

Optimizing Islamic Education Learning Outcomes through the Two Stay Two Stray Method with Question Board

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Abstract: This research aims to measure the effectiveness of this learning method in increasing students' understanding of the subject matter and gaining insight into students' perceptions of the learning experience. In this research, the TSTS methods are used as learning approaches that focus on active involvement, collaboration and critical thinking of students. Question board media is used to support the visualization of abstract concepts in Islamic Religious Education. Data was collected through comprehension tests, observation, pretest and posttest. The research results show that the TSTS learning methods using question boards have a positive impact on students' understanding. The test scores show that there is a significant effect before and after implementing this method. Where the result obtained is that $t_{count} > t_{table}$ ($4.30 > 2.06$) so that H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant difference in the learning outcomes of Islamic Religious Education between the Pretest and Posttest for class XII social science 1 students at Asshiddiqiyah High School.

Keywords:

Islamic Religious Education; Question Board; Two Stay Two Stray Methods

Abstrak: Penelitian ini bertujuan untuk mengukur efektivitas metode pembelajaran ini dalam meningkatkan pemahaman siswa terhadap materi pelajaran dan memperoleh wawasan persepsi siswa terhadap pengalaman belajar. Dalam penelitian ini, metode TSTS digunakan sebagai pendekatan pembelajaran yang menitikberatkan pada keterlibatan aktif, kolaborasi dan berpikir kritis siswa. Media papan soal digunakan untuk menunjang visualisasi konsep-konsep abstrak dalam Pendidikan Agama Islam. Pengumpulan data dilakukan melalui tes pemahaman, observasi, pretest dan posttest. Hasil penelitian menunjukkan bahwa metode pembelajaran TSTS menggunakan papan soal memberikan dampak positif terhadap pemahaman siswa. Nilai tes menunjukkan terdapat pengaruh yang signifikan sebelum dan sesudah penerapan metode ini. Dimana hasil yang diperoleh adalah $t_{hitung} > t_{tabel}$ ($4,30 > 2,06$) sehingga H_0 ditolak dan H_a diterima. Jadi dapat disimpulkan terdapat perbedaan yang signifikan hasil belajar Pendidikan Agama Islam antara Pretest dan Posttest siswa kelas XII IPS 1 di SMA Asshiddiqiyah.

Kata Kunci:

Metode Two Stay Two Stray; Papan Soal ; Pendidikan Agama Islam

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INTRODUCTION

Education is the process of imparting knowledge, skills, values, and experiences to individuals to develop their intellectual, emotional, social, and physical potential (Kulsum & Muhid, 2022). It forms a strong foundation in character building, understanding the world, and preparing for both personal and professional life (Syafirin et al., 2023). Education plays a vital role in creating an educated, empowered society that positively impacts its surrounding environment (Jailani et al., 2021). By facilitating individual learning and growth, education also becomes key to addressing social and economic issues, as well as providing more equitable access to opportunities and rights for all members of society (Widyastuti et al., 2022). Education plays a crucial role in the development of a nation. (Rahmawati et al., 2023), This is because education is seen as a pathway to producing high-quality human resources, which can serve as a driving force for the advancement of national development.

Islamic Religious Education is one of the subjects that has a crucial role in shaping the character and morals of students (Zahra et al., 2024), It also provides in-depth knowledge of religious values. However, the fact is that there is still a lack of understanding of religious concepts by students or difficulties in applying the values learned in daily life and the use of monotonous or less interactive teaching methods can hinder the learning process of PAI (Wahyuni et al., 2023). Research results (Zahra et al., 2024) Delays in learning sometimes arise due to insufficient teaching and learning activities (Rahmadania, 2021), poor teaching quality (Harisnur & Suriana, 2022), Lack of qualified teachers (Supriadi, 2023), subject matter that is too difficult for students to understand, or a mismatch between the curriculum and the student's ability or interest (Rohmat et al., 2023). One of the major problems of PAI learning is the lack of thorough and continuous learning evaluation to assess students' understanding and progress in understanding the material (Maskhuroh & Bakar, 2019).

Factors that affect student learning outcomes in Islamic Religious Education (PAI) subjects include: (1) The teaching method used in delivering PAI material can affect students' understanding and interest in the lesson (Safitri et al., 2015); (2) The ability and competence of teachers in teaching PAI greatly affects students' understanding of the subject matter (Zahra et al., 2024); (3) Availability of Resources, such as textbooks, learning technology, and a supportive learning environment, can influence student learning outcomes. (Zahra et al., 2024); (4) The level of student motivation towards PAI subjects also affects learning outcomes, including their interest in the course material; (5) Social and cultural factors, such as family background and school environment, can play a role in student learning outcomes in PAI subjects (Dwiputeri et al., 2023). By considering these factors, a holistic approach to teaching PAI and efforts to improve teaching quality, along with providing motivating support, can help students achieve better learning outcomes in PAI subjects (Wahyuni et al., 2023).

