

Increasing Student Activity Using the TSTS Learning Model Assisted by Digital Comics Media

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ABSTRACT

One of the important components that need to be developed to achieve the goals of Pancasila and Citizenship Education (PPKn) is to create citizens who are able to actively participate. However, in PPKn learning, there are still many teachers who use the lecture method, so they are not able to stimulate the active involvement of students. This study aims to increase the activity of students using the *Two Stay Two Stray* (TSTS) learning model assisted by digital comic media by involving students in class XI IPA-4 SMA Negeri 1 Kandungan. The method used in this research is classroom action research which is carried out in two cycles. Data was collected through observation and interviews. Data analysis techniques include data reduction, descriptive presentation, and conclusions. The main finding in this study was that there was an increase in student activity from low (average percentage 41.53%) to high (average percentage 82.89%). Based on these findings, it can be concluded that the TSTS learning model assisted by digital comics can increase the activeness of students in Civics learning.

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1. INTRODUCTION

Pancasila and Citizenship Education (PPKn) is one of the subjects in schools that teaches students to have a strong and consistent commitment to the principles and spirit of nationalism in the life of society, nation and state. A deep understanding of the Unitary State of the Republic of Indonesia (NKRI) is very important to be instilled in students as the next generation of the Indonesian nation. Kerr's (1999) opinion about the purpose of civic education is to prepare the younger generation to be able to play a role and be responsible as citizens through the learning process in schools. In line with Kerr's opinion, the purpose of the Civics subject is to form citizens who are able to understand and carry out their rights and obligations as citizens, one of which is able to play an

active role in life in accordance with Pancasila and the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945).

Undang-Undang Nomor 20 Tahun 2003 on the Sistem Pendidikan Nasional explains that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. In addition, national education also aims to shape students to become human beings who believe and fear God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become good, democratic, and responsible citizens. Based on the sound of the article, it can be understood that in the learning process there must be good interaction between teachers and students. Teachers must have the skills to adjust the teaching materials with the learning methods used so that in the learning process students get maximum results. However, there are still many problems in the practice of learning Civics in schools. Based on the results of observations of Civics learning activities in class XI IPA-4 SMA Negeri 1 Kandangan, one of the problems that arise is the lack of activeness of students in learning activities. After conducting interviews with several students in the class, information was obtained that they did not like the learning method used by the teacher. The lecture method is still often used by PPKn teachers, so that students feel less involved in learning activities. As explained by Afifah, et al (2018) the use of lecture or conventional methods tends to make students only as learning objects. The teacher's role is very dominant, so that students tend to be passive in learning activities. According to Wijaya, et al (2021), one of the determinants of success in learning activities is the activeness of students. In addition to using the lecture method, PPKn teachers at SMA Negeri 1 Kandangan sometimes also use the discussion method. But in reality the majority of students often consider discussion activities only a formality to "abort assignments" without paying attention to the goals and benefits. The results of interviews with several students also showed that students had difficulty when they had to express their opinions or ideas so that only a few students were active in discussion activities. Wahyuni (2001) explained that students need a deep understanding of the importance of discussion activities and how to conduct discussion activities well, so that learning objectives can be achieved.

The same problem was also found in research conducted by Wahyuni (2021), namely there are still many students who are more silent and tend to be inactive in learning activities. Many students have difficulty expressing their thoughts or opinions when discussion activities take place in class. Discussion activities are only to complete the tasks given by the teacher without understanding the benefits. Furthermore, research conducted by Mariani (2021) also shows similar problems. Specifically, his research shows several problems in Civics learning such as the lack of activeness of students in learning, the low motivation of students to learn. In addition, students also lack the courage to express the difficulties they face in the learning process so that it has an impact on the low learning outcomes of Civics. Then, Zainuddin (2020) in his research also found that one of the problems in Civics learning activities in class XI IPA-1 SMA Negeri 1 Randangan is that teachers have not actively involved students in learning activities. Students who are actively learning only account for 30% of the 28 children in one class. The lack of involvement of students in learning can be seen from their behavior which is often daydreaming, cool to talk to classmates during learning, and does not pay attention to the teacher explaining in front of the class. In addition, there are still some students who are still not confident in answering the teacher's questions or asking about material that has not been understood so that they cannot participate actively in learning activities in class.

