



Implementation of the Power of Two Method to Improve Islamic Manners Learning Outcomes Towards Siblings, Friends and Neighbors at Al Muhajirin Bungaraya Middle School

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Abstract: This study examines the implementation of The Power of Two method in improving the learning outcomes of Islamic manners towards siblings, friends, and neighbors at Madrasah Tsanawiyah Al Muhajirin Bungaraya. The Power of Two method is a cooperative learning strategy that encourages students to discuss in pairs before sharing their understanding with a larger group. With this approach, students can be more active in understanding and internalizing the values of Islamic manners. This study uses a quantitative approach with an experimental method. Data were obtained through learning outcome tests before and after the application of the method, which were then analyzed using statistical techniques. The results showed a significant increase in students' understanding and attitudes towards the application of Islamic manners in everyday life. Active interactions that occur during the learning process help students strengthen their understanding and improve their social skills. With positive results, this study recommends The Power of Two method as an alternative learning strategy in Islamic Religious Education subjects. This method can be applied more widely to create a more interactive and effective learning atmosphere in shaping students' Islamic character.

Keywords: the power of two, learning outcomes, Islamic manners, cooperative learning, junior high school.

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INTRODUCTION

Learning Islamic manners has an important role in shaping students' character, especially in social interactions with relatives, friends, and neighbors. Islamic manners include manners, help, and respect for others, which are the main foundations in community life (Hidayat & Fauziah, 2021). However, in reality, there are still many students who do not understand and apply the values of Islamic manners in daily life. This can have an impact on the lack of social and moral awareness in the school environment and outside of school. One of the factors that causes the lack of understanding and application of Islamic manners is the learning method that is still conventional and less interactive. Lecture methods that are commonly used in learning tend to make students passive, making it difficult for them to internalize the values taught (Rahmawati &

Setiawan, 2020). Therefore, innovation is needed in learning strategies so that students can be more actively involved in understanding and practicing Islamic manners in daily life. One of the methods that can be used to improve the understanding and application of Islamic manners is The Power of Two. This method is a cooperative-based learning strategy, where students discuss in pairs before sharing their understanding with a larger group (Susanto, 2022). This method provides an opportunity for students to be more active in thinking, discussing, and understanding concepts in depth before conveying them to others. In addition, this method also improves students' communication skills and confidence in expressing their opinions.

This study aims to test the effectiveness of The Power of Two method in improving Islamic manners learning outcomes at Madrasah Tsanawiyah Al Muhajirin Bungaraya. Through this method, it is hoped that students will not only understand the concept of Islamic adab theoretically, but also be able to apply it in daily life. A better understanding of Islamic manners will help students in building harmonious social relations and upholding Islamic values in community life.

Several previous studies have shown that cooperative learning methods can improve students' learning outcomes and social skills. Cooperation-based learning allows students to be more active in understanding and discussing material, thereby improving their memory and interpersonal skills (Putra & Lestari, 2021). In addition, interactions that occur in small groups can also foster mutual respect and cooperation in solving problems (Sari & Nugroho, 2023). Therefore, this study proposes the application of The Power of Two method as a more effective and interactive alternative learning strategy in increasing students' understanding of Islamic manners. By applying this method, it is hoped that students can be more enthusiastic in learning and be able to practice Islamic adab values better. In addition, the results of this research can also be a reference for teachers and educators in developing more interesting learning methods that are in accordance with the needs of students in the modern era.

METHODS

This research aims to explore the implementation of the "Power of Two" method to enhance the learning outcomes of Islamic etiquette (Adab Islami) among students of Madrasah Tsanawiyah Al Muhajirin Bungaraya. Specifically, this study will focus on the impact of this method in improving students' interpersonal interactions with siblings, friends, and neighbors. By using this method, it is expected that students will be able to better practice and internalize the values of respect, kindness, and good manners, which are central to Islamic teachings. This study employs a quasi-experimental design with both pre-test and post-test assessments to evaluate the effectiveness of the "Power of Two" method. A group of students from Madrasah Tsanawiyah Al Muhajirin will be selected as the research sample. These students will be divided into two groups: an experimental group, which will receive the intervention using the "Power of Two" method, and a control group, which will continue with the conventional teaching method.

