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The Implementation of Two Stay Two Stray and Talking Chips Learning Models to Increase Students Social Skill by Taking Types of Assignment on Economy Subject at XI Grade of SMA Negeri 1 Air Naningan Tanggamus

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Abstract
This research is based on the low social skills of students on economic subjects. This study aims to compare the social skills of students using Two Stay Two Stray and Talking Chips learning model by considering the type of assignment. The method that used is quasi experiment with comparative approach. The research design used factorial design. The population of this study are 103 students with a total sample of 69 students. The sampling technique of this research is used simple random sampling. Technique of collecting data through observation. Hypothesis testing used two way variance analysis and two independent sample t-test. The result of data analysis shows that (1) There is the difference of social skill between students who learning using two stay two stray learning model using the type of talking chips model (2) There is the difference of social skill between students who are given the project assignment technique, with the students assigned the portfolio assignment technique (3) There is an interaction between the learning model and the technique of assignment to social skills; (4) There is the difference social skills of students who are taught using two stay two stray learning models are better than students who are taught using the learning model of talking chips on the students that given the assignment of the project; (5) There is the difference social skills of students who are taught using a model of learning type of talking chips are better than students who are taught using a two stay two stray learning model on the students that given portfolio assignment; (6) There is the difference social skills of the students that given the assignment of the project are better than the assignment of portfolio to the students using the learning model two stay two stray; (7) There is the difference social skills of students who are given portfolio assignment is better than the assignment of projects to students using learning models of talking chips.
Keywords: social skills, two stay two stray, talking chips, type of assignment.

1. Introduction

One way that can be done to prepare a qualified young generation is through education. Learners should not only be equipped with physical skills (hard skills) but must also be equipped with mental skills (soft skills) in order to achieve the goals of national education. This mental skill is then known as Life Skill (Life Skill).The Ministry of National Education in Anwar (2017: 28) divides life skill into four types: (1) Personal skills that include self-awareness skills and thinking skill; (2) social skills; (3). academic skills and (4) vocational skills. Yamin (2013: 287-288) grouping each of these skills can be divided into sub-skills. Personal skills include proficiency in self-understanding and thinking skills. Self-knowledge is basically a self-appreciation as a creature of God Almighty, as a member of society and citizens, and also realize and be grateful for the advantages and disadvantages possessed as well as capital in improving himself as an individual who benefits the environment.

Thinking skills include several aspects, including knowing and finding information, cultivating and making decisions and solving problems creatively while social skills include communication skills and cooperative skills (Yamin, 2013: 288). Specific life skills are the skills to handle a particular job or circumstance. This skill consists of academic skills and vocational skills. Academic skills are related to areas of work that require more intellectual thinking or work while vocational skills require more motor skills.

Suryabrata (2002: 10) states that life skill criteria are divided into three categories: (1) Life Skills criteria are less indicated by percentage scores between 0% - 40%; (2) Life Skills criteria are sufficiently indicated by a percentage of 41 % - 70%, and (3) good Life Skills criteria are shown with percentage scores between 71% - 100%. Referring to the distribution of life skill according to the Ministry of National Education based on real conditions that obtained based on the results of pre-research observations in XI IPS1 and XI IPS 2 class in SMA N 1 Air Naningan still seen that the life skills of students, especially social skills are still on the criteria of life skills less because still below 40%. It becomes a homework and challenge that must be solved by the teacher to prepare the gold generation at the peak demographic bonus that will be achieved by the Indonesian people in 2045. Learners must be provided by life skills education in order to become qualified human resources and highly competitive . The learning process in which the content of life skills education is more than social skills

must be developed by a teacher.

The cooperative learning model contains learning steps that teach life skills education especially social skills. The cooperative learning model that can be used to teach about social skills education is cooperative learning model two stay two stray type (TSTS) and cooperative learning type of talking chips model. In addition, the assignment than given by the teacher perceived to improve students' social skills because with the assignment of students trained to be able to recognize the ability of self, the ability to think independently, the ability to cooperate and the ability to communicate. The assignment was assigned in the form of project assignments and portfolios that were allegedly able to trigger the increase of life skills (life skill) of students especially on the aspect of social skills.

