THE EFFECT OF TWO STAY TWO STRAY LEARNING METHODS ASSISTED WITH DIGITAL MIND MAPPING MEDIA ON ECONOMIC LEARNING ACHIEVEMENTS OF THE TENTH GRADE STUDENTS AT MADRASAH ALIYAH UMMUL QURO

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ABSTRACT

The objective of this research was to find out the achievement of the average minimum criteria in Economics of the tenth grade in Experiment Class students before taught using cooperative learning method type Two Stay Two Stray. Secondly,it was to determine the achievement of average minimum criteria (KKM) on the average economic learning achievement of tenth grade students in Experiment class after taught with the Two Stay Two Stray type of cooperative learning method, and to find out the significant differences between the economics learning achievement of tenth grade in Control Class and Experiment class students at MA Ummul Quro. The research methodology used was Quasi Experiment which applied Non Equivalent Control Group Design. The population of this study was taken from all class X in MA Ummul Quro, namely class X A and X B, totaling 52 students, where class XA became the experimental class and XB became the control class. The results showed that the achievement of studying economics in class X at MA Ummul Quro after being taught with method learning Two Stay Two Stray was not the same as 75, but 80, 04 or exceeding the specified KKM, which was 75. Then the classical completeness of student learning achievement in Economics class X at MA Ummul Quro after being taught with the Two Stay Two Stray learning method was more than 75%, which is 0.81%, and there was a significant difference between the experimental class and the control class. This could be seen in the average value of the experimental class, which was 80.04 and 77.54 at the control class.

Keywords: *Two Stay Two Stray Learning Method, Digital Mind Mapping, Learning Achievement.*

INTRODUCTION

Teachers play an important role and become the main key in the learning process. Susanto (2013: 53) states that the learning process is said to be successful when the teacher carries out the learning process effectively. Furthermore, the teaching and learning process is categorized as effective if students are actively involved, either mentally, physically, or in their social aspects. then, the teacher's task is to involve students in learning fully with various activities according to the learning objectives. For this reason, the role of the teacher in the entire teaching and learning process is crucial. He is also required to be creative in managing the class in order to provide activities in controlled, active, and interactive situations, including learning Economics.

A teacher may have a failure to deliver the material in class. Usually because the learning process in class is less interesting, especially in Economics lessons. Sometimes, it is also difficult for teachers to teach the content of the material to students which results in low grades. Meanwhile, learning Economics is a lesson that will be used in everyday life. Economics learning usually tends to theoretical material so that students do not explore in economics learning.

Nuraini (2013:4) states that economics is actually a science that describes the human effort in its efforts to meet the needs of life and to raise the standard of living welfare. Economics learning that is being treated at this time is an innovative learning, which is expected to improve both the mastery of the material and the creativity of students. So in this case, the role of professional teachers, who are able to present interactive activities in economics learning is needed to further improve the quality of the learning process and the value of students.

There are several factors that influence the achievement of learning success and in increasing student achievement. Some experts have stated several factors that have a dominant influence. As stated by Sudirman in Dewi Susanti (1998:2) "that which affects student achievement there are two factors, internal factors and external factors"Factors internal are factors that come from within the student. , for example the physical condition of students, the level of intelligence of students, as well as the psychological state of students such as interest and motivation. While external factors are factors that come from outside the students, for example the teacher's teaching ability, the learning media used by the teacher, the approach/method used, the source or learning materials, and the curriculum used in the learning process.

From the initial observations that I met at MA Ummul Quro, it was obtained that the Minimum Completeness Criteria (KKM) for Economics Subjects was 75. From the author's interview with economics teachers, that students who have reached the KKM were 60% and those who have not reached the KKM were

40%, the teacher has not fully using methods that make students less enthusiastic in the learning process in class, sometimes there is no interest in students learning in class because the methods used by teachers do not support the situation so students feel bored with learning economics. In addition, students are often sleepy during the learning process which makes students less active and passive. From the results of these observations indicate that class X students do not get great learning atmosphere to get good learning achievement.

Active learning is expected to bridge the gap that occurred in the initial observations at MA Ummul Quro. From several learning models that support the active learning process, the TSTS learning method is expected to be able to overcome these problems. Researchers have considerations to use this method, because this method is considered to be able to increase student initiative and participate maximally so that it is expected that activeness in the learning process will increase.

According to Hidayat (2011:132) "Two Stay Two Stray is a type of cooperative learning that provides opportunities for groups to share results and information with other groups. This is done by visiting each other or meeting between groups for various information". In the learning process using this method, students inevitably and consciously or not will be moved to listen carefully, have opinions, and try to express answers so that it is indicated that they will be more active. It is hoped that by applying the Two Stay Two Stray method students will do more direct listening activities, so the potential for students' boredness is expected to be reduced. By using the application of this learning method, students will also be actively involved, so that students are expected to be more motivated to learn. Based on the opinion above, it can be explained that the Two Stay Two Stray learning method is a type of cooperative learning that provides opportunities for each group to exchange information about the material provided in activities that encourage student activity.

Seeing the many benefits that can be obtained from the application of the Two Stay Two Stray method, this study was made with the aim of knowing the achievement of KKM on the average value of economic learning achievement students class X Experiment before being taught with cooperative learning method type TSTS, was aimed to know the achievement of KKM on average economic learning achievement in class X Experiment after being taught by cooperative learning method type Two Stay Two Stray and also to find out the significant difference between the economics learning achievement of Class X Control and Class X Experiment students at MA Ummul Quro.

RESEARCH METHOD

The method used in this study is a quasi-experimental type. The type of design chosen in this study is Non Equivalent Control Group Design. In this design, one experimental class is compared with a comparison class, which begins with giving an initial test (Pretest) given to two classes, then given treatment using the TSTS method which then ends with giving a posttest to both classes.