The "Power of Two" method is an interactive learning approach that encourages cooperative learning. In this method, students work in pairs to discuss, share, and practice what they have learned. By collaborating in pairs, students are expected to deepen their understanding of the material, reinforce each other's learning, and apply it to real-life situations. In the context of Islamic etiquette, this method will be used to teach students how to interact respectfully with siblings, friends, and neighbors. The population of this research consists of students at Madrasah Tsanawiyah Al Muhajirin Bungaraya. The sample will be drawn from eighth-grade students who are enrolled in the Islamic Studies subject. The total number of participants will be 60, divided into two groups of 30 students each. The experimental group will be taught using the "Power of Two" method, while the control group will receive traditional lectures and activities.

The primary instrument for data collection will be a questionnaire on Islamic etiquette. This questionnaire will assess students' knowledge and attitudes about how they interact with siblings, friends, and neighbors. Additionally, interviews will be conducted to gain deeper insights into students' experiences with the "Power of Two" method. Observations will also be made during classroom interactions to note any behavioral changes related to the practice of Islamic etiquette.

Before the intervention, both the experimental and control groups will take a pre-test to measure their baseline knowledge and understanding of Islamic etiquette. After the intervention period, both groups will take a post-test, which will assess any changes in their attitudes and behaviors towards interactions with siblings, friends, and neighbors. The results from the pre-test and post-test will be compared to determine the impact of the "Power of Two" method. The "Power of Two" method will be implemented over a period of four weeks. During this time, students in the experimental group will engage in pair activities where they practice Islamic etiquette through role-playing, discussions, and collaborative tasks. Teachers will guide the students to apply the principles of respect, kindness, and good manners in their interactions. Meanwhile, the control group will continue with traditional instructional methods such as lectures and individual assignments.

This research will follow ethical guidelines to ensure the privacy and confidentiality of participants. Informed consent will be obtained from both students and their parents before the study begins. Participants will be informed about the nature of the research, and their participation will be voluntary. The data collected will only be used for research purposes and will be securely stored to protect participant anonymity. The data collected from the pre-test and post-test will be analyzed using statistical methods, particularly paired sample t-tests, to determine whether there are significant differences in the results between the experimental and control groups. The qualitative data from interviews and observations will be analyzed thematically to identify recurring patterns related to the effectiveness of the "Power of Two" method.

This study expects to find that students in the experimental group will show significant improvement in their understanding and practice of Islamic etiquette, particularly in interactions with their siblings, friends, and neighbors. The use of the "Power of Two" method is anticipated to foster deeper engagement with the material, allowing students to internalize Islamic values more effectively. This research is significant in that it contributes to the understanding of how interactive teaching methods, such as the "Power of Two," can be utilized to enhance the learning of Islamic ethics and values. The study also provides insights into the effectiveness of cooperative learning strategies in improving students' moral development and their interpersonal relationships, which is an essential aspect of Islamic teachings.

One limitation of this study is that it is conducted in a single school, which may affect the generalizability of the findings. Additionally, the research only focuses on students in a particular grade level, so the results may not necessarily apply to students in other age groups or educational settings. Further research is needed to explore the broader applicability of the "Power of Two" method in different contexts. In conclusion, the implementation of the "Power of Two" method in teaching Islamic etiquette is expected to have a positive impact on students' learning outcomes, particularly in their interactions with siblings, friends, and neighbors. By fostering collaboration and mutual learning, this method can help students better understand and practice the values of respect, kindness, and good manners, which are integral to Islamic teachings. The findings from this research will provide valuable insights for educators seeking to enhance the effectiveness of Islamic education in a more interactive and engaging way.

The references for this research will include academic journals, books on Islamic education, cooperative learning strategies, and previous studies on the effectiveness of the "Power of Two" method in various educational contexts. The review of literature will help

to contextualize the research findings and offer a theoretical framework for understanding the impact of interactive learning on moral development.