Some of the problems above certainly need to be considered together. An appropriate learning model is needed so that students can increase their activity. Chotimah (2017) said that in determining the learning model the teacher needed to adjust to the material to be delivered. The learning model can be interpreted as the method used to carry out the plans that have been prepared to achieve the expected learning objectives. As stated by Wahyubi (2012), the learning model is learning steps that are compiled and then used in learning activities so that learning activities can take place easily and can be well received by students. According to Lisdiana (2019), the cooperative learning model can be

used to reduce teacher dominance in learning activities. The teacher's role in cooperative learning is as a facilitator whose task is to direct students to have an understanding in their own way. As written by Aji & Wulandari (2021), the two stay two stray learning model can stimulate the active role of students in learning activities in the classroom. This learning model helps and teaches students to work together in solving a problem. This is reinforced by Angriani, et al (2021) qualitatively the use of the two stay two stray type of cooperative learning model can increase the enthusiasm of students in learning activities in class. Then, the results of research from Faizah & Jumiati (2022) also showed that the use of this learning model got a good response by students. Besides being able to increase activity and enthusiasm in learning activities, the two stray learning model can also improve the ability of students to solve a problem (Harahap, et al, 2020).

Two Stay Two Stray (TSTS) is one type of cooperative learning model that is quite widely used by teachers to increase student activity. As the opinion of Bali (2019) that the two stay two stray learning model is a model that is not only focused on the group itself, but also between groups through mutual discussions and sharing the results of group activities. Lie (2014) in his writing states that TSTS cooperative learning can encourage group members to acquire concepts in depth through giving roles to students. This method is a new innovation which in practice can be applied to all types of subjects and all age levels of students, including Civics subjects for class XI, especially class XI IPA-4 SMA Negeri 1 Kandangan. As written by Astuti, et al (2019), in the two stay two stray learning model the teacher divides groups of four students. Then, the teacher gives assignments to each group and then they are asked to do the assignments given by the teacher individually. Group members are also divided heterogeneously, thus providing opportunities for students to teach each other (peer tutoring) and able to improve relationships and interactions between students and students or between teachers and students. The use of this learning model is considered important to increase the activeness of students in learning Civics.

Huda (2015) explains that cooperative learning emphasizes the process of cooperation and helping each other in study groups. The purpose of cooperative learning is to build positive interactions in creating individuals who have great personalities and responsibilities. Therefore, the success of cooperative learning is highly dependent on the existence of cooperation and the process of exchanging ideas and opinions in groups. Taniredja, et al (2012) stated that the development of cooperative learning models contains at least three important objectives. First, improving academic results by increasing student achievement in doing their job. Second, cooperative learning provides opportunities for students to accept friends with different ethnic backgrounds, religions, academic abilities, and social levels. Third, develop students' social skills. The social skills in question are provoking peers to be moved to ask questions, want to express opinions, and work in groups. Furthermore, Subiyakto, et al (2020) said that the use of the *two stay two stray* type of cooperative learning model can stimulate the activeness of students in discussing, asking and answering, presenting, and listening to explanations from friends. This is because the peculiarity of the model is that there is a clear division of tasks for each expert group.

The uniqueness of the TSTS learning model is that it can be used in all subjects and for all levels of learners. The structure of two hosts and two guests provides an opportunity for each group to share the results and information that has been obtained from the results of discussions with other groups. This model emerged against the background of many teaching and learning activities that were colored by individual activities. Students work independently and are not allowed to see the work of other students. In fact, in the reality of life outside of school, humans are essentially dependent on each other. The characteristics of the TSTS learning model are that students work in groups cooperatively to complete learning materials. Then, groups are formed heterogeneously, starting from students who have high, medium, and low abilities. Where possible, group members come from different races, cultures, ethnicities, and genders. Finally, giving awards by teachers is more group oriented than individual.

As a learning method, of course there are several advantages and disadvantages of the TSTS model. The advantages of this method are that it can be applied to all subjects and classes/levels, students' learning tendencies are more meaningful, more activity-oriented, can increase students' self-confidence, can improve students' speaking skills, and help increase students' interest and learning achievement. In addition to some of the advantages of the TSTS model, there are several disadvantages including taking a long time, students tend not to want to study in groups, teachers need a lot of preparation in the form of materials, funds, and personnel, and teachers tend to have difficulties in classroom management.

