



ATTEMPT TO IMPROVE PKN LEARNING OUTCOMES OF FIRST-GRADE STUDENTS THROUGH THE IMPLEMENTATION OF COOPERATIVE LEARNING MODELS TWO STAY TWO STRAY AT SDN 008 BANDUR PICAK IN KAMPAR

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ABSTRACT

This paper discusses the improvement of Civic Education learning outcomes of the first-grade students by applying Two Stay Two Stray as a cooperative learning model at SDN 008 Bandur Picak in Kampar, which was conducted for 1 month. The research subjects were 22 first-grade students. The type of research is classroom action research. Based on the results of the analysis and discussion, it can be concluded that the implementation of the Two Stay Two Stray cooperative learning model type can improve the first-grade students' learning outcomes in the Civic Education learning subject at SDN 008 Bandur Picak in Kampar. It can be seen from changes in students' learning outcomes in cycle 1 and cycle 2. In cycle 1, the average score of students' learning outcomes was 70.9 incomplete category and increased in cycle 2 to 82.5 in the complete category. Based on the performance indicators, the research is considered to be successful if learning completeness reaches 75% of all students. It is because applying the Two Stay Two Stray provides opportunities for students to exchange experiences and knowledge. Hence, students understanding of the subject matter increases and can improve their learning outcomes in turn which the researchers so far have never applied the Two Stay Two Stray cooperative learning model.

Keywords: two stay two strays, cooperative learning model, civic education learning outcomes

UPAYA MENINGKATKAN HASIL BELAJAR PKN SISWA KELAS I MELALUI PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE TWO STAY TWO STRAY DI SDN 008 BANDUR PICAK KABUPATEN KAMPAR

ABSTRAK

Artikel ini membahas peningkatan kemampuan hasil belajar PKN siswa Kelas I dengan penerapan model pembelajaran kooperatif tipe *Two Stay Two Stray* di SDN 008 Bandur Picak Kabupaten Kampar, yang dilaksanakan selama 1 bulan. Subjek penelitian 22 orang siswa kelas I. Bentuk penelitian berupa penelitian tindakan kelas. Berdasarkan hasil analisis dan pembahasan dapat disimpulkan bahwa penerapan tipe *Two Stay Two Stray* dapat meningkatkan hasil belajar siswa Kelas I pada mata pelajaran pendidikan kewarganegaraan di SDN 008 Bandur Picak Kabupaten Kampar. Hal ini dapat dilihat dari perubahan hasil belajar siswa pada siklus 1 dan siklus 2. Pada siklus 1 rata-rata hasil belajar siswa pada siklus 1 adalah 70,9 dengan kategori tidak tuntas dan mengalami peningkatan pada siklus 2 menjadi 82,5 dengan kategori tuntas. Berdasarkan indikator kinerja, penelitian dikatakan berhasil apabila ketuntasan belajar mencapai 75% dari seluruh siswa. Keberhasilan ini disebabkan dengan menggunakan tipe *Two Stay Two Stray* memberikan peluang kepada para siswa untuk bertukar pengalaman dan pengetahuan. Dengan kondisi tersebut, pemahaman siswa terhadap materi pelajaran meningkat dan pada gilirannya dapat meningkatkan hasil belajarnya yang selama ini peneliti belum pernah menerapkan model pembelajaran kooperatif *Two Stay Two Stray*.

Kata Kunci: two stay two stray, model pembelajaran kooperatif, hasil belajar mata pelajaran PKN

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INTRODUCTION

Education is an integral part of human life, with education humans will be more able to explore and develop their potential so that they become human beings who have morals, social values, culture, science, technology and so on

(Ribawati, 2015). Education is a change that occurs in personal and human behavior which includes changes in knowledge, attitude and behavior (Usmaedi & Alamsyah, 2016). This was also conveyed by Wasitohadi (2014) who

suggested education as a guidance given by adults to immature children to achieve a goal, namely maturity. The basic education level includes early childhood education, kindergarten, elementary and junior high school. Judging from its position and role, elementary school is a very strategic type of general education.(Setiyawan & Yunianta, 2018).