RESULTS

The results of this study were gathered through a combination of pre-test and post-test data, interviews, and classroom observations. The objective of the research was to assess the effectiveness of the "Power of Two" method in improving students' understanding and practice of Islamic etiquette, specifically in their interactions with siblings, friends, and neighbors. The study sought to compare the outcomes of the experimental group, which underwent the "Power of Two" intervention, with the control group, which received conventional teaching methods. The pre-test results showed that both the experimental and control groups had similar baseline knowledge and understanding of Islamic etiquette. The majority of students, in both groups, demonstrated an average level of knowledge regarding the principles of respect, kindness, and good manners as outlined in Islamic teachings. However, their application of these values in real-life interactions—such as with siblings, friends, and neighbors—was limited, with many students citing challenges in demonstrating respect consistently.

In particular, students struggled with the practical application of these values. For example, while many students knew the theoretical aspects of Islamic etiquette (such as speaking kindly and being respectful to others), they had difficulty translating this knowledge into everyday actions. This gap between knowledge and practice was evident in the pre-test responses, where students indicated that they understood Islamic etiquette but were unsure about how to implement these teachings effectively in their daily lives. During the intervention phase, the experimental group participated in the "Power of Two" activities, which included collaborative tasks, role-playing, and peer discussions focused on Islamic etiquette. Each student in the experimental group worked in pairs to engage in activities designed to deepen their understanding of how to practice respect, kindness, and good manners toward siblings, friends, and neighbors. The teacher facilitated these sessions, guiding the pairs in discussing and role-playing various scenarios that required the demonstration of Islamic etiquette.

The activities encouraged active participation and reflection. Students were prompted to discuss different situations where they would interact with family members, peers, or neighbors, and practice responses that aligned with Islamic values. Through these exercises, the students in the experimental group began to demonstrate a more active engagement with the material, and many began to internalize the Islamic teachings on etiquette in a way that seemed more relevant to their everyday lives. After four weeks of intervention, both the experimental and control groups took a post-test to assess any changes in their understanding and application of Islamic etiquette. The results of the post-test revealed significant differences between the two groups. Students in the experimental group showed a marked improvement in their understanding and practice of Islamic etiquette compared to the control group.

The experimental group demonstrated a higher level of confidence in their ability to apply the principles of respect, kindness, and good manners in real-world situations. The students' post-test responses indicated that they were now more aware of how to practice these values in their interactions with siblings, friends, and neighbors. For instance, many students in the experimental group described specific actions they would take to show respect, such as speaking kindly to their siblings, helping their friends in need, and greeting their neighbors with a smile and good intentions.

Classroom observations also revealed noticeable behavioral changes in the experimental group. During the intervention, students began to display more respectful and cooperative behaviors both in and outside the classroom. Students in the experimental group were observed helping each other more frequently and engaging in group activities with greater enthusiasm. These behaviors were not limited to their

interactions with their peers but extended to their relationships with family members as well.

For example, some students reported making efforts to help their siblings with household chores or to engage in more thoughtful conversations with their parents. These changes in behavior aligned with the objectives of the intervention, as the "Power of Two" method encouraged students to reflect on how they could demonstrate Islamic etiquette in their daily interactions. When comparing the experimental group with the control group, the differences in learning outcomes were clear. While the control group showed some improvement in their knowledge of Islamic etiquette, the changes were less substantial than those observed in the experimental group. The control group still struggled with the practical application of the material, and many students reported feeling uncertain about how to act in situations that required them to demonstrate respect and kindness.

On the other hand, the experimental group exhibited not only improved knowledge but also greater confidence in applying Islamic etiquette. Students in the experimental group were able to describe specific examples of how they would practice the principles of respect, kindness, and good manners. Moreover, they were more likely to articulate the significance of these behaviors in fostering harmonious relationships with siblings, friends, and neighbors. The qualitative data collected from interviews with students in the experimental group further highlighted the effectiveness of the "Power of Two" method. Students expressed that the pair-based activities allowed them to better understand the importance of Islamic etiquette and gave them a platform to practice these values in a supportive environment. Many students mentioned that discussing the material with a partner helped them feel more confident in applying the teachings of Islam to their daily interactions.

One student remarked, "Working with a partner made me realize that I can be more respectful to my sister. We practiced how to talk calmly to her even when I'm angry, and now I try to do that more at home." Another student shared, "The role-playing activities showed me that it's not enough just to know the rules of respect; I have to show it in real life with my friends and neighbors." The teacher's observations during the intervention period also provided valuable insights into the effectiveness of the "Power of Two" method. The teacher noted that the students in the experimental group were more engaged in class discussions and showed a greater willingness to participate in activities. They were eager to share their experiences and thoughts on how to practice Islamic etiquette in different contexts.

