constrained course hours utilized for civic education too have a huge impact on

understudy learning inspiration.

In any cases, introductory investigate perceptions, analysts found learning issues at SD Negeri 091713 Amborokan Locale. Raya Kahean Locale. Simalungun implies that the normal score of understudies, particularly lesson IV understudies, is still underneath the standard score or KKM, specifically 71. The normal score of understudies in Civics subjects for the final three semesters has not come to it. This implies that students' civic education results are still generally moo since the normal score gotten is still underneath 71. Separated from that, the comes about of interviews with a few instructors at the school, they still utilize the address learning show, where the learning prepare is as it were centered on the instructor and does not include understudies to take part effectively in learning so that understudies gotten to be bored since of dull learning. This at that point makes understudies feel apathetic around learning, in this manner preventing the accomplishment of learning destinations.

Instructors are anticipated could plan an suitable learning show that could be utilized amid civic education handle so that it prepare itself does not tend to be dull and boring because the instructor in each lesson as it were employments the lecture strategy and understudies are as it were inquired to record the fabric within the participant's note pad. With a learning demonstrate that's planned to be as curiously as conceivable, understudies will be eager and pull in their consideration, subsequently sharpening their interest approximately something unused. The learning show that analysts expect can supplant the customary learning demonstrate that rudimentary school instructors as a rule utilize is the two Stray two stray and request learning demonstrate.

The Two Stray Two Stray Stray and inquiry learning models are learning that have something in common, to be specific that understudies are required to illuminate issues given by the teacher in their claim way. Typically said to be able to form learning dynamic and propel understudies due to coordinate association of understudies in learning. In any case, there's a contrast between their both show and the request learning demonstrate, to be specific the strategies for fathoming the issues given. Fathoming the issues given by the teacher uses its learning show, specifically by working in bunches and working together, whereas the request learning show does not require understudies to work in bunches and can as it were work exclusively. So in this investigate the analyst is curious about examining Civics learning results utilizing bunch educating utilizing it show and person instructing utilizing the request learning show.

The application of two stay two stray in learning isn't because it were able to create perspectives of data in students. However, it to boot able to progress talking aptitudes and tuning in aptitudes. Sudiarsana (2020) who says that inside the learning handle understudies are arranged to be able to conversation clearly and tune in well (psychomotor). Isolated from that, the two stay two stray learning illustrate instrument understudies to work together to find a concept where common cooperation is outstandingly extraordinary in building students' character (passionate).

In separate to the ask learning show, this illustrate centers more on individual issue comprehending. This individual suggests that understudies are required to light issues given by themselves or in bunches. The ask learning appear does not require understudies to share their disclosures with other understudies or other bunches. In any case, concurring to Sulistyarini (2008), ask learning with its heuristic philosophical foundation can advance students' fundamental considering capacities and a sense of flexibility.

So, the likenesses between the two learning models, to be particular that they require understudy movement and the differentiate is that they light up issues collaboratively and independently, the analyst accept that it is conceivable to carry out examination. Usually

often since in case the teacher executes an dishonorable learning plan it'll result in moo understudy learning comes about. Moo learning comes about can start from the teacher's require of data in choosing the right appear or technique in giving learning to understudies, coming around in boring learning works out that are troublesome for understudies to recognize, this will have an influence on learning comes about and moo understudy learning motivation. for case, understudies are drowsy when overseeing with Civics subjects as communicated by Salani and Maphane (2014).

Wulandari, Nuri and Sajidan (2017) added that the shortcoming of the request demonstrated is that it gives understudies an opportunity in learning but does not ensure that understudies ponder tirelessly. This is often since the majority of mental understudies favor to play instead of think about. In the interim, the Straying two stray learning demonstrates prioritizing participation among understudies and gives openings for groups to share data related to learning. Typically what separates the level of success of two Strays two stray learning results with its agreeable nature and requests with its individualistic nature. Santika and Hartono (2014) too underpins the comes about of her inquiry about that the Straying two stray shows can progress students' brain research, such as duty, autonomy and interest so that learning targets can be achieved well. So the analyst accepts that the Straying two stray shows are able to support the request learning model when seen from students' brain research.