To achieve this goal, the selection of learning methods is one that must be number one because an educator is required to understand good learning strategies that will then be implemented in a teaching and learning activity

(Hamid, 2020). Selecting and applying appropriate and innovative teaching methods in teaching PAI (Nasution & Zulkifli, 2023), Teachers can create a stimulating learning environment, enhance student motivation, and improve the understanding and application of Islamic values in students' daily lives (Rasdiana et al., 2019).

The teaching method that has attracted the attention of educators and researchers is the Two Stay Two Stray (TSTS) learning method combined with the use of a question board media. The Two Stay Two Stray (TSTS) method is a cooperative learning approach that promotes active student participation, collaboration, as well as problem-solving through discussion and critical thinking (Rachman, 2018). In the context of Islamic Religious Education (PAI), the author will explain how the TSTS learning model enriches students' understanding of religious concepts, ethics, and morality.

Question board media is a visual tool used to facilitate a better understanding of Islamic religious concepts which are often abstract in nature (Nafisah & Sahlan, 2023). This question board contains a series of questions that must be answered by the students. The author will discuss the use of this media as a primary support tool in Islamic Religious Education (PAI) learning in grade XII, focusing on efforts to enhance students' comprehension and retention of the subject matter. The question board media is used to provide a visual element that can enrich students' understanding of abstract concepts in Islamic Religious Education. In this article, the author will explore how the TSTS learning method and the use of the question board media can be effectively applied in the context of Islamic Religious Education learning in grade XII at SMA Asshiddiqiyah.

The use of innovative teaching methods like TSTS and question board media is a response to the demands of the modern era, where students tend to be more responsive to learning methods that focus on active engagement and deep understanding (Ningsih et al., 2023). Focusing on the subject of Islamic Religious Education, the author hopes to provide a clear perspective on how this approach can enrich students' understanding of religion, morality, and important religious values (La Una, 2023).

This is supported by previous research, such as an article titled "*Penerapan Metode Pembelajaran Two Stay Two Stray (TSTS) untuk Meningkatkan Hasil Belajar Peserta didik pada Materi Budaya Hidup Sehat di Tingkat Sekolah Dasar Negeri 110 Pekanbaru*" written by (Permata et al., 2023), It can be concluded that the Two Stay Two Stray (TSTS) learning method applied in this learning process has the ability to increase student activity. This can be seen from the post-test results conducted after implementing the TSTS learning method. Another study discussing the application of the Two Stay Two Stray method is an article titled "*Analisis Model Pembelajaran Kooperatif Tipe Two Stay Two Stray (TSTS) Terhadap Hasil Belajar Peserta didik*" written by (Aji & Wulandari, 2021). This article concludes that the analysis of the Two Stay Two Stray (TSTS) learning method can have an impact on students' learning outcomes. This is due to the fact that during its implementation, students become more engaged in the learning process. This learning model teaches students to collaborate in solving problems.

On the other hand, the Two Stay Two Stray (TSTS) learning model provides significant opportunities for students to master the material.

The implementation of the Two Stay Two Stray (TSTS) method involves forming groups of four students, where each group has specific roles as "hosts" and "guests." In this setup, students will take turns hosting their peers in their group and visiting other groups as guests. This learning approach provides students with the opportunity to share the knowledge they have gained from the discussions held within their original groups. The Two Stay Two Stray model fosters collaboration, motivation, and active participation, which positively impacts students' knowledge competence. This is because students not only share information within their own groups but also engage in cross-group exchanges, enhancing their understanding and learning process (Juniantari & Kusmaryatni, 2019).

In using the "To Stay To Stray (TSTS)" method in Islamic Religious Education (PAI) subjects, the "To Stay" approach allows students to focus on the fundamental core concepts of Islam (Lusiana et al., 2017). They are guided to thoroughly understand religious values, teachings, and principles through reflection and discussion in groups (Fitri & Pertiwi, 2023). In addition, with the "To Stray" approach, students are given the freedom to create and investigate these religious values in a real context (Apriakanti et al., 2020). They are invited to apply their understanding to everyday life situations, such as through contextual discussions, case study analysis, or creative presentations (Suryanti et al., 2017). Through the combination of these two approaches, students not only get a strong understanding of the theoretical aspects (Ismawati & Hindarto, 2021), but also get the opportunity to apply it in a practical context, deepen learning understanding, and strengthen religious values in daily life in a more concrete way (Aji & Wulandari, 2021).

