

IMPLEMENTATION OF THE TWO STAY TWO STRAY METHOD IN IMPROVING STUDENT LEARNING OUTCOMES IN THE SUBJECT OF MORAL BELIEFS GRADE VIII AT MTS NURUL HASANAH TENGgayUN

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ABSTRACT

This research is motivated by the low student learning outcomes in the Akidah Akhlak subject, the teacher uses a monotonous method, students are less active during learning. The purpose of this study is to describe how the implementation of the Two Stay Two Stray method and whether the Two Stay Two Stray method can improve student learning outcomes in the Akidah Akhlak subject. This type of research is quasi-experimental study with a pretest-posttest control group design. Data collection techniques used are tests and documentation. The total population of this study was all students of class VIII, totaling 44 students using a saturated sampling technique. In analyzing the data, researchers used the paired sample t-test and independent t-test. The Two Stay Two Stray method can improve student learning outcomes as shown from the results of the paired sample t-test with sig. (2-tailed) namely $0.000 < 0.050$. The results of the independent sample t-test with sig. (2-tailed) namely $0.001 < 0.050$ indicates that there is a significant difference between the learning outcomes of students in the experimental class and the control class. Based on the results of this study it can be concluded that the Two Stay Two Stray method can improve student learning outcomes in class VIII Aqidah Akhlak subject at MTs Nurul Hasanah Tenggayun.

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INTRODUCTION

Education is defined as the delivery of knowledge that is carried out in a programmatic and planned manner that lasts a lifetime, both formal, non-formal, and informal learning. The goal is to develop individual skills to optimize the future and have the ability to play the right role in life (Teguh Triwiyanto, 2014). Islam commands every individual to always have faith in Allah and learn. It is a must for every individual to take an education level in order to gain knowledge and will be elevated by Allah. So it is a must for every individual to take an education level because it is an obligation for every individual to seek knowledge (Mampan Drajat & Ridwan Effendi, 2017). Therefore, every individual is expected to be able to take a good level of education in order to improve the quality of life so that they can develop their potential to be developed in the next generation.

Education can be concluded as a programmed and directed process that is arranged so that learning can be declared successful. Learning is declared successful when students are able to achieve the specified competencies accompanied by indications that students have mastered the learning material. This is inseparable from the teacher's role, skills and strategies. In this case, if the strategies and methods applied by educators are effective, it will affect student learning outcomes. Then a fun and conducive learning environment can also improve student learning outcomes.

The choice of method in learning is important because it can create directed and joyful learning so that it will affect student achievement. One of the learning methods that can be used is the Two Stay Two Stray method. The Two Stay Two Stray method is one of the methods that encourages students to discuss, take responsibility, solve problems together and create momentum to improve student achievement in learning. In addition, this method also educates students to socialize (Miftahul Huda, 2013). This method is one of the group learning systems designed to encourage students to interact with each other, develop students' abilities and increase their sense of encouraging others to excel. In addition, this method can educate students to interact with each other.

The Two Stay Two Stray method is carried out by the teacher distributing groups. Then give work to students in the form of questions and students must discuss their group answers. After the group discussion, each group sends two group members to visit the other group. The other two group members have the role of receiving guests, then their job is to present the group's results to the guests. The two people who are guests have the task of visiting all groups. When students are finished, students return to the group to discuss and present the conclusion of the discussion. The Two Stay Two Stray method is a discussion method that is not only in private group discussions, but also sharing results and developing the results of discussions with other groups (Muhammad Mushfi El Iq Bali, 2020). One of the specialties of the Two Stay Two Stray method is the process of learning to discuss and share results with other group members. The advantage of this method is that this method can be applied to all subjects, learning will be more meaningful for students, learning will be more focused on students, students will be brave to express their opinions and can develop students' interest in learning (Irda Aziza Hasibuan, 2021). With this method, the material becomes interesting and the learning process becomes less monotonous, so that it can improve student learning outcomes (Ardina Sari & Memen Permata Azmi, 2018).

The learning process involves interactions between students, teachers, and the learning environment that facilitate changes in students' knowledge, attitudes, and skills. These changes are reflected in students' learning outcomes, which indicate the extent to which they have achieved the intended learning objectives. Learning outcomes encompass three main domains: cognitive, affective, and psychomotor. The cognitive domain concerns students' intellectual abilities, including knowledge acquisition, comprehension, and thinking skills (Kustanto, 2015). Furthermore, students' cognitive development can be assessed through their ability to understand, retain, and apply the information presented during the learning process (Magdalena, 2020). Therefore, learning outcomes serve as an important indicator for evaluating the effectiveness of instructional practices and students' mastery of the subject matter (Wijaya et al., 2022).

