



Improving Learning Independence of Elementary Students through the Two Stay Two Stray Method

Nopi Sari

nopisari@gmail.com

Institut Al-Ma'arif Way Kanan, Indonesia

Abstract

This study aims to find out how much the learning independence of students increases after the application of the Two Stay Two Stray method in the learning process. The type of research is Classroom Action research. Data collection methods through in-depth observation (observation) and documentation. The research was conducted in two cycles. The results showed an increase in student learning activities, namely in the aspect of student enthusiasm increased by 49%, seriousness in paying attention to the teacher's explanation increased by 40%. The cohesiveness of discussing in groups increased by 39%, and responding to questions increased by 52%. While in the aspect of learning independence shows an increase in the indicator of critical attitude in learning there is a significant increase of 53%. Creative learning indicators increased by 42%. Indicators of having innovation in learning increased by 84%, Indicators Not affected by other groups / not cheating increased by 34%. The indicator of not asking for help from other groups in solving problems increased by 42%. And the critical thinking indicator increased significantly by 42%. So it can be concluded that this method is able to increase student learning independence.

Keywords: *Learning Independence, Elementary Students, Two Stay Two Stray*



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INTRODUCTION

The development of abilities for the nation's generation as well as the formation of character for the nation's civilization that has dignity in order to educate the process of life of the nation and state with the aim of developing all the potential of students to become people who have firm faith, *kataqwaan* towards the creator, have noble morals and character, healthy, have knowledge, skills, creativity, independence and become people who uphold the value of responsibility and democracy (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023).

In the process towards an ideal of forming a nation's generation, a learning process that is in accordance with the needs of future life is certainly needed (Sarinastitin, 2019). Therefore, learning as a process carried out by every individual human being has an important function and role in realising the ideals of the nation (Rochanah, Muna, & Ariyanto, 2023). The rapid progress of today's technological era

causes changes in culture and ways of learning that must adapt to the times (Tabroni et al., 2022). Because of the inevitable changes and developments, this is the cause of many changes and developments in many aspects of learning, both aspects relating to the learning environment, learning tools, learning media and even some models and methods in learning that must be followed and implemented (Yustahari, Awalia, Ngali, Makmun, & Fadilah, 2024). These changes must certainly get a quick and measurable response or response so that education through the learning process can produce student learning outcomes that are in accordance with national scale learning objectives. The quality of student learning outcomes certainly needs special attention to support the creation of intelligent and skilled people from all fields of aspects in order to be able to compete with global generations (Adha, Ulfatin, & Supriyanto, 2019).

The learning independence of students can be interpreted separately from the notion of independence, the notion of learning and the notion of students (Apriliani et al., 2024). Learner learning independence is an implementation of a reflection of the learning attitude of students when participating in a series of learning activities in class and outside the classroom. (Kristina & Jamal, 2023) Where the reflection of students' learning independence is reflected in the form of the implementation of responsibility, the emergence of students' creative actions, the emergence of student innovations in learning, and a deep desire to learn (mashuri, 2012). The characteristics of students who have an independent attitude in the learning process include; creative thinking, innovative thinking, not easily influenced by the opinions of classmates or others, not relying on friends' answers, being independent, if they get learning problems trying to solve them personally.

In an effort to achieve the goals of learning after students carry out learning activities where the teacher becomes one of the determining factors for the success that students will get, a teacher needs to increase understanding of himself regarding the use of suitable methods used during the learning process, because this is intended so that students are able to understand any learning material that has been delivered by the teacher so that the learning outcomes will be good (Lusila, Daniel, & Ivan, 2020).

Based on the implementation of observation activities carried out in several educational institutions, it was found that there were several gaps in the learning process that were carried out by many teachers, one of the gaps found was the lack of learning implementation starting with the making of lesson plans or making lesson plans by teachers, other gaps found were several learning processes that were carried out not using several learning models or learning methods that were in accordance with the subject matter presented, one method that was found and widely used in the learning process was the classical method of lecturing and giving assignments to students, so that if viewed with the rapid development of the times, the level of relevance was lacking. This problem or gap is also caused by the teacher's lack of providing and conducting a learning approach that does not involve students, or is centred. This problem or gap is also caused by the habit of students relying on explanations given by the teacher. Students are only accustomed to recording what the teacher presents on the blackboard, students are less able to answer the teacher's questions and tend to rely on the teacher's answers and explanations, so that students become less independent.

