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## Literature Study: The Two Stay Two Stray Learning Model in Improving Motivation and Learning Outcomes in Civic Education

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### ABSTRACT

Civic education plays an important role in shaping citizens who understand their rights and obligations and are active in social and state life. However, learning PPKN is currently less than optimal because many teachers still use the lecture method which does not encourage student motivation and learning outcomes. This study aims to analyze the implementation of the Two Stay Two Stray cooperative learning model in strengthening motivation and learning outcomes of PPKN. The method used is a literature study with 15 articles with the keywords "TSTS improves motivation" and "TSTS improves learning outcomes" within the publication range of 2020 to 2024 to ensure up-to-date data relevant to the current learning context. The results showed that the Two Stay Two Stray model can increase student motivation and learning outcomes through brainstorming activities between students that encourage active involvement. Increased learning motivation facilitates understanding of PPKN material so that learning outcomes also increase. The implication of this research supports the application of cooperative learning models to improve the effectiveness of Civics learning. This research contributes theoretically and practically by proving that the Two Stay Two Stray cooperative learning model is effective in improving motivation and learning outcomes of Civics. The reported percentage of improvement ranged from 38% to 77%, indicating the effectiveness of this model in improving students' overall learning outcomes and motivation.

**Keywords:** Cooperative Learning Model Two Stay Two Stray, Learning Motivation, Learning Outcomes

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### ABSTRAK

Pendidikan kewarganegaraan memegang peran penting dalam membentuk warga negara yang memahami hak dan kewajibannya serta aktif dalam kehidupan bermasyarakat dan bernegara. Namun, pembelajaran PPKN saat ini kurang optimal karena banyak guru yang masih menggunakan metode ceramah yang kurang mendorong motivasi dan hasil belajar siswa. Penelitian ini bertujuan untuk menganalisis implementasi model pembelajaran kooperatif Two Stay Two Stray dalam memperkuat motivasi dan hasil belajar PPKN. Metode yang digunakan adalah studi kepustakaan

dengan 15 artikel dengan katab kunci “TSTS meningkatkan motivasi” dan “TSTS meningkatkan hasil belajar” dalam rentang publikasi 2020 hingga 2024 untuk memastikan data terbaru yang relevan dengan konteks pembelajaran saat ini. Hasil penelitian menunjukkan bahwa model Two Stay Two Stray dapat meningkatkan motivasi dan hasil belajar siswa melalui aktivitas tukar pikiran antar siswa yang mendorong keterlibatan aktif. Motivasi belajar yang meningkat memudahkan pemahaman materi PPKN sehingga hasil belajar juga meningkat. Implikasi penelitian ini mendukung penerapan model pembelajaran kooperatif untuk meningkatkan efektivitas pembelajaran PPKN. Penelitian ini memberikan kontribusi secara teoritis dan praktis dengan membuktikan bahwa model pembelajaran kooperatif Two Stay Two Stray efektif meningkatkan motivasi dan hasil belajar PPKN. Persentase peningkatan yang dilaporkan berkisar antara 38% hingga 77%, menunjukkan efektivitas model ini dalam meningkatkan hasil belajar dan motivasi siswa secara keseluruhan.

**Kata Kunci:** Model pembelajaran kooperatif *Two Stay Two Stray*, Motivasi Belajar, Hasil Belajar.

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## INTRODUCTION

Education is a human endeavor to improve the quality of life in order to achieve social welfare and balance (Mangundap et al., 2024). Through education, individuals are shaped into people of character, stability, and the ability to develop their full potential (Cholik, 2021). Schools serve as centers for the development and empowerment of students, not only transferring knowledge but also shaping attitudes and creativity as part of the learning process (Susanto, 2024). One of the important subjects in shaping the character of citizens is Civic Education (PPKN) (Sulfemi & Yuliana, 2020). Which cultivates citizens who understand their rights and obligations, love their homeland, and actively engage in social and national life (Sarasvistha et al., 2022). This education is conducted both formally in schools and non-formally, aiming to strengthen democratic character and social responsibility aligned with the values of Pancasila (Hasanah, 2024).

