The Influence of The Two Stay Two Stray Learning Strategy on Students' Learning Outcomes in Al-Qur'an-Hadis Subjects

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Abstract

Learning activities that build student activity and produce good learning outcomes depend on the use of learning models that are relevant to student needs. It turns out that the learning method using discussion is not enough to build student activity, so new strategies such as Two Stay Two Stray are needed. This strategy can theoretically improve learning outcomes. This research aims to analyze the Two Stay Two Stray (TSTS) learning strategy on student learning outcomes in Al-Qur'an-Hadith subjects as an alternative to using discussion learning methods. The research was carried out at the Sukamiskin Islamic Boarding School Education Foundation, Bandung using a quantitative approach through quasi-experimental methods. This research design is a true experimental design with the research sample consisting of two classes, namely an experimental class of 31 people and a control class of 32 people taken randomly through pre-test and post-test. The research results show that the application of the Two Stay Two Stray learning strategy has a positive and significant effect on student learning outcomes. The difference in learning outcomes in the experimental class has an average value of 74.19, while the control class has an average value of 63.13, the results of the hypothesis test are 0.007 < 0.05. These results also show that the application of the Two Stay Two Stray learning strategy can be used in other subjects.

Keywords: learning outcomes, active learning, Two Stay Two Stray learning strategy.

Abstrak

Kegiatan pembelajaran yang membangun aktivitas siswa dan menghasilkan capaian pembelajaran yang baik bergantung pada penggunaan model pembelajaran yang relevan dengan kebutuhan siswa. Penelitian sebelumnya menunjukkan bahwa metode pembelajaran menggunakan diskusi tidak cukup untuk membangun aktivitas siswa, sehingga diperlukan strategi baru seperti Two Stay Two Stray. Strategi ini secara teoritis dapat meningkatkan capaian pembelajaran. Penelitian ini bertujuan untuk menganalisis strategi pembelajaran Two Stay Two Stray (TSTS) terhadap capaian pembelajaran dalam mata pelajaran Al-Qur'an-Hadist sebagai alternatif penggunaan metode pembelajaran diskusi. Penelitian dilakukan di Yayasan Pendidikan Pondok Pesantren Sukamiskin, Bandung menggunakan pendekatan kuantitatif melalui metode quasi-eksperimen. Rancangan penelitian ini adalah rancangan penelitian eksperimen sesungguhnya dengan

sampel penelitian terdiri dari dua kelas, yaitu kelas eksperimen yang berjumlah 31 orang dan kelas kontrol yang berjumlah 32 orang diambil secara acak melalui pre-test dan post-test. Hasil penelitian menunjukkan bahwa penerapan strategi pembelajaran Two Stay Two Stray berpengaruh positif dan signifikan terhadap capaian pembelajaran. Perbedaan capaian pembelajaran di kelas eksperimen memiliki nilai rata-rata sebesar 74,19, sedangkan kelas kontrol memiliki nilai rata-rata sebesar 63,13, hasil uji hipotesis adalah $0,007 < 0,05$. Hasil ini juga menunjukkan bahwa penerapan strategi pembelajaran Two Stay Two Stray dapat digunakan pada mata pelajaran lainnya.

Kata kunci: capaian pembelajaran, pembelajaran aktif, Strategi pembelajaran Two Stay Two Stray (TSTS).

INTRODUCTION

Learning objectives produce positive learning outcomes for students. Learning outcomes are the abilities that students have after receiving learning experiences, both skills or habits, knowledge, attitudes and ideals. These learning outcomes, apart from being influenced by teacher competence (Menter, 2015), are also the models, strategies and learning methods used (Ruliani & Pramukantoro, 2014). A number of studies show that student learning outcomes are determined, among other things, by learning models and strategies (Gillies, 2016; Terfa, 2020). As far as can be traced based on preliminary research, Al-Qur'an-Hadith learning at Madrasah Tsanawiyah di Pesantren Sukamiskin Bandung is dominated by teachers, so learning is teacher-centred. This learning model causes learning activities to be passive, students' creativity stagnates, students' collaborative and critical attitudes are not visible, and their responsibility in learning activities does not appear. Tran and Gillies identified the weakness of teacher-oriented learning due to the use of one-way lecture and question and answer methods.