This article will detail the implementation of the Two Stay Two Stray (TSTS) method combined with the use of a question board in a 12th-grade classroom, as well as the impact on students' understanding. The author will also provide recommendations for other educators who are interested in adopting a similar approach in Islamic Education learning.

Through this article, the author hopes to inspire educators, teachers, and other schools to enhance the quality of Islamic Education learning and develop more interactive and effective methods for students. In this way, the author hopes that this contribution can assist in shaping a strong character and a deep understanding of Islamic values in the future generation of the nation.

RESEARCH METHOD

This research uses a quantitative method by conducting pre-test and post-test instrument assessments. The approach is carried out through Classroom Action Research (CAR) as the main method to describe, analyze, and evaluate the teaching process (Rafi et al., 2024). The implementation of the TSTS method with question board media in Islamic Religious Education learning in class XII is analyzed using Classroom Action Research (CAR). CAR is chosen because it

allows for understanding the effectiveness of this teaching method through continuous changes in the learning process over time.

The subject of this study is a student of class XII IPS 1 at Asshiddiqiyah High School who takes the subject of Islamic Religious Education.(Abubakar, 2021), that is:

- a. Pre-test: At this stage, an initial test of students' understanding of the subject matter is carried out. Students are instructed to fill out an initial questionnaire to gauge their initial perception of learning.
- b. Implementation of the TSTS Method The experimental class underwent several learning sessions by applying the TSTS method with the media of a question board. Observations were made during the implementation to monitor the level of student involvement and response.
- c. Posttest: After the application of the method, a re-understanding test was carried out to measure changes in students' understanding. In addition, student questionnaires are used to collect students' opinions about the learning experience.

RESEARCH RESULT AND DISCUSSION

PAI learning outcomes were measured for students in grade XII IPS 1. Data on PAI learning outcomes was obtained through a posttest of 25 students. The results of this test show that the lowest score is 100 and the lowest score is 75.

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-------------------------|---------|----|----------------|-----------------|
| Pair 1 | Before using the method | 73.8000 | 25 | 7.39932 | 1.47986 |
| | After using the method | 90.2000 | 25 | 7.42743 | 1.48549 |

From the value data listed above, it can be described as the results of the pretest ($M = 73.8$, $SD = 7.39$) and the results of the posttest ($M = 90.2$, $SD = 7.42$). Based on the results of the t-test analysis through the SPSS application, a tcount of 4.30 was obtained, while the ttable with $db = 23$ at a significant level of 5% was 2.06. The calculation results show that the tcount > ttable ($4.30 > 2.06$) so that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a significant difference in the learning outcomes of Islamic Religious Education between Pretest and Posttest in grade XII IPS 1 students at Asshiddiqiyah High School.

In general, this study shows that there is a significant effect before and after the application of the Two Stay Two Stray (TSTS) method with question board media. This can be seen from the learning outcomes or scores achieved by the students. In terms of the instrument, the posttest score was higher than the pretest score. The average score of Islamic Education learning outcomes obtained during the posttest was 90.2, while the average score during the pretest was 73.8. This indicates an improvement in student understanding and engagement after the implementation of the TSTS method with question board media.

The application of the TSTS learning method with question board media is effective in enhancing students' understanding of Islamic Education material.

The students' test scores after the implementation of this method were significantly higher than their pretest scores. These results support previous findings that suggest learning methods focusing on active student involvement and critical thinking can improve learning outcomes.

The implementation of the TSTS method allows students to actively participate in small group discussions, enabling them to share ideas, explain concepts to their classmates, and collaborate in problem-solving (Anggraeni, 2023; Unique, 2022). In addition, the question board media also plays an important role in improving students' understanding (Rahim et al., 2019). In the subject of Islamic Religious Education, many concepts are abstract, and the use of visual media can help students to understand and remember the material better (Dwiputeri et al., 2023). The question board media is used to test students' comprehension skills after learning.

In the subject of Islamic Religious Education (PAI), the application of the "To Stay To Stray (TSTS)" method is important (Widyastuti et al., 2022). "To Stay" focuses students on the core concepts of Islam (Sujarwo et al., 2024). They participate in self-reflection and group discussions to delve deeper into the material (Putri et al., 2023). On the other hand, in the "To Stray" stage, students apply religious values in real life through contextual discussions, case studies, and creative presentations (Khudry et al., 2023). This method enriches students' understanding, helps them apply religious values in their daily lives, and fosters growth in practical problem-solving skills (Setiawati, 2023).