Globally, civic education emphasizes similar goals of democratic participation and character building, as seen in international studies highlighting the importance of active learning in fostering civic competence (Busara, 2023; Jerome et al., 2024). These international perspectives strengthen the rationale for adopting active, cooperative methods in civic education to prepare students for participatory citizenship (Jerome et al., 2024). However, the implementation of PPKN education currently faces several challenges that hinder optimal learning outcomes (Rosfiani et al., 2024). A fundamental issue is low student motivation caused by passive, lecture-based methods that fail to actively involve learners (Putra, 2021). This leads to insufficient understanding of material and unmet basic competencies. Recent studies confirm that low motivation significantly impacts PPKN learning outcomes (Hendrawati & Wuryandani, 2023).

As a response, the Two Stay Two Stray (TSTS) cooperative learning model offers an effective alternative (Hasibuan, 2024). Emphasizing small group collaboration, where students exchange information, discuss, and contribute actively this model enhances engagement, fosters collective responsibility, and promotes intrinsic motivation (Peda et al., 2024). Several contemporary studies support TSTS as a method improving motivation and outcomes in PPKN (Aji & Wulandari, 2021). Research also validates the efficacy of cooperative learning, including TSTS or similar models, in improving not only cognitive learning but also social and emotional skills critical for civic participation (Wisista, 2024). Such evidence highlights the adaptability and relevance of cooperative models across diverse cultural and educational contexts.

Previous research shows the TSTS model positively impacts both cognitive and affective domains, enhancing cooperation, mutual assistance, and achievement spirit among students (Faiqoh & Asih, 2025). It effectively addresses the drawbacks of traditional, one-sided learning by encouraging interactivity and student-centered learning. This suggests practical implications for teachers adopting TSTS to enhance Civic Education effectiveness. This study aims to analyze the implementation of the TSTS cooperative learning model in strengthening motivation and learning outcomes in PPKN. By focusing on this model, the study aspires to contribute both theoretically and practically by offering a solution to improve learning quality and optimize PPKN's role in shaping future citizens' character and competencies.

## METHODS

### Type and Design

This research is a literature study, which involves examining various theories sourced from scientific references such as journal articles, theses, and other research publications. The study aims to collect and analyze previous research results relevant to the research objectives (Setiawan et al., 2023). However, the description lacks detailed explanation of the coding scheme applied during content analysis, procedures for establishing inter-rater reliability, or specific steps taken to minimize potential researcher bias, which are critical for ensuring methodological rigor and trustworthiness of the findings.

### Data and Data Sources

The research data consist of scientific articles relevant to the research topic, obtained from written sources such as journals and books related to the TSTS cooperative learning model in PPKN learning. Data collection involved selecting literature using the following inclusion and exclusion criteria:

1. Inclusion criteria: Articles discussing cooperative learning models, particularly the TSTS model, focusing on PPKN or citizenship education, published between 2018 and 2024, and available in full in Indonesian or English.
2. Exclusion criteria: Articles irrelevant to the topic, duplicates, incomplete texts, or not primary research results.

Nevertheless, the study does not specify whether the reviewed articles were peer-reviewed or which academic databases were searched, limiting replicability and assessment of the overall quality of the sources included.

### Data collection technique



Image 1. Data Collection Technique

1. The article search and selection process was verified to ensure suitability of the study materials analyzed.

2. A total of 15 articles with the keywords "TSTS improves motivation" and "TSTS improves learning outcomes". Selected within the publication range of 2020 to 2024 to ensure up-to-date data relevant to the current learning context.
3. The PRISMA flowchart was used to clarify the literature selection process and map the stages of searching, screening, and selecting articles included in the review (Setiawan et al., 2023).

### Data analysis

Data analysis was conducted using content analysis, a systematic and objective qualitative technique for studying the content of messages or texts (Klarer, 2023). This analysis was performed manually with assistance from the latest version of NVivo software to facilitate the organization of themes and codes in the analyzed study results. The researcher ensured accuracy and validity by double-checking selected articles to avoid misinterpretation and misinformation.

