



# Improving Student Learning Outcomes with the Two Stay Two Stray Strategy in Learning Islamic Cultural History at MTs Negeri 1 Musi Banyuasin

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## ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using two stays two guests. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of junior high schools. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that two stays two guests can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 69.39% and in the second cycle it increased to 89.76%. Thus, the use of two stays two guests can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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## Introduction

Learning plays a very important role because learning is an activity from not knowing to knowing, because without learning someone will not know. In addition, learning is a need that must be met. Learning outcomes are behaviors that students have as a result of the learning process they go through, changes include aspects of behavior as a whole, both cognitive, affective, and psychomotor aspects.<sup>1</sup> Learning outcomes are not obtained without learning, therefore researchers will discuss a little about learning. Learning is a process of effort made by someone to obtain a new change in behavior as a whole as a result of their own experience in interacting with their environment.

Several factors that influence learning outcomes are internal and external factors, facilities and infrastructure, learning approach factors. Internal factors are the state and physical condition of students and external factors are the environmental conditions

around students, facilities and infrastructure factors are factors influenced by the state of the school environment or the state of the facilities owned by the school, the last is the learning approach factor (approach to learning) namely student learning efforts which include strategies or methods used by students to carry out learning activities for lesson materials.

In educational psychology, internal factors can affect learning outcomes consisting of physiological aspects, namely physical ones. General physical conditions and muscle tone (muscle tension) that indicate the level of fitness of weak body organs, especially if accompanied by headaches, can reduce the quality of the creative domain (cognitive) so that the material being studied is lacking or does not leave a mark. Psychological factors that can affect the quality of student learning outcomes are intelligence, attention, interest, talent, motives, maturity and negligence. To achieve successful learning, the learning approach factor is very influential, which includes the methods and strategies of teachers teaching in the classroom. Successful learning cannot be separated from the approach used by teachers in teaching, in this case, the teacher's teaching strategy. In the study of educational technology, learning strategies are included in the realm of learning design. The development of learning strategies as a science that has experienced developments that began in the military world which were then used in the world of education and learning. Likewise with the learning process. Teachers must identify everything related to the learning process that will be carried out. One way that teachers do this is by using strategies.

Strategy can unite ideas and concepts on the material discussed in groups or when delivering it to students outside their group and can also increase students' courage in delivering teaching materials to their friends. Strategy can require students to participate and provide opportunities for students with different backgrounds to work together. So in this strategy, students play a dual role as students and as teachers.

By making students form groups and then students share the results of the information obtained from other groups, it will make students understand and be more active in the classroom and make students not feel bored. Without carrying out the identification process, educators will not achieve the expected goals, namely how students are able to understand all the material presented. In addition, the learning process will also experience obstacles, so that the learning atmosphere becomes unconducive, runs without direction and passes without meaning. Isn't every educator who is asked will answer the same answer, namely wanting all students to be able to understand all the material presented, even more than what the students themselves have. Therefore, a teacher before carrying out the teaching process must have designed a strategy that will be used in teaching.

The quality of learning is influenced by the success of the teacher in the learning process in the classroom. The weak ability of students to master lessons is due to many teachers who teach conventionally. In delivering material, educators use strategies to

ensure that the material delivered can be delivered to students. Strategies help teachers to deliver material to students. With the teacher's strategy in teaching, students will be enthusiastic about learning and this strategy will make students feel less bored to follow the learning process in class.

In fact, based on initial observations made by researchers at MTsN 1 Musi Banyuasin, there are still educators delivering lesson materials using the lecture method. This will make students less enthusiastic about following the learning process and make student learning outcomes not reach the KKM. Therefore, researchers feel the need to conduct Classroom Action Research with the Two Stay Two Guests Strategy. The Two Stay Two Guests Strategy provides opportunities for students to develop information with other groups.

One of the efforts made is to choose the right learning strategy so that the learning process in the classroom feels very enjoyable. A good learning process can create effective learning with two-way communication between teachers and students that not only emphasizes what is learned but emphasizes how students should learn. The Two Stay Two Guest strategy will make students actively work together in groups, be responsible for solving problems, encourage each other to participate and also actively socialize with their friends so that students do not feel bored. In the two stay two guest strategy, students are given the opportunity to explain the material to their friends, and in this strategy each group sends their friends to visit other groups, this will motivate other students to be able to explain like their friends and this will prevent students from getting bored.