Schools have a very important role and responsibility in preparing citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia. Learning in schools is influenced by the main components related to teachers, students and the models used in the teaching and learning process(Sunbanu et al., 2019). In learning the teacher not only functions to transfer knowledge but also has the task of providing skills, changing the behavior of students so that student learning outcomes can obtain satisfactory results (Astuti, 2016). Learning outcomes are benchmarks used to determine the level of success of students in knowing and understanding a subject, usually expressed by grades in the form of letters or numbers.(Kadiriandi & Ruyadi, 2018). Learning outcomes can be in the form of skills, values and attitudes after students experience the learning process. Learning outcomes include the abilities possessed by students after they receive their learning experience, in a broader sense covering the cognitive, affective, and psychomotor fields (Sudjana, 2014).

Efforts that can be made are organizing educational programs that provide various abilities as a citizen through various subjects including Citizenship Education.(Tambunan, 2017). Citizenship education (PKn) is one of the subjects studied in Indonesia (Sendiasih, 2017). Citizenship Education (PKn) subjects focus on forming citizenship attitudes so that students are able to exercise their rights and obligations to become Indonesian citizens who are responsible for carrying out the mandate of Pancasila and the 1945 Constitution (Paiman & Temu, 2013). In its development, Civics have a comprehensive alignment with the conceptual construction of forming a Pancasila student profile which is part of the independent learning curriculum (Habibah, 2022; Zuriyah & Sunaryo, 2022).

Based on observations and experiences while the researcher was on duty at SDN 008 Bandur Picak, Kampar Regency, there were symptoms, especially in Civics lessons, a lack of student curiosity about the lessons delivered by the teacher in class, so that students were only silent when the teacher explained in front of the class, and only some students who can complete the task in accordance with the time set by the teacher. It can be seen that student learning outcomes are low. Unknowingly, because of the routine of his duties, the teacher does not really care about whether his students have or have not had a meaningful learning experience. The extent to which students understand (understanding) and not just know (knowing), about the concept of Citizenship Education that has been conveyed in the learning process(Tambunan, 2017). The routines carried out by these teachers include the use of learning methods that tend to be monotonous, less interesting and less involving students so that students quickly get bored. The author has made various efforts to improve student learning outcomes such as the lecture method, question and answer and group work, but only certain students are active and their learning outcomes are quite good.

One cooperative model that can be used by teachers in learning is a type of Two Stay Two Stray cooperative model(Zairmi et al., 2019). The Two Stay Two Stray model is a learning technique that can be used in all subjects and for all age levels of students (Normawati, 2017). The Two Stay Two Stray Cooperative Learning Model provides an opportunity for each group to share results and information with other groups (Herawati, 2015). The application of the Two Stay Two Stray cooperative model provides opportunities for students to exchange ideas and build social skills such as asking questions and providing opportunities for students to study with other groups, so that student interaction will develop during the learning process(Manik & Gafur, 2016). Because the purpose of this study is to apply the Two Stay Two Stray Type in the delivery of subject matter to improve student learning outcomes.

METHOD

This research is a class action research (PTK).done inclass I at SDN 008 Bandur Picak, Kampar Regency. This research was conducted in several cycles starting from November 2022. The population in this study were grade I students with a total of 22 students. The characteristic is that of the 22 students in the class ranging from 50 – 60% they have not achieved mastery learning. This research is planned to be conducted in February until completion. This research consists of several cycles. Each cycle is carried out in 3 meetings. This is so that students and teachers can adapt to the learning strategies studied. So that the results of classroom action research can be used in the next teaching and learning process. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection) (Arikunto, 2016). Data collection techniques through observation, interviews and evaluation tests to obtain data on teacher competency results. Data were analyzed qualitatively and presented in tabular form. in detail the procedure of this action research:

- 1. Planning** include: a) Compile lesson plans based on stepsapplication of cooperative learning model typetype Two Stay Two Stray.b)Ask for the willingness of colleagues to become observers in the implementation of learning. c) Prepare observation formats or observation sheets for activities carried out by the teacher and activities carried out by students and a grid of questions related to the material to be taught.
- 2. Action** includes: a) Introduction or initial activity, namely conducting questions and answers about the knowledge possessed by students related to the material to be delivered, conducting apperception by linking past lessons with lessons to be learned and motivating students, namely by giving praise to students who can answer questions that submitted by the teacher. b) The core activity is the teacher divides students into several groups, each group consists of 4 students, the teacher asks students to work together in groups of four as usual, after finishing, the teacher orders two people from each group to leave the group and each of the second guests

other groups, two people who live in the group are tasked with sharing their work and information with guests from other groups,. c)The final activity, namely the teacher asks several questions to students regarding the lessons that have been studied, the teacher gives a test assignment about the new knowledge that students have, after that the teacher recapitulates the achievement of student learning outcomes.

- 3. Observation** includes: a) Teacher activities in using the TSTS method are carried out using teacher activity observation sheets. b) Student activities during the learning improvement process using the TSTS method are carried out using student activity observation sheets.
- 4. Reflection** namely, conducting discussions and analyzing the results of the learning process carried out, so that the successes and weaknesses of the learning that have been carried out are known. The results of the data analysis serve as the basis for the next cycle, so that between cycle I and the next cycle there is continuity and it is hoped that the weaknesses in the first cycle can be used as a basis for improvement in the next cycle.

RESULTS AND DISCUSSION

In this study the teacher used the Two Stay Two Stray type to improve the learning outcomes of Class I students in the Citizenship Education subject at SDN 008 Bandur Picak, Kampar Regency. The research results from each cycle are as follows:

1. First Cycle

a. Planing

Cycle I for the first meeting on Monday, 7 November 2022 and the second meeting on Monday, 14 November 2022. Schedule This research is in accordance with the learning schedule that has been set in Class I on the Citizenship Education subject at SDN 008 Bandur Picak, Kampar Regency. Where in one week there is one meeting, which consists of 2 hours of lessons (2 x 35 minutes).

The teacher formulates goals and problems that will be the topic of discussion. The next learning process is the teacher analyzes the subject/sub-topic as outlined in the Two Stay

Two Stray type and then prepares the material to be used. The teacher explains through working in groups and instilling the concept of moral values and norms that are expected targets. Furthermore, the teacher makes conclusions on the subject matter presented. Before ending the lesson, the researcher guides students to conclude the material studied. Then give assignments to students to do at home. The learning process ends by reminding students to repeat their lessons at home.

b. Action

The next learning process is a brief explanation of the subject matter by the researcher followed by dividing into groups of 4 people students heterogeneously (varied both in terms of learning achievement, gender, ethnicity) and gave group assignments to each group for discussion. After that the researcher ordered two

people from each group to leave the group and each guest from the other two groups. Two people who stay in the group are in charge of sharing their work and information with guests from other groups. After feeling that they have received enough information needed, the guests excuse themselves and return to their own groups and report their findings from other groups. The group matches and discusses the information that has been obtained from other groups with the results of their group work.

c. Observation

In the application of the Two Stay Two Stray type, in general, researchers have done it "quite perfectly". This is in accordance with the results of observations where teacher activity obtained a score of 19. For more details, it can be seen in table 1 below:

Table 1. Teacher Activities in Cycle I

No	Implementation of Activities	Amount	Score
1	Very perfect	0 x 5	0
2	Perfect	1x4	4
3	Almost perfect	5 x 3	15
4	Not perfect	0 x 2	0
5	Not implemented	0 x 1	0
Amount		19	
Classification		Simply Perfect	

Source: processed research data, 2022

Teacher activity in cycle 1 is in the pretty perfect category, because it is in the 16-19 interval. When the researcher asked other students to comment on the opinions expressed, there were several students who expressed their opinions.

This student activity is supported, among other things, by the observation results of "student activity" as measured by the 6 components, student activity is classified as high with a score of 75.