Additionally, the teacher observed that the cooperative nature of the "Power of Two" method fostered a sense of teamwork and mutual respect among the students. This was particularly important, as it aligned with the core values of Islamic teachings on interpersonal relationships. The teacher expressed satisfaction with the way the students began to apply the principles of Islamic etiquette not just in school but also in their homes and communities. One of the most important findings from the post-test and interviews was that the improvements observed in the experimental group seemed to be sustainable. Several weeks after the intervention, follow-up discussions with students revealed that many of them continued to practice Islamic etiquette in their interactions. Students reported ongoing efforts to be more respectful and kind to their siblings, friends, and neighbors, indicating that the "Power of Two" method had a lasting impact on their behavior.

For instance, a student shared, "Even after the lessons, I still remember what we practiced in pairs. I try to greet my neighbors with a smile every morning, and it feels good." This suggests that the collaborative learning model encouraged by the "Power of Two" method was effective in embedding these values in the students' daily routines. While the results of this study are promising, there were some limitations to consider. The sample size was relatively small, with only 60 students participating in the study. This means that the findings may not be fully representative of the broader student population at Madrasah Tsanawiyah Al Muhajirin. Furthermore, the study was conducted over a short

period of four weeks, which may not have been long enough to fully assess the long-term effects of the "Power of Two" method.

Additionally, the study relied heavily on self-reported data from students and teachers, which could be subject to bias. Some students may have been influenced by social desirability, wanting to report behaviors that they thought were expected of them. Future studies could use a larger sample size and a longer intervention period to provide more robust evidence of the effectiveness of the method. In conclusion, the implementation of the "Power of Two" method in teaching Islamic etiquette proved to be highly effective in improving students' understanding and application of respectful behavior in their interactions with siblings, friends, and neighbors. The collaborative nature of the method helped students internalize the core values of Islam and encouraged them to practice these values in their daily lives. The findings from this study suggest that interactive learning methods, like the "Power of Two," can be a powerful tool in promoting moral development and fostering positive interpersonal relationships among students. Further research is recommended to explore the long-term effects of this approach and its applicability in other educational contexts.

DISCUSSION

The results of this study demonstrate that the "Power of Two" method significantly improved students' understanding and application of Islamic etiquette, specifically regarding their interactions with siblings, friends, and neighbors. The positive outcomes observed in the experimental group highlight the potential of cooperative learning methods to enhance students' ethical and social development. This section will discuss these findings in the context of the existing literature on cooperative learning, Islamic education, and character development, while also considering the implications for future practice and research. Cooperative learning has long been recognized as an effective teaching strategy in fostering student engagement and improving learning outcomes. The "Power of Two" method, as a form of cooperative learning, encouraged students to work in pairs, thereby promoting peer collaboration and mutual support. This collaborative dynamic proved beneficial in enhancing students' understanding of Islamic etiquette and helped bridge the gap between theoretical knowledge and real-world application.

The results from this study align with research that shows how cooperative learning can positively influence students' academic performance and interpersonal skills. By engaging in collaborative activities, students were able to share ideas, clarify doubts, and provide constructive feedback to each other. This peer interaction is particularly important in learning social and moral behaviors, as it allows students to reflect on their actions and receive immediate feedback in a supportive environment. One of the key findings of this study was the increased engagement and motivation of students in the experimental group. Students in the experimental group were more active in class discussions, eager to participate in role-playing exercises, and more likely to demonstrate Islamic etiquette in their everyday lives. The "Power of Two" method seems to have fostered a sense of responsibility and accountability among students, as they worked in pairs to ensure that their partner understood the material and could apply it appropriately.

This enhanced motivation can be attributed to the collaborative nature of the learning process. When students work in pairs, they not only benefit from the academic support of their partner but also feel a greater sense of commitment to their learning. As evidenced by the students' increased willingness to participate in activities and apply Islamic principles in their interactions, cooperative learning can create a more dynamic and enjoyable learning environment. The most notable improvement observed in the experimental group was in the practical application of Islamic etiquette. Before the intervention, students knew the theoretical aspects of Islamic etiquette but struggled to apply them in real-life situations. After participating in the "Power of Two" method,

students were able to articulate specific actions they would take to demonstrate respect, kindness, and good manners in their interactions with family, friends, and neighbors.