RESEARCH METHODS

This kind of investigation is quantitative using test strategies (quasi-experiments), to be specific inquire about that points to decide whether there's an impact or result of something included to the subject, to be specific understudies (Creswell, 2017). The quasi-experimental strategy was chosen since the population in this think about was decided to be heterogeneous and did not frame a unused gather. In quasi-experiments, it is additionally outlandish to control all outside factors that can impact the execution of the exploration. In this quasi-experiment, subjects are not assembled arbitrarily but the creator acknowledges the subject's condition as is. Test inquire about is characterized as the foremost total quantitative investigate approach, meaning that it meets all the necessities for testing cause and impact connections (Sugiyono, 2019). Agreeing to Krathworl in Syaodih, (2016) this strategy is approving or testing, specifically testing the impact of one or more factors on other factors.

In this quasi-experiment, the tests taken in this inquiry were partitioned into two classes, specifically the exploratory class and the control course. These two classes get distinctive treatment. Within the to begin with exploratory course, learning treatment was given with the Two Stray Two Stray learning show, which was seen from inspiration, whereas within the control lesson, learning treatment was given with the Request learning demonstrate, which was seen from inspiration.

This inquire about was conducted civic subject in 4th grade primary school of SDN 091713 Amborokan Locale. Raya Kahean, Simalungun Rule, North Sumatra Territory. The time utilized within the investigation begins from June to Admirable 2023.

To decide the test or lesson to be examined, the analyst will take one exploratory bunch and one control gather in subject is 4th grade (IV) at SDN 091713 using purposive inspection.

From the talk over, the analyst decided that the test in this consideration was taken as an entire population from 4th grade namely IV- A and IV-B, to be specific 32 understudies in lesson IV-A and 32 understudies in class of IV-B. In this case, the test course is course IV- A which applies its learning show, whereas lesson IV-B is the control lesson which is instructed using the Request learning demonstrate.

The hypothesis was proven using two-way ANOVA with the aim of analyzing whether there was an influence between several groups being compared and looking for whether there was an interaction between the variables involved researched. Hypothesis testing to determine differences in civic subject and student motivation taught using the Two Stay Two Stray and Inquiry learning models on the theme "Various Jobs" Sub-theme "My Parents' Work" Civic Material Content, Practice of the Third Principle of Pancasila in everyday life, symbol relationships with the meaning of the third principle of Pancasila contained in Pancasila and distinguishing good attitudes from bad attitudes according to the values contained in Pancasila.

This research uses a model data analysis research design factorial 2x2. This model is used because there are two independent variables that will test the dependent variable. This is in accordance that a factorial design is an experimental design with two or more independent variables being manipulated. The following will explain the data analysis design for the 2x2 factorial model in this research via table 1.

Table 1. 2x2 Factorial Model Data Analysis Design

STUDENTS 4TH GRADE (IV) SDN 091713				
		Learning Model (A)		
		Two Stay TwoStray (A1)	Inquiry (A2)	
MOTIVA TION (B)	HIGH(B1)	A1B1 (Sel 1)	A2B1 (Sel 3)	B1
	LOW (B2)	A1B2 (Sel 2)	A2B2 (Sel 4)	B2
		A1	A2	

Information:

- A1 : Group of students taught with Two Stay Two Stray
- A2 : Group of students taught with Inquiry
- B1 : Group of students who have high learning motivation. B2: Group of students who have low learning motivation
- A1 B1 : Group of students who are taught using the Two Stay Two Stray model and have high learning motivation
- A1 B2 : Group of students who are taught using the Two Stay Two Stray model and have low learning motivation
- A2 B1 : Learning outcomes for students who are taught using the Inquiry model and have high learning motivation

Testing this research hypothesis uses data analysis techniques using two-way Analysis of Variance (ANOVA) at a significance level of $\alpha = 0.05$. This ANOVA test calculation will use the SPSS application with the calculation criteria if the sig value is > 0.05 then H_0 is accepted and H_1 is rejected, whereas if the sig value is > 0.05 then H_0 is rejected and H_1 is accepted. From the two-way ANOVA design, the hypothesis proposed is:

First Hypothesis

H_0 : There is no difference in the Civics learning outcomes of students taught using the Two Stay Two Stray learning model and the Class IV Inquiry learning model at SDN 091713 Amborokan.