Solutions that can be implemented are looking for student-centered learning models that can build student creativity, self-confidence, collaboration between students, and build responsibility among them. The cooperative learning model is one learning model that can meet these expectations. This is based on the views of a number of experts, cooperative learning requires a learning approach by involving students in small groups to work together to maximize learning conditions in achieving learning goals (Gillies, 2016; Terfa, 2020). The group learning pattern by working together between students, as Slavin (2010) views, is able to encourage quality ideas, increase students' creativity and have positive learning outcomes. Cooperative learning consists of six syntax, main steps: (1) present goals, (2) present information, (3) organize students into learning teams, (4) assist team and study, (5) test on the materials, and (6) provide recognition.

One learning strategy that can implement the cooperative learning model is the TSTS learning strategy introduced by Spemcer Kagan (1990). The two stay two stray learning strategy gives groups the opportunity to develop information results

for other groups through the two remaining group members. and two groups as guests. Each group works together, so that problem solving is carried out well.

Researchers have conducted studies on the effectiveness of using the two stay two stray learning strategy in various dimensions, both in relation to the effectiveness of learning communication (Une et al., 2023), students' activeness in learning, critical thinking abilities (Apriakanti et al., 2020), and student learning outcomes (Darmawan & Harjono, 2020; Delima & Dolotallas, 2021; Kadiriandi & Ruyadi, 2018).

In connection with the offer of the TSTS learning strategy, many studies and research have actually been carried out. In general, these studies show that the application of the TSTS learning strategy has a big influence on learning outcomes. However, these studies are generally related to the application of the two stay two stray learning strategy in science courses and some in social fields, such as language and sociology (Alti et al., 2023; Apriakanti et al., 2020; Apriliaswati, 2009; Barto et al., 2019; Fatmawati, 2019; Firman et al., 2020; Respati & Qohar, 2021; Syamsurizal & Lufri, 2018; Wirayasa & Bayu, 2023; Yusri et al., 2018).

As far as can be investigated, studies of revelation such as the Al-Qur'an-Hadith through the application of the two stay two stray learning strategy have not been found. This learning strategy can theoretically be tested in various scientific disciplines. This can be referred to in a number of studies, Al-Qur'an-Hadith learning can use a multidisciplinary integrative approach (Fa'atin, 2017; Sulisworo et al., 2017). This confirms that the two stay two stray learning strategy can be applied in Al-Qur'an-Hadith learning.

This research aims to investigate the application of the TSTS learning strategy at the Sukamiskin Islamic Boarding School Foundation and the level of influence on the learning outcomes of students in Class VII1 in the Al-Qur'an-Hadith subject. In addition, this research aims to strengthen previous research related to the application of the TSTS learning strategy at various levels of educational units.

METHODS

This research uses a quantitative approach to investigate the effect of implementing the two stay two stray learning strategy at the Sukamiskin Islamic Boarding School Foundation on student learning outcomes in the Al-Qur'an-Hadith subject in Class VII. The research design uses a true experiment design, pre test-post-test in the experimental class and control class and involves a quasi-experimental method. Data was obtained from field observations and test results, pre-test and post-test. Data analysis consists of item analysis and analysis of learning outcomes. Item analysis consists of: (1) analysis of the validity of the questions using the regression formula, (2) analysis of reliability using the Alpha formula, (3) analysis of the level of difficulty using the difficulty index formula, and (4) analysis of differentiating power using the power formula. differentiator. Meanwhile, analysis of learning outcomes consists of: (1) increasing the pre-test and post-test using the t test, (2) testing the normality of pre-test and post-test data using the statistical normality test, C-Square to test goodness in fit, and (3) homogeneity of variance test, the steps of which consist of: (a) looking for the variance or standard deviation of variables x and y, (b) looking for calculated F from the variance of variables x and y, (3) comparing F_{count} with F_{table}, and testing hypothesis.

