

The Application of Two Stay Two Stray (TSTS) and Fan-N-Pick Learning Models to Improve Students' Motivation and Learning Outcomes on Social studies Subject

(A Study on the Fourth Grade students of SDN Tawun I Ngawi)

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Abstract: This study aims at determining the improvement of motivation and learning outcomes of fourth grade students of SDN Tawun I Ngawi through the application of Two Stay Two Stray (TSTS) and Fan-N-Pick learning models. This study is a classroom action research (CAR) consisting of two cycles. Each cycle consists of five stages, including: issue identification, data collection, action planing, plan activation, and outcome assessment. The subjects of this study were 20 students, namely students of class IV academic year 2015/2016. The results of this study indicate that the application of Two Stay Two Stray (TSTS) and Fan-N-Pick learning models can improve students' motivation and learning outcomes on basic competence 2.1. that is recognizing economic activities related to natural resources and other potentials in the region. In pre cycle stage, student motivation increased from 45% to 65% in cycle I and increased again in cycle II reaching for 80%. Meanwhile, student learning outcomes also experienced an increase from the pre-cycle stage that was from 55% to 65% in cycle II and reached for 75% in cycle II. Based on these results, it can be concluded that the low motivation and student learning outcomes can be overcome by applying the Two Stay Two Stray (TSTS) and Fan-N-Pick learning models that is the model that invites the students to be active through the group in the learning activities.

Keywords: TSTS, Fan-N-Pick, Learning Outcomes, Learning Motivation

Introduction

Interaction of students in learning activities is very important so that students are able to understand the material taught better, connect with everyday life, and socialize with the environment. The appropriate learning model to develop students' ability in interacting with their environment is cooperative learning model. According to Suprijono (2009: 61) cooperative learning model can improve students' learning outcomes, increase tolerance, mutual respect for differences, and develop social skills. Two of the cooperative learning models that can be used to improve learning outcomes and also able to motivate students in learning activities are

TSTS learning model (Two Stay Two Stray) and Fan-N-Pick. Both models invite students to study in groups and each group consists of four people.

Classroom learning that directly teaches about social activities in the community is social studies subject. Lack of motivation given by teachers in learning activities will affect the student learning outcomes. Based on the results of interviews conducted with teachers at SDN Tawun I on October 24, 2015, it was obtained information that the results of student learning on IV class IPS subjects is still low, that is there are still a lot of students get a score under the KKM. (Minimum Criteria of completeness/MCC). It was shown from the percentage of classical completeness of basic Competence 1.1. The Percentage of classical completeness of 45% belongs to Basic Competence. 1.2. The Percentage of classical completeness by 50%, belongs to Basic Competence. 1.3. Percentage of classical completeness by 50%, belongs to Basic Competence 1.4. Percentage of classical completeness by 50%, belongs to Basic Competence. 1.5. Percentage of classical completeness of 55%, and KD. The minimum Criteria of Completeness (MCC) set for social studies subject is 70. The number of fourth grade students of SDN Tawun I is 20 children consisting of 9 male students and 11 female students, with an average age of 10 years old. Student's motivation on Social studies subject is low because this subject is delivered in the final hour and the teaching method used by the teacher was still conventional method thus causing the students to feel bored and drowsy.

The observations on November 7, 2015 showed that the activities undertaken by the teacher before the learning activities, namely preparing the Lesson Plan (RPP) suitable for students, learning materials, Student Worksheet (LKS) and teacher-made judgments have been adjusted to environmental conditions / Student residence area. The method used in teaching activity by teacher is conventional method, that is method of lecturing, practicing matter and assignment. After the teacher submits the learning materials, the students work on the LKS (students' worksheet) problem which is then corrected together for its score. The conventional method used makes the students less understand on the meaning in the learning activities because the activities carried out tend to be in the form of recording and memorizing the words. Because the activity of the student is only limited to the recipient of information without doing the activities of digging the information itself, it makes the students become passive, less motivated in learning, and students pay less focus on lessons because they are busy talking with their friends which in turns it affects their' learning outcomes. Based on the percentage, the class' classical completeness only reached 55% or there were only 11 students who get the score according to or above the determined KKM? MCC while 9 students have not reached the KKM. /MCC yet Therefore it is very important for teachers to invite students to be active in interacting in learning activities.