H1: There are differences in Civics learning outcomes for students taught using the Two Stay Two Stray learning model and the Class IV Inquiry learning model at SDN 091713 Amborokan

Second Hypothesis

H0: There is no difference in PPKn learning outcomes for students who have high learning motivation compared to students who have low learning motivation in Class IV SDN 091713 Amborokan.

H1: There is a difference in PPKn learning outcomes for students who have high learning motivation compared to students who have low learning motivation in Class IV SDN 091713 Amborokan.

Third Hypothesis

H0: There is no interaction between the learning model and student motivation on the PPKn learning outcomes of students in class IV SDN 091713 Amborokan.

H1: There is an interaction between the learning model and student motivation on the PPKn learning outcomes of students in class IV SDN 091713 Amborokan

RESULTS AND DISCUSSION

Table 1. Results of Two Way Analysis of Variance
Tests of Between-Subjects Effects

Dependent Variable: civic education result

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3851,172 ^a	3	1283,724	32,410	,000
Intercept	351797,266	1	351797,266	8881,667	,000
LEARNING MODEL	862,891	1	862,891	21,785	,000
MOTIVATION TO LEARN	2956,641	1	2956,641	74,645	,000
LEARNING_MODEL * LEARNING_MOTIVATION	31,641	1	31,641	,799	,375
Error	2376,563	60	39,609		
Total	358025,000	64			
Corrected Total	6227,734	63			

a. R Squared = ,618 (Adjusted R Squared = ,599)

Table 1 above, it shows that:

1. Within the primary impact of learning demonstrate push (A), H1 is acknowledged. With the comes about of the two-way ANOVA test calculation utilizing the SPSS application, it is known that the sig esteem in push A is 0.000, which is littler than the $\hat{I}\pm$ esteem of 0.05. This implies that there are contrasts in Civics learning results tests between understudies instructed utilizing the Two Remain Two Stray (TSTS) learning show and understudies instructed utilizing the Request learning model.
2. Within the primary impact column (B), the speculation is acknowledged. With the comes about of the two-way ANOVA test calculation utilizing the SPSS



application, it is known that the sig esteem in column B is 0.000, which is littler than the \hat{I}_{\pm} esteem of 0.05. This implies that there's a distinction in civic education subject results between understudies who have tall learning motivation and understudies who have moo learning inspiration.

3. Within the primary impact of interaction (AB), the theory is acknowledged. With the calculation comes about of the two-way ANOVA test utilizing the SPSS application, it is known that the sig esteem for the Ab interaction is 0.375 which is more prominent than the \hat{I}_{\pm} esteem of 0.05. This implies that there's no interaction between the learning demonstrate and learning inspiration on Civics learning results.

From the inquire about comes about, it is known that the normal esteem of understudy learning results in the control class which uses the inquiry learning model in civic education subject is smaller when compared to the average value of its result obtained by students taught using the two stay two stray learning model. Juniantari and Kusmariyatni, (2019) show the same thing, namely the two stay two stray learning model is better used for students with an average learning outcome reaching 24.78 when compared to the control class which only achieved an average score of 19.25. Wulandari, Nuri and Sajidan (2017) that the weakness of the inquiry model is that it gives students freedom in learning but does not guarantee that students study diligently. This is because the majority of psychological students prefer to play rather than study. Meanwhile, the two stay two stray learning model prioritizes cooperation between students and provides opportunities for groups to share information related to learning. This is what differentiates the level of success of two stay two stray learning outcomes with its cooperative nature and inquiry with its individualistic nature. Santika & Hartono (2014) also supports her research that the two stay two stray model can improve students' psychology, such as responsibility, independence and curiosity so that learning objectives can be achieved well.