Efforts that can be made to overcome the weaknesses of the TSTS model are that teachers prepare for more mature learning, teachers must form heterogeneous study groups based on the academic abilities of students before learning activities begin. Then, each group is attempted to consist of one person who has high academic ability, two people who have moderate academic ability, and one person who has low academic ability. The purpose of dividing heterogeneous groups is so that group members can exchange ideas, especially students with higher academic abilities can teach students with lower academic abilities. Rohimah & Yuliasuti (2019) emphasized that through the use of the TSTS type of cooperative learning model, students can be more active, able to cooperate with friends, and can exchange ideas in learning activities.

This study aims to increase the activeness of students in learning Civics using the TSTS learning model assisted by digital comic media. As stated by Muyassaroh, et al (2019), in general digital comics can increase the enthusiasm of students in participating in learning. A similar opinion was also conveyed by Kanti, et al (2018) regarding the reason for choosing digital comics as a learning media, namely because it has advantages that are suitable for use as learning media, such as growing student interest in learning, delivering material to be more interesting, and helping students understand material presented in the abstract. Viewed from the aspect of accessibility, the use of digital comics as a learning medium for Civics for Class XI students is very easy to access, namely by using an Android-based cellphone.

2. METHODS

The method used in this research is Classroom Action Research (CAR). Arikunto (2021) explains that CAR is a type of research that describes the causes and conditions that occur after the treatment is given. This type of research also describes the entire process from the beginning of the treatment to the impact of the treatment. In general, the purpose of CAR is to change the way teachers teach, the behavior of students in the classroom, and improve the quality of learning in the classroom. The hope is that there will be an increase in teacher professionalism in solving all kinds of problems in learning.

This research was conducted in a participatory manner with the help of colleagues (observer). The purpose of this study was to obtain information on how to increase student activity in the subject matter of the Legal and Judicial System in Indonesia using the Two Stay Two Stray (TSTS) learning model assisted by digital comic media. Therefore, this study focuses on actions as an effort to increase student activity. This research was carried out in two cycles, each cycle was carried out in two meetings which included planning, observation, action implementation, and reflection activities.

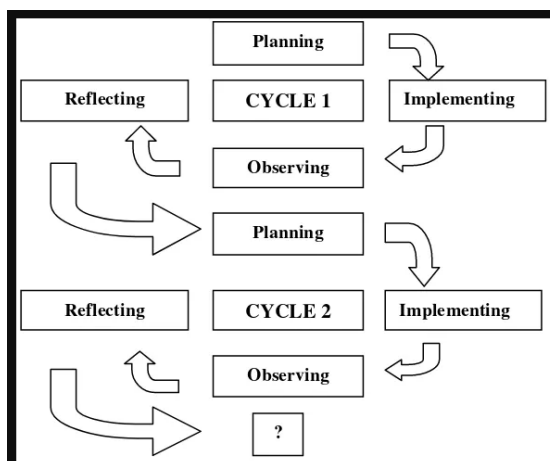


Figure 1. Classroom Action Research Cycle

This research was conducted at SMA Negeri 1 Kandangan, Kandangan District, Kediri Regency. The subjects in this study were students of class XI IPA-4, totaling 36 children, with details of 11 male students and 25 female students. The basic reason for choosing this class is because based on the results of observations and interviews with PPKn subject teachers, this class has a lower level of activity compared to other classes. The main problem in this study is the low learning activity of students in PPKn subjects, so researchers are trying to find a solution to overcome it by applying the TSTS learning model assisted by digital comic media. The goal is to increase the activeness of students in learning Civics.

Data collection in this study used two techniques, namely observation and interviews. The data obtained were analyzed using the analysis technique of Miles & Hubberman (1992) which includes data reduction (separating important, relevant, and meaningful data from useless data), descriptive presentations (narrative, visual images, tables) with a systematic and logical flow of presentation. Conclusions from the results presented in the form of the impact of CAR and its effectiveness. This analysis model can be described as follows:

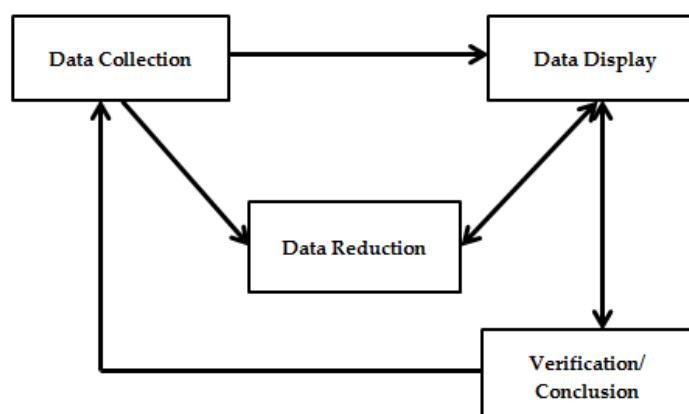


Figure 2. Miles & Hubberman Data Analysis Model

Data analysis in this study used qualitative data and quantitative data. Qualitative data were analyzed using critical analysis by identifying the strengths and weaknesses of student activity during the process of implementing the action. While quantitative data were analyzed descriptively comparatively by comparing the results of calculations and descriptive statistics, such as the percentage results in one cycle with the next cycle.

The assessment of student activity in learning activities uses an assessment rubric provided that each indicator gets a maximum score of 4 points. The maximum total score is 56 points in each cycle.

The indicators of the activeness of the students in the observed learning are: (1) the students pay attention to the explanation from the teacher; (2) students dare to ask questions; (3) students respond to questions; (4) the involvement of students when discussing in groups; (5) students record the summary of the subject matter; (6) students convey ideas/ideas, and; (7) students in presenting the results of group work.

Table 1. Indicators of Student Activity Achievement

No.	Achievements	Criteria
1.	75%-100%	Tall
2.	51%-74%	Currently
3.	25%-50%	Low
4.	0%-24%	Very low

The indicator of success in this study is if there is an increase in the activeness of students in learning using the TSTS learning model assisted by digital comic media. Indicators of the learning process in this study were seen from the percentage of successful actions based on score data obtained from observations in class. The calculation of the observation results is carried out using the percentage formula by Djamarah (2016) as follows.

$$\text{Action Success Percentage} = \frac{\Sigma \text{Total Score}}{\Sigma \text{Maximal Score}} \times 100\%$$

3. FINDINGS AND DISCUSSION

Based on the learning that has been carried out starting from the pre-cycle, cycle I, to cycle II, the activeness of students in learning Civics, especially the subject matter of the Legal and Judicial System in Indonesia has experienced a significant increase. The following is a table of comparative research results regarding increasing student activity using the Two Stay Two Stray (TSTS) learning model assisted by digital comic media.

Table 2. Comparison of Student Activity

No.	Category of Student Learning Activities	Pre Cycle		Cycle I		Cycle II	
		F	%	F	%	F	%
1.	Tall	4	11.11%	12	33.33%	25	69.44%
2.	Currently	6	16.66%	16	44.44%	10	27.77%
3.	Low	18	50.00%	8	22.22%	1	2.77%
4.	Very low	8	22.22%	0	0%	0	0%

Information:

F = Frequency/number of students

% = Percentage

Based on Table 2, in the Pre-Cycle the teacher does not use any learning models and media in learning activities. The goal is to determine the initial conditions of student activity in Civics learning without using a learning model. The low activeness of class XI IPA-4 students in Civics subjects is due to the very dominance of teachers in learning activities. The use of the lecture method causes a lack of student involvement in learning activities. The impact is that students become passive. In addition to using the lecture method, sometimes teachers also use the discussion method. However, the use of this method only allows a few students to be actively involved in discussion activities. As stated by

Wahyuni (2021), the lack of discussion methods is that there are many students who choose to be silent and tend to be inactive in learning activities. This is because students have difficulty expressing opinions in class discussion activities. Discussion activities are just to complete the tasks given by the teacher without understanding the benefits.