In this research, the researcher used purposive sampling technique. According to Sugiyono (2016: 85) Purposive sampling is a way of taking the amount of data that refers to certain considerations. In this design, an experimental group was used with a comparison group, which began with the provision of a pretest which was given to two groups, then given treatment. The study then ended with a final test (Posttest) given to two groups. From the observations made by the researchers, from all X classes, there were students who obtained economic values below the KKM, that was 69, so the sample in this study was class X A with a total of 26 students, selected to be the class taught using the Two Stay Two learning model. Stray is assisted by digital mindmapping media and class X B with a total of 26 students is taught not to use learning methods.

Tabel 1 sample of research

SAMPEL	POPULATION	CLASS
Class X A	26 students	Experiment class
Class X..B..	26 students	Control class.
Total	52 students	

Source: Researcher (2021)

RESULT AND DISCUSSION

To answer the problem formulation, a prerequisite test is needed and followed by a test hypothesis. Hypothesis testing in this study consisted of 3, namely: One Sample t Test, One Sample Binomial, and Independent Sample t Test.

Tabel 2 Result of Output One Sample Test

One-Sample Test

	Test Value = 75					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Prestasi Belajar Siswa	4,001	25	,000	5,038	2,44	7,63

Source: Researcher (2021)

Based on the results of the One Sample Test output above the value of sig 0.000 < sig value 0.05 (5%) which means H0 is rejected and H1 is accepted, so it can be concluded that the learning achievement of class X economics at MA Ummul Quro after being taught with the Two Stay learning method Two Stray is not equal to 75, but 80.04 or exceeds the specified KKM which is 75.

Then to find out the average student achievement in Economics after being taught using the Two Stay Two Stray learning method, a hypothesis test was obtained using the One Sample Binomial Test technique. In the table below, the calculation of the one sample binomial test is presented.

Tabel 3 Result of Ouput One Sample Binomial Test

Binomial Test

		Category	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)
Prestasi Belajar Siswa	Group 1	<= 75	5	,19	,50	,002	,002
	Group 2	> 75	21	,81			
	Total		26	1,00			

Source: Researcher (2021)

Based on the results of the output binomial test above, it can be explained that sig (2 tailed) is 0.002 < 0.005 then H0 is rejected and H1 is accepted, therefore in this study the exact value of sig (2-tailed) is 0.002 < 0.005 then H0 is rejected. And H1 accepted then.there are differences in the KKM completeness score for class X Economics at MA Ummul Quro, which is 0.81 (81%) for students' scores above the KKM and 0.19 (19%) for students' scores below the KKM . For this reason, it can be concluded that the classical mastery of student achievement in Economics class X at MA Ummul Quro after being taught with the Two Stay Two Stray learning method is more than 75%, which is 0.81%.

To answer the third problem formulation, that is differences student learning achievement before and after using the Two Stay Two Stray learning method, it can be known by the Independent Sample t Test. But before that, the normality and

homogeneity test must first be carried out. The following are the results of the normality test and the Independent t Test.

Tabel 4..Result of Output..Uji..Normalitas

Tets of Normality

	Groups	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Learning Achievement	Experiment class	,156	26	,102	,933	26	,092
	Control Class	,154	26	,112	,934	26	,097

Source: Researcher (2021)

Based on the Output Test Of Normality in the Shapiro-Wilk column, the learning achievement sig the experimental class 0.092 and the control class 0.097, it means that the experimental class and control class learning achievement data are normally distributed.

Tabel 5 Result of Output Test Of Homogenity of Varinces

Test of Homogeneity of Variances

Prestasi Belajar

Levene Statistic	df1	df2	Sig.
1,772	1	50	,189

Source: Researcher (2021)

Based on the results of the output test of homogeneity of varinces, the sig value is 0.189> the sig value is 0.05, meaning that H0 is accepted or the data is homogeneous. After the experimental class and control class data are normally distributed and homogeneous. The next step is to test the hypothesis to answer the third problem formulation.

Tabel 6 Hasil Ouput Independent Sampel t Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Prestasi Belajar	Equal variances assumed	1,772	,189	1,668	50	,101	2,500	1,498	-,510	5,510
	Equal variances not assumed			1,668	42,719	,103	2,500	1,498	-,522	5,522

Source: Researcher (2021)

The results of the Independent Sample Output show sig 0.101 > 0.05 Then H0 is accepted. Based on the results obtained from the sample analysis above, it can be concluded that there is a significant difference between the experimental class and the control class. This can be seen in the average value of the experimental class, which is 80.04 and the control class 77.54.

CONCLUSION

According to the results of the research that has been carried out, it can be concluded that the Two Stay Two Stray learning is effective on learning achievement. This is evident from the average value (achievement) of studying Economics for class X students at MA Ummul Qura after being taught by the Two Stay Two Stray assisted with Mindmapping learning method is not the same as 75, but 80.04 which is more than average grade (KKM). Then, the completeness classical on achievement learning Economics students class X at MA Ummul Qura after being taught with the Two Stay Two Stray learning method is more than 75%, which is 0,81 or 81%. Furthermore, there are also differences in the economics learning achievement of class X students at MA Ummul Qura before and after being taught using the Two Stay Two Stray learning method. This can be seen in the average value of the experimental class which is 80.04 and the control class average of 77.54.

Of course, the researcher hopes that the results of this research can be useful for teachers, schools, students and readers in general. To achieve good results for this research, it can be suggested for teachers to be able to apply the Two..Stay..Two..Stray learning method in economics material, it can even be developed in subsequent materials and can be developed in other subjects.

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