Students' learning outcomes are influenced not only by their individual abilities but also by the instructional methods employed by teachers. Appropriate learning methods can create meaningful learning experiences, encourage active participation, and facilitate students' understanding of the material. Conversely, the use of instructional methods

that do not adequately accommodate students' learning needs may limit their participation and hinder the achievement of learning objectives. Teachers are therefore expected to select and implement instructional models that promote active engagement and support the development of students' knowledge and skills. This consideration is particularly important in *Akidah Akhlak* (Islamic Creed and Morality), a subject that aims to develop students' understanding of Islamic beliefs, moral values, and appropriate conduct in their relationships with Allah SWT, other people, and their surrounding environment (Suryawati, 2016).

Based on a preliminary interview with the *Akidah Akhlak* teacher of Grade VIII at MTs Nurul Hasanah Tenggayun, the teacher reported that classroom instruction commonly involved lecture-based teaching and small-group activities intended to encourage student participation. However, these approaches had not fully achieved the intended level of classroom engagement. Some students remained passive during lessons, relied heavily on more active group members when completing collaborative tasks, and hesitated to ask questions when they encountered difficulties understanding the material. In addition, some students paid limited attention to the teacher's explanations. These classroom conditions indicate the need to examine instructional approaches that can provide more equitable opportunities for students to participate, exchange ideas, and take responsibility for their learning. Nevertheless, the extent of the learning-outcome problem should be established through supporting evidence, such as students' assessment scores, the minimum criterion for learning mastery, and the proportion of students who have not achieved that criterion.

One instructional approach that may address these challenges is the *Two Stay Two Stray* (TSTS) cooperative learning model. TSTS organizes students into small groups in which two members remain in their original group to share information with visiting students, while the other two members visit different groups to obtain and exchange information. This structured interaction provides opportunities for students to communicate ideas, explain concepts, listen to alternative perspectives, and contribute to collaborative learning. Through these activities, students are expected to become more actively involved in the learning process and develop a deeper understanding of the subject matter. In the context of *Akidah Akhlak*, the TSTS model may also create opportunities for students to discuss religious concepts and moral issues collaboratively rather than relying exclusively on explanations provided by the teacher.

Although cooperative learning provides a relevant pedagogical foundation for promoting student interaction, the effectiveness of a particular cooperative learning model should be examined in relation to the subject matter, classroom conditions, and learning outcomes being investigated. Therefore, the application of TSTS in *Akidah Akhlak* instruction requires empirical evaluation rather than an assumption that increased interaction will automatically lead to improved achievement. To establish the research gap, previous empirical studies on TSTS should be reviewed and compared, particularly studies examining its effects on students' learning outcomes in Islamic religious education or related subjects. This review should identify what has already been established, what remains insufficiently investigated, and how the present study differs from earlier research.

Based on these considerations, this study aims to investigate the effect of the *Two Stay Two Stray* cooperative learning model on the learning outcomes of Grade VIII students in *Akidah Akhlak* at MTs Nurul Hasanah Tenggayun. The study is expected to provide empirical evidence concerning the use of TSTS as an alternative instructional model for supporting student participation and learning achievement. Its contribution will be established by relating the findings to previous research and identifying the specific educational context or aspect of learning outcomes addressed by the study.

Based on the results of the interview, the problem is that low student learning outcomes are due to less effective learning methods that tend to be monotonous so that students become less active during learning. Therefore, a learning method is needed that can make students more active during learning so that it can improve student learning outcomes. One of the solutions to overcome this problem is to apply the *Two Stay Two Stray* method in *Akidah Akhlak* lessons.

The implementation of the *Two Stay Two Stray* (TSTS) cooperative learning model is expected to create a more meaningful learning experience, encourage active student participation, and improve learning outcomes in *Akidah Akhlak* (Islamic Creed and Morality) at MTs Nurul Hasanah Tenggayun. This study focuses on Grade VIII students and examines the application of the TSTS model in learning about *hasad* (envy), revenge, *ghibah*

(backbiting), *fitnah* (slander), and *namimah* (tale-bearing). These topics are relevant to students' moral development because they address attitudes and behaviors that influence relationships with others. Through structured group discussions and information exchange, the TSTS model is expected to provide students with opportunities to understand these moral concepts more deeply and relate them to everyday life. Accordingly, this study aims to examine the effect of implementing the TSTS cooperative learning model on Grade VIII students' learning outcomes in *Akidah Akhlak* at MTs Nurul Hasanah Tenggayun.