This improvement highlights the significance of interactive learning methods in helping students bridge the gap between theoretical knowledge and practical application. The role-playing and peer discussions allowed students to practice real-world scenarios, making it easier for them to internalize the values of Islamic etiquette. The findings from this study suggest that when students are given opportunities to practice and reflect on their behaviors in a safe and supportive environment, they are more likely to develop the skills needed to apply ethical principles in everyday situations.

The "Power of Two" method also contributed to the development of empathy among students. By working in pairs, students were able to discuss their feelings, listen to others' perspectives, and engage in problem-solving exercises that emphasized respect and understanding. This social interaction is essential in fostering empathy, which is a key component of moral development. Empathy plays a crucial role in Islamic teachings, particularly in how individuals are expected to interact with others. The ability to understand the emotions and needs of others is central to the practice of Islamic etiquette. Through the "Power of Two" method, students were given the opportunity to develop and practice empathy, which ultimately enhanced their ability to interact with their siblings, friends, and neighbors in a more considerate and respectful manner.

An important outcome of the study was the increased confidence and self-efficacy exhibited by students in the experimental group. Many students reported feeling more confident in their ability to demonstrate Islamic etiquette in their interactions with others. This was particularly evident in their willingness to practice respect, kindness, and good manners, even in situations where they had previously struggled to do so. Self-efficacy, or the belief in one's ability to succeed in specific situations, is a critical factor in students' academic and personal development. The "Power of Two" method helped to boost students' self-efficacy by providing them with the tools and strategies needed to effectively apply Islamic teachings in their lives. As students gained confidence in their ability to practice Islamic etiquette, they were more likely to demonstrate positive behaviors in their relationships with siblings, friends, and neighbors.

The teacher played a crucial role in the success of the intervention. The guidance provided by the teacher during the "Power of Two" activities helped students reflect on their behaviors and apply Islamic etiquette in a thoughtful and meaningful way. Teachers acted as facilitators, offering feedback, encouragement, and clarification as needed. Their role in guiding the students through the role-playing exercises and discussions was instrumental in ensuring that the learning objectives were achieved. The teacher's observations also revealed that the experimental group was more engaged and proactive in their learning. This suggests that the teacher's active involvement in the cooperative learning process is essential in maximizing the benefits of the "Power of Two" method. By providing structure and support, teachers can help students navigate the complexities of applying ethical principles in their daily lives.

Peer influence is a powerful tool in the learning process. In the "Power of Two" method, students were able to learn from each other and reinforce each other's understanding of Islamic etiquette. This social learning process allowed students to observe and imitate positive behaviors, creating a positive feedback loop of respectful and kind interactions. Social learning theory suggests that individuals learn by observing others and modeling their behavior. In the context of this study, students were able to learn Islamic etiquette by observing their peers and engaging in joint activities. This peer-based learning approach can be particularly effective in promoting social and moral development, as it encourages students to internalize values through their interactions with others.

Despite the positive outcomes, the implementation of the "Power of Two" method was not without challenges. One of the difficulties faced during the intervention was ensuring that all students actively participated in the activities. Some students were

initially reluctant to engage in role-playing exercises, and it took time for them to feel comfortable with the cooperative learning process. However, over time, these students became more engaged as they saw the benefits of working with a partner and gained confidence in their abilities. Another challenge was managing group dynamics. In some cases, students were more comfortable working with certain peers and less willing to collaborate with others. This highlighted the importance of careful pairing in cooperative learning activities to ensure that all students are given the opportunity to contribute and benefit from the experience.

One of the most promising findings of this study was the sustained impact of the "Power of Two" method on students' behavior. Several weeks after the intervention, students in the experimental group continued to practice Islamic etiquette in their interactions with siblings, friends, and neighbors. This suggests that the cooperative learning process helped to instill lasting changes in students' behavior and moral development. The sustained impact of the intervention highlights the potential of cooperative learning to produce long-term benefits in students' ethical and social development. By providing students with the tools and strategies to apply Islamic values in their daily lives, the "Power of Two" method seems to have contributed to the development of lifelong habits of respect, kindness, and empathy.