## Methods

This research was conducted at MTsN 1 Musi Banyuasin. This research was conducted in the even semester from February to March. The time set was used in order to collect data until the processing of research data and then make a research report. The approach used by the researcher is a qualitative approach because this research is descriptive and naturalistic. This research is descriptive because it only describes the conditions of the implementation of the two-stay-two-guest learning model and student learning activities and student learning outcomes. The research approach is naturalistic because this research occurs naturally. Qualitative research requires direct involvement of researchers (active participation) both at the beginning of learning and after the action is implemented in the field. The type of research conducted by the researcher is Classroom Action Research (CAR). An action research conducted by teachers who are also researchers in their classes or together with others (collaboration) by designing, implementing, and reflecting on collaborative and participatory actions that aim to improve or enhance the quality of the learning process in their classes through certain actions in the classroom. This study aims to reveal efforts to improve the learning process by implementing the two stay two stray strategy in the field of Islamic Cultural

History, so the Classroom Action Research approach is considered relevant to this study. Arikunto explains (in Suryadi) that Classroom Action Research explains that research is an activity to observe an object using certain methods, rules and methodologies to determine accurate data about things that can improve the quality of the observed object. Action is a movement that is carried out deliberately and planned with a specific purpose. In PTK, this movement is known as activity cycles for students. Class is a place where there is a group of students who at the same time receive lessons from the same teacher. Thus it can be concluded that the use of the classroom action research method is intended to change and improve the quality of learning through an action designed and implemented by the teacher both in terms of curriculum, methods, evaluation, and tools used in the learning process.

Classroom Action Research (PTK) which uses III cycles. Cycle I aims to determine the level of learning outcomes using the two stay two stray strategy, which is then used as reflection material for taking action in cycle II. Meanwhile, cycle II was conducted to determine the increase in student learning outcomes after improvements were made to the implementation of learning based on reflection on cycle I, which was continued with cycle III to determine the increase in more specific learning outcomes, improvements were made to the implementation based on reflection on cycle II, then continued with cycle IV if necessary. This PTK was implemented in the form of a review process based on 4 stages, namely: (1) planning, (2) taking action, (3) observing, (4) reflecting. Before conducting the research, the researcher conducted observations of the teaching and learning process (PBM) carried out by Mrs. H. Jemiana as the teacher of the subject of Islamic Cultural History using conventional methods, namely lectures, followed by questions and answers and ending with the teaching and learning process. The researcher conducted observations using multiple choice tests to determine the extent to which students understood and absorbed the subject matter.

In addition, researchers also conducted observations to determine the situation, interests, attitudes and enthusiasm of students and observations of the teaching and learning teacher during the teaching and learning process. From the results of the tests and observations, researchers obtained data to be used as considerations for conducting research plans. The work procedures in this classroom research are planned in the form of a cycle. Each cycle consists of four stages of activity, namely preparing an action plan, implementing actions, conducting observations, and conducting reflections. This stage is in the form of preparing an action plan that explains what, why, when, where, by whom and how the action will be carried out. To facilitate the action, researchers and teachers prepare learning instruments in the form of a learning implementation plan (RPP), and also prepare research instruments used as data collection tools. Observations are carried out simultaneously with learning time, observations made are observing each action including; student activity, student character, student interaction with teachers, student interaction with friends, student

interaction with teaching materials or facts that exist during the learning process. The teacher explains and concludes the implementation of learning that has been carried out based on the results of observations, including: suitability between implementation and the learning plan made, shortcomings during the learning process, progress achieved by students, and further learning action plans. This cycle is an improvement of cycle I. Cycle II is carried out with the intention of covering the deficiencies found in cycle I. The stages in this cycle are the same as cycle I, only in cycle II the emphasis is on improvement if the indicator has not been achieved then the next cycle will be carried out until the expected indicator is achieved. The main data in the study are observations, interviews and documentation of Islamic cultural history learning carried out by the teacher concerned.

Based on initial observations made by the researcher, the researcher felt it was appropriate to use the main data that would be used by the researcher in conducting this research, namely observation, interviews, and documentation. While the data source in the study is the object from which the data is obtained. So this data shows the origin of the information, this data must be obtained from the right data source. If the data source is not right, it will result in the data collected being irrelevant to the problem being investigated. In this study, the main data sources are Islamic cultural history teachers, students, and findings. The words and actions of the interviewed teachers are the main data sources. Recording data sources through interviews is the result of a combined effort from seeing, hearing, asking activities. The Islamic cultural history teacher is an original source that can provide data directly from first hand, in the form of documents. Researchers obtain data by directly analyzing the implementation of Islamic cultural history learning that is carried out and recording interviews that are conducted. The second data source is all students of class VII MTsN 1 Musi Banyuasin. The third data source is the researcher's findings in the field. The data collection techniques in this study are divided into two parts, namely qualitative and quantitative. Qualitative data collection techniques are carried out through observation, documentation, and interviews. Quantitative data collection techniques by giving tests.

