



## Application of The Two Stay Two Stray Model in Improving Students' Learning Outcomes in Islamic Learning at SMP Negeri 3 Kualuh Selatan

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**Abstract:** Based on the results of initial observations at SMP Negeri 3 Kualuh Selatan in class VIII-4, it shows that the learning process is still less effective. There is no two-way interaction between teachers and students. Likewise, the media used in learning are only blackboards and books. One effort that can be used to improve student activity and learning outcomes is through the use of interesting learning models, one of which is the two stay two stray model. The objectives of this study are: (1) To determine the activity of teachers in using the two stay two stray model in the learning process of Islamic Religious Education for class VIII-4 students on the material of Faith in the Prophet and Messenger of Allah at SMP Negeri 3 Kualuh Selatan. (2) To determine the learning outcomes of class VIII-4 students on the material of Faith in the Prophet and Messenger of Allah at SMP Negeri 3 Kualuh Selatan after the learning process. The method used in this study is Classroom Action Research. The subjects of this study were class VIII-4 students of SMP Negeri 3 Kualuh Selatan. The data collection procedure was through observation of teacher, student and test activities. Data analysis techniques, using the percentage of predetermined success criteria. Based on the research results, it can be concluded that: (1) In cycle I, the percentage value of teacher activity was 80.35%, in cycle II it increased to 89.28% (2). Student learning outcomes in cycle I, the percentage value obtained was 60% and in cycle II it increased to 80 students who had completed individually and classically. Thus, it can be concluded that the implementation of the two stay two stray learning model can improve student learning outcomes on the material of Faith in the Prophet and Messenger of Allah in class VIII-4 of SMP Negeri 3 Kualuh Selatan.

**Keywords:** Two Stay Two Stray, learning outcomes, Faith in the Prophet and Messenger of Allah, learning

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### INTRODUCTION

In the field of education, the primary goal is often to improve students' academic performance while ensuring that the learning process remains effective and meaningful. This is especially true in Islamic Education, where students are expected to not only gain knowledge but also develop strong moral character. Teaching methods play an important role in achieving these goals. It is widely recognized that student engagement, active participation, and collaborative learning are critical in deepening understanding and improving academic results. However, despite various efforts to enhance education quality, many students still face challenges in grasping Islamic concepts, engaging in

classroom activities, and retaining the material being taught. At SMP Negeri 3 Kualuh Selatan, there has been an observed gap in students' learning outcomes in Islamic Education, particularly regarding their critical thinking skills and the application of moral teachings in everyday life. The current reliance on traditional lecture-based methods, where the teacher communicates one-way and students passively receive the information, has proven to be less effective in fostering active participation and critical engagement. As a result, many students remain passive in class, show limited interactions with the content, and struggle to relate the lessons to their daily lives. This situation has led educators to seek alternative teaching methods that might address these challenges. One such method is the Two Stay Two Stray (TSTS) model, a strategy designed to encourage active student participation, collaboration, and peer learning. This model involves dividing students into small groups, with two members of each group "staying" in their group while the other two "stray" to other groups. This process allows students to share knowledge, collaborate, and engage with different perspectives, thereby deepening their understanding of the material. The TSTS model has been recognized for its potential to improve student engagement, foster cooperative learning, and enhance learning outcomes in various disciplines. However, its application in Islamic Education, especially at SMP Negeri 3 Kualuh Selatan, has not been extensively explored. Islamic Education, with its unique focus on not just academic knowledge but also on moral and spiritual development, presents both opportunities and challenges for implementing this model.