This research aims to to know (1) the difference of social skill between students who learning using two stay two stray learning model using the type of talking chips model (2) the difference of social skill between students who are given the project assignment technique, with the students assigned the portfolio assignment technique (3) an interaction between the learning model and the technique of assignment to social skills; (4) the difference social skills of students who are taught using two stay two stray learning models are better than students who are taught using the learning model of talking chips on the students that given the assignment of the project; (5) the difference social skills of students who are taught using a model of learning type of talking chips are better than students who are taught using a two stay two stray learning model on the students that given portfolio assignment; (6) the difference social skills of the students that given the assignment of the project are better than the assignment of portfolio to the students using the learning model two stay two stray; (7) the difference social skills of students who are given portfolio assignment is better than the assignment of projects to students using learning models of talking chips.

2. Research Methodology

This research was conducted at SMA N 1 Air Naningan Tanggamus Regency in February in the even semester of the academic year 2017/2018. The type of research used in this study is quasi experimental research. This research uses 2x2 factorial experimental that design as follows: one class is treated by using two stay two stray learning model with project assignment as experiment group and one other class is given learning by using talking chips teaching model with portfolio assignment as control group. The research design pattern in this research is shown in table 1 in the below:

Table 1. Research Design Patterns

Assignment (B)	Learning Model (A)	
	Two Stay Two Stray (A1)	*Talking Chips* (A2)
Project (B1)	Social Skills (A1B1)	Social Skills (A2B1)
Portfolio (B2)	Social Skills (A1B2)	Social Skills (A2B2)

Source: Research Design

Information:

A1 : The group of students who were treated using a two stay two stray learning model.
A2 : The group of students who were treated using a talking chips learning model.
B1 : Project assignment
B2 : Portfolio assignments
A1B1 : The group of students who were treated using a two stay two stray learning model with project assignment.
A1B2 : The group of students who were treated using a two stay two stray learning model with portfolio assignments.
A2B1 : The group of students who were treated using a talking chips learning model with project assignments.
A2B2 : A group of students who are treated using a talking chips learning model with portfolio assignments.

The population in this research is all students of class XI in SMA N 1 Air Naningan Tanggamus Regency which consists of 3 classes. The sampling technique in this research was done by cluster random sampling to determine the control class and experiment class. The sample in this research are 69 students which are spread into 2 classes that are in XI IPS 1 class, as many as 34 students which is experimental class by using two stay two stray learning model and in XI IPS 2 class, as many as 35 students which is control class by using learning model talking chips.

Data collection techniques to obtain students social skills data is done through observation during the learning process. The process of teaching and learning is conducted for 8 meetings where each meeting lasts for 2 X 45 minutes. The observation sheet consists of 3 indicators that are communication skills, cooperative skills and group building skills. Communication skills consist of 5 sub indicators: the ability to ask the teacher and / or friends, the skills to answer questions from the teacher, the ability to convey the ideas and skills to respond to the results of the discussion. Cooperative skills consist of two sub indicators: participant proficiency in groups and the ability to contribute in groups. Group building skills consist of 3 sub indicators, namely the ability to accept

differences, the ability to value opinion and lead skills.

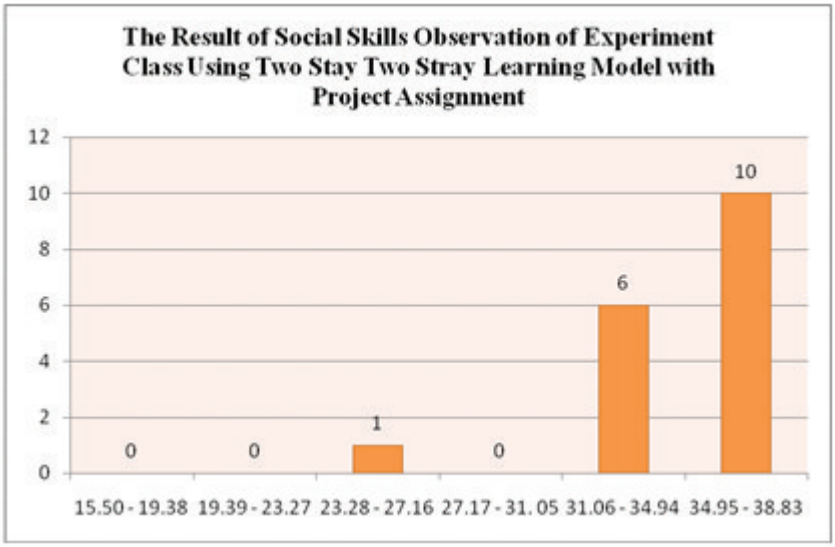
Each indicator has a rating scale of 1 - 4 so that if all the indicators are met then the maximum value in the observation sheet is 40. But, if if all indicators are not met then the minimum value in the observation sheet is 10. Observations are made at each meeting,so get 8 times result of observation. The results of observation per meeting then summed cumulatively and searched the average score to get the final score of social skills of each learner.

