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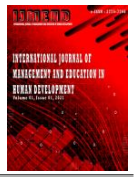

Application Of Two Stay Four Stray Techniques In Geometry Forms To Increase Motivation And Children's Learning Outcomes In Asmi Abdullah 'S Kindergarten

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ABSTRACT

The purpose of this study was to determine and analyze the application of the Two Stay Four Stray technique to material making geometric shapes to improve children's motivation and learning outcomes. This research was conducted at Asmi Abdullah Kendari Kindergarten, even semester in 2019. The number of students in group A was 22 children consisting of 13 male students and 9 female students. At this stage, the researcher carried out a reflection discussion based on the results obtained from Kindergarten in the observation stage, and evaluation to see whether the activities carried out had been able to improve student learning outcomes both classical products and processes. The researcher describes the data analysis procedures that have been collected which are then processed by reducing data, simplifying data, tabulating data and summarizing data. All of these things are used in reflection material carried out by peers through simple discussions in the teacher's room in order to get the kindergarten level of achievement of research targets as well as failures and efforts to overcome them in the implementation of the next cycle. The application of the Two Stay Four Stray technique cooperative learning model can improve the learning outcomes of children in group A at Asmi Abdullah Kendari Kindergarten for material making geometric shapes. Learning that is carried out through the cooperative learning model Two Stay Four Stray technique contributes to children for children's independence in learning and critical thinking maturity. This learning in addition to shaping the child's cognitive level has also trained children's behavior patterns in terms of attention to lessons, enthusiasm for task work, courage, cooperation and togetherness and responsibility.

Keywords: *Two Stay Four Stray technique, geometric shapes, Motivation, Learning Outcomes*

I. INTRODUCTION

Education Kindergarten is part of the educational institutions of formal in Indonesia has been regulated by the central government which is called kindergarten in Article 28 of Law No. 20 of 2003, that Kindergarten is a form of early childhood education unit in the formal education pathway that organizes educational programs for children aged 4 - 6 years. Kindergarten education aims to help students to develop various potentials both psychologically and physically, which include: moral, religious values, social emotional, cognitive, language, physical / motoric, art and independence to enter primary school education.

At the kindergarten pre-school age education level, the most decisive thing for developing children's creativity is the availability of learning media as a means of play because one of the lessons in Kindergarten is playing while learning or learning while playing. The provision of educational facilities and infrastructure and their development is not only the responsibility of the central government but also the responsibility of the local government and schools. Thus schools or Kindergarten teachers must really have the ability to create new learning media as a strategy to motivate students.

In connection with the description above, there are 4 important factors that are the main support for answering the objectives of Kindergarten education, namely:

1. The availability of adequate teaching media / teaching aids as a means to play while learning or learning while playing
2. The teacher's ability to create learning methods in dealing with students with different backgrounds in life.
3. Kindergarten teachers' creativity to innovate learning aids / media so that children are motivated to discover new things.
4. The role of outsiders, namely parents and other adults in an effort to develop the potential of children aged 4 - 6 years.

The lecture method in class as a powerful way of conveying information to students is very common and is very often used by teachers regardless of the possibility of applying other methods that are suitable for competence, type of material, and available tools / media. This kind of situation still occurs a lot both in Kindergarten, Elementary School, Middle School, Senior High School, even up to universities. That is why it is necessary to look for steps that can be taken in order to liven up the learning atmosphere for students.

II. LITERATURE REVIEW

2.1. Management of Learning Resources in Kindergarten

The successful implementation of an educational program for Kindergarten is very much dependent on the management of learning resources. Kindergarten teachers or prospective teachers should have skills in managing learning resources for Kindergarten children's learning so that the implementation of the learning program can run not only effectively but fun.

The existing trend shows that the development that occurs outside the world of education is so rapid that it requires teachers or prospective teachers to continuously improve their Kindergarten abilities. The diversity of types of learning sources with their own peculiarities both in the scope of presentation, nature, and objectives contained therein has an impact on the need for carefulness and thoroughness in determining appropriate learning resources related to learning programs for Kindergarten children.

Some of the things put forward by Zaman (2005) as a provision of experience that teachers or prospective teachers need to have to anticipate the development and diversity of learning resources are as follows: (1) understand the form, type, source of available materials including the nature and characteristics of each. respectively; (2) knowing the existence of sources related to the educational environment, including the arrangement and organization patterns; (3) continuously following or studying up-to-date sources of related information for the benefit of presenting material in the learning process in the classroom.

2.2. Two Stay Four Stray in a Contextual Approach

According to Nurhadi (2002) the contextual approach *(Contextual Teaching and Learning / CTL)* is a learning concept that helps teachers deal with kindergarten between the material being taught and students' real world situations and encourages students to make connections between the knowledge they have in their application in their lives. As members of the family and society, do not want this concept learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of activities students work and experience, not the transfer of knowledge from teachers to students. The teacher's job is to manage the class as a team that works together to find something new (knowledge and skills) that comes from "finding yourself", not from what the teacher says. That is the role of the teacher who is managed with a contextual approach.