The results of observations of Civics learning activities in class XI IPA-4 SMA Negeri 1 Kandangan showed that only one or two students were actively involved in discussions, the other members were only passive. When discussion activities take place, students who are actively asking questions or expressing opinions tend to be the same people. The other students just listened quietly, but not a few students found more cool talking with their seatmates during the presentation activity. Some students said the reason was because they did not have question material and did not understand the material being discussed because they were lazy to read. In addition, students who tend to be passive and do not want to ask questions during discussion activities are due to a lack of confidence in themselves. Another finding that was obtained was that the majority of students still considered discussion activities to be just a formality to complete assignments. This condition certainly needs to be taken into account. As explained by Wahyuni (2021) that students need a deep understanding of the importance of discussion activities and how to carry out discussion activities well, so that learning objectives can be achieved. Based on this condition, the researcher then gave treatment in Cycle I by using the TSTS learning model assisted by digital comics in Civics learning at SMA Negeri 1 Kandangan.

The TSTS learning model is one type of cooperative learning model. As explained by Jacobs & Renandya (2019), cooperative learning is oriented towards creating learner-centered learning. Tran (2019) proves that the cooperative learning process is effective in improving the work ability of students in groups. A similar opinion was also conveyed by Nadya & Santoso (2021) that the cooperative learning model can improve students' communication skills. This can be a solution to the problems of students, namely the difficulty of them in conveying their ideas and opinions in discussion activities in class. Furthermore, related to digital comics, Nurchurifiani & Zulianti (2021) explained that there is a need for innovation in learning activities by optimally utilizing technology. The use of digital comics is proven to increase the enthusiasm of students in learning activities, so that their achievements also increase. Budry's opinion (2018) in his study of digital comics shows that digital comics began to develop in the mid-1990s in England and France. Then, Robert (2016) added that digital comics began to be widely used in the early 20th century. As stated by Nguyen, et al (2018) that the use of digital comics has experienced rapid development from year to year. This is due to the success of digital comics in increasing the motivation of students in learning activities. As emphasized by Ilhan, et al (2021) in their research that the use of digital comics can increase learning motivation and active participation of students in learning activities.

The first step in the implementation of the treatment in Cycle I is the Planning Phase. The material presented was about the Legal and Judicial System in Indonesia. Researchers and subject teachers at this stage have formulated a syllabus and lesson plan. The treatment in Cycle I was carried out in class XI IPA-4, totaling 36 students, with details of 11 boys and 25 girls. Learning activities begin with apperception, the teacher greets and checks the attendance of students, and asks how they are. Then, the first step that must be taken by students in learning Civics using the TSTS model assisted by digital comic media is downloading the "Comica" application on playstore. The "Comica" is an application to create digital comics that are easily accessible and used by students. The stages of making digital comics use the "Comica" application, which is to photograph the scene as expected, then click the "Multi" menu, then select the desired layout design. Next upload the desired image and click the "cartoon" menu. The last step is to click check and save. After that, the teacher divides the students into several groups, each group consisting of four children. The selection of group members was chosen heterogeneously. Then, the teacher distributes sub-discussions to each group to be discussed with group members together and continues with a digital comic-making project with a theme according to the sub-discussions obtained. When finished, two children from each group left

the group (stray) to visit another group. Two children who live in a group (stay) are tasked with distributing the results of their work and information to guests from other groups. Then, guests are asked to withdraw and return to their own groups to present their findings from the groups they visited. Next, each group matches and discusses their work. Finally, each group presented their work. The following is a description of the TSTS cooperative learning flow.

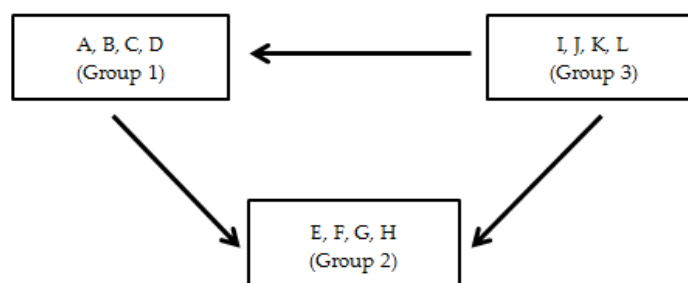


Figure 3. TSTS Model Learning Flow

Information:

In group : A, B, C, D (A & C as receptionist, B & D as guest)

In group : E, F, G, H (E & F as receptionist, G & H as guest)

In group : I, J, K, L (K & L as receptionist, I & J as guest)

The next stage is observation. This activity contains observations on the implementation of learning using the TSTS learning model assisted by digital comic media in PPKn learning. After being given treatment in Cycle I, it showed that there was an increase in the activeness of students in Civics learning activities although it was not significant. This condition is considered reasonable because it is the first time to apply the TSTS learning model assisted by digital comic media in Civics learning activities in the classroom, so it still needs adaptation of both teachers and students.