This is supported by previous research such as an article titled "*Penerapan Metode Pembelajaran Two Stay Two Stray (TSTS) Untuk Meningkatkan Hasil Belajar Siswa pada Materi Budaya Hidup Sehat Tingkat Sekolah Dasar Negeri 110 Pekanbaru*" written by (Permata et al., 2023), It is concluded that the Two Stay Two Stray (TSTS) teaching method applied in the learning process is able to increase student engagement. This is evident from the posttest results taken after the implementation of the Two Stay Two Stray (TSTS) method. Another study that discusses the application of the Two Stay Two Stray method is an article titled "*Analisis Model Pembelajaran Kooperatif Tipe Two Stay Two Stray (TSTS) Terhadap Hasil Belajar Siswa*" written by (Aji & Wulandari, 2021). The analysis of the Two Stay Two Stray (TSTS) teaching method can have an impact on students' learning outcomes, as during its implementation, students become more engaged and interested in the learning process (Rachman, 2018). This learning model teaches students to work together to solve a problem (Wahyudi, 2024). On the other hand, the Two Stay Two Stray (TSTS) learning model provides a great opportunity for students to master the material (Ningsih et al., 2023).

The Two Stay Two Stray (TSTS) teaching method, using a question board media, is an approach that can provide meaningful and effective learning experiences for students (Apriliawati et al., 2017). The combination of the TSTS method with the question board can create a dynamic, interactive learning environment that facilitates active student participation. Overall, the use of the TSTS method with the question board can lead to effective learning by providing opportunities for students to engage actively, collaborate, and encourage deep understanding and reflection on the material being studied (Apriana & Ridwan,

2023). The implementation of the TSTS method allows students to actively participate in small group discussions, enabling them to share ideas, explain concepts to their classmates, and collaborate in solving problems (Fatchurahman et al., 2022). In addition, the question board media also plays an important role in improving students' understanding (Prasetio, 2023). In the subject of Islamic Religious Education, many concepts are abstract, and the use of visual media can help students understand and remember the material better. Question board media is used to test students' comprehension ability after learning (Prasetio, 2023).

The implementation of the Two Stay Two Stray (TSTS) method involves forming groups of four students, where they will take on the role of hosts for their guests and guests for other groups (Handriyani & Abdillah, 2022). In this learning process, students are given the opportunity to express the knowledge they have gained based on the discussions held with their original group members (Damopolii & Iwan, 2018). The Two Stay Two Stray learning model can foster cooperation, motivation, and active learning among students, which will impact their knowledge competency, as students not only share information within their own group but also with other groups (Juniantari & Kusmariyatri, 2019).

The application of the "To Stay To Stray (TSTS)" learning method in Islamic Religious Education (PAI) subjects can improve student learning outcomes in the following ways: (1) Focus on Core Material, Students remain focused on understanding the core material of PAI taught and are committed to the main topic, students can understand religious concepts more deeply (Aji & Wulandari, 2021); (2) Exploration and Collaboration, Students have the opportunity to travel collaboratively, explore or apply their understanding to a particular situation or problem (Lubis, 2018); (3) Creativity and Problem Solving, Using the understood concept of PAI to face new challenges or situations stimulates creativity and problem-solving abilities (Apriakanti et al., 2020).

By adopting this method in PAI learning, students not only understand religious theories, but are also able to apply them in the context of daily life (Silalahi & Sary, 2020), improve their understanding holistically and develop analytical and applicative skills in understanding and responding to religious demands in real situations (Sari & Azmi, 2018). This can contribute significantly to improving student learning outcomes and understanding related to PAI subjects. Thus, it is proven that there is a significant influence between learning before the application of the method, and learning after the application of the method in class XII IPS 1 SMA Asshiddiqiyah.

CONCLUSION

Based on the results of hypothesis testing and discussions, it can be concluded that there is a significant effect on the learning outcomes of Islamic Religious Education (PAI) before and after the implementation of the Two Stay Two Stray (TSTS) method with question board media in class XII IPS 1 at SMA Asshiddiqiyah. This significant effect can be seen from the average post-test score

of 90.2, which was taken after applying this method, compared to the average pre-test score of 73.8.

These findings emphasize that a learning approach that focuses on active student participation, collaboration, and critical thinking can help students achieve a deeper understanding. The use of question board media as a visual tool has also proven beneficial in supporting students' understanding of abstract concepts in Islamic Religious Education. Visualizing these concepts through question boards helps students retain and measure the extent of their understanding of the material being taught.

The conclusion of this research is that the implementation of the TSTS learning method with question board media can be a beneficial strategy in teaching Islamic Religious Education at the high school level. However, it should be noted that the application of this method requires thorough preparation by the educator, good integration of the question board media, and adequate support to achieve optimal results.

In this article, we have seen that the implementation of the TSTS learning method with question board media has a positive impact on students' understanding in the subject of Islamic Religious Education. Therefore, it is recommended to continue applying this method in the teaching of Islamic Religious Education at SMA Asshiddiqiyah. Educators need to have a deep understanding of the principles and techniques involved in both methods to ensure their effective application in the classroom.

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