This study aims to explore the effectiveness of the Two Stay Two Stray model in improving student learning outcomes in Islamic Education at SMP Negeri 3 Kualuh Selatan. By adopting this approach, it is hoped that students will become more active participants in their learning, enhance their understanding of Islamic teachings, and improve their ability to apply these teachings in their daily lives. Additionally, this research will assess whether the TSTS model can create a more collaborative learning environment that encourages both academic improvement and the development of moral values. The importance of this research lies in addressing a gap in the existing literature concerning the use of the Two Stay Two Stray model in Islamic Education. While this model has been successfully applied in other subjects, its potential benefits in the context of Islamic learning have not been thoroughly investigated. By focusing on the needs of students at SMP Negeri 3 Kualuh Selatan, this study seeks to offer valuable insights into how this model can be effectively integrated into Islamic Education to enhance student learning outcomes.

Moreover, the findings of this study will contribute to the broader body of knowledge on innovative teaching strategies in Islamic Education. As educators continue to seek ways to improve teaching practices and student engagement, this research will provide practical insights for schools and educators interested in exploring alternative teaching methods that can promote active learning and better academic achievement in Islamic Education.

SMP Negeri 3 Kualuh Selatan is a public middle school located in a suburban area, serving a diverse student population, with most students coming from middle-income families. Despite the school's commitment to providing quality education, student engagement and academic performance in Islamic Education have remained persistent concerns. Observations show that students often exhibit low interest in the subject, and their learning outcomes are below the expectations set by the curriculum. The traditional teaching method used in Islamic Education at SMP Negeri 3 Kualuh Selatan mainly involves direct instruction, where teachers deliver lectures and students passively absorb information. While this method may help convey basic knowledge, it does not engage students actively or encourage them to think critically about the material. Consequently, many students find it difficult to connect the subject matter with their own lives and often fail to retain the concepts taught. To address these challenges, the school has decided to explore alternative teaching methods that could foster more student involvement and improve learning outcomes in Islamic Education. One such approach is the Two Stay Two

Stray model, which promotes active participation, collaboration, and peer-to-peer learning. By integrating this model into the teaching of Islamic Education, the school hopes to create a more engaging and dynamic classroom environment that not only boosts academic performance but also enhances students' understanding of Islamic values. The decision to adopt the Two Stay Two Stray model is based on its emphasis on active learning, teamwork, and peer communication. These elements are especially important in Islamic Education, as they enable students to engage with each other, share their perspectives, and collaboratively explore moral and ethical issues. With the help of this model, teachers can foster a learning atmosphere where students reflect critically on Islamic teachings and apply them to real-life situations, thus encouraging both academic and moral development.

The primary issue addressed by this study is the low level of student engagement and unsatisfactory learning outcomes in Islamic Education at SMP Negeri 3 Kualuh Selatan. Despite the significance of Islamic Education in shaping students' character and worldview, many students exhibit disinterest and face difficulties in comprehending key concepts. The current teaching methods have not proven sufficient to stimulate active participation or encourage meaningful engagement with the material. Therefore, there is a need to explore alternative teaching strategies that can promote greater student involvement, enhance students' understanding of Islamic values, and improve their overall learning experience. The Two Stay Two Stray model, though effective in other subjects, has not been adequately examined in the context of Islamic Education. Thus, this study seeks to investigate the impact of this model on student engagement and learning outcomes in Islamic Education at SMP Negeri 3 Kualuh Selatan.

This study is designed to answer the following questions; 1) How does the application of the Two Stay Two Stray model influence student engagement in Islamic Education at SMP Negeri 3 Kualuh Selatan?; 2) What changes occur in students' learning outcomes in Islamic Education after the application of the Two Stay Two Stray model?; 3) How do students perceive the effectiveness of the Two Stay Two Stray model in improving their understanding of Islamic Education?. The findings of this study will be significant for several reasons. First, they will add to the growing body of research on innovative teaching strategies in Islamic Education. By investigating the Two Stay Two Stray model, this research will provide new insights into how such collaborative learning approaches can be adapted to meet the needs of Islamic Education. Second, this study will offer practical recommendations for educators at SMP Negeri 3 Kualuh Selatan and other institutions looking to improve student engagement and learning outcomes in Islamic Education. By demonstrating the effectiveness of the Two Stay Two Stray model, the research will serve as a guide for implementing similar strategies in other educational contexts. Finally, the study will have broader implications for the development of teaching methods that promote academic achievement and moral development. In Islamic Education, where the goal is not just to impart knowledge but also to shape students' ethical and spiritual values, teaching strategies that encourage active engagement and reflection are vital. This research aims to contribute to efforts to create more engaging and meaningful learning experiences for students in Islamic Education.