However, further elaboration is needed on how coding categories were developed, how consistency among coders was assessed, and what measures were taken to reduce subjective influence during analysis to strengthen the methodological transparency

## RESULTS AND DISCUSSION

Based on the results of the literature study, several forms of implementation and influence of the Two Stay Two Stray (TSTS) cooperative learning model were found in strengthening motivation and learning outcomes in PPKN subjects. The results are expected to guide teachers in applying the TSTS model in teaching and learning processes.

### 1. Motivation to Learn

Learning motivation is an internal drive influencing active student engagement to achieve goals (Kompri, 2020). According to Rahman (2021), explains motivation as a fundamental force prompting individuals to act and optimally complete tasks. High-motivation students tend to be more active, persistent, and better at facing learning challenges, while low-motivation students generally show less optimal outcomes and more difficulties Rahman (2021). Without sufficient motivation, enthusiasm decreases, making learning less effective.

The TSTS model enhances motivation by facilitating social interaction and collaboration (Sunandar, 2023). Students form heterogeneous groups, encouraging mutual help and opinion exchange in a supportive environment. Activities include group discussions, group visits, and presentation of discussion results, building courage and communication skills. This approach aligns with social cognitive motivation theory, emphasizing social environments' role in motivation, contrasting with passive lecture methods (Sunandar, 2023).

Various studies have confirmed the effectiveness of the TSTS model in enhancing learning motivation. For instance, Tarono (2020) found that after implementing this model, learning motivation increased by 59%, particularly in terms of perseverance, courage to speak in public, and the ability to express opinions verbally. Darmayasa et al., (2022) research showed a 70% increase in motivation in the high category, while Luska et al., (2024) reported positive changes in student behavior, including perseverance, enthusiasm for

learning, and teamwork. These findings indicate that the TSTS model not only enhances motivation as an abstract concept but also transforms learning behavior toward a more active and productive direction.

Several studies confirm TSTS's effectiveness in improving motivation: Tarono (2020) observed a 59% increase in motivation, Darmayasa et al., (2022) reported 70% increase in high motivation, and Luska et al., (2024) noted positive behavior changes including perseverance and teamwork. This indicates TSTS improves both motivation and active learning behavior.

## 2. Learning Outcomes

Learning outcomes can be defined as changes in cognitive, affective, and psychomotor competencies acquired by students after undergoing learning experiences (Sulastrri, 2020; Andryannisa et al., 2023) These changes reflect the level of achievement of expected educational goals. In the context of Civic Education (PPKN) learning, learning outcomes are not only related to mastery of the material but also to social skills and democratic attitudes. The TSTS cooperative learning model plays a significant role in enhancing learning outcomes through mechanisms of collaboration and discussion that deepen students' understanding of the material. According to Aji & Wulandari, (2021) the implementation of this model makes students more active in asking questions, discussing, and explaining the material to one another, which intrinsically enhances the effectiveness of the learning process.

Several studies also reinforce the positive role of the TSTS model on learning outcomes. Sudiarsana, (2020) reported a significant increase in the average score from 73.33 in the first cycle to 80.69 in the second cycle after applying the model. Dewi & Parmiti (2022) found a 55% increase in learning outcomes after applying this method compared to conventional methods. More interactive and participatory learning activities make students more confident and motivated to achieve. Syofianti (2020) reported a gradual improvement in learning outcomes from the "poor" to "good" category after using the TSTS model over several learning cycles, accompanied by increased student activity and motivation. These implications suggest that the TSTS model is effective in improving the quality of PPKN learning in a sustainable and systematic manner (Sinaga et al., 2023).

Additionally, Niman, (2024) research shows an increase in student learning activities as a result of applying the TSTS model, contributing to a significant increase in class learning achievement 67%. Provide additional data showing an increase in average scores and student achievement rates in learning that uses the TSTS model. Research by Hasibuan & Mansurdin (2021) and Harahap, et al. (2024) also confirms that, in addition to cognitive learning outcomes, this model influences the learning process by increasing teacher and student activity, which contributes to improved learning outcomes and the achievement of learning targets.

