

IMPROVING LEARNING ACTIVITY AND LEARNING OUTCOMES OF ISLAMIC CULTURAL HISTORY THROUGH THE TWO STAY TWO STRAY STRATEGY

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ARTICLE INFO	ABSTRACT
Article history: Received: 20/10/2025 Accepted: 18/12/2025 Published: 30/12/2025	One of the problems in education is the low quality of religion-based education, including in the subject of Islamic Cultural History. The use of learning strategies is a problem that is often faced so that it causes boredom and lack of interest. This study aims to determine the effect of using the <i>Two Stay Two Stray</i> strategy to increase learning activity and learning outcomes of Islamic Education. Data collection was carried out using two tests, namely pretest and posttest, observation, interviews, and documentation. In addition, to obtain data on learning activity, a questionnaire was used. The analysis used was descriptive analysis. In this study, the research subjects were class VI, totaling 13 students. The results obtained from the tests conducted show that the <i>Two Stay Two Stray</i> strategy has a good influence on improving the learning activity and learning outcomes of class VI students of MI Ma'arif Gesing Garung. The learning outcomes are proven based on the results of the test. From the calculation results obtained, the calculated value is greater than the table both at the significance level of 5% ($14.1654 > 2.1788$) and 1% ($14.1654 > 3.0545$). For learning activity, from the results of the questionnaire and observations conducted in the classroom, students experienced a fairly good increase in learning activity. The results of the questionnaire obtained the highest ipoint ipoint which 4 (SS) with an average value of 72.04.
Keywords: Learning Activeness Learning Strategies Learning Outcomes Two Stay Two Stray	

1. INTRODUCTION

Education is an important part of our lives and may seem forced, but if we try to follow the flow and process of human life, we cannot deny that education has colored the long path of human life from beginning to end (Munir Yusuf). According to Law Number 20 of 2003 concerning the National Education System, education is a deliberate and planned effort to create a learning environment and learning process where students actively develop their potential, including religiousness, self-control, personality, intelligence, noble character, and skills needed for the benefit of individuals, society, nation, and state (Sugiyono, 2019). In the context of education, learning and teaching are processes in which students interact with learning resources in the learning environment. Learning is an educator's effort to facilitate the process of acquiring

knowledge, forming attitudes, and beliefs of students (Ahdar Djameluddin, 2019). The purpose of learning the history of Islamic culture is to encourage students not only to receive information from teachers, but also to develop creativity in learning and achieve good learning outcomes. Effective learning activities involve student participation in learning activities that are relevant to the material. The learning process occurs when students actively interact with the learning environment guided by the teacher (Sudjada, 2008).

In the teaching and learning process, various problems often arise that have not been properly addressed. Some of these problems include students' lack of readiness for learning, low motivation to learn, and the use of ineffective and conventional learning methods and strategies. Furthermore, students are often less active in the learning process. Therefore, this requires special attention to ensure optimal learning outcomes in the subject of Islamic Cultural History.

The teacher's role as a facilitator in education is crucial for student learning success. Teachers must be able to select appropriate strategies for delivering learning materials. The learning process should be active, interactive, enjoyable, and motivating for student participation. In this context, the author is interested in implementing the *Two Stay Two Stray* strategy in Islamic Cultural History, hoping to encourage students to become more active in their learning, which will positively impact learning outcomes. Each student will be given the opportunity to master the material.

Based on the background of the problem above, to obtain relevant data, the following research questions can be formulated: (1) can the two stay two stray strategy improve learning engagement in SKI learning among sixth-grade students at MI Ma'arif Gesing Garung?; (2) can the two stay two stray strategy improve learning outcomes in SKI learning among sixth-grade students at MI Ma'arif Gesing Garung?; (3) what are the differences between sixth-grade students at MI Ma'arif Gesing before and after using the two stay two stray strategy?; (4) the objectives to be achieved are (1) to determine the effectiveness of the Two Stay Two Start strategy in improving learning engagement in sixth-grade students of MI Ma'arif Gesing; (2) to determine the effectiveness of the Two Stay Two Start strategy in improving learning outcomes in sixth-grade students of MI Ma'arif Gesing; (3) to determine the differences between sixth-grade students of MI Ma'arif Gesing before and after using the two stay two start strategy.