Two Stay Four Stray takes place in group learning and helping each other between teams or groups. This can foster student activeness in learning, collaboration, and an attitude of responsibility in completing tasks, this uniqueness is what makes the Two Stay Four Stray model suitable for use as a CTL-oriented learning model.

The two stay four-guest structure (Two Stay Four Stray) provides the opportunity for groups to share results and information with other groups. Many learning activities are characterized by individual activities. Students work alone and are not allowed to see other students' work. Whereas in reality of life outside on school, human life and work depend with others. Cristophorus Columbus would not have discovered the American continent if he was not moved by Galileo Galilei's discovery which stated that the earth was round. Einstein also based his theories on Newton's theory, as well as the results of research by University of Halu Oleo students in completing their thesis without assistance from various parties.

To liven up the teaching and learning atmosphere using the Two Stay Four Stray Technique, it is necessary to include a contextually oriented approach strategy. The learning strategy is described as follows:

"Context *is one of the principles of learning that allows students to learn meaningfully",* paying attention to the principles of learning context can encourage students to realize and use understanding to develop themselves and solve various problems faced in everyday life. This principle of context is essential for all learning situations. Therefore education must have a global orientation, national commitment, and local action. In the Depdikbud document (2000) it is said that contextual understanding for learning needs is developed in nine areas including content, sources, targets, teachers, methods, learning outcomes, time, location, and usability. So that this learning can combine subject matter with direct daily experience of students, society and work in their environment. This concrete learning is learning that is directly experienced and remembered by students. In contextual learning, the material is conveyed in a context that is appropriate to the environment and meaningful to students.

Through this learning approach, the teaching and learning process with the Two Stay Four Stray Technique can stimulate children to study diligently, earnestly and cooperate with each other in a study group, love mutual love, value respect and help.

III. RESEARCH METHODS

3.1. Time and Place of Research

This research was conducted in Asmi Abdullah Kendari Kindergarten, even semester in 2019. The number of students in group A was 22 children consisting of 13 male students and 9 female students.

3.2 Factors Investigated

To answer the problem of this research, it is a da several factors are investigated. These factors are as follows:

1. Student Factors

There are two factors that are the target of this study towards students, namely: (1) The level of understanding of the material in making geometric shapes (2). Students' ability to implementing existing learning strategies.

2. Teacher Factor

The target expected by the teacher in this study is the readiness of the subject matter, using strategies in learning Two Stay Four Stray techniques and organizing students in the learning process. This can be illustrated by the teacher's ability to carry out the core scenario and the closing stage.

3.3. Research Overview

The strategy used in this research is the strategy for solving the problem of living systems and spreading systems to find actual information

According to the title of this study which uses the Two Stay Four Stray technique, the scenario developed and implemented in learning as a research tool by the researcher is that the teacher delivers the scenario or outline of the learning material to be discussed, the method can be seen in the following table:

Table 1 Activity Implementation Stage

No.	Description of activities	Time Allocation
1	Students are divided into 4 groups consisting of 6 people in one heterogeneous group.	10 min
2	The assignment was given to each group to make a geometric shape	40 min
3	Distribute worksheets to each group to discuss and decide on the most correct answer.	30 min
4	After discussing, each group acting as a guest began their task of visiting as a guest to another group, starting from group I, 2 people staying to serve guests from groups II, III, IV and group V, 4 people visiting groups II, III , IV and group V. Likewise Group II, 2 people stayed to serve guests from groups I, III, IV and V. 4 people visited groups I, III, IV and group V. Then group III, 2 people stayed to serve guests from groups I, II, IV and V. 4 people visited groups I, II, Iv and Group V. Likewise for groups IV and V. Then the teacher gave the opportunity to students to have a discussion or match the answers to the worksheets they had agreed on in the discussion The first.	30 min
5	Each guest returns to his original group in order to complete, match, understand, write, review all the results of the transfer of information for all LKS answers.	20 min
6	Each group presents the results of their group work to the other groups	30 min
7	The teacher gives an award to the group whose presentation is good.	15 min

- Making the learning media involves kindergartens and teachers.
- Learning scenarios are arranged in Daily Activity Units which are adjusted to Competency Standards and Basic Competencies.
- To determine this success, a learning evaluation is conducted in the form of Essay questions / multiple choice questions

3.4 Research Action Plan

Guidelines / procedures for conducting this research refer to the details of the implementation of research actions proposed by Ridwan. S (in Anonymous, 2004) states that the details of classroom action research procedures consist of:

a. Action Preparation

This stage is carried out by planning in the form of determining the class of research subjects, preparing a learning plan, determining the focus of observations and aspects being observed, determining the type of data and how to collect it, determining the observer, observation aids, observation guidelines, how to carry out observations, determining how to carry out reflection and reflecting actors. And determine the criteria for success in problem solving efforts.

b. Implementation of Actions

The implementation of the actions in this study was carried out through the implementation of learning in accordance with the action plan. The implementation of the action was carried out in several research cycles until the achievement of student success in achieving learning completeness as expected, namely the classical average was 75 and classical learning completeness was 80%.

