Application of Information Literacy Skills Through the Two Stay Two Stray Model on the Topic of Indonesia's Diversity

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Abstract

The development of 21st-century education requires students to possess information literacy skills as a foundation for searching, processing, and utilizing information effectively. However, in classroom practice, these skills are often underdeveloped due to the predominance of teacher-centered learning. This study aimed to describe the implementation of information literacy skills through the Two Stay Two Stray (TSTS) learning model on the topic of Indonesian cultural diversity. This study employed a qualitative approach with a case study design. Data were collected through observation, documentation, and field notes during the learning process. The findings revealed that the implementation of the TSTS model enhanced students' engagement in learning through information-seeking activities, group discussions, and intergroup information exchange. Students demonstrated the ability to identify information needs, utilize learning resources, comprehend acquired information, and communicate information to other groups. In addition, the TSTS model encouraged the optimal use of textbooks, increased reading interest, strengthened communication skills, and promoted collaboration among students. Therefore, the Two Stay Two Stray (TSTS) learning model can serve as

an alternative instructional strategy to support the development of information literacy and other essential 21st-century skills among elementary school students.

Keywords: information literacy, two stay two stray, indonesian cultural diversity, 21st-century learning

Introduction

The development of science and technology in the 21st century has brought significant changes to various aspects of life, including education. Twenty-first-century education is no longer oriented solely toward knowledge mastery but also emphasizes competencies that enable students to adapt to global developments. These competencies include critical thinking, creativity, communication, collaboration, and literacy skills needed to face the challenges of an information-based society. The OECD Learning Compass 2030 emphasizes that students need transformative competencies to create new value, solve complex problems, and take responsibility for decisions made in society. Information literacy is therefore an important competency for active participation in an increasingly digital society (OECD, 2019; UNESCO, 2021).

From a pedagogical perspective, 21st-century learning requires a shift from teacher-centered to student-centered learning. Students are expected not only to receive information but also to construct knowledge by searching for, selecting, analyzing, and communicating information from various learning sources. Information literacy involves recognizing information needs, finding relevant information, evaluating the credibility of sources, and using information effectively, ethically, and responsibly (UNESCO, 2021).

At the elementary school and madrasah ibtidaiyah levels, information literacy needs to be developed from an early age through learning that allows students to participate actively. However, classroom practices can still be dominated by teacher explanations, leaving students in a relatively passive role. Consequently, learning resources such as textbooks may not be used optimally to help students construct knowledge independently (Lubis et al., 2025).

Indonesian cultural diversity is a topic with considerable potential for developing information literacy. It contains information about traditional houses, traditional clothing, regional dances, regional languages, traditional foods, and other forms of local wisdom across Indonesia. Students can explore these topics through textbooks, printed media, and discussions with peers. Learning therefore needs to facilitate students in actively searching for, processing, and communicating information (Muzzilawati et al., 2017).

One model relevant to this purpose is Two Stay Two Stray (TSTS), a cooperative learning model that enables groups to exchange information through visits and discussions. Students do not only receive information from the teacher; they identify important information, communicate findings, and compare information with that of other groups. These activities have the potential to create interactive, collaborative, and meaningful learning (Rato et al., 2025).

Previous studies have discussed the positive contribution of cooperative learning to student engagement, learning outcomes, motivation, and communication. However, research specifically examining TSTS as a means of strengthening information literacy in Indonesian cultural diversity lessons at the elementary level remains limited. This study therefore aimed to describe the implementation of information literacy through the TSTS model on Indonesian cultural diversity materials and to explore its contribution to students' engagement and their ability to obtain, process, and communicate information.

Methods

Research Design

This study used a qualitative approach with a case study design. This approach was selected to describe in depth the implementation of information literacy through the Two Stay Two Stray (TSTS) learning model on Indonesian cultural diversity materials and to identify its contribution to students' participation and ability to obtain, process, and communicate information.

Participants

The research was conducted at SD Negeri Dadirejo, Tirto, Pekalongan, on May 30, 2026, during the even semester of the 2025/2026 academic year. The participants were 22 fifth-grade students selected purposively based on the suitability of the learning material, student characteristics, and implementation of the TSTS model. The informants included participating students and the classroom teacher, who provided information about the initial learning conditions. The researcher acted as the main research instrument and implemented the learning activities.

Research Procedures

Students were divided into groups and assigned different topics related to Indonesian cultural diversity, including traditional houses, traditional clothing, regional dances, regional languages, traditional foods, and other cultural forms. Students used available textbooks to find information and discussed their findings within their groups. In the TSTS stage, two students stayed in their original group to explain the group's findings, while the other two visited another group to obtain additional information. The groups then shared and considered the information collected.