After the two research classes were given treatment using different models, it showed that both the average student learning outcomes using the two stay two stray learning model and those using the inquiry learning model had quite visible differences in scores. This can be seen from the author's observations during the lesson. Students in the experimental class became more active compared to students in the control class. Students who use inquiry learning strategies are much more active in asking and taking notes compared to expository strategies. When researchers observed the treatment in the experimental class, it appeared that students were more active in answering questions asked by the teacher and more quickly understood the material they wanted to convey. In contrast to students in the control class, they tend to be passive during the lesson. Some even feel bored while the lesson is going on. Students being less motivated to understand the material presented. The above conclusion is strengthened by Wairata (2021) who says that it is highly recommended that the learning process in its subjects be student-centered because with two stay two stray learning and inquiry students are able to find and gain interesting, concrete and meaningful learning experiences. This was also reinforced by Sanjaya, (2018) who said that "One of the weaknesses of the learning process carried out by our teachers is the lack of awareness in learning."

Students who listen to explanations of material using inquiry learning strategies are indirectly forced to use their personal memories and understanding to solve problems given by the teacher so that feedback occurs in the learning process. According to Sulianti, A. (2017) student activity in solving learning problems can make learning outcomes more optimal. Qamariyah, (2021) added that learning that involves students directly and



emphasizes the thinking process has been proven to be able to improve learning outcomes and enthusiasm for learning in students.

Student learning motivation which is linked to learning strategies on the result of civic education subject student, it appears that the average score of students who have low learning motivation, whether taught using inquiry learning strategies or expository learning strategies, is lower than the average score of students who have high learning motivation. This is a note that students' motivation influences learning outcomes. Hartono et al (2014: 468) provide solutions to increase learning motivation in students, namely; 1) connecting the material to be taught with students' needs, 2) adapting learning material to students' level of experience and abilities, 3) using various learning models and strategies, 4) creating a pleasant learning atmosphere, 5) giving fair praise for success students, 6) provide open assessments, 7) provide comments on student work, 8) create competition and cooperation.

Based on the explanation above, the author concludes that learning strategies are able to influence the level of learning motivation and Civics learning outcomes in students. This interaction was caused by differences in treatment given to the two research classes, namely experimental and control. Hartono's opinion above, the use of inquiry learning strategies in the experimental class is related to 6 points in increasing student learning motivation, namely points 1, 2, 4, 5, 6, and 7, while the use of expository learning strategies in the control class is only related to 3 points, namely 1, 5 and 6. This is also supported by Costa and Garmston in increasing student motivation there is one activity that must be carried out, namely coaching. Coaching is the process of motivating students, analyzing their performance and providing feedback about their performance. Teachers help students as they solve the learning problems they face both independently and in groups, which will motivate and support students.

The explanation above, it can be concluded that the use of the two stay two stray learning model is more effective in civic education subject with students who have both high and low learning motivation.

CONCLUSION

Theoretical studies and supported by analysis results and referring to the problem formulation that was stated in the previous chapter, it can be concluded as follows:

1. There could be a contrast in learning results between understudies instructed using the Two Stray Two Stray (TSTS) learning demonstrate and understudies instructed using the requested learning demonstrate, shown by the sig esteem in push A which is 0.000, which is littler than the \hat{I}_{\pm} value of 0.05.
2. There could be a contrast in civic education subject results between understudies who have tall learning inspiration and understudies who have low learning inspiration, demonstrated by the sig esteem in column B which is 0.000, which is slightly more than the \hat{I}_{\pm} esteem of 0.05.
3. There is an interaction between the learning demonstration and learning inspiration on civic education subject's result, shown by the sig esteem for the Ab interaction which is 0.375 which is more prominent than the \hat{I}_{\pm} esteem of 0.05.

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