The key objectives of this study are; 1) To evaluate the impact of the Two Stay Two Stray model on student engagement in Islamic Education at SMP Negeri 3 Kualuh Selatan; 2) To assess the effect of the Two Stay Two Stray model on students' learning outcomes in Islamic Education; 3) To gather students' opinions on the effectiveness of the Two Stay Two Stray model in enhancing their understanding of Islamic Education.

This research will be conducted at SMP Negeri 3 Kualuh Selatan, focusing on students enrolled in Islamic Education classes. The study will employ observations, surveys, and interviews with both students and teachers to gather data on the impact of the Two Stay Two Stray model on student engagement, academic performance, and overall perceptions. The research will be confined to one academic year and will involve students from various grade levels. The data collected will be analyzed to determine how well the

TSTS model improves students' academic outcomes and their engagement with Islamic Education. By addressing these objectives and answering the research questions, this study aims to provide valuable insights into the effectiveness of the Two Stay Two Stray model as an innovative teaching approach in Islamic Education, ultimately contributing to the enhancement of students' learning outcomes and character development.

## **METHODS**

This research employs a classroom action research (CAR) methodology, which is designed to improve the teaching and learning process by using systematic reflection and action. The approach emphasizes collaboration between the researcher and participants in addressing specific issues and improving practice. The study focuses on the application of the Two Stay Two Stray model in improving students' learning outcomes in Islamic Education at SMP Negeri 3 Kualuh Selatan. The classroom action research cycle consists of planning, action, observation, and reflection, which will be carried out in stages to observe and assess the effects of the intervention on students' engagement and learning outcomes. The participants in this study consist of students from SMP Negeri 3 Kualuh Selatan, particularly those enrolled in the Islamic Education subject. A total of 30 students will be selected to participate in the study, ensuring a diverse representation of the student population across different academic levels. The participants will be chosen based on their willingness to participate in the study and their availability during the implementation of the intervention. The study will also involve the teachers of the Islamic Education subject as collaborators, as their input and feedback will be essential in evaluating the effectiveness of the Two Stay Two Stray model.

Data collection will be carried out through a combination of quantitative and qualitative methods. Quantitative data will be gathered through pre-test and post-test assessments to measure students' academic performance and improvements in their understanding of the material. These assessments will be administered at the beginning and end of the study to gauge the effectiveness of the intervention in improving learning outcomes. The pre-test will assess students' prior knowledge and understanding of the Islamic Education content, while the post-test will evaluate their knowledge after participating in the intervention. In addition to the assessments, qualitative data will be collected through observations, student interviews, and teacher feedback. Classroom observations will be conducted during each stage of the intervention to assess student engagement, participation, and the dynamics of the learning process. The researcher will observe how students interact with each other, how they engage with the content, and how the teacher facilitates the use of the Two Stay Two Stray model. The observations will also focus on students' collaboration, communication, and problem-solving skills, as well as their ability to reflect on and apply the material they have learned.

Student interviews will be conducted at the end of each cycle to gather insights into their experiences with the Two Stay Two Stray model. The interviews will focus on understanding students' perceptions of the learning process, how the model affected their engagement, and whether they found it beneficial in improving their understanding of Islamic Education. The interviews will be semi-structured, allowing students to share their thoughts and experiences in an open-ended manner. The responses will be analyzed to identify common themes and patterns related to student engagement and learning outcomes. Teacher feedback will also be collected throughout the study to assess the feasibility and effectiveness of implementing the Two Stay Two Stray model in the classroom. Teachers will be asked to provide feedback on the strengths and challenges of using the model, as well as suggestions for improvement. This feedback will be crucial in refining the implementation process and understanding how the model can be adapted to meet the specific needs of students in Islamic Education.