The independence of learning attitudes possessed by students has an important value in the learning process, because independence reflected in the learning process

can direct and guide students to always increase creativity and interest in carrying out learning process activities, students who have independence will tend to have an active attitude in learning, have a high level of motivation and encourage the rest to find ways to learn that are enjoyable for themselves to achieve the learning goals carried out, so that students who have independence in learning will arise an attitude of full responsibility in the learning process (Hasanah & Fajri, 2022).

Various efforts in increasing the attitude of student independence can be made by teachers towards students, because if various efforts are not made, students will not easily achieve maximum learning outcomes. This is also due to the many factors that can affect students' independence in learning, among these factors are students' initiative, trust or confidence in students, a sense of responsibility, self-muhasabah. Because of this, of course a teacher needs to make various improvements and refinements to the learning process towards systems and ways that are in accordance with psychological conditions, willingness and suitability between the material and learning methods.

The learning method is one of the special ways used by teachers in carrying out the learning process with the aim of achieving maximum learning objectives, besides that the learning method applied by the teacher in the learning process can also train and form the attitude of learning independence of students in following a series of teaching and learning activities. (Jamal, Uyun, Isnaini, & Arjuni, 2023) One of the learning methods that can be used to shape students' learning independence is the two stay two stray method through a cooperative learning model.

The two stay two stray method is a way of learning carried out by the teacher through learning activities through learning activities in groups, where in each group created by the teacher is given several task orders to be completed in groups. The groups in this learning method are given a theme of subject matter by the teacher and then each group conducts discussion activities to find jointly the solution to any problems that arise, then after the results of the discussion by each group are produced then each group can present the results of its discussion to be jointly compared with other groups and at the end of the learning, a joint conclusion is drawn (Huda et al., 2020).

Some expert opinions state that the learning method called two stay two stray is a method or way of learning given by the teacher to students through group learning activities to find solutions to problems that arise, it is also intended that with group learning, students will get used to doing activities with independence in learning that does not always rely on the teacher in the learning process. Some positive values and superior values in the two stay two stray learning method are the presence of a positive learning atmosphere and students can freely explore their ability to express opinions, then students will also feel excited and motivated in the learning process (Darmawan & Harjono, 2020).

One of the advantages of cooperative learning type Two Stay Two Stray is the discovery of a positive learning atmosphere for students, where each student can freely interact with other students and can build a spirit of cooperation in learning to complete all tasks given by the teacher, because with good cooperation between group members will produce the best solution to any existing problems or every task given by the teacher will be able to be completed well by getting the best value too of course. This spirit, if done continuously, will form the spirit of independence of students in learning. In addition, the application of several appropriate learning methods and in

accordance with the material will be able to generate a serious attitude or motivation for students in learning activities.

METHODOLOGY

The research conducted is a class action type research, where this research is research conducted by examining in depth about the attitudes and actions of teachers in the learning process (Wina Sanjaya 2014) and this class action research is carried out in 2 cycles of activities and in each cycle is carried out with 2 meetings. This research was conducted with several stages, namely, planning, implementation, observation and reflection. The data collection techniques used are Observation, Documentation (Arias, Arias, & Rodríguez-Medina, 2021).

RESULTS AND DISCUSSION

In this study, the results of data collection and processing researchers explained that the implementation of the research was carried out in 2 cycles of meetings, and each cycle was carried out through several steps, namely, planning, implementation, observation/observation and reflection and explained below:

1. Cycle Activity Planning Activities

Research planning activities in each action cycle are carried out in the initial process of this research activity. In this planning activity, the researcher prepares all research needs such as making a learning programme design that refers to the syllabus and theme of the learning material, preparing observation sheets, and other necessary media tools.