Cooperative learning model that will be applied aims at revealing students' learning outcomes and learning motivation in class IV semester 2, Competency Standards 2. Know natural resources, economic activities and technological progress in the district / city and province and basic competence 2.1. Recognizing economic activities related to natural resources and other potentials in the region there are two models, namely the TSTS learning model and the Fan-N-Pick learning model. The TSTS learning model is a pair-exchanging model (two as a guest and two as a receiver or informant), while the Fan-N-Pick learning model is a learning model that utilizes the question card media played by four people in turn clockwise.

The difference of this study with previous research is on the problem that students use for the discussion group TSTS and Fan-N-Pick on Natural Resources (SDA) Ngawi District. Ngawi regency is known area for Kendeng Mountains area that has a variety of natural resources. Telling the benefits of the utilization of natural resources provides a real picture to the students about the Natural Resources owned residence area and its preservation efforts.

Based on the results of these interviews and observations, it shows the existence of motivation problems and student learning outcomes on social studies subject are still low. Therefore, the Classroom Action Research in this social study was about "Application of Two Stay Two Stray (TSTS) And Fan-N-Pick Learning Models to improve Motivation and Learning outcome of social studies (A, Study on 4th Grade Students of SDN Tawun I Ngawi)".

Literature Review

One of the inadequate internal factors in learning activities is motivation. Lack of motivation that students gain on the results of learning. Motivation is an important issue in one's learning activities. Through motivation, students have the initiative to learn, develop their learning activities and become more diligent in learning. Suprijono (2009: 163) explains "learning motivation is a process that gives the spirit of learning, direction, and persistence behaviour". Student behaviour needs to be developed as a needed stock of someone in the social environment or society. Sumaatmadja (2008: 1.3-1.11)

Essentially, the development of one's life from birth to adulthood, cannot be separated from society. There are four things that must be a guidance on the process of its implementation namely the mental-psychological base inherent in the learner, the spontaneous social knowledge they have possessed, the immense scope of social studies subject, and the values embedded in the social studies education,

To teach social studies in schools, teachers can use cooperative learning models, including TSTS and Fan-N-Pick learning models. TSTS learning model is a cooperative learning model that each group consists of four people to work together or discuss about a material. After the discussion ended, two group members went to another group to visit for information, while the remaining two members shared information with two other visiting groups. The guest group excused themselves to return to their group after getting information. Information from other groups is discussed with the group (matching and discussing their work). Furthermore, each group conveys the results of their discussion (Suprijono, 2009: 93-94). The advantages of TSTS learning model include; (1) it can be applied to all class levels, (2) students tend to have meaningful learning (3) students become more active through interaction activities in learning activities, (4) it helps to improve the process and achievement of learning (Qomariyah, 2010: 45). Meanwhile, the weaknesses of TSTS learning model are; (1) it takes longer time, (2) the students who are not accustomed to learning in group will find it difficult, (3) the teachers are more difficult in managing the class and it requires a lot of preparation (Qomariyah, 2010: 45). Fan-N-Pick learning model according to Kagan (in Math Journeys: 32) " is a highly structured, but fun team process for responding to questions. For team building, Fan-N-Pick is usually done with open-ended thinking and discussion questions ". The steps of the Fan-N-Pick learning model according to Kagan & Kagan (2009: 6.25) are as follows.