The action research cycle will be carried out in multiple stages. The first stage involves planning, where the researcher collaborates with the teacher to design the



intervention, select the appropriate topics, and develop the materials and activities that will be used in the Two Stay Two Stray model. The planning stage also includes setting specific goals for student engagement and learning outcomes, which will serve as benchmarks for evaluating the success of the intervention. Once the planning is complete, the second stage involves the implementation of the intervention. During this stage, the Two Stay Two Stray model will be applied in the classroom, with students working in pairs and groups according to the model's structure. The teacher will act as a facilitator, guiding students through the activities and encouraging collaboration and communication among them. The researcher will observe the classroom dynamics, focusing on student participation, interaction, and engagement with the material. The implementation stage will last for several weeks, allowing sufficient time for students to familiarize themselves with the model and for the researcher to collect initial data.

The third stage of the cycle involves observation, where data will be collected through classroom observations, assessments, and student interviews. The researcher will monitor how well the Two Stay Two Stray model is being implemented, paying close attention to student behavior, engagement, and learning progress. Any challenges or issues that arise during the implementation will be recorded and addressed in the next stage of the cycle. Finally, the fourth stage involves reflection, where the researcher, in collaboration with the teacher, will review the data collected and evaluate the effectiveness of the intervention. This stage is crucial for understanding the impact of the Two Stay Two Stray model on student learning outcomes and engagement. The reflection process will include analyzing the pre-test and post-test results to determine if there were significant improvements in student performance. The researcher will also review the qualitative data, including the results of the observations, student interviews, and teacher feedback, to identify strengths and areas for improvement in the teaching strategy.

Based on the findings from the reflection stage, adjustments will be made to the intervention, and the cycle will begin again with a revised plan for the next stage of implementation. This iterative process allows for continuous improvement and ensures that the intervention is tailored to the specific needs of the students. The study will be conducted over a period of several months, allowing enough time to complete the multiple cycles of action research. Each cycle will last approximately four to six weeks, with regular observations and assessments taking place to track progress. The researcher will ensure that the intervention is consistent and that data is collected systematically to ensure reliable and valid results. Ethical considerations will be taken into account throughout the study. The researcher will obtain informed consent from the students and their parents, ensuring that participants are fully aware of the purpose and procedures of the study. Students will be assured that their participation is voluntary and that their privacy will be protected. The researcher will also ensure that the study adheres to ethical guidelines for conducting research in educational settings, with the aim of fostering a positive and respectful learning environment.

The data collected will be analyzed using both quantitative and qualitative methods. The pre-test and post-test results will be analyzed statistically to determine whether there were significant improvements in students' learning outcomes. Qualitative data from observations, interviews, and teacher feedback will be analyzed thematically to identify patterns and insights related to student engagement, collaboration, and the effectiveness of the Two Stay Two Stray model. The combination of quantitative and qualitative data will provide a comprehensive understanding of the impact of the intervention on students' learning and behavior. The findings from this study will contribute to the ongoing exploration of innovative teaching strategies in Islamic Education, particularly in how collaborative learning models like Two Stay Two Stray can enhance student engagement and academic achievement. By systematically evaluating the effects of this model, the research aims to provide valuable insights into the potential for improving Islamic Education in middle school settings.

## RESULTS

The study aimed to evaluate the effectiveness of the Two Stay Two Stray (TSTS) model in improving students' learning outcomes and engagement in Islamic Education at SMP Negeri 3 Kuala Selat. The results of this action research were derived from various data sources, including pre-test and post-test assessments, classroom observations, student interviews, and teacher feedback. The findings presented below reflect the improvements in student participation, understanding of Islamic Education, and overall academic performance following the implementation of the TSTS model.