c. Observation and Evaluation

At this stage, observations were carried out on the implementation of the action using observation sheets to determine student activeness and teacher performance in guiding students in applying the jigsaw type cooperative learning model. Observations are carried out simultaneously with the implementation of learning. Observations were made by observers, namely peers and action actors in an effort to collect quantitative data through observation sheets. Qualitative data is carried out through the implementation of evaluation in the form of a bill of questions given at the end of the lesson for each cycle.

d. Analysis and Reflection

At this stage, the researcher carried out a reflection discussion based on the results obtained by Kindergarten in the observation and evaluation stage to see whether the activities carried out had been able to improve Kindergarten student learning outcomes both classical products and processes. The researcher describes the data analysis procedures that

have been collected which are then processed by reducing data, simplifying data, tabulating data and summarizing data. All of these things are used in reflection material carried out by peers through simple discussions in the teacher's room in order to get kindergarten the level of achievement of research targets as well as failures and efforts to overcome them in the implementation of the next cycle.

3.5. Data and Method of Collection

1. **Data source**

   The data source of this research is research personnel consisting of students and teachers.

2. **Type of Data**

   The type of data obtained in this study consisted of learning outcomes tests in the form of product learning outcomes tests and performance tests as well as observation sheets.

3. **Data Retrieval Method**

Data about the value of the process and student activeness in learning and teacher activities during teaching and learning activities were obtained using observation sheets.

3.6 Performance/Success Indicators

The performance indicator / success in this action research is if the level of understanding of the concept of students which is the result of children's learning in learning activities on the material to make geometric shapes achieve 80% classical completeness and an average value of 75.

IV. RESEARCH RESULTS AND DISCUSSION

4.1 Research result

The data analysis used in this research is descriptive data processing, namely the mean and the percentage. The type of data that is decomposed is the achievement of learning effectiveness using the Two Stay Four Stray technique cooperative learning model (processing of observation results by collaborative colleagues and children) and children's learning outcomes in the form of evaluation data in each cycle.

4.1.1 Implementation of Cycle I

a. Teaching and Learning Process Activities

The implementation of cycle I is carried out in two meetings for the use of a Daily Activity Unit which concerns the material of making geometric shapes. Cycle I was held on Monday, 4 March 201 9 and Monday, 1 1 March 201 9 . Prior to the implementation of cycle I, preliminary activities were carried out in the form of an introduction to the Two Stay Four Stray technique learning model and giving group assignments that would be used during the next lesson in the form of working on the maze.

The results of observations made by collaborative colleagues on children's activities in making learning effective in cycle 1 can be seen in the following table.

Table 2.Percentage of children's activities in making the Two Stay Four Stray technique effective in Cycle I.

No.	Observational Aspects	Percentage (%)
1.	Students' understanding of the subject matter	81.25
2.	Student cooperation in groups	87.50
3.	Asking questions (at the percentage or to the teacher)	81.25
4.	Understanding of learning scenarios	75.00
5.	Ability to respond to rebuttals / questions	75.00
6.	Problem solving skills	87.50
7.	A pleasant learning atmosphere for students	87.50

Based on table 2, it can be seen that student activities in learning have reached 75% - 87.50%. However, the understanding of the learning scenario and the students' ability to respond to rebuttals / questions was not maximal, reaching only 75%.

In addition to children's activities, collaborative colleagues also observed the teacher's ability to make learning effective through the cooperative application of the Two Stay Four Stray technique using the Linkert scale. The results of these observations are shown in the following table:

Table 3. Average Percentage of Teacher Ability in Making Two Stay Four Stray Technique Effectively in Cycle I.

No.	Aspects Observed	Data analysis	
		Average	percentage
A. Introduction			
1	Prepares children to learn	3.50	87.50
2	Motivate children to take lessons	3.50	87.50
3	Presenting a problem to children related to the subject matter discussed	3.50	87.50
4	Deliver basic competencies and learning indicators	3.50	87.5
	amount	**3.50**	**87.50**
B. Core activities			
1	Organizing children into study groups	4.00	100
2	Guiding children to conduct discussions / observations	3.50	87.5
3	Provide opportunities for children to ask questions.	3.00	75.00
4	Provide questions about basic competencies and indicators of learning equally.	3.25	81.25
	amount	**3.45**	**85.94**
C. Closing			
1	Guiding children in summarizing lessons	3.00	75.00
2	Give a conclusion	2.50	62.50
3	Reflection	3.25	81.25
4	Closing lessons	3.50	87.50
	amount	**3.06**	**76.56**
D. Classroom atmosphere			
1	Enthusiastic child	3.50	87.50
2	The teacher is enthusiastic	3.75	93.75
3	Manage the class well	3.25	81.25
4	Alo kasi appropriate time	2.00	50.00
5	KBM According to the scenario in RPPH	3.00	75.00
	amount	**3.10**	**77.50**

Based on table 3, it can be seen that the ability in cycle I in carrying out cooperative learning of the Two Stay Four Stray technique in each learning activity is still not optimal. It can be seen that the percentage achievement of each aspect of the activity has not yet reached the range of 90 to 100%.