- a. *Student # 1 holds the question cards in after and says "pick a card, any card!".*
- b. *Student # 2 picks a card, read the question aloud, and allows five seconds of think time.*
- c. *Student # 3 answers the question.*
- d. *Student # 4 responds to the answers. For higher level thinking questions that have no right or wrong answer, student # 4 does not check for correctness, but praises and paraphrases the thinking that went into the answer. For right or wrong answers, student # 4 checks the answer and then either praises or tutors the student who answered.*
- e. *Students rotate roles, one person clockwise for each new round.*

There are some previous researches which are relevant to this research. They are (1) Classroom Action Research conducted by Kurnia in 2017 at SMAN Negeri 3 Sadaniang, Mempawah District, West Kalimantan Province aims to know the improvement of self-ability and learning outcomes of students through the implementation of learning models find some who and TSTS in learning. The results of this study indicated that the implementation of learning model find some who and TSTS can improve students' self-ability. (2) Frianto conducts Classroom Action Research at grade VIII SMP Negeri 25 Tanjung Jabung Timur, Jambi in 2016 on "implementation of TGT and fan-n-pick learning model to improve motivation and social learning outcomes". The research went well, with results indicating that the model can improve students' motivation and learning outcomes. (3) Research conducted by Riyadi in 2016 with the aim to improve the social competence and cognitive learning of fourth graders of SD Negeri 1 Karangobar Banjarnegara on Social studies subjects through the application of cooperative learning model Fan-n-Pick and Quick on the Draw. This research is a Classroom Action Research with the result of research showing that: 1) the application of learning model goes well and 2) the model can improve student learning outcomes. (4) Classroom Action Research conducted by Dewi in 2016 aims to know the improvement of communication skill and learning result of social studies subject of the fourth grade student of SDN Kupang 1 Jabon through the implementation of TSTS and Round Robin learning model. The findings of the research are TSTS model and Round Robin learning model can improve students' communication ability and social studies learning result. (5) Effendi in 2016 conducted research on the application of cooperative learning model TSTS and Carousel Feedback to improve motivation and learning result of IPS. The subjects of the study were students of grade VIII SMPN Kedungdung Sampang consisting of 20 students. This classroom action research (CAR) is conducted in two cycles with reference to Kemmis ad Mc Taggart. The results showed that the application of this model can increase the motivation of students which was previously 48% which then increased to 74% in cycle I, and it increases again to 86% in cycle 2. While the improvement on student learning outcomes is seen from the increase of the average score which was previously 64 before the application of the model to 76 on Cycles II and 85 in cycle 2. (6) Research conducted by Iqbal in 2015 at SDN Mergosono I Malang shows that the application of Fan N Pick and Two Stay Two Stray learning model can improve learning implementation, students' social skills, and learning outcomes.

Research Method

The type of this research is Classroom Action Research (CAR). The researcher acts as planner, implementer of action, observer, reflector and as a reporter of research results with the aim to improve the learning process. The research subjects at SDN Tawun I Kasreman District Ngawi District is a fourth grader, as many as 20 students. The PTK procedure applied in this study refers to Robert P. Pelton consisting of 5 stages, namely. (1) Issue Identification; (2) Data Collection; (3) Action Planing; (4) Plan Activation; (5) Outcome assessment

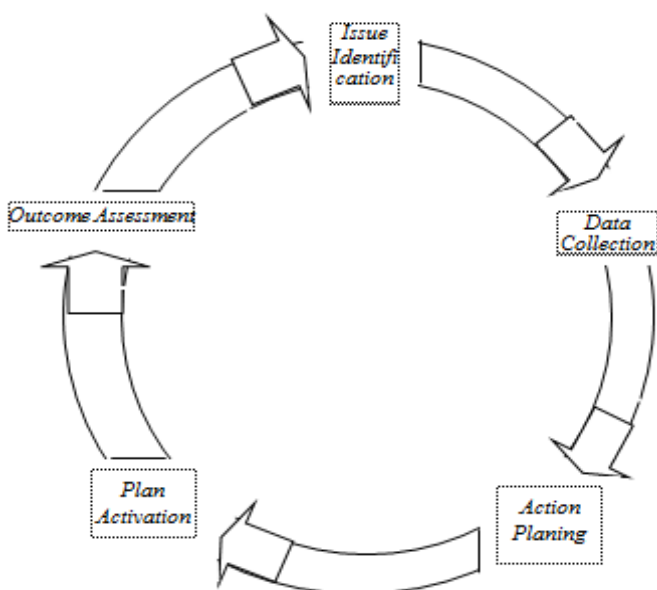


Figure 1. The modified steps of Classroom Action Research by Palton (2010)