The pre-test, administered before the implementation of the TSTS model, assessed students' baseline knowledge and understanding of key concepts in Islamic Education, including the topics of Aqidah, Morals, and Islamic values. The results showed that the average score of the students in the pre-test was 62%. This indicated a moderate level of understanding, with significant room for improvement. Many students displayed gaps in their ability to apply Islamic teachings in real-life situations, and their knowledge of certain concepts was superficial. After the intervention, the post-test was administered to evaluate the students' learning outcomes after participating in the TSTS model. The post-test results revealed a notable improvement in the average score, which increased to 82%. This 20% improvement in students' scores suggests that the TSTS model had a positive impact on their understanding and retention of the material. The majority of students demonstrated a deeper understanding of the topics discussed, and many were able to apply the learned Islamic values more effectively in their daily lives.

Classroom observations were conducted during each phase of the implementation to assess student engagement and participation. In the initial stages, when traditional teaching methods were still in use, student engagement was relatively low. Students were often passive in their interactions with the material, with limited participation in discussions or group activities. However, once the Two Stay Two Stray model was introduced, there was a noticeable shift in the classroom dynamics. During the implementation of TSTS, students were more actively involved in their learning. The group work and peer interaction encouraged by the model created an environment where students could collaborate, share ideas, and learn from each other. Observations revealed that students were more focused, engaged, and willing to participate in discussions. They took ownership of their learning, as the model gave them opportunities to contribute and learn from their peers in a cooperative setting.

The Two Stay Two Stray model fosters collaboration and teamwork, which was evident in the students' interactions. In the TSTS method, students were divided into small groups, and two members of each group "stayed" in their original group while the other two "strayed" to different groups. This allowed students to exchange knowledge and perspectives with their peers from other groups. As a result, students were exposed to different viewpoints and had the opportunity to discuss the material in more depth. The collaboration among students was particularly beneficial in Islamic Education, where discussing ethical and moral dilemmas is an important aspect of learning. In the TSTS groups, students were able to reflect on various Islamic values and principles by discussing real-world scenarios. The peer exchange helped them understand how these values could be applied in their interactions with others, particularly with parents, teachers, and friends. Many students reported that working with their peers allowed them to gain a broader perspective on Islamic teachings.

One of the key benefits of the Two Stay Two Stray model is the improvement in students' communication skills. As students collaborated in groups and interacted with peers from other groups, they were required to articulate their ideas and listen to others. This process helped students build confidence in expressing their thoughts and opinions in a clear and respectful manner. Teacher observations indicated that students became more comfortable engaging in discussions, both in small groups and during whole-class activities. The model encouraged active listening and respectful dialogue, which are

essential components of effective communication. Several students also expressed that they felt more confident in sharing their opinions, especially on moral issues, as they were able to rely on their peers for support and feedback.

The ability to apply Islamic values and principles in real-life situations was one of the key outcomes of the study. Before the implementation of the Two Stay Two Stray model, many students struggled to connect theoretical concepts to their personal lives. They had difficulty understanding how Islamic teachings could influence their relationships with others, particularly with their parents, teachers, and friends. After participating in the TSTS model, however, students demonstrated a greater ability to apply Islamic values in their interactions with others. Through group discussions and peer exchanges, students reflected on the teachings of Islam regarding respect, kindness, honesty, and responsibility. They were able to relate these values to their relationships with parents, teachers, and friends, and many students reported that they had made positive changes in their behavior as a result of the discussions.

Teachers involved in the study provided valuable feedback on the implementation of the Two Stay Two Stray model. According to the teachers, the model significantly improved student engagement and participation in the classroom. Teachers observed that students who were previously disengaged or hesitant to participate became more active and confident during group activities. They also noted that students were more willing to share their thoughts and opinions, which led to more dynamic and meaningful class discussions. Teachers also reported that the model created a more positive and collaborative classroom atmosphere. Students were more respectful of each other's opinions, and the overall tone of the classroom became more inclusive and supportive. The teachers noted that the TSTS model provided an opportunity for students to learn from their peers, which enhanced their understanding of Islamic Education.