Test data requirements using parametric statistical techniques, so it requires test of normality and homogeneity. Normality test using Kolmogorov-Smirnov test while homogeneity test using Barlett test. Normality testing criterion in this research is accept Ho when sig count > 0.005, it means the data of sample distribution is normal and reject Ho if sig count < 0.005, it means the data distribution of sample is not normal. On homogeneity test in this research applies provision that if price Fcount ≤ Ftable then sample data will homogeneous and if Fcount > Ftable then sample data is not homogeneous with significance level of 0.05 and dk = n-1.

Technique of data analysis using analysis of variance. Analysis of variance or Anava is an inferential technique used to test average values. Anava has several uses, among others, to know which variables do have significant differences, and which variables interact with each other. Arikunto (2010: 244-245). Two-way anava was used to test hypotheses 1, 2 and 3 while hypotheses 4, 5, 6 and 7 were tested using two independent sample t-tests.

3. Results and Discussions

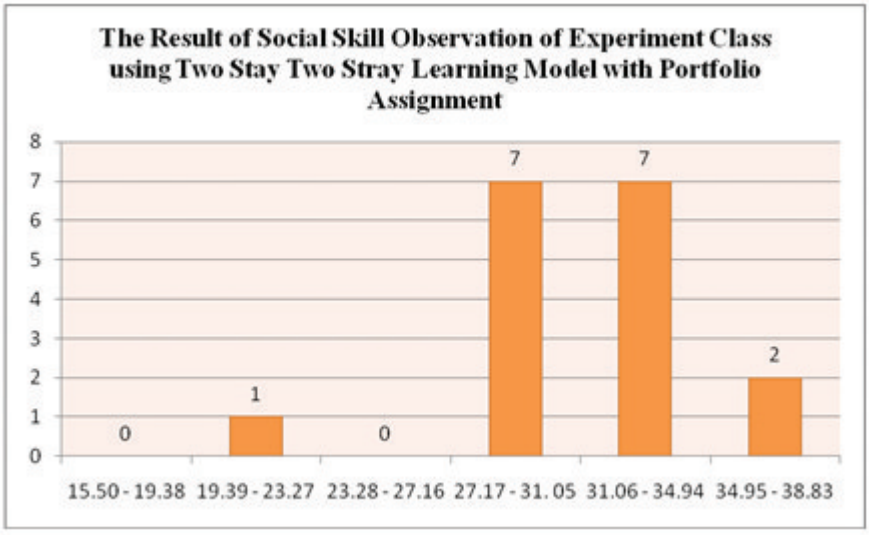
The results of social experimental class observation based on the type of project assignment can be seen in the bar chart below:



Picture 1. The Result of Social Skills Observation of Experiment Class using Two Stay Two Stray Learning Model with Project Assignment

The most dominant social skills score in the experimental class using the two stay two stray learning model with the project assignment lies in the range 34.95 – 38.33 with 10 students. The average score of social skills in this class is 35.37, the highest score is 38.75, the lowest is 25.63, the mode is 37.50, the median is 37.50, the standard deviation is 3.49 and the variance is 12.17.

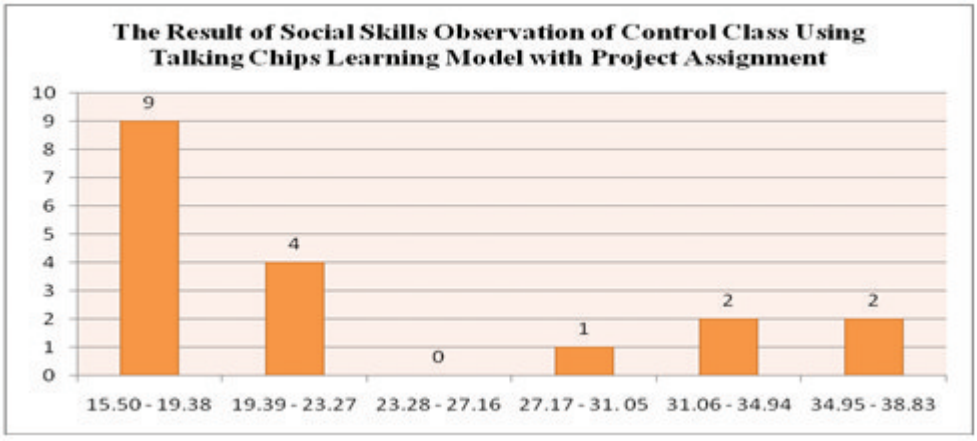
The results of social experimental class observation based on the type of portfolio assignment can be seen in the bar chart below:



Picture 2: The Result of Social Skills Observation of Experiment Class using Two Stay Two Stray Learning Model with Portfolio Assignment

The most dominant social skills score in the experimental class using the two stay two stray learning model with portfolio assignment almost spread evenly over the range of 27.17 – 31.05 and 31.06 – 34.94 with 7 students. The average score of social skills in this class is 31.59, the highest score is 37.50, the lowest is 20.75, the mode is 30.63, the median is 32.25, the standard deviation is 3.56 and the variance is 12.69.

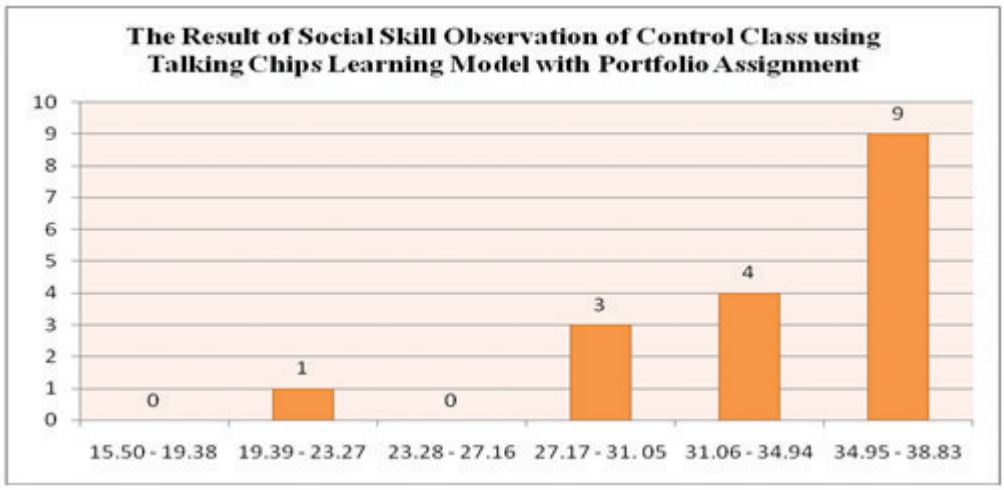
The result of observation of social skills of control class by type of project assignment can be seen on the bar chart below:



Picture 3. The results of Social Skills Observations of Control Class Using Talking Chips Learning Model with Project Assignment

The most dominant social skills in the control class using the talking chips learning model with project assignments lie in the range 15.50 – 19.38 with a total of 9 students. The average score of social skills in this class is 21.85, the highest score is 36.00, the lowest is 14.50, the mode is 20.00, the median is 319.38, the standard deviation is 6.80 and the variance is 46.26.

The result of observation of social skills of control class based on the type of portfolio assignment can be seen in the bar chart below:



Picture 4. The results of Social Skills Observation of Control Class using Talking Chips Learning Model with Portfolio Assignment

Based on the bar chart above, the most dominant social skills in the control class using the talking chips learning model with project assignments lie in the range 34.95 – 38.83 with a total of 9 students. The average score of social skills in this class is 33.81, the highest score is 38.75, the lowest is 21.25, the mode is 33.25, the median is 35.05, the standard deviation is 4.08 and the variance is 16.65

Normality testing criterion in this research is when Ho if sig > 0.005, it means the data of sample distribution is normal and reject Ho if sig < 0.005, it means the data distribution of sample is not normal. Acquisition sig count for two stay two stray 0.174 and talking chips 0.007, so sig > 0.005 so that it can be concluded that the sample is normally distributed. Criteria testing homogeneity in this study is applicable provisions that if the price Fcount ≤ Ftabel then the sample data will be homogeneous and if Fcount > Ftable then the sample data is not homogeneous with significance level of 0.05 and dk = n-1. The result of F calculation is 4.37949 while F table 7.815 and dk = 4 - 1 = 3 so that Fcount < Ftable then it can be concluded that the sample homogeneous.