4.1.2 Children's Learning Outcomes

Measuring the level of success of children in the teaching and learning process which is the result of children's learning is carried out by giving an evaluation at each meeting then the average is taken and the determination of the percentage of success in two forms of questions, namely multiple choice and essay tests and the minimum completeness standard is 65. For children's learning outcomes in group A, amounting to 22 people in cycle I for one basic competency can be seen in the following table.

Table 4.Data on the Achievement of Product Goals in the Evaluation Activity for cycle 1

No.	Indicator	Classical Learning Outcomes			Total Completeness	
		Amount of Value	Average	Percentage	Completed	Not complete
1. 2 3 4	Draw a circle shape Draw a triangle shape Draw a rectangular shape Depicts a star shape	2050.5	**7323**	73.23	16 students	6 students
	The percentage of classical completeness				**78.57%**	21.44%

Achievement of learning outcomes in cycle I as shown in the table above shows kindergarten that classically the average learning outcomes of group a children reached 73.23 and classical learning completeness reached 78.57%. This still does not meet the expected performance indicators.

4.1.3 Results of Cycle I Reflection

The strengths that were found during the researcher's actions were applied and developed as well as the weaknesses that emerged by the researcher were corrected at the next meeting. Exposure to reflection results in cycle I can be described as follows.

1). Advantages

a). The effectiveness and participation of children during learning has improved when compared to before the action.

b). The children showed joy and seriousness during the learning, especially in the spirit of learning which had an impact on the results of the evaluation given (the classical average at meeting 1 was only 68.07% while at meeting 2 it reached 75.54%).

c). Children show discipline in doing tasks both individually in learning and in groups (for the child's admission, there are groups that voluntarily try to find the source of answers to assignments given to each group).

d). Researchers in preparing the facilities are quite good which can be seen from the learning facilities displayed which are adjusted to the existing conditions and abilities.
e). Researchers have been able to operate learning according to the scenario
f). Researchers have tried to improve their performance from the first meeting to the second meeting.
g). the material discussed is based on students' previous knowledge through observation and group assignments.
h). Researchers have provided meaningful motivation for students in the form of giving rewards to the best performing groups.

2). Weaknesses and Corrective Action Plans

The weaknesses and action plans that the researcher has implemented during cycle I can be described in the following table.

Table 5. Implementation of Cycle I Learning Actions

Weakness at Meeting 1	Corrective Actions and Weaknesses at Meeting 2	Action Plan in Cycle II
Researchers are a little stiff (less relaxed) in carrying out learning when observed by collaborative colleagues	Researchers try to approach observers through discussions outside the PBM	Before carrying out the implementation of all learning needs, be carefully prepared.
Researchers do not expose k an indicator of successful learning	Researchers mention kindergarten an indicator of learning success at the beginning of the meeting	Announced and stressed that the task group and the best group of children whose chances, not the best value in the evaluation and give simple gifts and menyenagkan.
At the first meeting the researcher did not introduce the collaborators who were present in the class, which initially caused confusion to the students	Introducing collaborative colleagues before the implementation of PBM, but it can be seen that students still feel like they are being watched so that sometimes they are less relaxed in learning.	Divide the children so that all get Kindergarten a percentage turn
The activeness of students in solving problems in the group has not been evenly distributed so that there are students who hope that their partners will solve existing problems.	Remembering kindergarten in children that the aspect of collaboration in groups is the key to success in achieving the truth and the right time to solve problems, but there are still students who look indifferent.	Divide group problems into individual children so that children can be active
The use of time has not been well organized so that the available time has not been able to reach the learning scenario created so that several stages of learning are carried out as if in a hurry . The assignments given to students for the next meeting were less clear due to time constraints.	Breaking down the time for each stage of learning, but learning is not optimal.	Researcher should reconsider the breadth of activities and time allocation to be used.
At the time of the percentage, self and group identities are not clear.		
At the percentage, group members appeared passive in responding to questions / rebuttals.	Includes detailed time at the time of preparation of the next RPP, but the available allocations were not consistent at the time of implementation.	Set the time allocation for PBM activity stages on the right side of the RPP
The time available for evaluation is not proportional to the number and level of difficulty of the questions.	Prepare manuscripts of assignments given to each group to be copied and worked on.	Prepare worksheets for each person so that at least one student can handle a different part of the assignment.
The researcher forgot to end the lesson		Prepare an observation assignment sheet for the next meeting.
Guidance in solving problems in the group is not evenly distributed.	It is advisable to introduce yourself and the group at the percentage.	
The teacher asks questions regarding the basic competencies and indicators that are not evenly distributed	Provide an opportunity to respond to rebuttals / questions to group members who do not have a percentage.	Provide ID and serial number to each member of the group to facilitate the assessment of observations and assessments.
The opportunities given to children to ask questions were not evenly distributed in each group.	Prepare evaluation sheets and answer sheets for students that are tailored to the learning objectives and the time allocation available	Make an evaluation sheet considering the time available.
Not all groups, researchers provide guidance in summarizing learning.	End the lesson by saying hello Guidance is carried out from one group to another Giving questions based on groups with even frequency. Providing the opportunity to ask students based on group representatives. Guidance summarizes the lessons carried out from one group to another	Providing general guidance and then mentoring from one group to another

4.1.2. Implementation of Cycle II

4.1.2.1 Teaching and Learning Process Activities

The implementation of learning activities in cycle II is basically the same as the activities in cycle I, only the basis for the implementation is based on the results of reflection in cycle I. The implementation of cycle II is carried out on Monday, March 18 and March 29, 201 9 for material working on the maze. Before the implementation of cycle II, at the last meeting of cycle I. The results of observations made by collaborative colleagues on children's activities in making learning effective in cycle II can be seen in the following table.