RESULT AND DISCUSSION

Implementation of TSTS Learning Strategies

Learning with the two stay two stray strategy is carried out in three meetings. In the first meeting, learning opens with preliminary activities (motivation and perception), then an explanation of the learning objectives and delivery of the basic competencies achieved. The core activity in class VII.1 is a pre-test to determine students' abilities before implementing the TSTS learning strategy. The main material relates to "God's Power and Grace". The focus of the questions is increasing students' knowledge and skills. There are 12 questions for knowledge competency, while there are 8 questions for skills competency. The pre-

test results are used to measure students' understanding of the material "God's Power and Grace". After the pre-test activities, students are introduced to the TSTS learning strategy used during Al-Qur'an-Hadith learning. They were grouped in small groups of four people as a discussion group. After carrying out the question and answer and reflection activities, a post-test was carried out to assess students' understanding.

In the second meeting, students were given treatment through understanding the material "God's Power and Grace" using the TSTS learning strategy. After preliminary activities, students were placed in discussion groups which were divided into eight groups. Each group consists of four people. Then students are given an explanation of the syntax of the TSTS learning strategy to ensure smooth learning activities. At this stage, students, apart from discussing assignments, display the results of group assignments based on the TSTS learning strategy syntax, other groups comment on the assignments presented, then the teacher concludes and reflects. The syntax of the TSTS learning strategy can be detailed: (1) organizing groups by drawing lots, (2) the number of groups consists of four people, (3) each group discusses material about "God's power and grace" which is given differently from one group to another, so that the information obtained becomes a unified whole, (4) after discussion, two people from each group leave their group and visit another group called "two stay", (5) two people who stay in place, are tasked with sharing conclusions and work results to guests from other groups. These two people are called "two strays", (6) after visiting, the guests return to their group and report their findings from another group to their group, and (3) one member of the group is asked to present the results of their discussion and the other group responds. Activities for using TSTS learning strategies at the Sukamiskin Islamic Boarding School Tsanawiyah Madrasah consist of two patterns as can be seen in Figure 1.

Figure 1.
The first pattern of using the two stay two stray learning strategy

Students at this stage discuss the material that has been shared. Then group members are tasked with solving problems in the form of answering questions. The answers to the questions become points that are shared with "two guests" from the other group. The discussion lasted for 20 minutes. After discussion, each group divides tasks between those who are "guests" and those who are members who "stay in their places" as shown in Figure 2.
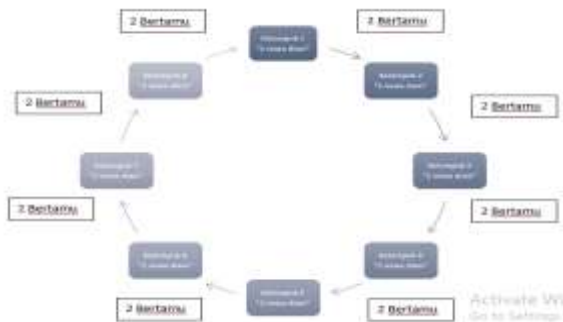

Figure 2.
The second pattern of using the two stay two stray learning strategy

Then the activities at the second meeting were documented as two stays and two strays. In this activity, everyone shared the results of the discussion and received them for 15 minutes. Then two "guests" are asked to share their findings with the group. This activity lasted for 10 minutes. Next, each group appoints one member to present the results of their findings in front of the class for 20 minutes. At the end of the lesson, the teacher provides a summary of the learning results of the second meeting. Then the teacher explains the activities at the third meeting.

In the third meeting, students were given the treatment of carrying out a post-test with the same number of questions as the treatment in the pre-test. In

addition, students are asked to fill out a learning activity questionnaire consisting of 25 questions. In terms of category, 15 questions are positive and five questions are negative.