The results of the first, second and third hypothesis test can be seen in table 2 below:

Table 2. Two Way Anava

Tests of Between-Subjects Effects					
Dependent Variable: Social Skills					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1954.626[a]	3	651.542	27.531	.000
Intercept	64803.185	1	64803.185	2738.223	.000
Learning_Model	549.721	1	549.721	23.228	.000*)
Assignment	288.111	1	288.111	12.174	.001**)
Learning_Model* Assignment	1066.915	1	1066.915	45.082	.000***)
Error	1538.300	65	23.666		
Total	67797.350	69			
Corrected Total	3492.926	68			

a. R Squared = .560 (Adjusted R Squared = .539)

Source: Data Processing Results, 2018

Information:

*) : Sig Count Hypothesis 1

**) : Sig Count Hypothesis 2

***) : Sig Count Hypothesis 3

The result of hypothesis 1 shows the result of 0.000. This result then we compare with the amount of significance test that has been determined so that 0.000 > 0.05. The conclusion can be drawn that Ho is rejected and Ha accepted. The conclusion that can be drawn is that there are significant differences in the social skills of learners whose using the learning model of two stay two stray with learners whose learning using the learning model of talking chips. According to Isjoni (2016: 79) learning model two stay two stray is a learning model that provides opportunities for learners to share information with other groups. This model not only emphasizes cooperation with group members but also works with other groups so as to enable the creation of friendship among friends in one class and more oriented to the learner's activity.

Acoording to Lie (2007: 63) Talking chips learning model is one type of cooperative learning model that

each member of his group gets equal opportunity to contribute and listen to the views and thoughts of other group members. The definition of talking chips learning model according to Kagan (2009: 93) is a learning model where each group member get different chips that should be used every time they want to talk, express doubts, answer questions, ask about something, express ideas, clarify questions, respond to the ideas, summarizes, encourages the participation of other members and rewards the ideas expressed by other members by saying positive things.

The results of this study sat by the theory of learning constructivism. According to Slavin (Isjoni, 2016: 12) cooperative learning encourages students to interact actively and positively in groups. The results of this study also supported by the results of the research from Utami (2007). The results showed that there is an increase in student learning achievement of VB semester students of Biology Education Program FPMIPA IKIP-PGRI Madiun from cycle I to cycle II of 10.1 or 16.88%, in other words an increase in learning achievement of the educational profession after the application of the method of talking chips in cooperative learning on teaching and learning activities (KBM).

Hypothesis 2 test results shows that the calculation of sig count of 0.001 and sig table of 0.05 then 0.001 < 0.05 so that Ho is rejected and Ha accepted. The conclusion that can be drawn is that there are differences in social skills between students who are given project assignment techniques with students who are given portfolio assignment techniques on Economic subjects. Portfolios, in the context of this study are valuable and useful collections containing learners' work that tell or explain the history of achievement or the growth of learners. Through portfolio, learners feel proud of the results of his work, feel motivated and able to work according to ability. The work of these learners should be reflected on what, why and how it is displayed.

According to Purnomo (2016: 54) project task is a task whhich is given to the learners and must be completed in accordance with the specified time. This task can be an investigation conducted by learners with stages ranging from planning, data collection, organizing, processing, analysis, and presentation of data. Based on that opinion it can be seen that project assignment is a problem-solving context that learners can use to uncover, learn, think, and achieve ideas that develop their understanding. The assignment of the project requires the learners to make something based on the observation in the environment so that the learners can interact more with the surrounding environment and it will make the life skills of learners, especially the social skills will be formed.Relevant research with this research has been done by Aisyah (2017) entitled "Comparison of Student Economy Learning Result Using Jigsaw II and GI Learning Model by Paying attention to Project Assignment and Portfolio on Students of Vocational High School 1 Bandar Lampung". One result of the study suggests that there are differences in student learning outcomes assigned to projects with portfolios.

The result of hypothesis test 3 shows that the result of calculation sig count 0.000 and sig table equal to 0.05 then 0.000 < 0.05 so Ho is rejected and Ha accepted. The conclusion can be drawn that there is an interaction between the learning model with the technique of assignment to social skills on the subjects Economics. This research design is designed to know the influence of cooperative learning model type two stay two stray and cooperative learning model type talking chips to life skills of the learners. Cooperative learning is one form of learning based on constructivism learning theory.