Table 2. Student Activity Cycle I

No	Student activity	Score	%
1	Students form groups quickly and correctly	17	77,3
2	Students discuss seriously in their groups	9	40,9
3	Two people in one group visit another group in an orderly manner	15	68,2
4	Students who live in groups provide information needed by visiting groups	10	45,5
5	Visiting students excused themselves and moved to another group after getting enough information	8	36,4
6	Students match their findings with the results of their group work	16	72,7
Amount		75	

Average	56,8
Classification	Tall Very high

Source: processed research data, 2022

From table 1.2 it is known that the total score of student activity in cycle 1 is 75. with an average percentage of 56.8%. Although most students have shown their desire to learn, there are still students who are less active in learning. Especially in aspects (2) Students discuss seriously in their groups (4) Students who live in groups provide information needed by guest groups (5) Visiting students excuse themselves and move to another group after getting enough information only 8 students are classified as active of 48 students or 36.4%. In connection with the

results of this observation, it can be further explained in expressing opinions or asking questions, students are brave even though they are not completely correct.

Based on data from formative test results conducted in cycle I, it was obtained that the average student learning outcomes in Civics lessons were 71.3. If we look at these results in general, classical completeness is said to be incomplete (<75). In detail the distribution of learning outcomes in cycle I can be seen in the following table:

Table 3. Distribution of Learning Outcomes in Cycle I

Classification	Standard	frequency	%	% Cumulative	% Cumulative
Very high	> 85	0	0.0	0.0	100.0
Tall	71-85	14	63,6	63,6	100.0
Currently	56 - 70	6	27,3	90.9	36,4
Low	41 - 55	2	9,1	100.0	9,1
Amount		22	100		

Source: processed research data, 2022

From the table above shows that the average value or learning outcomes have not reached class completeness. There are no students who get very high criteria. While students with "high" criteria were 14 (63.6%), students with "moderate" criteria were 6 (27.3%), and students with "low" criteria were 2 (9.1%)

d. Reflection

Paying attention to the description of the learning process stated above and seeing the student learning outcomes in the Civics lesson, based on the results of the discussion of researchers and observers on the improvement of learning in the first cycle there are several strengths and weaknesses of learning.

2. Second Cycle

Process Civics learning in cycle 1 has not yielded optimal results for the learning outcomes

test. This can be seen from the results of the learning tests in the first cycle which show that on average these Civics subjects have not reached classical completeness. In order to further optimize learning outcomes, it is necessary to design an action to be carried out in the second cycle. The actions in the second cycle are intended to improve the actions in cycle I. The main actions in cycle I are still carried out in cycle II, namely the application of the Two Stay Two Stray type.

a. Planing

Based on the reflections on the first cycle that has been done, the researcher plans several things, namely: 1) The researcher divides the students into several groups, each group consisting of 4 people gets an imperfect score. 2) Researchers instruct students to discuss with their groups. 3) Two people who live in the group are

in charge of sharing their work and information with guests from other groups, 4) After feeling that they have received enough information needed, the guests excuse themselves and return to their own group and report their findings from other groups, and 5) The groups match and discuss the information that has been obtained from other groups with the results of their group work.

b. Action

The learning process in the second cycle first motivated the students by announcing the results of the cognitive test at the end of the first cycle or at the second meeting. Furthermore, the researcher gives praise for good grades and encouragement for those who are not good.

The next learning process was a brief explanation of the subject matter by the researcher followed by dividing groups of 4 students heterogeneously (varied both in terms of learning achievement, gender, ethnicity) and giving group assignments to each group for discussion. After

that the researcher ordered two people from each group to leave the group and each guest of the two groups other. Two people who stay in the group are in charge of sharing their work and information with guests from other groups. After feeling that they have received enough information needed, the guests excuse themselves and return to their own groups and report their findings from other groups. The group matches and discusses the information that has been obtained from other groups with the results of their group work

c. Observation

As in the first cycle, observations are based on two things, namely; 1) The results of direct observations made by researchers and colleagues to determine teacher activity in the application of the Two Stay Two Stray type and student activities during learning, and for student learning outcomes remain using the learning achievement test. Observations were obtained from two meetings.