The selection of a learning strategy is a decision regarding the type of exercise that aligns with the desired learning objectives. The importance of selecting the right learning strategy is to enable teachers to develop effective and efficient learning activities, create positive learning experiences for students, and facilitate the achievement of learning objectives. The learning strategy chosen by teachers must be based on predetermined learning objectives. To achieve successful learning activities, teachers must be able to determine appropriate learning strategies. A learning strategy is essentially a plan for achieving learning objectives (Hamzah B. Uno & Nurdin Mohamad, 2015).

Two Stay Two Stray (two stay two guests) is one of the cooperative learning models developed by Spencer Kagan (1990). This learning strategy allows students to share knowledge and experiences with other groups. Two students will visit another group as guests, while two other students receive guests from other groups. After that, the two guests return to their original groups to match answers or have further discussions. The Two Stay Two Stray strategy aims to train students to be active in the learning process, responsible, cooperate, and increase learning activity (Sri Suryandi & Fatimatul, 2014). Advantages and disadvantages of the *Two Stay Two Stray*

strategy. The advantages are can be applied to all classes or levels, learning is more meaningful, more oriented towards active learning, increases student motivation and learning outcomes, provides opportunities for students to determine their own concepts by solving problems, provides opportunities for students to develop creativity and communication skills, accustoms students to being open with their peers, increases student motivation to learn. The disadvantages are requires a long time, students tend not to want to learn in groups, especially those who are not used to learning in groups, as they will feel isolated and find it difficult to work together, teachers need material preparation, funds, and manpower, teachers tend to have difficulty managing their classes. (Zulkipli Nasution 2021).

Active learning is an activity that involves both physical and mental aspects, where students think and act as an inseparable whole. According to Rusman, the key to achieving goals in the learning process lies in student active learning (Alfa Hida Maulida & Mitia Fatma Ningsih, 2018). Active learning also includes changes in attitudes or behavior that occur in students during the classroom learning process. This level of active learning is an indicator and determinant of students' success in understanding the learning material (Muhammad Mushfi, 2020). Learning outcomes are the result of an individual's interaction with their environment. Behavioral changes resulting from learning outcomes are sustainable, positive, active, and directed. In the context of teaching and learning activities, students are both the subject and object of the educational process. Learning outcomes encompass the abilities or competencies that students achieve after going through the learning process designed and implemented by the teacher. According to Winkel, learning outcomes are the internal abilities possessed by individuals to perform activities according to their capacity (Teni Nurrita, 2018). Teaching and learning are valuable educational interactions, carried out to achieve predetermined goals. Several factors that can influence the learning process and outcomes include internal (individual) factors such as health, interests, and motivation, as well as external (social) factors such as family, school, and community (Tasya Nabillah, 2019).

2. METHOD

This study used the field research. Field research is a type of research in which data is obtained directly from the field, directly from the source, therefore, the data sources in field research are primary. Quantitative research is a research method based on the philosophy of positivism, used to study populations or samples, with data collection using quantitative research instruments and data analysis to describe and test predetermined hypotheses (Sugiyono, 2019). Pre-experimental research is a study with a group pretest-posttest design, where the study does not use a control group but rather conducts an initial test or pretest before administering the treatment (Hamid Darmadi, 2011).

This study was conducted at MI Ma'arif Gesing Garung with sixth-grade students, with a duration of approximately one week. The subjects were sixth-grade students at MI Ma'arif Gesing Garung, who constituted the study population, totaling 13 students. Data collection in this study was conducted through several methods, including:

1. Observation, which is the systematic observation of symptoms seen in the research subjects. Observations were conducted to obtain an overview of learning at MI Ma'arif Gesing Garung (Ahmad Tanzeh, 2011).

2. Testing, which involves providing a set of stimuli to individuals with the aim of eliciting answers that can be used as the basis for a numerical score. This study will use two tests: a pretest and a posttest. The pretest is conducted before the *Two Stay Two Stray* learning strategy is introduced, while the posttest is conducted after the learning strategy is implemented to determine changes in student learning outcomes (Itsna Oktaviyani, 2019). Interviews: This is a data collection technique involving interviews with one or more individuals. Interviews are conducted when researchers want to gain insight into the research problem.

In this study, interviews were conducted with:

1. The school to obtain information about the school profile of MI Ma'arif Gesing Garung Wonosobo.
2. The SKI subject teacher to obtain information about classroom learning strategies.
3. Sixth-grade students of MI Ma'arif Gesing Garung Wonosobo to obtain information about SKI learning in the classroom.