Philosophically, learning according to this theory is to build knowledge gradually which then the result is expanded through a limited context and not necessarily.The use of cooperative learning model can be seen effectiveness through an assignment. The assignment is an integral activity in teaching and learning activities so that the effectiveness of teaching and learning activities depends on the activities of the assignment. Teaching and learning activities will be effective if supported by effective assignment activities so that proper assignment techniques will help learners develop their social skills.

The result of hypothesis test 4 can be seen in table 3 below:

Table 3. Independent Sample Test Hypothesis 4.

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
Social Skills score	Equal variances assumed	6.661	.014	7.119	33	.000	13.5179	1.89818	9.65191	17.37568
	Equal variances not assumed			7.242	25.697	.000	13.5179	1.86593	9.67611	17.35148

Source: Data Processing Results, 2018

The criteria for testing hypothesis 4 that is if the value of significance or sig. 2 (tailed) > 0.05 then Ho accepted and Ha rejected but if the value of significance or sig. 2 (tailed) <0.05 then Ho is rejected and Ha accepted. The result of hypothesis test 4 shows that the value of significance or sig. (2-tailed) count of 0.000 so sig. 2 (tailed) < 0.05 then Ho is rejected and Ha accepted. The conclusion that can be drawn is that there are differences in social skills of learners who are taught using the two stay two stray learning model is better than learners who are taught using the learning model of talking chips on the students who are given the assignment of projects on Economic subjects.

The use of a two stay two stray learning model with project assignments will make the learners in groups to be assigned the same investigative tasks within a certain period. The learners jointly plan, collect data, process data to present data to friends who exist in other groups. Project assignment allows for good communication within the group so that gradually life skills of learners are created. This is in accordance with behavioristic learning theory that says that learning is a form of change in the ability of learners to behave in a new way as a result of the interaction between the stimulus and the environmental response it gets. An important point of this theory is that a person is considered to have learned if he or she can show a change in his behavior (Anwar, 2017: 18). This research is supported by previous research conducted by Turnip (2017). One of the results of the research is the adjusting journal material and the material composing the cost of sales shows that the Two Stay Two Stray learning model is higher than the cooperative learning model Jigsaw II type.

The results of hypothesis test 5 can be seen in table 4 below:

Table 4. Independent Sample Test Hypothesis 5.

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
Social Skills score	Equal variances assumed	2.685	.111	7.014	32	.000	12.78706	1.82297	9.07379	16.50033
	Equal variances not assumed			7.014	28.080	.000	12.78706	1.82297	9.05335	16.52077

Source: Data Processing Results, 2018

The criteria testing hypothesis 5 that is if the value of significance or sig. 2 (tailed)> 0.05 then Ho accepted and Ha rejected but if the value of significance or sig. 2 (tailed) < 0.05 then Ho is rejected and Ha accepted. The result of hypothesis test 5 shows that the value of significance or sig. (2-tailed) count of 0.000 so that sig. 2 (tailed) < 0.05 then Ho is rejected and Ha accepted. The conclusion that can be drawn is that there are differences in the social skills of learners who are taught using the learning model of talking chips better than

learners who are taught using the two stay two stray learning model on students who are assigned portfolio assignment on Economics subject.

Talking chips have two important processes: social process and process in the mastery of the material. Social process play an important role in Talking chips that require students to work together in groups so that students can build their knowledge within a social frame that is in the group. Students learn to discuss, summarize, clarify ideas and material concepts that they learn and can solve problems. Talking chips have a purpose, not only mastery of the material, but also the element of cooperation for mastery of the material. This is the hallmark of cooperative learning. In addition, talking chips is a method of learning in groups then the group is a place to achieve the goal so that the group should be able to make students to learn. Thus, all group members should help each other to achieve the learning objectives. not only interacting with his group, but also students can interact with other group members so that it will create positive interdependence conditions within their classroom at the same time. The process of mastery of the material runs because the students are required to be able to master the material.

The portfolio is a collection of the students' work that explains the progress of their learning and contains two main points: what learners learn and how they are successful in learning and about how students think, ask, analyze, synthesize, produce, create and how students interact intellectually, emotionally and socially with other learners.The results of this study are in line with the theory of learning according to the humanistic theory. Humanistic approach assumes the learners as a whole person or somebody as a unity so that in other words learning not only teach the material or teaching materials that are targeted but also help the learners develop himself as a human (Anwar, 2017: 233).