In the issue identification stage, the researcher identifies the problems that will be searched for the way out in this study that is the low learning outcomes and student learning motivation on social studies subject. Furthermore, the researcher did follow-up by conducting interview and observation to obtain data or it is called as data collection. The information obtained that social studies learning is not fun and boring as it is full of memorizing and recording activity. In addition, student learning outcomes are low, shown from the classical completeness of Basic Competence. 1.1. Until Basic Competence. 1.6. Meanwhile, in teacher learning activities it uses conventional methods. In the Action Planing stage the TSTS model is chosen so that students are able to convey information to other groups and socialize with other group members, while the Fan-N-Pick model is chosen because it uses the card media in its learning activities and prepares the lesson plans, evaluation questions, so teacher and student were analyzed using observation sheets, and questionnaires. Phase plan activation at meeting 1 uses TSTS model and meeting 2 uses Fan-N-Pick model. The outcome assessment stage was carried out by

conducting tests, observations and filling in questionnaires. The disadvantages in this cycle will be fixed in the 2nd cycle, and the advantages in this cycle will be maintained.

Research Finding

In Pre cycle, it has not shown the activities that lead to the improvement of students' learning outcomes and activities because they are still using conventional methods, but after the application of TSTS and Fan-N-Pick learning model it can be seen the improvement in learning outcomes and student activeness in learning activities. Cycle I was held two meetings, in which each meeting consisted of two hours of lessons or 90 minutes. The first meeting of Cycle I was held on Monday, May 16, 2016, while the second meeting was held on Tuesday, May 17, 2016. The result of interview, preliminary observation and pra cycle result was considered for the implementation of cycle I. The implementation of cycle II is not much different from cycle I, which is it was held two meetings; each meeting consisted of two hours of lessons or 90 minutes. The first meeting of Cycle I was held after the UN Grade VI students ended on Wednesday, May 18, 2016 at 11.00 WIB while the second meeting was held after the second semester UAS on Monday, May 23, 2016 at 11.30 WIB. The result of cycle I is used as consideration on the implementation of cycle II.

Table 1. The comparison on students' learning outcome on the application of TSTS and Fan-N-Pick learning model.

No	cycle	Average score	Classical completeness
1	Pre	59,75	50%
2	I	65	65%
3	II	69,75	75%

The result of observation of learning activity of pre cycle showed that student have enough criteria, as they are quite active in questioning, answering, and asking opinion in learning is still considered low and the learning implementation reached 70% which is considered to have good criterion. In the first cycle, students' activities have increased. Some students have already dared to ask and answer questions, students are still confused to apply the model of learning TSTS, but the teacher immediately guided back so that it has seen the interaction of students in the learning activities. The increase in cycle I shows good criteria and learning activities run smoothly with the percentage of learning implementation reaches 72, 50% with good criteria as well. While cycle II shows very good criteria because student activeness there is improvement from cycle I, because almost all student raised their hands to answer question asked by teacher and student have started to ask. The application of TSTS and Fan-N-Pick learning model runs smoothly, because students do not experience difficulties like in cycle I. Learning activities run smoothly with the percentage of learning implementation reaches 85% and it is considered as very good criteria.

Table 2. The comparison on the observation result on students' learning activity outcome on the application of TSTS and Fan-N-Pick learning model.

No	Cycle	observation result on students' learning activity outcome
1	Pra	50%
2	I	71, 25%
3	II	77,19%

The percentage of learning motivation in the pre cycles shows the score of 54.45%, indicating good category. In the first cycle it has increased so the percentage of student motivation was 74.88%, but it was still categorized as good category. And the second cycle of student learning motivation percentage increased to 79.85% and it showed very good category. Based on the results of cycle II it was decided to discontinue the study because the motivation and learning outcomes have reached the indicator determined.