METHODS

The type of research used is quasi-experimental pretest-posttest nonequivalent control group design. Quantitative research is one of the research methods that studies certain populations and samples, the goal is to get results from the specified hypothesis (Sugiyono, 2018). This research has two classes, namely the experimental and control classes. The design of this research is Quasy Experiment Design research. In this case, the experimental class conducts learning by applying the Two Stay Two Stray method, while the control class does not apply the Two Stay Two Stray method. This research was conducted by researchers at MTs Nurul Hasanah Tenggayun. This research was carried out after the issuance of a letter from the one-door office until May 2023. In this study, the subjects are all students of grade VIII MTs Nurul Hasanah Tenggayun. The object of this research is the Two Stay Two Stray method in improving the learning outcomes of grade VIII students in the subject of Moral Faith at MTs Nurul Hasanah Tenggayun. The population in this study, namely all grade VIII students of MTs Nurul Hasanah Tenggayun in the 2022/2023 school year, consists of 44 students.

Table 1. Total Population

Classes	Number of Students
VIII A	22
VIII B	22
Total	44

Source: TU MTs Nurul Hasanah Tenggayun

Sampling in this study is by using a saturated sampling technique, which is a sample determination technique when all members of the population are used as samples ((Sugiyono, 2018). The sample and population in this study are the same number and the entire population is used as a sample. The sample of this study is classes VIII A and VIII B. Class VIII A as an experimental class totals 22 students who will apply the Two Stay Two Stray method and class VIII B as a control class totals 22 people who will use the lecture method.

Some of the techniques to collect data used by the researcher are in the form of tests and documentation. The test was carried out to measure student learning outcomes in the subject of *Akidah Akhlak* grade VIII at MTs Nurul Hasanah Tenggayun, namely tests in the form of 20 multiple-choice questions for the pretest and 20 multiple-choice questions for the posttest. In the process of data collection, the researcher conducted a test of the questions, namely using the validity test, reliability of the questions, the difficulty of the questions and the differentiating power. Meanwhile, the documentation carried out was such as school profiles, student data, teacher data and other data for research such as lesson plans and syllabus of *Akidah Akhlak* teachers and so on. The data analysis technique in the study was to find out the number of respondents, mean average, standard deviation, minimum and maximum values by applying SPSS Version 25. Then inferential analysis was in the form of normality, homogeneity and T tests.

RESULTS AND DISCUSSION

Result

The results of the research obtained after conducting research at MTs Nurul Hasanah Tenggayun by implementing the Two Stay Two Stray method can be carried out well in the *Akidah Akhlak* lesson. The learning process of *Akidah Akhlak* by implementing the Two Stay Two Stray method can create students who are more active during learning. In addition, by implementing the Two Stay Two Stray method, discussions during learning go well,

because students are more active in learning. This can be seen in the results of descriptive statistics analysis conducted by researchers to see the average scores, standard deviation, minimum and maximum values of the pretest and posttest results of the control and experimental classes. The results can be seen in the table of descriptive statistics results.

Table 2. Descriptive Statistics Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest experiment	22	10	40	24.55	8.579
Posttest experiment	22	75	95	85.91	5.903
Pretest control	22	20	40	28.86	5.963
Posttest control	22	70	90	79.77	5.665
Valid N (listwise)	22				

Based on the results that have been tested by applying SPSS Version 25, the results of the experimental pretest are an average value of 24.55, standard deviation of 8.579, minimum of 10 and maximum of 40. The results of the experimental posttest are an average value of 85.91, standard deviation of 5.903, minimum of 75 and maximum of 95. Meanwhile, the value of the control pretest is an average value of 28.86, standard deviation is 5.963, minimum of 20 and maximum of 40. The value of the control posttest is an average value of 79.77, standard deviation of 5.665, minimum of 70 and maximum of 90.

The results of the research were obtained after the researcher gave a test to students at MTs Nurul Hasanah Tenggayun. In the initial stage of research conducted by the researcher, the validity test of the questions with the help of SPSS version 25 and the results can be seen in the table of the results of the validity test of the questions.