The results of hypothesis test 6 can be seen in table 5 below:

Table 5. Independent Sample Test Hypothesis 6.

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
Social Skills score	Equal variances assumed	.013	.909	3.249	32	.003	4.48471	1.38026	1.67321	7.29630
	Equal variances not assumed			3.249	30.750	.003	4.48471	1.38026	1.66872	7.230069

Source: Data Processing Results, 2018

The criteria testing hypothesis 6 that is if the value of significance or sig. 2 (tailed) > 0.05 then Ho accepted and Ha rejected but if the value of significance or sig. 2 (tailed) < 0.05 then Ho is rejected and Ha accepted. The result of hypothesis test 6 shows that the value of significance or sig. (2-tailed) count by 0.003 so that sig. 2 (tailed) < 0.05 then Ho is rejected and Ha accepted. The conclusion that can be drawn is that there are differences in social skills of students who are given better project assignment than the assignment of portfolio to learners using the learning model of two stay two stray on Economic subjects.

The two stay two stray learning model helps the learners to communicate well with socializing because this learning model requires the learners to form groups and pairs to share information and gather information from the other group members. The process allows the learners to interact more and demand the active participation of each learner.The assignment of the project is given to the learners so that the learners search for the data sources, process it and then concluded it to then re-distributed to the other group members so that communication and good cooperation between the learners that can improve the life skills of learners especially on social skills. Through project assignments the learners are required to plan, collect data, process data to present data to their friends in the other groups. These stages allow for good cooperation and communication within the group to allow for changes in the students' social skills (life skill), especially changes in the aspects of social skills. This is in line with Sunardi (2017: 7) says that the project assignments can enhance the collaboration of learners especially in group learning.

The results of hypothesis test 7 can be seen in table 6 below:

Table 6. Independent Sample Test Hypothesis 7.

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
Social Skills score	Equal variances assumed	5.477	.025	-6.079	33	.000	-11.95479	1.96656	-15.95596	-7.95398
	Equal variances not assumed			-6.164	28.120	.000	-11.95479	1.93959	-15.92727	-7.98267

Source: Data Processing Results, 2018

The criteria for testing hypothesis 7 that is if the value of significance or sig. 2 (tailed) > 0.05 then Ho accepted and Ha rejected but if the value of significance or sig. 2 (tailed) < 0.05 then Ho is rejected and Ha accepted. The result of hypothesis test 7 shows that the value of significance or sig. (2-tailed) count of 0.000 so sig. 2 (tailed) <0.05 then Ho is rejected and Ha accepted. The conclusion can be drawn that there are differences in social skills of learners who are given portfolio assignment is better than the assignment of projects to learners who are using learning models of talking chips on subjects Economics.The results of this seventh hypothesis test in accordance with the theory embraced by the flow of constructivism. Learning according to the flow of constructivism has the characteristics in learning that is the individual constructs his own learning information. The individual will receive and change the information that they get into their own understanding. In processing the individual's own understanding always compares the information one with the other information. If there are differences or discrepancies then the individual will attempt to change them to fit his experience (Anwar, 2017: 314)

4. Conclusion

The conclusion that can be drawn from this research are: (1) there is difference of social skill between students whose learning using learning model two stay two stray with students whose learning using learning model of talking chips on Economic subject; (2) there is a difference in social skills between the students who are given the project assignment technique with the students who are given portfolio assignment technique on Economic subject; (3) there is an interaction between the learning model and the technique of assignment to social skills in Economic subjects; (4) there are differences in social skills of students who are taught using a two stay two stray learning model is better than students who are taught using the learning model of talking chips on students who are assigned the project assignment on Economic subjects; (5) there are differences in social skills of students who are taught using the model of learning type of talking chips better than students who are taught using two stay two stray learning model on students who are assigned portfolio assignment on Economic subjects; (6) there is a difference in the social life skills of the students given the assignment of the project better than the assignment of the portfolio to the students who are using the learning model of two stay two stray on the subject of Economics; (7) there is a difference in the social life skills of the students who are given the assignment of the portfolio is better than the assignment of the project to the students whose learning is using the model of talking chips on the subject of Economics.

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