Table 4. Teacher activity in cycle II

No	Implementation of Activities	Amount	Score
1	Very perfect	2x5	10
2	Perfect	4x4	16
3	Almost perfect	0 x 3	0
4	Not perfect	0 x,2	0
5	Not implemented	0 x 1	0
Amount		26	
Classification		Very perfect	

Source: processed research data, 2022

As for the teacher's activities in using the Two Stay Two Stray type, if in cycle I the researcher had done it "perfectly enough". This is in accordance with the results of observations

where teacher activity obtained a score of 19. The results of observations of teacher activity in cycle II showed an increase with a score of 26 with very perfect criteria.

Table 5. Student Activities in Cycle II

No	Student activity	Score	%
1	Students form groups quickly and correctly	19	86.4
2	Students discuss seriously in their groups	16	72,7
3	Two people in one group visit another group in an orderly manner	20	90.9
4	Students who live in groups provide information needed by visiting groups	17	77,3

5	Visiting students excused themselves and moved to another group after getting enough information	18	81.8
6	Students match their findings with the results of their group work	19	86.4
Amount		109	
Average		82.6	
Classification		Very high	

Source: processed research data, 2022

The results of observations in Cycle II of student activity reached a score of 109 which was classified as very high. Based on the data above, it is known that an increase in student activity from a score of 75 to 109 is influenced by more enhanced teacher activity, especially in terms of delivering material and providing motivation to

students during learning. In general, every indicator on student activity has increased.

Based on data from formative test results conducted in cycle I, the average student learning outcomes in Civics lessons were 71.3. Whereas in cycle II, the average student learning outcomes in Civics lessons was 82.5. More clearly can be seen in the following table:

Table 6. Distribution of Student Learning Outcomes in Cycle II

Classification	Standard	frequency	%	% Cumulative	% Cumulative
Very high	> 85	8	36,4	36,4	100.0
Tall	71-85	13	59,1	95.5	63,6
Currently	56 - 70	1	4,5	100.0	4,5
Low	41 - 55	0	0.0	100.0	0.0
Amount		22	100		

Source: processed research data, 2022

From the table above, namely the learning outcomes of cycle II, students who get very high criteria are 8 (36.4%). While students with "high" criteria were 13 (59.1%), students with "moderate" criteria were 1 (4.5%), and there were no students with "low" criteria. This is what needs to be revealed from observations in the second cycle is that the problems that have succeeded in stimulating students to think actively compared to the first cycle. This is caused by the problems posed in the form of sample questions that can be studied directly from books owned by students.

d. Reflection

If you pay attention to the results of the second cycle, the learning outcomes shown by

students have increased compared to the first cycle. This means that the actions given by the researcher in the second cycle had a better impact than the actions in the first cycle. This proves that with an increase in teacher activity, students are very interested in participating in the learning process. With a sense of student interest in the learning process, it will be followed by student learning outcomes. Thus can it can be concluded that the application of the Two Stay Two Stray type can improve student learning outcomes

The comparison between learning outcomes in Cycle I and Cycle II can clearly be seen in the following table:

Table 7. Recapitulation of learning outcomes Cycle I and Cycle II

Learning		Cycle I				Cycle II			
Classification	Standard	freq	%	% Kum	% Kum	freq	%	% Kum	% Kum
Very high	> 85	0	0.0	0.0	100.0	8	36,4	36,4	100.0
Tall	71-85	14	63,6	63,6	100.0	13	59,1	95.5	63,6
Currently	56 - 70	6	27,3	90.9	36,4	1	4,5	100.0	4,5
Low	41 - 55	2	9,1	100.0	9,1	0	0.0	100.0	0.0
Amount		22	100			22	100		

Source: processed research data, 2022

Based on table 1.7 it is known that there is an increase in learning outcomes from cycle I to cycle II. The number of students who scored above 70 (Complete minimum) in the first cycle there were 14 people, while in the second cycle it increased to 21 people. This situation shows that

improving learning in Civics subjects using the Two Stay Two Stray type can be said to be successful, even though individual completeness has not been fully achieved. Comparison between learning outcomes in cycles I and II can also be seen in the following histogram.