Table 3. Results of the Validity Test of the Questions

Question Number	r_{count}	r_{table}	Conclusion
1	0,660	0,514	Valid
2	-0,093	0,514	Invalid
3	0,704	0,514	Valid
4	0,603	0,514	Valid
5	0,040	0,514	Invalid
6	0,927	0,514	Valid
7	0,927	0,514	Valid
8	0,645	0,514	Valid
9	0,613	0,514	Valid
10	0,660	0,514	Valid
11	0,275	0,514	Invalid
12	0,927	0,514	Valid
13	0,585	0,514	Valid
14	0,198	0,514	Invalid
15	0,603	0,514	Valid
16	0,556	0,514	Valid
17	0,597	0,514	Valid
18	0,660	0,514	Valid
19	0,556	0,514	Valid
20	0,791	0,514	Valid
21	0,778	0,514	Valid
22	0,603	0,514	Valid

Question Number	r _{count}	r _{table}	Conclusion
23	-0,252	0,514	Invalid
24	0,660	0,514	Valid
25	0,603	0,514	Valid

Based on the results of the validity test of the questions carried out, 20 questions out of 25 questions were declared valid because the r_{table} value of 20 questions was greater than the r_{table}, namely questions no. 1, 3, 4, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25. Then questions no. 2, 5, 11, 14, 23 were concluded to be invalid because the r_{table} value was smaller than the r_{table}. In the validity test, the r_{table} value question with a sample of 15 people was 0.514.

Furthermore, the researcher tested the reliability of the questions by applying SPSS version 25 and can be seen in the table of the results of the question reliability test.

Table 4. Results of Reliability Test Questions

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	20

Based on the results of the reliability test of the questions carried out using SPSS, it was found that the value of Cronbach's Alpha > r_{table} was in the form of $0.939 > 0.514$. So it can be concluded that the question is reliable. Furthermore, the researcher also tested the difficulty of the questions. The difficulty test of this question was carried out using SPSS Version 25. The comparison between easy-medium-difficult questions can be made 3-4-3, meaning 30% of easy category questions, 40% of medium category questions and 30% of difficult category questions. Another comparison that is similar to the above proposition is 3-5-2. This means that 30% of easy category questions, 50% of medium category questions and 20% of difficult category questions (Magdalena, 2021).

The next stage is the researcher conducts an inferential analysis. First, the researcher tests the normality of the data to find out normal or abnormal data. In this study, the researcher applies SPSS version 25 and can be seen in the table of normality test results.

Table 5. Normality Test Results

Tests of Normality							
	Classes	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Pretest experiment	.116	22	.200*	.952	22	.347
	Posttest experiment	.166	22	.117	.924	22	.094
	Pretest control	.166	22	.115	.909	22	.046
	Posttest control	.166	22	.119	.927	22	.107

Based on the normality test, the results of the experimental pretest show a value of sig. 0.200. Then the value of sig. $0.200 > 0.05$ is stated so that the value of the experimental pretest is declared to be normally distributed. Furthermore, the results of the experimental posttest with a value of sig. 0.117. Then it is stated that the value of sig. $0.117 > 0.05$ so that the value of the experimental posttest is described as normally distributed. The result of the control pretest is with the value of sig. 0.115. Then it is stated that the value of sig. $0.115 > 0.05$ so that the value of the control pretest is declared to be normally distributed. Then the result of the control posttest, which is with the value of sig. $0.119 > 0.05$ so that the value of the control posttest is declared to be normally distributed.

Next, the researcher tested the homogeneity to find out the homogeneous or non-homogeneous data. The researcher used the help of SPSS version 25 and can be seen in the homogeneity table.

Table 6. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.102	1	42	.751
	Based on Median	.043	1	42	.837
	Based on Median and with adjusted df	.043	1	41.874	.837
	Based on trimmed mean	.110	1	42	.742

Based on the homogeneity test of the results of the experimental posttest and posttest control, namely the value of sig. On the basis of mean 0.751 which means the value of sig. $0.751 > 0.05$, it is explained that the data is homogeneous. Furthermore, the researcher conducted a t-test using a t-test pairt by applying SPSS version 25. It can be seen in the test table of the sample t test pairt.

Table 7. Paired Sample T Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest experiment - Posttest experiment	-61.364	10.022	2.137	-65.807	-56.920	-28.720	21	.000
Pair 2	Pretest control - Posttest control	-50.909	7.964	1.698	-54.440	-47.378	-29.984	21	.000

Based on the results of the paired sample t-test in Table 4.8, the results of the sig. (2-tailed) value were $0.000 < 0.050$. Therefore, it can be stated that the Two Stay Two Stray method can improve the learning outcomes of grade VIII students at MTs Nurul Hasanah Tenggayun. Furthermore, the researcher conducted an independent sample t-test by applying SPSS version 25. It can be seen in the table of independent t-test results.

Table 8. Independent t-test results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	.102	.751	3.518	42	.001	6.136	1.744	2.616	9.657

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances not assumed			3.518	41.929	.001	6.136	1.744	2.616	9.657

Based on the results of the independent sample t-test in Table 8, a value of sig. (2 tailed) was obtained, which was $0.001 < 0.050$. Therefore, it was stated that there was a significant difference between the learning outcomes of students in the experimental class and the learning outcomes of students in the control class in the subject of Akidah Akhlak grade VIII at MTs Nurul Hasanah Tenggayun.