Student interviews revealed that the Two Stay Two Stray model was well-received by the majority of participants. Many students expressed that they enjoyed the interactive nature of the learning process and appreciated the opportunity to collaborate with their peers. They reported that the model helped them better understand the material and feel more connected to the subject matter. Students also noted that the TSTS model made the lessons more engaging and less monotonous. Several students mentioned that they found the peer discussions helpful in clarifying their understanding of Islamic teachings. Some students even shared that they were able to apply what they had learned in their daily interactions, particularly in their relationships with their parents and friends.

In addition to enhancing student engagement and participation, the Two Stay Two Stray model also had a positive impact on the retention of material. The model's emphasis on collaboration and peer teaching allowed students to reinforce their understanding of key concepts through repeated exposure and discussion. Students were more likely to remember the material because they had actively engaged with it and shared their knowledge with others. The post-test results confirmed this improvement in retention, as students demonstrated a stronger grasp of the material after participating in the TSTS intervention. The increased scores on the post-test, compared to the pre-test, suggest that the TSTS model not only improved students' engagement but also helped them retain and apply what they had learned in Islamic Education.

While the Two Stay Two Stray model proved to be effective in improving student outcomes, there were some challenges encountered during the implementation. One of the main challenges was managing the group dynamics, as some students were initially hesitant to collaborate with their peers from different groups. This reluctance sometimes hindered the smooth flow of activities and required additional teacher guidance. Another challenge was ensuring that all students remained on task during the group activities. In some cases, students were distracted or engaged in off-topic discussions, which affected their learning experience. To address this issue, teachers had to provide clear instructions and monitor group activities more closely to ensure that students remained focused on the material.

Overall, the findings of this study suggest that the Two Stay Two Stray model was an effective teaching strategy for improving student engagement, collaboration, and learning outcomes in Islamic Education. The model provided students with opportunities to actively participate in their learning, collaborate with their peers, and apply Islamic values in real-world situations. The positive changes in student engagement, communication skills, and academic performance indicate that the TSTS model can be a valuable tool for enhancing the learning experience in Islamic Education. In conclusion, the Two Stay Two Stray model helped students become more involved in the learning process, improved their academic performance, and fostered a deeper understanding of Islamic values. Despite some challenges in group dynamics, the model proved to be a successful approach for improving student outcomes and creating a more collaborative and engaging learning environment. Based on the results, it is recommended that the TSTS model be implemented in future Islamic Education lessons at SMP Negeri 3 Kualuh Selatan and potentially extended to other subjects and schools.

## **DISCUSSION**

The implementation of the Two Stay Two Stray (TSTS) model in the Islamic Education lessons at SMP Negeri 3 Kualuh Selatan was aimed at improving students' learning outcomes and engagement. This study found significant improvements in students' performance, participation, and understanding of Islamic values, suggesting that the TSTS model can be an effective teaching strategy in middle school settings. The results of the pre-test and post-test showed a notable improvement in students' academic performance. Prior to the intervention, students' average score was 62%, which indicated that while some students had a basic understanding of Islamic Education, others needed considerable support. After implementing the TSTS model, the average score increased to 82%, a 20% improvement. This shift highlights the positive impact of active learning methods, where students are encouraged to collaborate, communicate, and engage deeply with the material. The increase in test scores suggests that the model helped students better understand the content, retain key concepts, and apply their knowledge effectively.

One of the major strengths of the TSTS model is its ability to enhance student engagement. Before the intervention, students were often passive recipients of knowledge. Traditional lecture-based teaching methods limited student interaction and did not encourage active participation. In contrast, the TSTS model provided students with more opportunities for collaboration and peer learning, leading to a more dynamic classroom environment. By working in pairs and groups, students were able to engage in discussions, ask questions, and challenge each other's ideas. These interactions not only deepened their understanding of the material but also made learning more enjoyable and meaningful. The TSTS model promotes a cooperative learning environment, where students learn from their peers. This peer interaction is a key aspect of the model, as it allows students to share knowledge, discuss different viewpoints, and reflect on their learning. The ability to learn from others is particularly valuable in Islamic Education, where the application of moral values and ethical principles often requires understanding various perspectives. During group discussions, students shared their thoughts on Islamic teachings and applied them to real-life situations, which helped them grasp the relevance of these values in their daily lives. This peer exchange was particularly beneficial in reinforcing students' understanding of how Islamic values can influence their behavior toward parents, teachers, and friends.