Table 1. Summary Table of Steps in the Two Stay Two Stray (TSTS) Learning Model

<b>Steps</b>	<b>Brief Description</b>
Group Division	Formation of heterogeneous groups consisting of four students based on academic ability

Basic Group Discussion	Discussion and completion of tasks in small groups by all members
Each group's visit	Two students from each group visit two other groups to exchange information
Presentation of discussion results during group visits	Two students who remain in the group convey the results of the discussion and information from the visiting group
Reports from students on visit results	Visiting students return to their original group and communicate the information obtained from the visit
Combination and Discussion	All group members discuss together to consolidate the results and deepen their understanding of the material
Presentation and Closing	Students present the results of the discussion and the teacher summarizes the material and closes the learning activity

(Respati & Qohar, 2021).

### Synthesis Analysis and Theoretical Implications

The consistent application of the TSTS learning model has shown significant contributions in enhancing both student motivation and learning outcomes (Raka, 2024). This aligns closely with social cognitive learning theory, which posits that social interaction and self-reinforcement through collaboration can boost intrinsic motivation and learning engagement. By fostering a participatory learning environment, students are more inclined to engage in active learning and share information, thereby deepening their understanding and strengthening their memory retention.

Additionally, this model reduces the dominance of lecture-based methods, which are ineffective in fostering student engagement. The increased learning motivation achieved through the TSTS method aligns with the self-determination theory, which explains that the satisfaction of psychological needs for autonomy, competence, and relatedness is key to creating sustainable motivation (Purnomo Aji & Sri Wulandari, 2021). In terms of learning outcomes, the TSTS model creates meaningful and collaborative learning experiences that lead to measurable changes in student behavior. The success of this model is not only evident in improved academic performance but also in enhanced attitudes toward cooperation, communication, and self-confidence, crucial competencies in democratic citizenship education.

## DISCUSSION

Table 2. Analysis Data

Author	Key Positive Findings
Aji & Wulandari	Improving student learning outcomes with the TSTS model
Darmayasa	Increased motivation and learning outcomes in civics through TSTS

Dewi & Parmiti	Improved collaboration skills and learning outcomes in social studies
Faiqoh & Asih	Effectiveness of TSTS compared to Jigsaw in science outcomes
Harahap	Improved learning outcomes in skiing for seventh graders
Hasibuan & Mansurdin	Improved learning outcomes for fifth graders
Hasibuan	Improved learning outcomes in sixth grade mathematics
Luska	Increased motivation to learn PKN with TSTS
Mangundap	Optimization of motivation and PKN learning outcomes
Niman	Positive influence of TSTS on student achievement
Peda	Improved discussion skills and learning outcomes
Raka	Positive effects of TSTS on motivation and learning outcomes
Sinaga	Positive influence of TSTS on motivation and PKN learning outcomes
Syofianti	Improving PPKN learning outcomes with the TSTS model
Tarono	Increased student motivation and learning outcomes with TSTS

(Aji & Wulandari, 2021; Darmayasa et al., 2022; Dewi & Parmiti 2022; Faiqoh & Asih, 2025; Hasibuan, 2024; Hasibuan & Mansurdin, 2021; Harahap, et al., 2024; Luska et al., 2024; Mangundap et al., 2024; Niman, 2024; Peda et al., 2024; Raka, 2024; Sinaga et al., 2023; Syofianti, 2020; Tarono, 2020)

Table 1. Indicates that Aji & Wulandari, (2021) This study shows that the application of the TSTS model significantly improves student learning outcomes, which means students gain better understanding and grades in the applied subjects. Darmayasa et al., (2022) This study found an increase in learning motivation as well as learning outcomes in Civics Education (PKN) when using the TSTS model with the help of image media, indicating this model is effective in increasing interest and learning achievement. Dewi & Parmiti (2022) the results indicated that the use of the TSTS model could improve students' collaboration skills as well as learning outcomes in Social Studies subjects, strengthening interactions between students in learning. Faiqoh & Asih, (2025) this study compared the effectiveness of the TSTS model with Jigsaw and found that TSTS was more effective in improving students' science learning outcomes, showing the superiority of the TSTS method in the context of science.