Table 3. Comparison among students' motivation on TSTS and Fan-N-Pick

No	cycle	The result of Students learning motivation	Criteria
1	Pre	54.45%	Good
2	I	74.88%	Good
3	II	79.85	Svery good

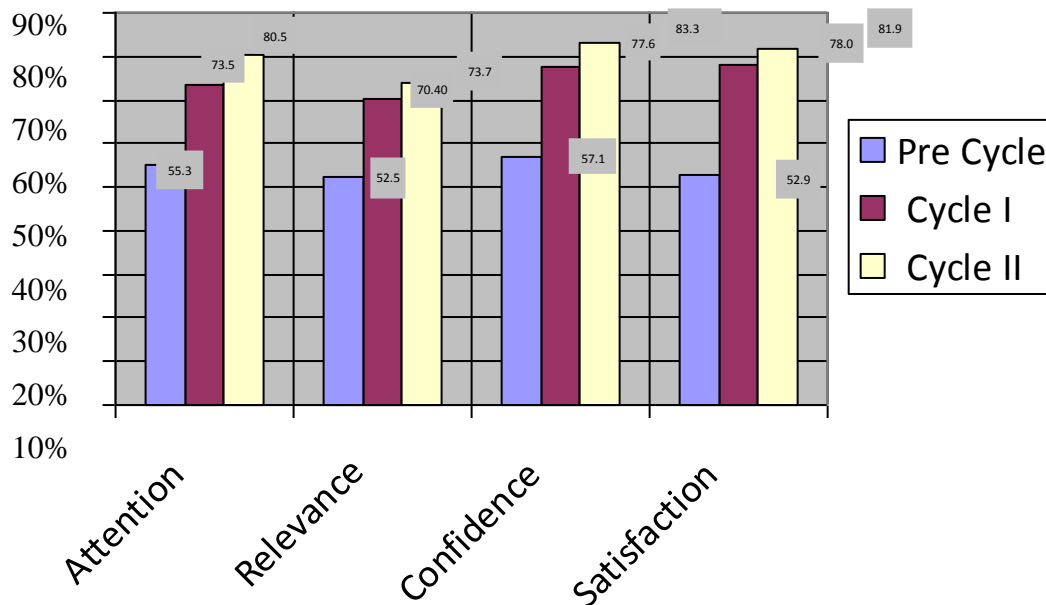


Figure 1. The comparison on the result of motivation questionnaire on the application of TSTS and Fan-N-Pick learning model

Discussion

Learning outcome

In the first cycle student learning outcomes showed an increase from the pre cycle stage . In the pre-cycle to cycle I the average score has increased by 5.25. The percentage of classical completeness has increased by 15%. The result of learning motivation cycle I showed an increase from its pre cycle stage for 20.43%.

In the second cycle student learning outcomes showed an increase from cycle I, in cycle II the average value has increased by 4.75. Percentage of classical completeness increased 10%. The result of learning motivation of cycle II showed an increased from cycle I of 4.97%.

In pre cycle stage students do not understand learning materials because learning is still centered on the teacher, so there are more learning activities on memorizing and recording activities, thus causes students less active and less motivated in following social studies learning. Information gained from students shows that IPS learning is not fun and boring because it only memorizes and records it. Students have difficulty pouring ideas or ideas, so that students can not learn well.

In the first cycle of the first meeting some students have not been nimble in implementing the applied learning model, so that there are still students who look bored in the learning activities, causing them busy with their own activities. This happens because not all students really remember the steps of the TSTS learning model, so the teacher should often remind the follow-up steps in applying the TSTS learning model.

At the second meeting the students were more enthusiastic to attend the lessons as they were interested in the questions on the Fan-N-Pick card. They were quite active in group discussions, answered and asked if they found difficulties, students' attitude in learning was good enough. But there were still students who looked passive, did activities outside the activities, and interfered with other friends or groups due to lack of positive reinforcement provided by teachers, but still they could be controlled properly.