Pre-Test and Post-Test Learning Results of Students

1. Experimental Class Learning Results (Class VII.1)

The 31 experimental class students were given questions totaling 20 items. A total of seven students exceeded the KKM (75), the rest were below the KKM. The pre-test results in the experimental class had an average of 60.96. The smallest value is 35.00 while the largest value is 90.00. Meanwhile, from the post-test results, 20 people exceeded the KKM (75), the rest were below the KKM. The average value of the experimental class is 74.19. The smallest value is 50.00, while the largest value is 95.00. If a comparison is made, the post-test score is higher than the pre-test score. Based on these values, there are changes in learning outcomes between before and after using the two stay two stray learning strategy.

2. Control Class Learning Results (Class VII.2)

Control class students totaling 32 people were given questions totaling 20 items. A total of 18 students achieved scores above the KKM, the remaining 14 students scored below the KKM. This shows that there are differences in learning outcomes between the experimental class and the control class. Learning outcomes in the control class have an average of 63.12 with a range of 65.00. The smallest value is 25.00 while the largest value is 90.00.

Level of Influence of Implementing the Two Stay Two Stray Learning Strategy on Learning Outcomes

The level of influence between the application of the two stay two stray learning strategy in the experimental class through the search for improvement scores (t rest) obtained from the pre-test and post-test results. Meanwhile, the

difference in the average pre-test and post-test using the two stay two stray learning strategy can be determined by using SPSS 20.

Data Normality Test

Based on the data normality table, especially in the Kolmogorof section, the learning sig value before using the two stay two stray learning strategy is 0.200 and after it is 0.632. Meanwhile in the Shapiro-Wilk section, the sig value before using the two stay two stray learning strategy was 0.018 and after it was 0.206. It can be explained that all data scores are > 0.05, so it can be concluded that the results of learning Al-Qur'an-Hadith before using the two stay two stray learning strategy and after that are normally distributed.

Data Homogeneity Test

Identification of homogeneous or no variance in the two groups of pretest and posttest results can be seen in Table 1.

Tabel 1.
Test for Homogeneity of Variances

Al-Qur'an-Hadith Learning Results			
Levena Statistic	df1	df2	Sig.
1.223	1	60	.273

Based on the data homogeneity test for two variables, a significance value (sig) of 0.273 was obtained, indicating a Sig. value of > 0.05, the distribution data was categorized as homogeneous.

Patres Sample Data Test

The sample data test aims to determine the strength of the relationship between learning outcomes before and after using the two stay two stray learning strategy. Based on the correlation index for learning outcomes between the two variables, the Sig result is 0.941, indicating moderate results or a significant influence. This can be seen from the correlation value of 0.941 which is in the range 0/030-0.49. These results confirm that there is a moderate correlation in Al-Qur'an-Hadith learning outcomes between before and after using the two stay two stray learning strategy.

Hypothesis Testing

Based on the paired samples test output data, the Sig. 0,000. A Sig value < 0.05 indicates that H0 is accepted, while H1 is accepted.

Differences in Al-Qur'an-Hadith Learning Results between the Experimental Class and the Control Class

Differences in learning outcomes between the experimental class and the control class can be done through data normality tests, data homogeneity tests, and hypothesis tests.

Data Normality Test

The data normality test was carried out through processing using the SPSS application. The results of the data normality test can be seen in Table 2.

Table 2.
Data Normality Test for Differences in Learning Results

Tes of Normality							
	Learning Strategy	Kolmogorof-Smitrov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Results	TSTS	.174	31	.018	.954	31	.206
	Discussion	.174	32	.012	.937	32	.063
Lilliefors Significance Correction							

Based on Table 2., the Sig. in Kolmogorof-Smitrov when using the two stay two stray learning strategy the significance value was 0.018, while when using the discussion method it was 0.12. Meanwhile, the value of Sign. in Shapiro-Wilk when using the two stay two stray learning strategy the significant value was 0.206, whereas when using the discussion method it was 0.63. This data shows the learning score data using the two stay two stray learning strategy and the normal distribution discussion method.