The qualitative data collection techniques in classroom action research are observation, documentation, and interviews, as follows: Observation is an activity of paying attention to an object using all the senses. Observations are made on the implementation of learning in accordance with the material and learning methods. In this case, the researcher conducted observations at the location that was the object of the research, especially the Islamic Cultural History teacher, and class VII students of MTsN 1 Musi Banyuasin who were used as responses. Documentation comes from two words, document, which means written goods. The documentation method in this case means a way of collecting data by recording data that already exists in documents and archives. In using this document method, researchers can compile documentation instruments in the form of selected variables that will be documented using a checklist

according to the researcher's needs. In this study, researchers used interviews, which are basically data collection techniques carried out by researchers by holding questions and answers to several respondents.

The researcher used this method to obtain information from Islamic cultural history teachers related to the implementation of Islamic cultural history learning through questions that had been prepared in advance carefully and in accordance with the objectives of the study. Conclusion and verification are efforts to find and express the meaning of the data components presented by examining regularities, patterns, causal relationships, and propositions. In drawing conclusions and verification, a review of the presentation of data and notes in the field is always carried out, both based on self-observation and through discussions with respondents. Data on the number of respondents at certain levels based on assessment criteria are calculated using quantitative analysis, both to find the average score (mean) and to calculate the percentage score of respondents who get a certain score. Based on this formula, the researcher provides a benchmark for the percentage of student success classically of 75%. Thus, if the student's learning completeness in the classroom has reached 75%, then learning success has been achieved. However, if the student's learning completeness classically has not reached 75%, then the student's learning success has not been achieved. This is the basis for the researcher to continue the implementation of action research to the next cycle.

## Result

In the classroom action assessment research, the following steps must be taken: The initial step taken by the researcher is to identify the school. First, the researcher met the principal of MTsN 1 Musi Banyuasin in the principal's office to ask for permission and to tell what was done while conducting research at the school. After obtaining permission from the school, it was continued by conducting direct observation in class VII in order to identify the condition of the classroom that would be studied later. Then the researcher interviewed the class teacher with the aim of finding out the students' initial abilities in the SKI subject. After that, the researcher looked for the students' learning outcomes from the list of values at MTsN 1 Musi Banyuasin. This was done as a basis for comparing the success of learning in cycle 1 and cycle 2. In this pre-cycle, the researcher saw that the SKI learning carried out by the subject teacher in the implementation of this pre-cycle, the teacher still used conventional learning methods such as the lecture method, not using the two-stay-two-guest strategy. After the pre-test was carried out and the initial evaluation data was obtained, it was seen that the pre-test results were not as expected when compared to the minimum completeness criteria value ( $KKM = 80$ ) for the field of Islamic Cultural History at MTsN 1 Musi Banyuasin, so class action was needed.

Based on the table above, we can see that the results of the student learning test in the pre-test implementation were classified as very low, with a value of 940 from the total number of students, the average student score of 39.1 was obtained from the total number of students divided by the number of students multiplied by 100, and the highest score was 80 and the lowest score was 20, as evidenced by the fact that out of 24 students, only 1 student was able to achieve the minimum learning completeness score. The following will explain the percentage of student learning outcomes in the pre-action. Based on the table above, we can see that the results obtained by students who have very high and very low assessment criteria. Students who have very high criteria are 0 students (0.00%), students who have high criteria are 1 student (4.16%), those who have moderate criteria are 0 students (0.00%), while 4 students have low criteria (16.67%), and 19 other students are classified as very low criteria (79.17%). So the minimum completion criteria (KKM) that has been determined by the school must reach 80, meaning that when students are given practice questions, they must reach 80 or above so that the student can be said to have passed the KKM.

From the pre-test conducted, student learning outcomes were still low. For this reason, the researcher made a follow-up by conducting a post-test consisting of action planning, implementation, observation, reflection which will be described by the researcher as follows: The planning carried out by the researcher was to prepare and design a lesson plan for one meeting in cycle I, the aim being that the learning process could be carried out effectively and efficiently. Analyze the questions where the difficulty lies, the medium and easy questions, prepare student and teacher observation sheets to observe the teaching and learning process in the SKI subject using the two-stay-two-guest strategy on the material of educational institutions during the Umayyad era. The learning activities carried out were: First, the researcher opened the learning by saying hello and praying together led by the class leader. Second, the teacher and researcher simultaneously discussed the learning material to be delivered to the students. Third, the researcher motivated the students when the learning process began and the students listened and the students looked happy. Fourth, the researcher told stories about the material to be taught.