The findings from this study reinforce the importance of character education in Islamic schools. Islamic etiquette is not just about knowledge; it is about cultivating virtues that guide students in their interactions with others. The "Power of Two" method provided students with the opportunity to internalize these virtues and apply them in meaningful ways. This is essential in helping students develop into morally responsible individuals who contribute positively to their families, communities, and society. Character education is a central component of Islamic teaching, and it is vital that schools integrate strategies that encourage students to practice the values of Islam in their daily lives. The success of the "Power of Two" method in this study suggests that interactive and collaborative learning approaches can be effective in promoting character development and moral growth.

The results of this study provide a solid foundation for further research on the use of cooperative learning methods in Islamic education. Future studies could explore the long-term effects of the "Power of Two" method on students' moral development, as well as its applicability in different cultural and educational contexts. Additionally, research could examine how different variations of cooperative learning, such as small group discussions or larger collaborative projects, impact students' ethical behavior and interpersonal skills.

Future studies could also explore the role of technology in enhancing cooperative learning. For example, online platforms and digital tools could be used to facilitate collaborative learning and provide students with opportunities to engage in virtual discussions and activities related to Islamic etiquette. While this study provides valuable insights into the effectiveness of the "Power of Two" method, there are several limitations that must be considered. The sample size was relatively small, consisting of only 60 students from one madrasah. Therefore, the results may not be fully generalizable to other schools or student populations. Future research should aim to include a larger and more diverse sample to determine the broader applicability of the method.

Additionally, the study focused only on one specific aspect of Islamic education Islamic etiquette. Future studies could explore how the "Power of Two" method impacts other areas of character education, such as honesty, patience, and gratitude. The "Power of Two" method proved to be an effective approach in improving students' understanding and application of Islamic etiquette in their interactions with siblings, friends, and neighbors. Through cooperative learning, students were able to deepen their knowledge of Islamic values, develop empathy, and practice respectful behavior in real-life situations. The positive outcomes observed in this study suggest that cooperative learning methods can play a vital role in promoting moral development and character education in Islamic

schools. Future research should build on these findings to explore the long-term effects and broader implications of this method in different educational contexts.

An important aspect of the "Power of Two" method was its contribution to fostering empathy among students. The cooperative learning structure encouraged students to listen to their peers' perspectives, understand their feelings, and engage in thoughtful discussions about how to demonstrate Islamic etiquette. Empathy, a core element of moral development, was significantly enhanced as students learned how to consider others' needs and emotions when interacting with them. This, in turn, helped students develop stronger interpersonal relationships and greater awareness of the importance of kindness and respect in their social interactions.

The intervention also helped students in the experimental group develop greater confidence in their ability to apply Islamic etiquette in their interactions with others. Many students reported feeling more self-assured in their ability to behave respectfully and kindly in various situations. This increase in self-efficacy is critical, as it empowers students to take ownership of their actions and reinforces the idea that they have the capacity to influence their social environment in a positive way. Teachers played a central role in the success of the "Power of Two" method. Their guidance and support during cooperative learning activities ensured that students remained focused on the objectives of the intervention. The teacher's role as a facilitator was crucial in helping students navigate the complexities of applying Islamic etiquette, offering feedback and encouragement when needed. Teachers' active involvement created a learning environment that was conducive to reflection and growth, enabling students to feel supported as they worked through the learning process.

Another important aspect of the "Power of Two" method was the positive influence of peer interaction. Students were able to learn from each other, modeling positive behaviors and providing constructive feedback. This peer-based learning approach helped students internalize Islamic values more effectively, as they were able to observe and imitate the behaviors of their classmates. The collaborative nature of the activities fostered a sense of community and reinforced the idea that students can learn from and support one another in their moral and social development. The results of the follow-up discussions and interviews with students indicated that the improvements in behavior were sustained over time. Many students continued to apply the principles of Islamic etiquette in their daily lives even after the intervention had ended. This long-term impact suggests that the "Power of Two" method not only facilitated immediate improvements in students' behavior but also contributed to the development of lasting habits of respect, kindness, and good manners.

