

ABSTRAK

Said, 2021. Meningkatkan Prestasi Belajar IPS melalui *Metode Cooperative Learning* tipe *Two Stay Two Stray* (Studi pada Siswa Kelas V di SDN Ranuagung I). Skripsi, Program Studi PGSD Fakultas Keguruan dan Ilmu Pendidikan Universitas Panca Marga Probolinggo. Pembimbing (I) Ludfi Arya Wardana S.Pd.,M.Pd., (II) Didit Yulian Kasdriyanto, S.Pd., M.Pd.

Kata Kunci: IPS, *Cooperative Learning And Two Stay Two Stray*

Penelitian ini dilaksanakan di kelas V SDN Ranuagung I kabupaten Probolinggo yang terdiri dari 17 siswa dengan siswa laki-laki berjumlah 8 siswa dan siswi perempuan berjumlah 9 siswi. Jenis penelitian ini adalah penelitian tindakan kelas (*Classroom Action Research*) yang dilaksanakan dalam 2 siklus adapun tahapan dalam melakukan penelitian ini meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian ini bertujuan untuk meningkatkan prestasi belajar IPS dengan menggunakan Model *Cooperative Learning* Tipe *Two Stay Two Stray*. Data yang diperoleh pada penelitian yaitu prestasi belajar kognitif, afektif, dan psikomotor siswa setelah diterapkan Model *Cooperative Learning* Tipe *Two Stay Two Stray*. meningkat yaitu dapat dilihat dari hasil bahwa hasil observasi menunjukkan bahwa kegiatan pembelajaran IPS dengan menggunakan model pembelajaran *cooperative* tipe *two stay two stray* pada siklus I dan siklus II dapat meningkatkan ranah kognitif, afektif dan psikomotor siswa. Pada nilai kognitif siswa yang mencapai KKM 65 terdapat 9 siswa (53%) mengalami peningkatan pada siklus 1 siswa yang mencapai KKM terdapat 14 siswa (82%) dan pada siklus ke 2.

Prestasi belajar ranah afektif, terdapat 1 siswa (6%) mendapat skor sangat baik, 12 siswa (70%) mendapat skor baik, 3 siswa (18%) mendapat skor cukup baik dan 1 siswa (6%) mendapat skor kurang baik pada siklus 1, dapat terlihat pada capaian persentase yang meningkat pada siklus 2 menjadi 2 siswa (12%) mendapat skor sangat baik, 12 siswa (70%) mendapat skor baik, 2 siswa (12%) mendapat skor cukup baik dan 1 siswa (6%). Dari siklus 1 ke siklus ke 2 juga mengalami peningkatan yaitu seluruh siswa mendapat skor afektif dengan kriteria sangat baik dan kriteria baik.

Sedangkan pada psikomotor, terdapat terdapat 11 siswa (65%) mendapat skor sangat baik, 6 siswa (35%) mendapat skor baik, tidak ada siswa yang mendapat skor cukup baik dan skor kurang baik pada siklus 1. Peningkatan hasil belajar psikomotor meningkat dapat terlihat pada capaian persentase yang meningkat pada siklus 2 menjadi 12 siswa (70%) mendapat skor sangat baik, 5 siswa (30%) mendapat skor baik, tidak ada siswa yang mendapat skor cukup baik dan skor kurang baik . Dari siklus 1 ke siklus ke 2 juga mengalami peningkatan yaitu seluruh siswa mendapat skor psikomotors dengan kriteria sangat baik dan kriteria baik. Dengan demikian dapat disimpulkan bahwa penerapan Model *Cooperative Learning* Tipe *Two Stay Two Stray* pada pembelajaran IPS dapat meningkatkan prestasi belajar siswa kelas V SDN Ranuagung I kabupaten Probolinggo.

ABSTRACT

Said, 2021. Improving Achieve of learning in Social Studies Lessons through Cooperative Learning type Two Stay Two Stray (in class V at SDN Ranuagung I). Thesis, Teaching and Education Faculty PGSD University Panca Marga Probolinggo Study Program. Supervisor ((I) Ludfi Arya Wardana S.Pd.,M.Pd., (II) Didit Yulian Kasdriyanto, S.Pd., M.Pd.

Keywords: IPS. Cooperative Learning And Two Stay Two Stray

This research was conducted in class V SDN Ranuagung I consisting of 17 students with 8 male students and 9 female students. This type of research is classroom action research which is carried out in 2 cycles, while the stages in conducting this research include the stages of planning, implementing actions, observation, and reflection. This study aims to improve the results of social studies learning by using Cooperative Learning Models Type Two Stay Two Stray. The data obtained in the study are cognitive, affective, and proto-motorized learning outcomes of students after applying the Cooperative Learning Model Type Two Stay Two Stray. increased that can be seen from the results that observations show that social studies learning activities using cooperative learning model type two stay two stray in cycle I and cycle II can improve the cognitive, affective and psychomotor domains of students. In the cognitive value of students who reached KKM 65 there were 9 students (53%) experienced an increase in cycle 1 students who reached KKM there were 14 students (82%) and in the second cycle.

Affective domain learning outcomes, there was 1 student (6%) scored very well, 12 students (70%) got a good score, 3 students (18%) got a pretty good score and 1 student (6%) got a poor score on the cycle 1, it can be seen in the percentage achievement that increased in cycle 2 to 2 students (12%) got a very good score, 12 students (70%) got a good score, 2 students (12%) got a pretty good score and 1 student (6%) From cycle 1 to cycle 2 also experienced an increase that all students got an affective score with very good criteria and good criteria.

Whereas in psychomotor, there were 11 students (65%) scored very well, 6 students (35%) got good scores, there were no students who scored well enough and scored poorly in cycle 1. Increased psychomotor learning outcomes can be seen in the percentage achievement that increased in cycle 2 to 12 students (70%) got very good scores, 5 students (30%) got a good score, there were no students who scored well enough and scored poorly. From cycle 1 to cycle 2 also experienced an increase that all students scored psychomotors with very good criteria and good criteria. Thus it can be concluded that the implementation of Cooperative Learning Model Type Two Stay Two Stray in social studies learning can improve the learning outcomes of fifth grade students of SDN Ranuagung I.