Data Collection Technique(s)

Data were collected through observation, documentation, and field notes. Observation focused on students' activities related to information literacy, including finding information, using learning resources, discussing, communicating information to other groups, and responding to information received. Documentation included learning materials, students' work, and photographs of learning activities. Field notes recorded relevant phenomena that emerged during the lesson.

Data Analysis Technique

Data analysis followed an interactive model comprising data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and focusing on information relevant to the research objectives. The selected data were then presented narratively to clarify relationships among the findings. Finally, conclusions were drawn from patterns identified during the analysis.

Results

The findings indicate that implementing the TSTS model in lessons on Indonesian cultural diversity supported a more interactive learning atmosphere. Observation, activity documentation, and field notes showed student involvement in information seeking, greater use of learning resources, and communication of information to peers.

At the beginning of the lesson, students were divided into groups and assigned different cultural topics. Students responded positively to the task and tried to locate relevant information in the available textbooks. Some read independently, while others discussed the content with their group members. This indicated that students began to take an active role as information seekers rather than relying exclusively on teacher explanations.

The textbook became the main learning resource during information searching. Students opened, read, and studied the book to find information needed by their groups. Compared with a learning pattern dominated by teacher explanations, the activity encouraged students to use available resources more independently. The findings also suggest that students recognized the importance of reading and understanding information before sharing it with other groups.

After searching for information, students discussed their findings. They exchanged opinions about which information was important, provided input, corrected information they considered inaccurate, and compiled their group findings. These activities involved not only collecting information but also selecting, understanding, and organizing it in accordance with the topic being studied.

The TSTS exchange stage attracted considerable student attention and made the classroom atmosphere more dynamic. Two members stayed in the original group to explain the group's discussion results, while the other members visited another group to obtain additional information. Visiting students asked questions and recorded information, while the students receiving visitors attempted to explain their group's findings clearly and systematically.

Through the exchange, students accessed information from textbooks, group discussions, and explanations from other groups. This gave them opportunities to learn about several cultural topics in a relatively short time. Students were also required to communicate information in language that their peers could understand, while listening to and considering information provided by others.

The activities supported communication and collaboration. Students worked together, respected group members' opinions, and reached agreement about the information they would share. The teacher acted as a facilitator by monitoring activities, providing guidance when needed, and reinforcing important concepts. Overall, the observed learning process involved students more actively in acquiring, processing, and communicating information.

Discussion

The findings suggest that TSTS can provide a practical structure for information literacy development because students engage in several connected activities: identifying information relevant to a topic, consulting learning resources, discussing and organizing findings, and communicating information to other groups. These activities align with the understanding of information literacy as more than simply locating information; students also need to understand and use information meaningfully (UNESCO, 2021).

The role of the textbook in this lesson is also notable. Rather than waiting for the teacher to explain all content, students used the textbook to meet their group's information needs. The

subsequent discussion gave them opportunities to clarify and select information, while group visits required them to explain their understanding to others. The results are consistent with the view that cooperative learning can promote participation and communication, although the present study describes classroom observations and does not establish a causal effect or measure the size of any improvement.

TSTS also changed the teacher's role from the main source of information to a facilitator who guides and reinforces learning. At the same time, the findings should be interpreted within the limits of this case study: the research involved 22 fifth-grade students at one school and was conducted on a single date. Data were based on observation, documentation, and field notes, without reported standardized pre- and post-measures. Further studies across different schools and topics, with clearly documented indicators of information literacy, could provide a broader understanding of how the model supports students' skills.

Conclusion

This study indicates that the Two Stay Two Stray model can support the development of information literacy during lessons on Indonesian cultural diversity. Through information searching, group discussion, and intergroup exchange, students had opportunities to identify information needs, use textbooks, understand and organize findings, and communicate information to their peers. The activities also supported student engagement, reading, communication, and collaboration. Because the study was limited to one class at one school and one learning session, the findings should be understood as a description of this context rather than proof of a general causal effect. Further research could examine the model across other materials and educational settings.

Acknowledgments

The authors thank the lecturers in the 21st Century Learning Innovation course for their guidance and feedback during the planning, implementation, and preparation of this article. The authors also thank SD Negeri Dadirejo, the classroom teacher, and the students for their cooperation and participation in the learning activities.

Conflict of interests

The authors declare that they have no conflict of interest.

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