Harahap, et al. (2024) this study found an increase in learning outcomes of seventh grade students in the subject of Arts and Culture Education (Ski) after using the TSTS method, signaling an increase in students' understanding and art skills. Hasibuan & Mansurdin (2021) (2021) This study reported improved learning outcomes of grade V elementary school students after applying the TSTS model, demonstrating the effectiveness of this method at the elementary education level. Hasibuan, (2024) the study showed that

the application of the TSTS cooperative model improved the mathematics learning outcomes of grade VI students at SDN, especially the understanding of mathematical concepts and problem solving skills. Luska et al., (2024) The study found Civic Education learning motivation increased significantly when the TSTS model was applied, indicating the model's positive impact on students' learning spirit.

Mangundap et al., (2024) This study showed the optimization of Civics motivation and learning outcomes through the use of the TSTS learning model, which helped improve the effectiveness of the teaching and learning process. Niman, (2024) the results of this study indicated the positive effect of TSTS learning on student achievement, reinforcing that this method provides better academic results. Peda et al., (2024) the study found an increase in discussion skills as well as student learning outcomes after the implementation of the TSTS model in high school, suggesting that this model supports student interaction and understanding. Raka, (2024) this study proved the positive effect of the TSTS model on motivation and learning outcomes of the subject matter of force in elementary school students, providing evidence of the effectiveness of the method in the context of science materials.

Sinaga et al., (2023) this study shows the significant effect of TSTS on increasing the motivation and learning outcomes of Civics Education of elementary school students, strengthening the role of the TSTS method in Civics learning. Syofianti, (2020) this study reported an increase in Civics Education learning outcomes through the application of the TSTS cooperative model, indicating this method is effective in civics learning. Taron, (2020) the study showed that the motivation and learning outcomes of science class XI students increased after using the TSTS model, corroborating the role of this method in improving student achievement and learning engagement.