Documentation is a method of collecting data by reviewing or recording existing reports. Documentation is also used as a data collection method, involving the collection of written statements prepared by individuals or institutions for the purposes of examining an event or accounting presentation (Ahmad Tanzeh, 2009). A questionnaire is a structured and planned list of questions used to collect quantitative data from respondents.

Validity and reliability are important concepts in research. Validity is used to assess whether an instrument used in research measures what it is supposed to measure. Reliability, on the other hand, is used to assess how consistently and reliably an instrument measures the same variable. In other words, validity relates to measurement accuracy, while reliability relates to measurement consistency.

$$rpbi = \frac{Mp - Mt}{S} \sqrt{\frac{p}{q}}$$

Description:

Rpbi : Point Biserial Correlation Coefficient

Mp : Mean score of subjects who answered the item correctly

Mt : Mean of the total score

SDt : Standard deviation of the total score

P : Proportion of students who answered correctly

Q : Proportion of students who answered incorrectly Validity

Category:

0.90 – 1.00 = Excellent

0.80 – 0.89 = Good

0.70 – 0.79 = Adequate

Less than 0.70 = Inadequate

KR-20 Formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[\frac{vt - \sum pq}{vt} \right]$$

Description:

- r_{11} : instrument reliability
 k : number of statement items or number of questions
 V_t : total variance
 P : proportion of subjects who answered correctly on an item
 Q : $\frac{\text{proporsi subjek yang mendapat skor 0}}{(q=1-p)}$

Under the condition:

- 0.80 – 1.00: high
 0.60 – 0.80: sufficient
 0.40 – 0.60: rather low
 0.20 – 0.40: low
 0.00 – 0.20: very low

Data analysis techniques were performed using several analytical tests:

1. Requirements Test

The non-normality test is conducted to determine whether the asymmetric statistical method works based on the non-normal distribution. If the data is not normal, the asymmetric statistical method cannot be used; therefore, non-parametric statistics are used. Techniques for testing data non-normality using the Chi-Square test:

- a. Determine the number of class intervals.
- b. Determine the length of the class interval.

$$\text{Class Length} = \frac{\text{data terbesar} - \text{data terkecil}}{\text{jumlah kelas interval}}$$

- c. Arrange the data in the frequency distribution table.
- d. Calculate the expected frequency

$$f_h = \frac{(f_o - f_h)^2}{f_h}$$

Description:

- F_o = frequency/number of observed data
 F_h = expected number of frequencies (percentage of area of each area multiplied by n)
 $f_o - f_h$ = difference between f_o and f_h

- e. Compare Chi-Square and Chi-Table values.
- f. Draw conclusions

2. Preliminary test

- a. Calculate the data range using the formula

$$R = H - L$$

Information:

- R : Total Range
 H : Highest score

L : Lowest score

I : Constant number

b. Find the number of class intervals

$K = 1 + (3.3) \log N$, where N is the number of data points

c. Find the interval length (I)

$$I = R : K$$

Table the data into class intervals.

d. Descriptive Analysis of Variables

Based on the above data, the data are then categorized into 4 classes using the following descriptive analysis:

$M_i + 1.5 SD < X$ = Very Good

$M_i \leq X < M_i + 1.5 SD$ = Good

$M_i - 1.5 SD < X < M_i$ = Fair

$X < M_i - 1.5 SD$ = Not Good

Where:

M_i = Mean difference
= $0.5 \times (\text{highest score} + \text{lowest score})$

SD_i = Ideal Standard Deviation
= $1/6 \times (\text{highest score} - \text{lowest score})$

3. Hypothesis Testing

The hypothesis testing in this study used the gain test and the it test. This was conducted to determine the improvement in learning outcomes after the learning process.

a. Gain Test

$$\langle g \rangle = \frac{S_{\text{posttest}} - S_{\text{pretest}}}{S_{\text{maksimum}} - S_{\text{pretest}}}$$

Description:

g = Hake Factor (N-gain)

S_{post} = pretest score

S_{pre} = posttest score

S_{max} = maximum score

Criteria:

$0.07 \leq n_i \leq 1.00$: high

$0.30 \leq n_i < 0.70$: moderate

$0.00 \leq n_i < 0.30$: low

b. t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(n-1)}}}$$

Description:

Md = Mean of the difference between pretest and posttest

Xd = Deviation of each subject (d-Md)

$\sum x^2 d$ = Sum of squares of deviations

Ni = Subjects in the sample

d.b = found with N-1

H0 is accepted if the calculated value is smaller than the table value and H0 is rejected if the calculated value is greater than the table value.