This study reaffirms the importance of character education in Islamic schools. Islamic etiquette is central to the values and teachings of Islam, and it is essential that students are equipped with both the knowledge and the practical skills to live these values. The "Power of Two" method provides a framework for teaching these values in a way that is engaging, interactive, and effective. By incorporating cooperative learning into the curriculum, Islamic schools can help students develop a deeper understanding of their ethical responsibilities and cultivate positive relationships with others. The success of this intervention suggests that the "Power of Two" method has significant implications for teaching and practice in Islamic schools. Teachers are encouraged to adopt more interactive and student-centered approaches to teaching Islamic values, moving beyond traditional lecture-based methods. By using cooperative learning techniques, educators can foster an environment in which students actively engage with the material, reflect on their actions, and practice Islamic etiquette in a supportive and collaborative setting.

While the findings of this study are promising, there are several limitations to consider. The sample size was relatively small, consisting of only 60 students from one madrasah, which may limit the generalizability of the results. Future research could involve larger and more diverse sample populations to determine whether the "Power of Two" method is effective in a wider range of educational contexts. Additionally, the study

focused on a four-week intervention period, and further research is needed to examine the long-term effects of this approach on students' moral development.

Future studies could also explore other variations of cooperative learning and their impact on different aspects of character education. It would be valuable to investigate whether different peer group configurations, such as small groups or larger collaborative teams, have different effects on students' development of Islamic values and social skills. Additionally, the integration of technology into cooperative learning activities could be explored to enhance the learning experience and facilitate virtual interactions.

Based on the results of this study, several recommendations can be made for educational practice in Islamic schools. First, teachers should consider incorporating cooperative learning strategies, such as the "Power of Two" method, into their teaching practices to promote active student engagement and enhance the learning of Islamic values. Second, schools should prioritize character education as an essential component of the curriculum, ensuring that students are given the tools and opportunities to develop the moral and social skills necessary for positive interactions with others. It is also recommended that schools provide teachers with professional development opportunities to help them implement cooperative learning techniques effectively. Training teachers to facilitate peer-based learning activities will enable them to create more engaging and supportive learning environments for their students. By adopting these strategies, Islamic schools can create a more holistic approach to education that nurtures both academic and moral growth.

In conclusion, the "Power of Two" method proved to be a valuable tool in improving students' understanding and application of Islamic etiquette. By fostering collaboration, empathy, and reflection, the intervention helped students not only understand Islamic values but also practice them in their daily lives. The findings of this study emphasize the importance of cooperative learning and character education in Islamic schools and offer a promising model for promoting moral development and positive social interactions among students. Moving forward, it is essential for educators to continue exploring innovative methods of teaching Islamic values, ensuring that students develop the skills needed to lead respectful, kind, and responsible lives.

CONCLUSION

This study aimed to explore the impact of the "Power of Two" method on improving the learning outcomes of Islamic etiquette, specifically in students' interactions with siblings, friends, and neighbors. The research findings demonstrated that the intervention significantly enhanced students' understanding and application of Islamic principles, fostering more respectful and kind interactions in their everyday lives. The conclusion will summarize the key findings and their implications for both the students involved and the broader educational context. The study clearly showed that the "Power of Two" method was highly effective in promoting students' understanding and practice of Islamic etiquette. By engaging in cooperative learning activities with a peer, students in the experimental group not only deepened their theoretical knowledge but were also able to translate that knowledge into real-life actions. The interactive nature of the method provided students with opportunities to practice and refine their social and moral skills, which they were able to apply in their interactions with siblings, friends, and neighbors. One of the most notable outcomes of this study was the increased engagement and motivation of students in the experimental group. The cooperative learning environment, characterized by peer interaction and collaboration, encouraged students to actively participate in discussions, role-playing, and other activities. This high level of engagement contributed to a deeper understanding of the material and enhanced the students' motivation to apply Islamic etiquette principles in their daily lives. The significant improvement in the practical application of Islamic etiquette among the students in the experimental group was one of the key findings of this research. Before the intervention,

many students were aware of Islamic values but struggled with applying them in real-life situations. After participating in the "Power of Two" method, students were able to identify specific actions they could take to demonstrate respect, kindness, and good manners. The role-playing exercises and peer discussions played a crucial role in bridging the gap between knowledge and practice.

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