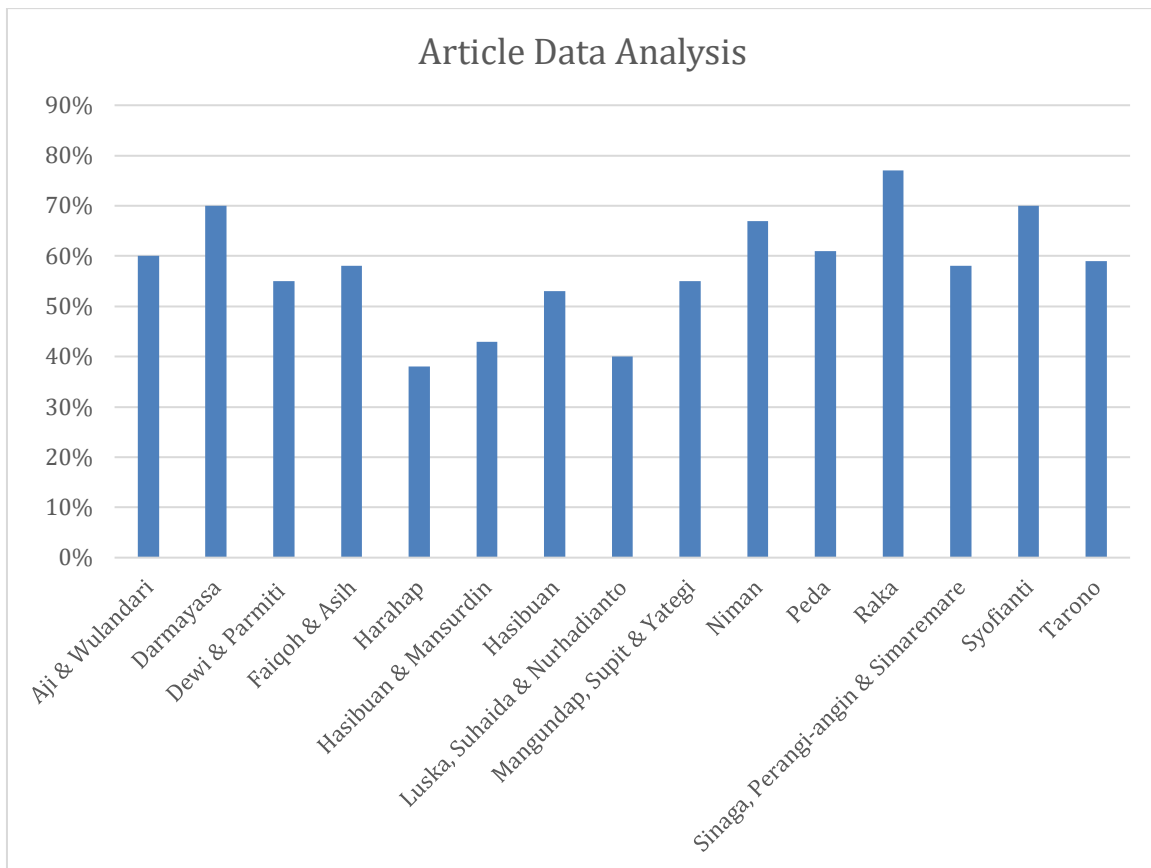


Image 2. Article Data Analysis

Image 2. shows that according to Aji & Wulandari, (2021) significantly increased 60% of student learning outcomes, improved understanding and academic grades. Darmayasa et al., (2022) also increased 70% of learning motivation and learning outcomes of Civics Education (PKN) through the use of TSTS and picture media. According to Dewi & Parmiti (2022), it increased 55% of collaboration skills and social studies learning outcomes, strengthening student interaction in learning. Faiqoh & Asih, (2025) stated that 58% TSTS proved to be more effective than the Jigsaw method in improving students' science learning outcomes. Harahap, et al. (2024) also found the results that the application of the TSTS model can improve 38% of the learning outcomes of Art and Culture Education (Ski) of seventh grade students.

Hasibuan & Mansuridin (2021) said that the effectiveness of the TSTS model in increasing 43% of learning outcomes of grade V elementary school students. Hasibuan, (2024) increased 53% of mathematics learning outcomes of grade VI students. Luska et al., (2024) stated that Civics learning motivation increased 40% significantly with the use of the TSTS model. Mangundap et al., (2024) also confirmed that the optimization of motivation and learning outcomes of Civics through the TSTS learning model to 55%. Supported by Niman, (2024), the positive effect of the TSTS method on student academic achievement in general is 67%. Peda et al., (2024) the increase in discussion skills and learning outcomes of high school students thanks to the implementation of TSTS is 61%. Raka, (2024) confirmed that the positive effect of the TSTS model on motivation and learning outcomes of force material in elementary school students was 77%. Sinaga et al., (2023) confirmed that the significant effect of TSTS in improving the motivation and learning outcomes of Civics of

elementary school students by 58%. According to Syofianti, (2020) that TSTS can improve Civics Education learning outcomes by 70%. And according to Tarono, (2020) the motivation and learning outcomes of XI IPA class students increased after the application of the TSTS model by 59%.

This shows that the Two Stay Two Stray (TSTS) learning model consistently provides significant improvements in motivation, collaboration skills, and student learning outcomes at various levels of education and subjects. The reported percentage increases range from 38% to 77%, signaling the effectiveness of this model in improving students' overall learning outcomes and motivation. With the support of learning media and proper implementation, TSTS is able to optimize the learning process resulting in better outcomes than conventional methods or other cooperative methods such as Jigsaw. This strengthens TSTS's position as an effective learning model in the context of civic education, science, social studies, mathematics, arts, and other subjects.

## CONCLUSION

The Two Stay Two Stray (TSTS) cooperative learning model effectively enhances student motivation, collaboration, and PPKN learning outcomes, with improvements ranging from 38% to 77%. By promoting active idea exchange and group collaboration, this student-centered approach fosters intrinsic motivation and deeper understanding. Although promising as an alternative to traditional lecture methods, the study's reliance on literature review without field testing highlights the need for further empirical research to explore its effectiveness across diverse contexts, identify limitations, and develop adaptations for various student needs and educational settings.

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