4. RESULTS AND DISCUSSION

Before beginning the learning activities, the researcher developed a plan to ensure effective and efficient learning, as well as optimal material delivery. This plan was compiled in the form of a Learning Implementation Plan (RPP) with reference to the Islamic Cultural History (IS) syllabus. The RPP was prepared so that the material to be delivered could be tailored to learning needs. The teaching and learning activities were carried out according to the schedule set by the school, namely the curriculum representative of MI Ma'arif Gesing. Several things that need to be considered in carrying out teaching activities are mastery of the material and implementation of teaching and learning activities in accordance with the previously prepared RPP. Upon entering the classroom, the teacher conducted an introduction by greeting, praying together, checking attendance, tidiness, and student readiness to participate in the learning. The teacher also provides stimulation to students to pay attention to learning activities and provides motivation so that students are enthusiastic about learning. In the core activities, the teacher delivers the material in several stages. First, the teacher explores the material to be discussed to determine students' understanding of the material. Second, the teacher delivers the material as a whole. Finally, a question-and-answer session is conducted regarding material that has not been understood by students. The teacher uses various methods in the core activities, such as group learning. The learning activity is closed with an evaluation, either in the form of written or oral assessment, to determine the results of the learning process and the understanding of the material being taught. The researcher ended the learning activities with a prayer and said "Islam" (Islamic greetings).

Tabel 1. List of Pretest and Posttest Scores MI Ma'arif Gesing

Number	Name	Test Score	
		<i>Pretest</i>	<i>Posttest</i>
1.	Ahmad Syahrul Mubaroq	61	86
2.	Aini Fatmawati	50	90
3.	Andrean Anandita Azarin	73	96
4.	Chusna Ma'arifa Hilliyatullubby	68	88
5.	Desti Lupita Sari	57	83
6.	Devi Nur Azizah	49	82
7.	Ibrahim Moufik	48	91
8.	Khaila Cahya Rahmadani	45	83
9.	Lingga Gustiawan	53	80

10.	M Quashay Shofa	49	84
11.	Muhammad Hilmi Fahreza	56	78
12.	Reihan Axisia Williyanto	40	80
13	Riski Barokah	41	80

From the validity test, it was found that out of 10 existing items, all items were declared valid. Therefore, no items were replaced.

Table 2. Question Validity Test Results

Criteria	Question Number
Valid	1,2,3,4,5,6,7,8,9,10
Invalid	-

Tabel 3. Reliability Test Results

Reliability Test Results	Criteria
0,7313	Value

3.1 Result Analysis Pretest and Posttest

Table 4. Results Data *Pretest*

Amount of Data	Number of Value	Average	The Highest Score	The Lowest Value	Completion Criteria (KKM) 75
13	690	53,08	73	40	0 (0%)

Tabel 5. Results Data *Posttest*

Amount of Data	Number of Value	Average	The Highest Score	The Lowest Value	Completion Criteria
13	1101	84,69	96	78	13 (100%)

In this study, data collection was also carried out using a questionnaire. The percentage data from the questionnaire aimed to find out how active the students were in learning or their responses to the learning process using the *Two Stay Two Stray* strategy. For the questionnaire results, the range (R) = $78 - 52 = 26$, the number of class intervals (i) is $I = 1 + (3.3) \log (13) = 1 + 3.7 = 4.7$, and the class width (P) $P = R : i = 26 : 4.7 = 5.6$. Thus, the table was obtained as follows:

Tabel 6. Questionnaire Result Data

Interval	f	xi	f*xi	Mean
52	-	57	1	54,5
58	-	63	1	60,5
64	-	69	2	66,5
70	-	75	3	72,5
76	-	81	6	78,5

Total	13	936,5
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Mean = $f \cdot x_i \div n = 936.5 \div 13 = 72.04$. Based on the data obtained, the highest score is 78 and the lowest score is 52, with an average of 72.04. With the result $M_i = 0.5 \times (\text{highest score} + \text{lowest score}) = 0.5 \times (78 + 52) = 65$. $SD = 1/6 \times (\text{highest score} - \text{lowest score}) = 1/6 \times (78 - 52) = 4.3$.