Table 6 Percentage of Student Activities in Making Learning the Two Stay Four Stray Technique Effectively in Cycle II.

No.	Observational Aspects	Percentage (%)
1.	Students' understanding of the subject matter	93.75
2.	Student cooperation in groups	100
3.	Asking questions (at the percentage or to the teacher)	93.75
4.	Understanding of learning scenarios	100
5.	Ability to respond to rebuttals / questions	75.00
6.	Problem solving skills	93.75
7.	A pleasant learning atmosphere for students	100

Observations of all aspects of the activities of group A children in learning using the cooperative jigsaw type shown in table 6 have reached 100%, namely the cooperation of children in groups, understanding learning scenarios and a pleasant learning atmosphere for students. However, the ability to respond to rebuttals / questions only reached 75%.

Observation of the teacher's ability to make learning effective through the cooperative application of the jigsaw type in cycle II using the Likert scale, shown in the following table:

Table 7. Average Percentage of Teachers' Ability to Effectively Learn Two Stay Four Stray Techniques in Cycle II.

No.	Aspects Observed	Data analysis	
		Average	percentage
A. Introduction			
1	Prepares children to learn	4.00	100
2	Motivate children to take lessons	3.75	93.75
3	Presenting a problem to children related to the subject matter discussed	4.00	100
4	Deliver basic competencies and learning indicators	4.00	100
	amount	3.75	93.75
B. Core activities			
1	Organizing children into study groups	4.00	100
2	Guiding children to conduct discussions / observations	4.00	100
3	Provide opportunities for children to ask questions.	4.00	100
4	Provide questions about basic competencies and indicators of learning equally.	4.00	100
	amount	4.00	100
C. Closing			
1	Guiding children in summarizing lessons	3.75	93.75
2	Give a conclusion	4.00	100
3	Reflection	4.00	100
4	Closing lessons	4.00	100
	amount	3.75	93.75
D. Classroom atmosphere			
1	Enthusiastic child	4.00	100
2	The teacher is enthusiastic	4.00	100
3	Manage the class well	3.75	93.75
4	Appropriate time reaction	4.00	100
5	KBM According to the scenario in the RPP	4.00	100
	amount	3.75	93.75

Based on table 7, it can be seen that the teacher's ability according to observations made by collaborative colleagues in preliminary activities reaches 93.75%, Core Activities are 100%, and Closing Activities are 93.75% while the atmosphere developed in the classroom reaches 93.75%.

4.1.2.2 Children's Learning Outcomes

Achievement of performance indicators that will be achieved through the learning outcomes of children in group A in the application of the two stay four stray technique is carried out through evaluation of children's learning at each meeting. In cycle II, according to planning, there were 2 meetings where the evaluation result value recapitulation in the form of mean and percentage of children's learning success achievement for one subject matter, is shown in the following table.

Table 8. Data on the Results of Achievement of Product Goals on Evaluation Activities for materials working on the maze looking for more complex traces.

No	Indicator	Classical Learning Outcomes			Total Completeness	
		Amount of Value	Average	Percentage	Completed	Not complete
1.	Describes finding a causeway to a mountain	2199.5	**78.6**	78.6	17 child	5 child
2.	Depicts a star shape					
3	Coloring of the stars					
4	Match the star image					
	The percentage of classical completeness				**82.14%**	17.86%

The level of student learning success in cycle II is illustrated in table 8, it can be seen that classically the percentage of completeness has reached 82.14% with an average of 78.6. This has reached the specified performance indicator, namely the percentage of classical completeness of 80% with an average of 75.

4.1.2.3 Reflection Results in Cycle II

1). Advantages

The advantages found during the implementation of the learning action in cycle II are as follows:

a). Children's activities during the teaching and learning process are getting better than the previous meeting.

b). children become more creative, this can be seen from how to do group assignments, namely trying to complete tasks effectively.

c). Children become more communicative.

d). Children compete to get Kindergarten the best score

e). Children's concentration while studying is good

f). The child understands very well the learning scenario that is being applied.

g). Children's learning outcomes have improved when compared to cycle I and performance indicators have been achieved.

h). All plans for corrective actions based on the results of reflection in cycle I have been implemented well in cycle II

i). Teacher performance in the management of learning has been good

j). Time control is fine.