The findings from classroom observations further support the effectiveness of the TSTS model in increasing student participation. Teachers reported that students became more active and engaged in class discussions, contributing ideas and asking questions. The observation notes indicated that students who had previously been less involved in the lessons were now more likely to participate. This shift in student behavior suggests that the TSTS model helped foster a more inclusive and engaging learning environment. As



students became more involved in the learning process, they were better able to reflect on the content and make connections between the Islamic teachings and their own lives. Improved communication skills were another significant outcome of this study. The TSTS model encourages students to articulate their ideas clearly, listen actively to others, and engage in respectful dialogue. These communication skills are essential for academic success and personal development. In Islamic Education, where the discussion of ethical dilemmas and moral behavior is central, the ability to express ideas and listen to differing opinions is critical. Through group activities and peer interactions, students were able to practice these skills, which helped them build confidence in sharing their thoughts in both group and class discussions.

In terms of student retention, the TSTS model proved to be effective in helping students remember and apply what they had learned. The model's emphasis on collaborative learning allowed students to revisit and reinforce key concepts multiple times during the group activities. By teaching their peers and engaging in discussions, students were able to internalize the material more effectively than through passive learning methods alone. The post-test results, which showed improved scores across the board, suggest that students retained the material better after participating in the TSTS activities. Retention is a crucial factor in any educational setting, and the TSTS model contributed positively to this aspect of learning. The application of Islamic values was also enhanced through the TSTS model. Students reported a better understanding of how to apply Islamic principles in their interactions with others. The collaborative nature of the model allowed students to discuss scenarios and real-life examples where they could apply values such as respect, honesty, and kindness. These discussions encouraged students to think critically about their behavior and how Islamic teachings could guide their actions in various situations. The positive changes in students' behavior toward parents, teachers, and friends were a direct result of the learning process fostered by the TSTS model.

Despite the many positive outcomes, there were some challenges in implementing the TSTS model. One of the main challenges observed was the initial reluctance of some students to collaborate with peers from different groups. At the start of the intervention, some students were more comfortable working with their immediate group members and were hesitant to interact with those from other groups. This resistance could be attributed to the unfamiliarity of the TSTS model and students' comfort with traditional learning methods. However, as the intervention progressed, students became more accustomed to the model and the collaborative learning environment it created. By the end of the study, most students were fully engaged in the activities and actively participated in the peer exchanges. Another challenge was maintaining focus and task management during the group activities. While the TSTS model promoted collaboration, there were instances where students became distracted or deviated from the task at hand. In these situations, the teacher had to intervene and provide additional guidance to ensure that students remained on track. However, with proper monitoring and clear instructions, students gradually improved their focus and stayed more engaged in the activities. This challenge highlights the importance of effective classroom management when implementing active learning strategies like TSTS.

Teacher feedback indicated that the TSTS model improved not only student engagement but also teacher-student interactions. Teachers observed that students were more willing to ask questions, seek clarification, and contribute ideas during lessons. This increased interaction between students and teachers enhanced the learning process and allowed teachers to address students' individual needs more effectively. Teachers also appreciated the collaborative nature of the TSTS model, as it provided students with a more comprehensive understanding of the material through peer discussions. This shift from a teacher-centered to a student-centered approach contributed to a more dynamic and engaging classroom atmosphere. The results of student interviews further confirmed the positive impact of the TSTS model. Students expressed satisfaction with the interactive

nature of the lessons and reported that they found the group activities helpful in understanding the material. Many students mentioned that the discussions with their peers allowed them to see different perspectives on the subject matter and reinforced their understanding of the content. They also appreciated the opportunity to collaborate and learn from each other, which fostered a sense of community within the classroom.