In cycle II it showed that students were more nimble in doing TSTS and Fan-N-Pick models because they have experienced them in cycle I, so that students were more enthusiastic to follow the learning. Students' motivation to be active in following learning increases, so that students were no longer noisy by disturbing friends.

Learning Implementation

In pre cycle the implementation of learning done by classroom teachers reached 70% because teachers were less active in inviting students to be active in learning activities. The cycle I learning implementation reached 72.5%. Teachers did not give positive reinforcement when learning activities take place. Students read out group results and students were still confused applying the TSTS learning model.

Cycle II, the teacher gave more positive reinforcement to the students thus increasing the motivation of students to be active in following the learning. Teachers have used language that is easily understood by students when answering questions or responding to student questions.

Learning Motivation Questionnaire

The questionnaire results indicated an increase in student learning motivation. The pre-cycle stage showed the percentage of 45%, the first cycle of 65%, and the second cycle of 80%.

In the first cycle of implementation, the highest score was 75. There are 5 students who scored high which is 75. The lowest score also increased from 35 in the pre-cycle to 50, or there is an increase of 15 points. The number of students who get the lowest score is 4 students. While the average grade score is 65. The average grade score has increased by 5.25 from its pre cycle stage. In the implementation of cycle II there are 3 students who get the highest score, that is 80, the lowest score 55 as 3 students. The highest score increased by 5 points from cycle I. The lowest score increased 5 points from cycle I. The average gradescore is 69.75. So the average value of class from cycle I to cycle II also increased by 4.75.

Improved learning completeness of pre-cycle to cycle I is by 15%, while from cycle I to cycle II is by 10%. So it can be known the magnitude of the increase in learning outcomes from pre-research until the second cycle which is 25%. The percentage of classical completeness in pre-cycle reaches 50%, cycle I reaches 65%, and cycle II reaches 75%. Improved student learning outcomes are an appreciation and skill acquired by students through the application of TSTS and Fan-N-Pick learning models. In the second cycle of student learning outcomes have reached the established performance indicators, ie 75%. The increase in learning outcomes has previously been proven through research conducted by Kurnia in 2017, Frianto 2016, Riyadi 2016, Dewi 2016, Effendi 2016 and Iqbal 2015 showing that TSTS and / or Fan-N-Pick learning model can improve the results Student learning.

Based on the observation of student activity in the pre cycle stage students do not understand the learning materials because the learning is still centered on the teacher, the learning activity is more on the activity of memorizing and recording, thus causes the students less active and less motivated in following social studies learning. Information gained from students shows that social studies learning is not fun and boring because it caused on the activity of memorizing and recording. Students have difficulty to express their ideas, so that students can not learn well

Observation of cycle I showed that the student activity reached a percentage of 71.25% with good criteria. Student learning activity has been improved compared to its pre cycle stage. However, students still look confused when applying the TSTS learning model, so the teacher should re-explain the steps of the TSTS learning model. There are some students who have dared to ask, but still need to be improved and maintained in the next cycle in order to reach the established criteria, which is very good. In this cycle there are students who are not nimble in implementing the applied learning model because they have not memorized the steps of the TSTS learning model, so they are bored in learning activities, and cause them to be busy with their own activities. Therefore, when the learning activities take place, teachers should often remind them to do a follow-up steps in applying the TSTS learning model. At the second meeting the students were more enthusiastic to attend the lessons as they were interested in the questions on the Fan-N-Pick card. They are quite active in group discussions, answer and ask if they find difficulties, students' attitude in learning is good enough. But there are still students who look passive, do activities outside the activities, and interfere with other friends

or groups due to lack of positive reinforcement provided by teachers, but still they can be controlled properly.

In the second cycle it was found out that student learning activeness has increased from cycle I. There are more and more students who are dare to answer and ask. Discussion went smoothly because students have understood the TSTS learning steps. In this cycle students are more nimble in performing TSTS and Fan-N-Pick models because they have experienced them in cycle I, so students are more enthusiastic to follow the learning. Students' motivation to be active in following learning increases, so that students are no longer noisy by disturbing their friends. Activity result of observation of student learning activity showed 77.19% percentage with very good criteria. It can be concluded that in the second cycle of student learning activities have exceeded the indicator of performance determined that is 75% with good criteria.