Discussion

Based on data obtained by researchers at MTs Nurul Hasanah Tenggayun. The Two Stay Two Stray method can be applied well to the Akidah Akhlak lesson. The learning process of Akidah Akhlak using the Two Stay Two Stray method can create students who are more active during learning. In addition, the application of the Two Stay Two Stray method makes the discussion during learning go well, because students are more active in learning so that it can increase student learning achievement.

Based on the results of research at MTs Nurul Hasanah Tenggayun by applying the Two Stay Two Stray method in the subject of Akidah Akhlak can be carried out well. This can be seen in the results of descriptive statistics analysis using SPSS showing the results of the experimental pretest, namely an average score of 24.55, standard deviation of 8.579, a minimum of 10 and a maximum of 40. The results of the experimental posttest were an average score of 85.91, standard deviation of 5,903, minimum of 75 and a maximum of 95. Meanwhile, the value of the control pretest was an average score of 28.86, the standard deviation was 5,963, a minimum of 20 and a maximum of 40. The value of the control posttest was an average score of 79.77, a standard deviation of 5,665, a minimum of 70 and a maximum of 90.

Based on the results of the research obtained after conducting research and giving tests to students at MTs Nurul Hasanah Tenggayun. The initial stage carried out by the researcher was to test the validity of the questions to get the results of 20 questions out of 25 questions were declared valid because the calculation value of 20 questions was greater than the table. Then conducted a question reliability test and got a result of $0.939 > 0.514$. So it can be concluded that the question is reliable.

Based on the results of the research on the data normality test with the help of SPSS Version 25, the results of class VIII A from the experimental pretest of the sig. value $0.200 > 0.05$ so that the value of the experimental pretest was declared to be normally distributed. Furthermore, the results of the experimental posttest were of the value of sig. $0.117 > 0.05$ so that the value of the experimental posttest was declared to be normally distributed. Furthermore, the results of class VIII B from the control pretest, namely the value of sig. $0.115 > 0.05$ so that the value of the control pretest was declared to be normally distributed. Then the results of the control posttest value sig. $0.119 > 0.05$ so that the value of the control posttest was declared to be normally distributed.

The results of the research on the data homogeneity test with the help of SPSS Version 25 show the results of the experimental posttest and control posttest, namely the sig value. On the basis on mean 0.751 which means the sig value. $0.751 > 0.05$. So the data is homogeneous. The results of the research of the paired sample t-test were

obtained with a sig value. (2-tailed) which is $0.000 < 0.050$. So it can be stated that the Two Stay Two Stray method can improve student learning outcomes. The results of the independent sample t-test test obtained a sig. (2 tailed) value is $0.001 < 0.050$, so it is stated that there is a significant difference between the learning outcomes of students in the experimental class and the learning outcomes of students in the control class.

The selection of learning methods greatly determines the quality of teaching in the learning process to achieve teaching goals. Therefore, the implementation of optimal learning methods is needed. This means that to achieve high teaching quality, every subject, especially moral beliefs, must use the right learning method. Learning methods that make students actively cooperate in the learning process, both emotionally and socially, should continue to be developed and directed, so that students will be more active and able to achieve optimal learning outcomes. By applying the Two Stay Two Stray learning method, it can increase student activity and learning outcomes (Huriati, 2023).

CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of the Two Stay Two Stray method begins with the teacher first forming a group of four students. The teacher gives material sheets and worksheets to students to discuss. Students discuss with group members and decide on two members as guests and two as guests. After discussion and guest, students return to their respective groups to discuss the results obtained when visiting and presenting the results of the discussion in front of the class. The Two Stay Two Stray method can be applied well to the Akidah Akhlak lesson. The learning process of Akidah Akhlak using the Two Stay Two Stray method can create students who are more active during learning. In addition, the application of the Two Stay Two Stray method makes the discussion during learning go well, because students are more active in learning.

The Two Stay Two Stay method can improve student learning outcomes as shown from the results of the paired sample t-test with a sig value. (2-tailed) which is $0.000 < 0.050$. The results of the independent sample t-test with a sig. (2 tailed) value of $0.001 < 0.050$ show that there is a significant difference between the learning outcomes of students in the experimental class and the learning outcomes of students in the control class. Based on the results of this study, it can be concluded that the Two Stay Two Stray method can improve student learning outcomes in the subject of Akidah Akhlak grade VIII at MTs Nurul Hasanah Tenggayun.

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