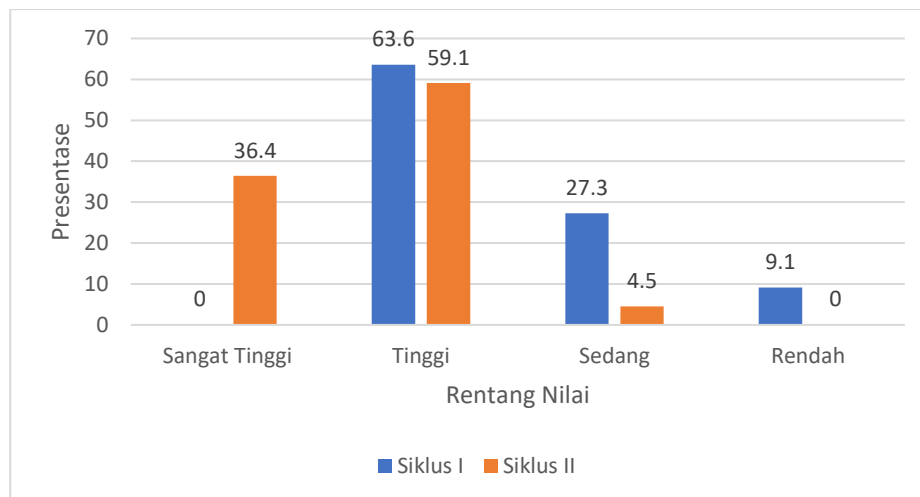


Figure 1. Histogram of Learning Outcomes in Cycles I and II

DISCUSSTION

Weaknesses in the application of the Two Stay Two Stray type in cycle I after being corrected in cycle II and reaching the perfect level turned out to be able to improve student learning outcomes. Through improving the application of the Two Stay Two Stray type in cycle II, the learning outcomes of students who score above 70 (minimum completeness). The increase in learning outcomes in cycle II compared to cycle I shows that the improvements in learning delivered can solve the problems encountered. That is,

lesson plans are made according to overcoming the problem of low student learning outcomes that have occurred in the classroom so far. Furthermore, an increase in student learning outcomes in the Civics subject from the previous cycle I and cycle II shows that the application of the Two Stay Two Stray type can improve the learning outcomes of Class I students in the civics education subject at SDN 008 Bandur Picak, Kampar Regency. The results of this study are in line with Kumape (2015) which states that the application of two stay two stray learning has a

significant effect on student learning activities and outcomes. Student responses have an important role in measuring the accuracy and success of the learning model used (Rhamayanti, 2019).

The Two Stay Two Stray model can be used in all subjects and all age levels of students, this model not only works with group members, but can also work with other groups, which allows for the creation of friendship among friends in one class and is more oriented towards on student activity (Choiriyah, 2019). Furthermore, student learning tendencies become more meaningful and students dare to express their opinions, and help increase students' interest in learning (Mahruudi, 2017). Sutrisna (2016) suggests that the advantages of the Two Stay Two Stray model are as follows: 1) Optimizing student participation, 2) Can be applied to all classes, 3) Creating an active and fun learning atmosphere, 4) Establishing interaction between fellow students, 5) Increase cohesiveness and self-confidence, 6) Students' speaking ability can be improved, and 7) Help develop students' interest in learning.

CONCLUSIONS AND RECOMMENDATION

There was an increase in learning outcomes from cycle I to cycle II. The number of students who scored above 70 (minimum completeness) in the first cycle was 14 people, while in the second cycle it increased to 21 people. This situation shows that improving learning in Civics subjects using the Two Stay Two Stray type can be said to be successful, even though individual completeness has not been fully achieved.

For learning, the teacher should also increase their activities so that students are more interested and motivated in the ongoing learning process, besides that the use of books owned by students is further enhanced so that students can be more active when participating in learning.

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