Table 7. Learning Activity Questionnaire Category

Interval				Category	Quality
71,5	<	X		Strongly Agree	72,04
65	<	X	< 71,5	Agree	
58,5	<	X	< 65	Disagree	Strongly agree
X	<	58,5		Strongly Disagree	

Based on the results of the table, it can be seen that the value falls into the 'strongly agree' category, which is in the interval of more than 71.5 with an average value of 72.04.

4.2. Prerequisite Test Analysis

For the prerequisite test analysis, a normality test was conducted.

Table 8. Normality Test Analysis

Class	X ² Count	X ² Table	Kriteria
Pretest	4,18	9,4877	Normally distributed
Posttest	2,23	9,4877	Normally distributed

Based on the normality test of the pretest scores, the calculated Chi-square result was 4.18, with a Chi-square table value of 9.4877. Since the calculated Chi-square value (4.18) is smaller than the table value (9.4877), it can be concluded that the pretest scores are normally distributed. Meanwhile, for the normality test of the posttest scores, the calculated Chi-square was 2.23, with the same table value of 9.4877. Since the calculated Chi-square (2.23) is also smaller than the table value (9.4877), it can be concluded that the posttest scores are normally distributed as well.

4.3. Hypothesis Test Analysis

The hypothesis analysis in this study used two types of tests: the gain test and the t-test.

- The gain test was conducted to determine the improvement in student learning outcomes after using the Two StayTwo Stray strategy in Islamic Cultural History (ISCH) learning. In this test, calculations were made by comparing the posttest score with each student's pretest score. The improvement in learning outcomes can be calculated using the gain score formula: This gain score can then be used to determine the extent of the overall improvement in student learning outcomes.
- The t-test was conducted to determine the difference in learning outcomes before and after using the Two StayTwo Stray strategy in Islamic Cultural History (ISCH) learning. In this

test, a t-statistic is calculated between the pretest and posttest scores. The results of this t-test will indicate whether there is a significant difference between the two groups' scores.

By conducting these two types of tests, the study can provide a more comprehensive understanding of the effectiveness of the *Two Stay Two Stray* strategy in improving student learning outcomes in Islamic Cultural History (ISH).

Table 9. Gain Test Analysis Results

Gain Test	Gain Test Results
G	0,67

The test result obtained was 0.67. It can be concluded that the improvement in students' learning outcomes by using the *Two iStay Two Stray* strategy in class VI of MI iMa'arif iGesing was moderate, because $0.30 \leq 0.67 < 0.70$.

Table 10. t-Test Analysis Results

Hypothesis	Uji T	
	T Table	T Count
5%	2,1788	14,1654
1%	3,0545	14,1654

From the calculation results of the t-table above, it can be seen that the calculated t-table is greater than the t-table at both the 5% ($14.1654 > 2.1788$) and 1% ($14.1654 > 3.0545$) significance levels. Thus, H_0 is rejected and H_a is accepted. The conclusion is that there is a difference in the learning outcomes of students who use the *Two Stay Two Stray* and conventional strategies in learning Islamic Culture History in class VI students of MI Ma'arif Gesing.

5. CONCLUSION

Stay Two Stray was effective in improving the learning engagement and learning outcomes of sixth-grade students at MI iMa'arif iGesing. Students demonstrated increased learning engagement by becoming more active, daring to speak in front of their peers, increasing their self-confidence, and being more active in asking questions. This was evident from observations during the learning process and questionnaire results, which showed that students felt an increase in learning engagement, with an average questionnaire score of 72.04, with most students agreeing or strongly agreeing with the use of the strategy. Furthermore, there was an increase in student learning outcomes after using the *Two StayTwo Stray* strategy, as indicated by the gain test result of 0.67. This indicates an increase in student learning outcomes from before to after using the strategy. This conclusion is supported by the t-test value, which indicates a significant difference between learning outcomes before and after using the *Two Stay Two Stray* strategy. The t-test results show that the calculated t-value is greater than the table t-value at both the 5% and 1% significance levels, indicating that student learning outcomes after using the strategy are better than before. Thus, it can be concluded that the use of the *Two Stay Two Stray* strategy is effective in increasing learning engagement and learning outcomes of sixth-grade students at MI Ma'arif Gesing, as well as providing a fun and engaging learning experience for students.

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