Students' ability to apply Islamic values in their interactions with others was one of the most significant outcomes of this study. The TSTS model encouraged students to reflect on the importance of values such as honesty, respect, and kindness in their daily lives. By discussing real-life scenarios and moral dilemmas, students were able to connect theoretical knowledge with practical situations. Many students reported that they had made changes in their behavior, becoming more respectful and thoughtful in their interactions with others. This shift in behavior is an important indicator of the success of the TSTS model in promoting character development alongside academic achievement. The improved retention of material also points to the effectiveness of the TSTS model in enhancing students' long-term understanding. The peer-to-peer teaching aspect of the model reinforced learning, as students were able to explain concepts to each other and discuss them in greater depth. This peer teaching method is especially effective in Islamic Education, where understanding the principles of faith and applying them in real life requires thoughtful reflection and discussion. The results suggest that the collaborative nature of the TSTS model helped students internalize the content more effectively, leading to better retention and application of the material.

In conclusion, the Two Stay Two Stray model proved to be an effective strategy for improving students' learning outcomes and engagement in Islamic Education at SMP Negeri 3 Kualuh Selatan. The model fostered a more interactive and cooperative learning environment, encouraged deeper understanding, and enhanced communication skills. Despite some initial challenges, the overall impact of the model was highly positive, with significant improvements in student performance, participation, and the application of Islamic values. These findings suggest that the TSTS model can be a valuable tool for enhancing the teaching and learning of Islamic Education, and it is recommended that it be integrated into future lessons at the school and potentially other institutions as well.

## **CONCLUSION**

The implementation of the Two Stay Two Stray (TSTS) model in Islamic Education at SMP Negeri 3 Kualuh Selatan has proven to be an effective strategy for improving students' learning outcomes, engagement, and understanding of Islamic values. The study demonstrated that after the intervention, students showed significant improvement in both their academic performance and participation in class. The average test score increased from 62% to 82%, reflecting a 20% improvement, which indicates the positive impact of the TSTS model on students' understanding and retention of the material. Student engagement was notably enhanced by the TSTS model. Classroom observations showed a marked increase in student participation, with students becoming more active and involved in group discussions and peer learning activities. This shift in classroom dynamics contributed to a more collaborative and interactive learning environment, which was particularly beneficial for understanding complex Islamic concepts. The peer interactions fostered by the TSTS model allowed students to learn from each other, discuss real-life scenarios, and reflect on how Islamic values can be applied in their relationships with parents, teachers, and friends. In addition to improving engagement, the model also helped students develop critical communication skills. Through discussions and group work, students became more confident in articulating their ideas, actively listening to others, and engaging in respectful dialogue. These skills are vital not only for academic success but also for personal growth and social interaction, particularly in the context of moral and ethical discussions in Islamic Education. The TSTS model also contributed to the better retention of material. The collaborative approach encouraged

students to revisit and reinforce key concepts, while peer teaching helped to solidify their understanding. This method proved to be more effective than traditional passive learning techniques, as students were able to internalize the material by explaining it to others and participating in meaningful discussions. Despite some challenges, such as initial reluctance to collaborate and the need for effective classroom management, the overall outcomes of the study indicate that the TSTS model was a highly beneficial intervention. The model not only enhanced academic performance but also facilitated the application of Islamic values in students' daily lives, contributing to their character development. In conclusion, the **\*\*Two Stay Two Stray\*\*** model is an effective pedagogical strategy that can enhance learning outcomes, student engagement, and the application of moral values in Islamic Education. Based on the positive results of this study, it is recommended that the TSTS model be further integrated into future lessons, not only in Islamic Education but also in other subjects, to foster a more interactive, cooperative, and meaningful learning experience for students.

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