

**PENGARUH MODEL *TWO STAY TWO STRAY* (TSTS)
TERHADAP KETERAMPILAN KOLABORASI
DAN HASIL BELAJAR IPS KELAS V DI
GUGUS VII KECAMATAN SUKASADA
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ABSTRAK

Penelitian ini bertujuan: (1) untuk mengetahui dan mendeskripsikan pengaruh implementasi pembelajaran *Two Stay Two Stray* terhadap keterampilan kolaborasi pada siswa kelas V, (2) untuk mengetahui dan mendeskripsikan pengaruh implementasi pembelajaran *Two Stay Two Stray* terhadap hasil belajar IPS Siswa kelas V, (3) secara simultan, untuk mengetahui dan mendeskripsikan pengaruh implementasi pembelajaran *Two Stay Two Stray* terhadap keterampilan kolaborasi dan hasil belajar IPS pada siswa kelas V. Penelitian ini merupakan penelitian *quasi experiment* dengan desain *nonequivalent post-test only control group*. Jumlah populasi dalam penelitian ini adalah 144 orang dan sampel penelitian berjumlah 61 orang yang diambil dengan teknik *group desain random sampling*. Data keterampilan kolaborasi siswa dikumpulkan menggunakan metode non tes berupa lembar observasi dan data hasil belajar IPS dikumpulkan menggunakan tes pilihan ganda. Data dianalisis dengan statistik deskriptif dan Manova. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh yang signifikan model pembelajaran *Two Stay Two Stray* terhadap hasil belajar IPS siswa (F hitung sebesar 408.608; sig < 0.05), (2) terdapat pengaruh yang signifikan model pembelajaran *Two Stay Two Stray* terhadap hasil belajar IPS siswa (F hitung sebesar 135.185; sig = < 0,05), dan (3) secara simultan, terdapat pengaruh yang signifikan model pembelajaran *Two Stay Two Stray* terhadap keterampilan kolaborasi dan hasil belajar IPS siswa (F hitung 374.305 = ; sig = < 0,05). Berdasarkan temuan tersebut, dapat disimpulkan bahwa model pembelajaran TSTS berpengaruh positif terhadap keterampilan kolaborasi dan hasil belajar IPS siswa.

Kata kunci: *Two Stay Two Stray*, Keterampilan Kolaborasi, Hasil Belajar.

ABSTRACT

This study aims: (1) to determine and describe the effect of the implementation of Two Stay Two Stray learning on collaboration skills in fifth grade students, (2) to determine and describe the effect of Two Stay Two Stray learning implementation on social studies learning outcomes for fifth grade students, (3) simultaneously, to determine and describe the effect of the implementation of Two Stay Two Stray learning on collaboration skills and social studies learning outcomes in fifth grade students. This study is a quasi-experimental study with a nonequivalent post-test only control group design. The total population in this study was 144 people and the research sample was 61 people who were taken with a group random sampling design technique. Data on student collaboration skills were collected using a non-test method in the form of observation sheets and data on social studies learning outcomes were collected using multiple choice tests. Data were analyzed by descriptive statistics and Manova. The results showed that: (1) there was a significant effect of the Two Stay Two Stray learning model on students' social studies learning outcomes (F count of 408,608; sig < 0.05, (2) there was a significant effect of the Two Stay Two Stray learning model on social studies learning outcomes. students (F count of 135.185; sig = <0.05), and (3) simultaneously, there is a significant effect of Two Stay Two Stray learning model on collaboration skills and student social studies learning outcomes (F count 374.305 = ;sig = < 0 0.05) Based on these findings, it can be concluded that the TSTS learning model has a positive effect on collaboration skills and student social studies learning outcomes.

Keywords: Two Stay Two Stray, Collaboration Skills, Learning Outcomes.