While based on the observation on the implementation of learning it is known that in the pre-implementation of learning it reaches 70% with good criteria. The method used by teachers in Basic Competence 2.1 is still the same as the previous method, ie conventional method. Less precisely the method of teaching used, causing students to less understand the meaning of learning because the activities of students were mainly focused on recording and memorizing the words, so that students feel bored and difficult to express their ideas. Lack of motivation given by the teacher makes students become passive in learning activities. In the first cycle there is an increase in the implementation of learning done by teachers by using TSTS and Fan-N-Pick learning models. Learning cycle I goes smoothly. The percentage of learning achievement reaches 72.50% with good criteria. Teachers carry out the initial activities of learning well as well as delivering relevant subject material for students. Teachers motivate students to ask questions and answer questions, but teachers need to repeat an explanation of the steps of the TSTS learning model because there are students who are not yet clear on the steps of the TSTS learning model. While at the 2nd meeting the teacher gave an example of the steps of the Fan-N-Pick learning model by appointing four students to practice in front of the class. Teachers also respond to student group results. In the second cycle the implementation of learning runs smoothly, with the percentage of learning implementation reaches 85% very good criteria, so that it has achieved a set performance indicator. Implementation of learning cycle II did not experience obstacles in its phase implementation of learning models TSTS and Fan-N-Pick because students have already understood the steps. However, there are still obstacles to the application of the TSTS learning model at the time of the study (1) it takes longer time, so that the time provided is lacking, (2) students who are not accustomed to learning groups will find it difficult, it is proven because teachers to repeat stages or instruction (3) the teacher is more difficult in managing the class and requires more preparation, because the teacher must go to each group and observe or correct the wrong thing when the group learning process takes place.

Student learning motivation on social studies subject when applying TSTS and Fan-N-Pick learning model has increased. Aspects of attention increased by 13.70% from pre-cycle to cycle I, while in cycle I to cycle II it increased by 6.20%. Aspects of the relationship increased by 16.80% from pre-cycle to cycle I, while in cycle I to cycle II it increased by 20%. Aspects of confidence increased by 12.35% from pre-cycle to cycle I, while in cycle I to cycle II it increased by 4.15%. The satisfaction aspect increased by 18.70% from pre-cycle to cycle I, while in cycle I

to cycle II it increased by 4.30%. Increased motivation from all aspects from pre cycle to cycle I of 20% and from cycle I to cycle II of 15%. The result of questionnaire of learning motivation in cycle II reached 80% percentage with very good category. It can be concluded that the application of TSTS and Fan-N-Pick learning model in this study has exceeded the specified performance indicator, that is 75%. From the data, it can be concluded that the application of TSTS and Fan-N-Pick learning model can improve students' motivation and learning on social studies subjects. The increase in learning motivation has previously been proven through research conducted by Frianto in 2016, and Effendi in 2016 about TSTS and Fan-N-Pick learning model which can improve students' learning motivation.

Conclusion

The conclusion of this research is Two Stay Two Stray (TSTS) and Fan-N-Pick (1) learning models can improve students' cognitive learning outcomes in social studies subject of class IV of SDN Tawun I Ngawi as evidenced by the increasing number of students who reach MCC and The classical completeness of each cycle. (2) those two models can improve learning motivation of social studies of those fourth graders of SDN Tawun I Ngawi as evidenced by the increasing of activity, interaction, confidence, and cooperation in learning activities so that learning activity is more meaningful. Based on the result of research, discussion, and conclusion, there are some suggestions provided by the researcher (1) those two models can be alternative of effective learning model to improve the result and learning motivation for the teacher, (2) it is expected that the students take an active role in the learning activity in order to improve the learning result. (3) it is expected that there will be further research about Two Stay Two Stray and Fan-N-Pick learning model to improve learning quality besides learning result (cognitive) and student learning motivation.

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