2). Weakness Cycle II and Follow Up Plan

The weaknesses and follow-up plans in cycle II can be described in the following table:

Table 9. Implementation of Cycle II Learning Actions

Ex e Mahan at the Meeting 1	Corrective Actions and Weaknesses at Meeting 2	Follow-up Action Plan
The giving of prizes to children who are superior and the best group based on the assessment of learning outcomes in cycle I has not been implemented	Prizes are given to the child with the highest score (a pencil) and to the group with the best performance .	Needs to be revisited alignment with indicators of learning materials and learning objectives that can me n to achieve a better target in the development of learning materials.
The number of problems given compared to the processing time has not been balanced.	The problems given are adjusted to the available time allocation.	

4.1.2.4 Children's Response to Learning Actions

At the end of cycle II, the researcher gave a questionnaire to the child to find out the student's response to the learning that the researcher applied. The results of the child's response can be seen in the following table.

Table 10. Recapitulation of Average and Percentage of Children's Responses to Learning Actions.

No. Questionnaire	Measured Criteria	Answer Options							
		Strongly agree		Agree		Disagree		Strongly Disagree	
		Average	%	Average	%	Average	%	Average	%
A.	Fun Learning	19	33.39	34	60.71	3	53.8	0	0
B.	Understanding of Study Materials	22	78.57	5	17.86	1	3.57	0	0
C.	Motivation to learn	23	41.07	33	58.93	0	0	0	0
D.	Improve Thinking Ability	27	36.99	34	46.58	12	16.49	0	0
E.	Expressing Opinions	29	51.79	27	48.21	0	0	0	0
Classical	**amount**	**121**		**143**		**16**		**0**	
	Percentage		**43.21**		**51.07**		**5.71**		**0**

Based on table 10, the response of the child given to the action of learning the Two Stay Four Stray technique shows that classically stating the answers to the five aspects of the measured criteria strongly agree to reach 43.21%, agree 51.07%, disagree 5.71% and those who strongly disagree 0%

4.2. Discussion of Research Results

4.2.1 Teaching and Learning Process Activities

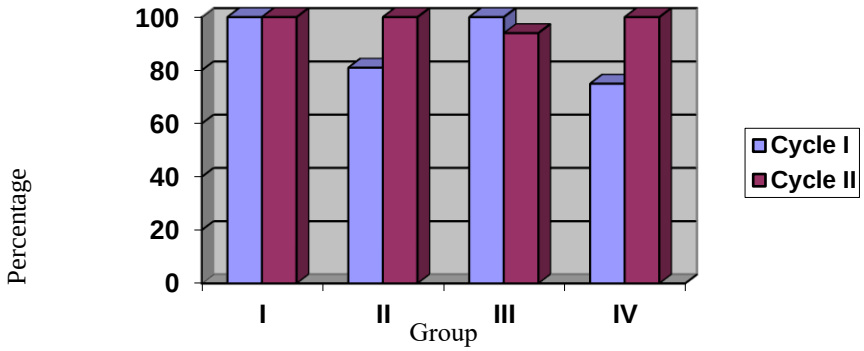
The activities of the teaching and learning process that were observed in supporting the successful application of the Two Stay Four Stray technique that had been defined in planning by the researcher included the ability to complete assignments of groups to support the learning process, children's activities in making learning effective and teacher activities in learning.

a). Ability to complete group assignments .

The ability to complete group assignments is an effort to explore children's understanding and self-discovery of learning objects that will be carried out in a classroom atmosphere, considering that the environmental context is wide enough to be brought under in a classroom atmosphere is very unlikely so that the researcher / teacher gives the child the initial assignment of the subject that will be discussed at a meeting.

The children's ability in completing group assignments in the first cycle classically reached 90.63% and in the second cycle increased to 96.86% where the group's ability level can be seen in the following graph.

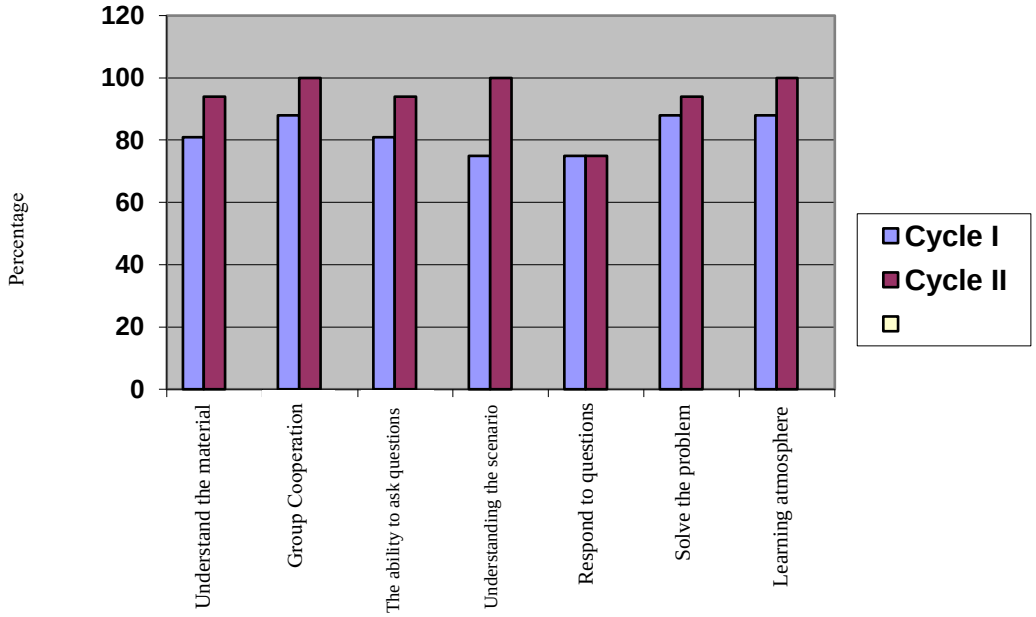
Graph 1. Children's Ability in Completing Group Tasks