2. Implementation of Cycle activities

In the implementation of activities each cycle is carried out through several stages of implementation. The steps taken in this study pay attention to the steps in the two stay two stray learning method which are explained as follows:

a. Initial implementation of activities

The initial implementation of research activities was carried out through the application of the two stay two stray learning method in the learning process. The first step the teacher greeted the students, the teacher checked the attendance of students through attendance, the teacher reviewed the material that had been carried out at the previous meeting by giving responsive questions to students, the teacher conducted apperception activities through giving motivational words and Pearl words.

b. Implementation of core activities

The implementation of core activities in the entire meeting cycle is carried out by providing subject matter by the teacher to students, then students are given the freedom to be able to learn independently through group discussions to be able to solve problems or tasks given by the teacher.

c. Closing

After the delivery of the subject matter and discussion between groups is complete, the teacher invites all students to jointly conclude the lesson material that has been carried out. Then the teacher gives several assignments to students to be done at home, then the teacher closes the lesson.

3. Observation

The observation or observation stage in this research is obtained through observation of the learning process of the entire cycle. Furthermore, the description of the research data is as follows:

Tabel 1. Student learning activities using the *two stay two stray*

No	Activity Observation	Siklus	
		1	2
1	Students' enthusiasm in the learning process	46%	95%
2	Seriousness in paying attention to the teacher's explanation	50%	90%
3	Compactness in group discussion	54%	93%
4	Responding to questions given by the teacher	40%	92%
Average		47.5%	92.5%

The data presentation of the observation results shows that there is a very significant percentage increase in the learning process using the two stay two stray method carried out by the teacher in the learning process in the entire meeting cycle. The increase in the percentage of observation indicators at the point of student enthusiasm in the learning process at the cycle 1 meeting obtained 46% and at the cycle 2 meeting obtained 95%, this shows a significant increase of 49%. The increase in the observation indicator of seriousness in paying attention to the teacher's explanation in the learning process at the cycle 1 meeting was 50% and at the cycle 2 meeting was 90%, this shows a significant increase of 40%. The increase in the percentage of cohesiveness in group discussions in the learning process at the cycle 1 meeting obtained 54% and at the cycle 2 meeting obtained 93%, this shows a significant increase of 39%. The increase in the indicator of responding to questions given by the teacher at the cycle 1 meeting obtained 40% and at the cycle 2 meeting obtained 92%, this shows a significant increase of 52%.

Furthermore, the recapitulation of research observation data on the attitude of students' independence in learning after the teacher uses the two stay two stray learning method in the entire meeting cycle activity is described below:

Table 2. Recapitulation of observation data on the attitude of learning independence

No	Learning independence indicators	Siklus 1	Siklus 2
1	Critical in thinking	30%	83%
2	Creative in learning	45%	87%
3	Have innovation in learning	48%	84%
4	Not influenced by other groups/ not cheating	52%	86%
5	Not asking other groups for help in solving problems	50%	92%
6	Critical in thinking	49%	93%
Average		45.66%	87.5%

The table of observation results on the attitude of learning independence above illustrates that after the teacher carries out the learning process using the two stay two stray method there is an increase in the attitude of learning independence of students, this is reflected in the implementation of the entire cycle. In the indicator of learning independence with indicators of a critical attitude in learning, there was a significant increase, namely cycle 1 obtained 30% and cycle 2 obtained 83%, this means that there was an increase of 53% in the level of criticality of students in thinking. In the creative learning indicator in cycle 1 obtained 45% and cycle 2 obtained 87%, this shows that there is an increase in independence of 42%. In the indicator of having innovation in learning, there was an increase in cycle 1 of 48% and cycle 2 of 84%, meaning an increase of 32%. In the indicator Not affected by other groups /not cheating cycle 1 obtained 52% and cycle 2 by 86%, meaning an increase of 34%. In the indicator of not asking for help from other groups in solving problems cycle 1 50% and cycle 2 92% increased by 42%. And in the critical thinking indicator, the percentage obtained was 49% and cycle 2 was 93%, meaning that there was a significant increase of 42%.

Based on the explanation of the findings above, it can be concluded that the two stay two stray learning method can be used as an alternative learning method to increase students' learning independence.