Finally, the reflection stage. The reflection activity contains a mapping of the various obstacles faced in the use of the TSTS learning model assisted by digital comic media, both the obstacles faced by the teacher or the obstacles felt by the students, as well as looking for alternative solutions. The goal is to make the implementation of learning in Cycle II better. The results of the reflection show that there were several obstacles in Cycle I, namely time constraints. The policy of lesson hours at SMA Negeri 1 Kandangan during the current covid-19 pandemic is shortened to only 45 minutes per subject. These conditions make the delivery of material delivered briefly and quickly, so that some students are still confused. The teacher has facilitated questions and answers via the whatsapp group, but not all students take advantage of this opportunity. Another obstacle encountered was that students did not show high enthusiasm because this was their first time participating in learning using the TSTS learning model assisted by digital comics in Civics learning. The solution to overcome some of these obstacles is to shorten the delivery of the material presented. The teacher only conveys material that is not in the distributed module, because the material available in the module can be read independently by students. The second solution to overcome the lack of enthusiasm of students is to motivate them more actively by providing rewards for active students so that they are enthusiastic about participating in Civics learning.

Next, the researcher gave the treatment in Cycle II, the stages were the same as the learning planning stages in Cycle I. The 36 students were divided into 9 groups, each group consisted of 4 members. The implementation of learning begins with apperception, delivery of material, delivery of indicators to be achieved, delivery of the steps of the TSTS learning model assisted by digital comic media, and carrying out an evaluation at the end of the learning activity. Based on observations made by researchers and PPKn subject teachers, in the implementation of learning in Cycle II there were many improvements compared to learning in Cycle I. Students seemed to be getting used to the use of the TSTS learning model assisted by digital comic media, their enthusiasm was increasing. The

dominance of teachers in learning activities began to decrease, students were more active in learning activities. Octavia & Rube'i (2020) explained that this condition allows the problem of lack of student activity in learning activities to be minimized. The next stage is observations made by measuring the activity indicators of students in class XI IPA-4 SMA Negeri 1 Kandangan Kediri Regency using the TSTS learning model assisted by digital comic media.

Based on the data in Table 2, it can be seen that there was a significant increase in student activity in Cycle II. The reflection stage in Cycle II did not find any significant obstacles in learning activities. This condition is because students are getting used to the use of the TSTS learning model assisted by digital comic media. Cycle II shows that there has been a habituation of the use of new learning models between teachers and students. Puspitasari (2014) mentions this condition will form active behavior in each subject. Learning activities in Cycle II also attracted the enthusiasm of students because teachers and students were both involved in learning activities. The existence of rewards increases the enthusiasm of students to actively ask questions, convey arguments or opinions, and answer questions from the teacher. The creation of involvement between teachers and students is one of the essences of Pancasila and Citizenship Education subjects.

Table 3. Learning Activity Score in Pre-Cycle, Cycle I, and Cycle II

No.		Pre Cycle	Cycle I	Cycle II
1.	Lowest Score	16	28	34
2.	Highest Score	46	51	55
3.	Average	41.53%	60.91%	82.89%
4.	Category	Low Activity	Moderate Activity	High Activity

In Table 3 above, it is known that the results obtained in Cycle I are not in accordance with the achievement indicators such as the expected goals because they are still experiencing several obstacles such as some students who do not pay attention to the explanation given by the teacher, there are still not many students who dare asking questions to the teacher, and the lack of involvement of students in group discussion activities. Based on the results of interviews with several students who experienced these obstacles, they said that the cause was the lack of self-confidence they had. Another thing that causes them is their lack of preparation in participating in learning (have not read the material to be studied), so they do not have material to ask questions to the teacher. Seeing these conditions, improvements were made in Cycle II to increase the activeness of students in Civics learning.