Based on this graph, it can be seen that there is an increase in the group's ability to complete group assignments in supporting continuity between environmental observation and learning that is applied in the classroom. Even though group III experienced a decline, the achievement was in the range above 90% so that it was still able to support activities that took place in learning.

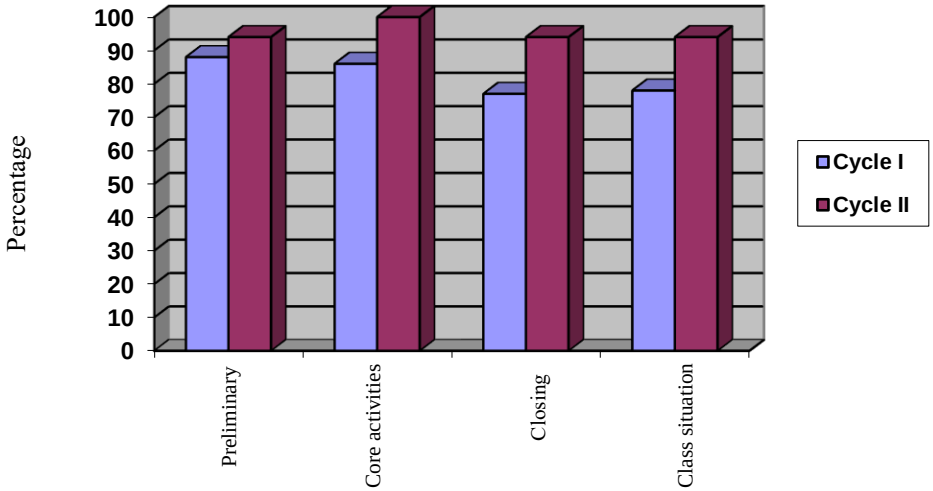
b). Children's Activities in Making Learning Effective

Comparison of student activities in making the Two Stay Four Stray solution technique learning effective from cycle I and cycle II can be seen in the following graph



Observed children's activities

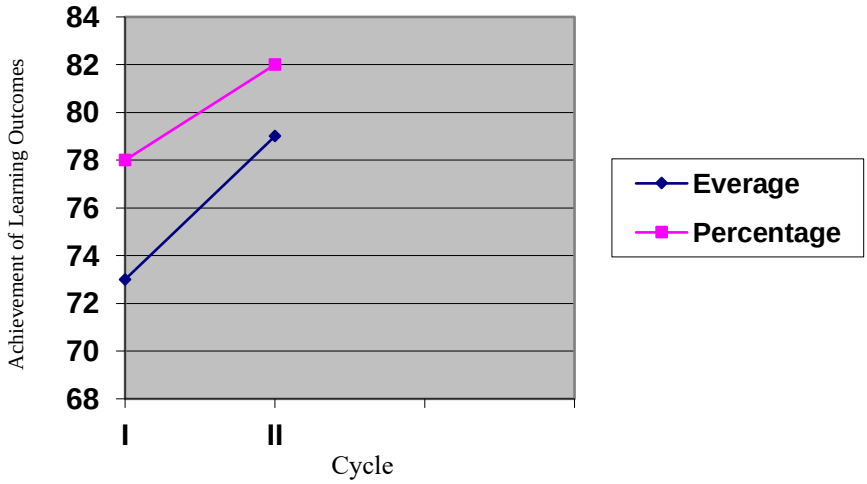
Based on this table, it can be seen that there is an increase in children's activities towards a better way of making learning more effective. This is very important because the role of children in carrying out learning scenarios is one of the main things in achieving the successful application of the Two Stay Four Stray technique. In addition to saving student activities, teacher observations are also carried out in making the Two Stay Four Stray technique effective as the driving force of learning. Based on the data analysis that has been done before, it can be seen that researchers are always trying to make performance improvements through the results of reflection so that from cycle I to cycle II have increased both in preliminary activities, core activities and closing activities as well as the class atmosphere that arises as a result of the learning actions taken. An overview of improving teacher performance from each stage of learning can be seen in the following graph. Graph 3. Teacher Activities in Making Learning Effective



The increase that occurs, as seen in the graph above, is the result of implementing the action of the reflection taken so that the weaknesses detected at each meeting are attempted to be implemented in the second cycle.