Data Homogeneity Test

The results of the data homogeneity test can be seen in Table 3.

Table 3.
Data Homogeneity Test for Differences in Learning Outcomes

Tes of Homogenitas of Variances Al-Qur'an-Hadith Learning Results			
Lavene Statistic	Df^1	Df^2	Sig.
11.05	1	61	.001

Based on Table 3., the Sig. equal to 0.001, < 0.05. These results show that the two groups of data have unequal variances. However, the analysis can be continued to the hypothesis testing stage.

Hypothesis testing

The hypothesis test for implementing the two stay two stray learning strategy and the discussion method can be seen in Table 4.

Table 4.
Statistics of Learning Results for Experimental Class and Control Class

Group Statistics					
	Learning Strategy	N	Mean	Std.	Std. Errpr Mean
Learning Results	TSTS	31	74.19	11.113	1.996
	Discussion	32	63.13	18.524	3.275

Based on Table 4, the amount of learning outcome data through the use of the two stay two stray learning strategy in the experimental class is 31 people and the discussion method in the control class is 32 people. The average score for learning Al-Qur'an-Hadith in the experimental class was 74.19, while the average score for learning Al-Qur'an-Hadith in the control class was 63.13. Based on this description, there are differences in the average learning outcomes in two different classes. To prove whether the difference is significant or not, it can be seen in the Independent Samples Test output. Based on this test, the value of Sign. Levene's Test for Equality of Variance is 0.001. This value is the same as the Homogeneity of Variance Test result of 0.001, <0.05, so the data is not homogeneous. Data in the Equal variance assumed section, Sig. equal to 0.006 < 0.05, so H0 is rejected and H1 is accepted. These data confirm that there are differences in learning outcomes between students who were given treatment using the two stay two stray learning strategy and those who were given treatment using the discussion method.

The research results show that the application of the two stay two stray learning strategy in Al-Qur'an-Hadith subjects is in accordance with the learning syntax. The characteristics of the two stay two stray learning strategy that has been implemented well can be seen from several things: (1) students are involved in cooperative group work to complete the learning material, (2) groups are formed from students with varying abilities; high, medium and low, and (3) awards are

group-oriented, not individual-oriented (Apriakanti et al., 2020). These characteristics are in accordance with the objectives of the two stay two stray learning strategy where students can work together, be responsible, help each other in solving problems, and encourage other participants to excel (Apriakanti et al., 2020; Delima & Dolotallas, 2021; Sari et al., 2019; Sulistyo & Aprilliyani, 2017; Syamsuddin, 2017). This goal also confirms the characteristics of the two stay two stray learning strategy as part of the cooperative learning model (Apriliaswati, 2009; Gillies, 2016; Lei et al., 2023; Terfa, 2020; Tran, 2019; W. Johnson & T. Johnson, 2019).

The two stay two stray learning strategy as a type of cooperative learning model has a close relationship with learning outcomes. It was proven, after being tested, student learning outcomes in the Al-Qur'an-Hadith subject in Class VII1 had increased significantly compared to using the discussion learning method. These results have relevance to the results of other research, the application of the two stay two stray learning strategy has a big influence on learning outcomes (Barto et al., 2019; Darmawan & Harjono, 2020; Kadiriandi & Ruyadi, 2018; Rahim et al., 2017). However, it is important to note that implementing the two stay two stray learning strategy requires a long time, as well as the difficulties faced. Students generally tend not to want to study in groups, so teachers are required to be able to display interesting performance and teaching methods.

CONCLUSION

Based on the research analysis, it can be concluded that the Two Stay Two Stray learning strategy has been implemented in Al-Qur'an-Hadith subjects at the Sukamiskin Islamic Boarding School Education Foundation, Bandung. Creativity, collaboration and recognition are built into it. The application of this learning strategy has a positive and significant effect on student learning outcomes with an average pre-test score of 60.97 and an average post-test score of 74.19. These results also recommend that the Two Stay Two Stray learning strategy can be used in other subjects.

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