After the corrective action was carried out in Cycle II, there was an increase in student activity as indicated by the increasing number of students paying attention to the teacher's explanation for using the Two Stay Two Stray (TSTS) learning model which has characteristics that can trigger student activity in learning activities. The use of the TSTS learning model combined with digital comic media can increase students' enthusiasm for learning because the combination of the two is very interesting. Students are given the opportunity to discuss and create digital comics related to the Legal and Judicial System in Indonesia using their mobile phones. After that they shared the task with their group friends, two children became hosts (two stays) and two children became guests in other groups (two strays). They discussed the work they had made with great enthusiasm. Learning activities also feel more fun and meaningful. Indirectly, the use of a combination of models and learning media can train the creativity of students in developing the ideas they have, and train their confidence in expressing their opinions and ideas.

This research is also supported by previous research, such as research conducted by Rizkia, Ismaya, and Roysa (2021) about increasing students' learning activities using the Two Stay Two Stray

(TSTS) model. with mysterious stationery media. The results of this study indicate that the classical mastery value of students has increased from Cycle I to Cycle II with an average value of 73.05 to 75.01 with sufficient criteria. In addition, the teaching skills of teachers also increased from 69.5% with good criteria to 84% with very good criteria. The implementation of Cycle II was declared successful because all indicators of success in the research had been achieved. That is, the TSTS model with the aid of a mysterious letter has been proven to increase students' learning activities. Furthermore, research conducted by Sudiarsana (2020) on the use of the Two Stay Two Stray (TSTS) learning model as an effort to improve Civics learning achievement. The results of this study indicate that the TSTS learning model can improve student achievement. It can be seen from the results obtained in Cycle I that is 68.05 then in Cycle II it increases to 73.33, and in Cycle III it increases to 80.69. Then, research on scientific method -based digital comics as a learning medium during the COVID-19 pandemic by Saputra and Pasha (2021) is also relevant to the use of digital comic media in this study. Based on the assessments of media experts and material experts, it shows that digital comics have very good quality with an ideal percentage of 85% media experts and 80% material experts, as well as technical quality aspects from students and parents of 56.75% and 61, respectively 55%. This means that the digital comic media developed is suitable for use as a learning medium.

This class action research activity was only carried out until Cycle II. This is because there has been a significant increase in student activity in Civics learning using the TSTS learning model assisted by digital comic media. The TSTS learning model has been widely used by teachers in learning activities. However, it is still rare to find the use of this learning model by PPKn teachers. Even though this learning model is very appropriate to be used in Civics learning. Sofyan (2016) explains that learning activities carried out in groups can help students to be more active in learning. The material discussed by students with their friends and what they convey will allow them to gain understanding and mastery of the subject matter in their own way.

The novelty of this research is the use of digital comic media in the TSTS learning model. The use of the TSTS learning model with the help of digital comic media makes it very possible for each group member to get two to three information at once. First, the material information from the group . Second, material information from the results of visiting other groups. Third, material information from visiting friends from different groups. An information It will be more meaningful if it is obtained by students on their own efforts. This learning model also allows students to find information for themselves and must also inform their friends about the information they get. Thus, the TSTS learning model assisted by digital comics is a cooperative model whose learning activities are student-centered. The main focus of using this learning model and media is to create active involvement between teachers and students. Because, to obtain information, it is necessary to have active activities from each student during the learning process and the teacher acts as a facilitator .

4. CONCLUSION

This classroom action research activity was only carried out in two cycles because there had been a significant increase in student activity in PPKn learning using the TSTS learning model assisted by digital comic media. The TSTS learning model has been widely used by teachers to increase the active learning of students in learning activities. However, it is still rare to find the use of this learning model by PPKn teachers in increasing the active learning of students. The novelty of this research is the use of digital comic media in the TSTS learning model. The results showed that the use of the Two Stay Two Stray (TSTS) learning model with the help of digital comic media could increase the activeness of students in Civics subjects. It can be seen from the results of the study which showed that there was an increase in the average results of student activity in Civics learning activities starting from the Pre-Cycle, Cycle I, and Cycle II. The percentage of active students in the Pre-Cycle is 41.53% with the "Low" category. Then, in Cycle I there was an increase of 19.38 percent to 60.91% in the "Medium" category. Furthermore, in Cycle II the average percentage of student activity increased by 21.98% to 82.89% so that it was in the "High" category. Based on the percentage of student activity

generated in Cycle II, it can be said to have met the predetermined success criteria, so it can be concluded that the use of the TSTS learning model assisted by digital comic media can increase student activity in Civics learning at SMA Negeri 1 Kandangan, Kediri Regency.

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