4.2.2. Children's Learning Outcomes

Measuring the level of children's learning success is carried out through learning evaluations at the end of each meeting to get kindergarten learning outcomes of the basic competencies taught, data processing is carried out by looking for the average acquisition of each child. For each activity cycle analyzed by descriptive method through analysis of learning outcomes in order to determine the number of children's scores, as well as the mean and percentage of classical completeness. The results of achieving general learning outcomes from cycle I and cycle II can be seen in the following graph. Graph 4. Achievement of Children's Learning Outcomes in group A in the Two Stay Four Stray technique learning



The classical average in cycle I reached 73.23 and the percentage of classical completeness was 77.93, while in the second cycle it had increased where the classical average had reached 78.57 and the percentage of completeness had reached 82.14. Based on this, the performance indicators in this study have been achieved where it has been previously determined that the success rate according to the performance indicators is a classical average of 75 and the percentage of success in a cyclical manner is 80%.

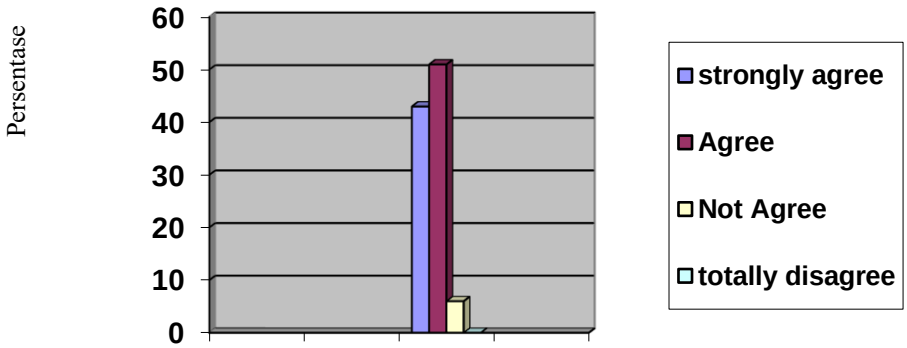
The success achieved is not the carrying capacity of one activity factor but the continuity of several factors such as the ability to complete group assignments, student activities, teacher activities, learning facilities and infrastructure as well as collaboration between researchers and collaborative colleagues that goes well.

Based on the results obtained and all the obstacles and obstacles experienced by the researcher, the results of the applied reflection, discussion of problem solving and all existing situations, it can be concluded that the application of the Two Stay Four Stray technique has been able to improve Kindergarten learning outcomes in the group. On the material making geometric shapes in Asmi Abdullah Kendari kindergarten.

Researchers admit that in achieving the expected performance indicators have been achieved but there are still students who have not completed, but based on the classical analysis of the items it has reached above 65% so that in general it shows that the questions have been mastered well by the majority of children.

4.2.3. Children's Response to Learning

The willingness and ability of students in understanding and demonstrating the Two Stay Four Stray technique can be known from students individually, therefore at the end of the second cycle the researcher gave a questionnaire to the child, to determine the child's response to the applied learning. In general, the results of the child's response can be seen in the following graph. Graph 5. Student Responses to the Two Stay Four Stray technique



From this graph, it appears that most students agree with the application of the Two Stay Four Stray technique. By using the liker scale (adapted from Ninik Kristiani, 2007) where in this lesson students strongly agree with 43.21%, 51.07% agree, and 5.71% disagree. In a follow-up meeting before the implementation of the research, the researcher gave feedback to some children who gave disagreement answers.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

During the research activities until data processing is carried out, it can be concluded that:

1. The implementation of cooperative learning model Two Stay Four Stray technique can builds up VING learning outcomes of children in group A at the Kindergarten-Nursery Asmi Abdullah Kendari to the material making geometric shapes.
2. Achievement of performance indicators has been achieved where the classical average in cycle I reached 73.23 and the percentage of classical completeness was 78.57 while in the second cycle it had increased where the classical average had reached 78.6 and the percentage of completeness actually had reached 82, 14. Based on this, the performance indicator in this study is the classical average of 75 and the percentage of success is 80%.
3. Learning that is carried out through the cooperative learning model Two Stay Four Stray technique contributes to children for children's independence in learning and critical thinking maturity.
4. This learning, in addition to shaping the child's cognitive level, has also trained children's behavior patterns in terms of attention to lessons, enthusiasm for task work, courage, cooperation and togetherness and responsibility.

5.2 Suggestion

Referring to the conclusions above, the researcher tries to provide the following suggestions:

1. For teachers in Kindergarten Asmi Abdullah Kendari, the application of a learning model that emphasizes more on student activities needs to be continuously developed. This is very important because the formation of knowledge is actively carried out by students themselves.
2. Based on the results of the research that the application of the Two Stay Four Stray technique learning model is quite effective in being implemented as a learning strategy, so it needs to be applied in learning in Kindergarten or for other study materials.
3. Researchers are fully aware that the implementation of this learning application is not fully optimal so that further research studies and examines problems regarding the development of the Two Stay Four Stray technique learning model more broadly, so that the application of this learning model becomes more perfect and increasingly popularizes it in the world of education. Schools, especially at Kindergarten level.

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