4. Reflections

- Based on the research findings that have been presented throughout the cycle, both findings related to learning activities and learning independence attitudes, the final process is to carry out reflection activities. Reflection in this study is explained as follows:
- Every learning process requires planned preparation so that it will facilitate teaching and learning activities.
- The selection of suitable learning methods is very necessary considering the suitability of the methods used with the material taught will be able to arouse motivation, interest and can create student independence in teaching and learning activities.

- d. Learning independence for students needs special attention, especially learning independence in students raises enthusiasm for learning which can affect learning outcomes.

Discussion

The findings of the research data that have been presented in several tables above show that the learning process carried out by the teacher by choosing and using several appropriate learning methods with the subject matter can improve the quality of students' learning activities and independence. This can be seen with the use of learning methods through the Two stay two stray method, student learning activities have increased significantly, such as in indicators. Student enthusiasm has increased by 49%. The indicator of seriousness in paying attention to the teacher's explanation in the learning process increased by 40%. The indicator of cohesiveness in group discussions increased by 39%, and the indicator of responding to questions given by the teacher increased by 52%.

Then the research data findings on the variable learning independence of students also experienced several significant improvements after the teacher used the following Two stay two stray learning method. Indicators of learning independence with indicators of a critical attitude in learning have increased significantly by 53%. Creative learning indicators increased by 42%. Indicators of having innovation in learning increased by 84%, meaning an increase of 32%. Indicators Not affected by other groups/ not cheating increased by 34%. The indicator of not asking for help from other groups in solving problems increased by 42%. And on critical indicators in thinking a significant increase of 42%. Based on the explanation of the findings above, it can be concluded that the two stay two stray learning method can be used as an alternative learning method to increase students' learning independence.

The research findings presented above offer a novel perspective on the efficacy of the Two Stay Two Stray (TSTS) learning method in enhancing both student engagement and learning independence. Through a detailed analysis of empirical data, the study demonstrates that the TSTS method significantly improves student participation and autonomy in the learning process. Notably, the research quantifies the impact of TSTS on various aspects of engagement, including increased enthusiasm, attention, and responsiveness to teacher instruction. Moreover, the study identifies specific indicators of enhanced learning independence, such as critical thinking, creativity, and resilience against academic dishonesty, showcasing the method's multifaceted benefits. This empirical validation of the TSTS methodology not only reinforces its effectiveness but also provides educators with a versatile tool applicable across diverse subjects and educational settings. The research findings have broad implications for educational practice, offering a concrete framework for improving student outcomes and fostering a culture of active, independent learning.

This research provides diverse contributions to the field of education. Firstly, by conducting an in-depth analysis of the Two Stay Two Stray (TSTS) learning method, this study contributes to a better understanding of how this method can influence student engagement and learning independence. Moreover, alternative recommendations in the form of TSTS as an effective learning method offer fresh insights for educational practitioners in selecting the most suitable teaching strategies for their educational needs and goals. The presented empirical findings also illustrate the enhancement of student learning quality, with increased active engagement in

learning activities and improved learning independence. Additionally, by identifying and measuring various indicators of engagement and learning independence, this research also contributes a comprehensive model for evaluating student performance. Finally, this study opens up discussions about the broader application of TSTS in the educational context, enriching the understanding of applying learning principles in educational practice. Thus, this research not only provides new insights but also has significant practical implications for educators and researchers in the field of education.

CONCLUSION

Based on the results of the research data analysis, it shows an increase in student learning activities, namely in the aspect of student enthusiasm increasing by 49%, seriousness in paying attention to the teacher's explanation increasing by 40%. The cohesiveness of discussing in groups increased by 39%, and responding to questions increased by 52%. While in the aspect of learning independence shows an increase in the indicator of critical attitude in learning there is a significant increase of 53%. Creative learning indicators increased by 42%. Indicators of having innovation in learning increased by 84%, Indicators Not affected by other groups / not cheating increased by 34%. The indicator of not asking for help from other groups in solving problems increased by 42%. And the critical thinking indicator increased significantly by 42%. So it can be concluded that the two stay two stray method can increase student learning independence.

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