Fifth, the students were just silent and just listened, the students also still paid less attention to the researcher who was in front when explaining. Sixth, the researcher clarified various student conditions when the learning process had taken place. Seventh, the researcher conducted an evaluation at the end of the cycle. Eighth, the researcher closed the learning by reading a prayer represented by one of the most active male students. At this stage, an observation was conducted on the researcher who was previously a temporary teacher in class VII MTsN 1 Musi Banyuasin. This observation was conducted by the researcher herself as a substitute teacher for the SKI subject in class VII and the observations were 2 class VII students and the SKI teacher named Mrs. H. Jemiana. The informant told the researcher that the researcher still did not master

the learning material, this can be seen from the statement made by the informant: Earlier you explained the material, I saw that you still did not master it as a whole because you were still stuttering and faltering when explaining and also your voice was soft. (Inf.1.G) Because the researcher has not been able to master the material well, the students' response in following the learning process was also not good and caused the students to be noisy. This was stated by the informant: Earlier when explaining the material, I saw that the students' responses were not good because they did not listen and were still noisy when speaking in front of me earlier. (Inf.1.G) The researcher also has not implemented the learning in accordance with the planned time allocation from the start of the learning until the learning is closed. This can be seen from the informant's statement:

Earlier, I saw that the use of time for the learning process was not optimal, because you missed the study hours, when teaching, try to use the time as much as possible so that it fits because when the children hear the bell, the children's concentration has dispersed because the children are in a hurry to go out and play. (Inf.1.G) The next statement given by the informant to the researcher, that the researcher implemented the learning not in accordance with the competencies (objectives) that must be achieved and the characteristics of the students even though it has not been implemented optimally, the statement is as follows:

In implementing learning in accordance with the competencies (objectives) that must be achieved and the characteristics of the students. But I see that the characteristics of the students are not yet very visible or appear, for example, there are still many students who are afraid to ask questions so that understanding of the material is still far from the actual goals to be achieved. Positive and active student habits are still not visible. (Inf.1.G) Researchers have also shown an open attitude towards students, although not fully open, giving rewards to students. This can be seen from the following informant's statement: must be more relaxed or comfortable teaching in this class. So if you are open, they can also be more comfortable. This is because they are still seeing you for the first time, so maybe they are still looking around and adapting, and the gifts given to students, even if they are only stationery, make them proud and can excel over others. So that the children are more enthusiastic when they will follow the next learning process because it can be one of the motivations to continue to be active. But don't do it too often. Gifts are not only in the form of goods, giving encouragement and motivation and congratulations can also be gifts for them. (Inf.1.G)

Furthermore, the researcher used the two-stay-two-guest strategy in the teaching process which was good and the strategy was in accordance with the steps of the two-stay-two-guest strategy. This can be seen from the informant's statement: In using the two-stay-two-guest strategy that you just used, it was good, because I saw you implementing it according to the steps. (Inf.1.G) Some of the things that I observed when

I was a teacher and delivering lessons on the material of Islamic educational institutions during the Umayyad era were student responses in the teaching and learning process, student participation in participating in the learning process, student activity during the learning process, and student understanding of the material being delivered. Based on the data obtained by the researcher during the learning process, I saw that the student's response in participating in the teaching and learning process in the classroom was not good, this can be seen from the students who were noisy or telling stories when the researcher explained the lesson material in front of the class which resulted in students not responding to the teacher's learning and making the class less conducive. This can be seen from the interview results: Ma'am, we apologize for not paying much attention to you, because your voice is soft and can't be heard from behind, so we were talking behind you, but we were talking about the lesson you were giving. (Inf.1.S)

The researcher was also unable to control the conditions in the classroom because when the researcher explained, many students were playing with their friends. This is obtained from the informant's statement below: And when you asked us to answer your question, we couldn't answer it because your voice was soft, so we asked our friends in front of you, until we didn't hear you explaining. (Inf.2.S) In terms of student activity in discussing with friends, it is still lacking, because many students do not understand the explanation given by the researcher. This is in line with the previous informant's statement which said that the researcher still does not master the material and the explanation of the material is still unclear. The statement from the informant is as follows:

Students usually prefer to remain silent because they do not know, not because they understand that it can be seen from their ability to express opinions, because they are afraid of being considered stupid. In fact, if they do not ask, they will not understand the learning process at all. I want to ask but I am embarrassed, ma'am, I am afraid that my friends will laugh at me if my opinion is wrong or not quite right, ma'am. Then ma'am, my friends will definitely laugh at me if I say something wrong, ma'am. (Inf.1.S) In working on the questions given by the researcher at the end of the lesson, students complained that the questions that had to be worked on were too difficult, even though it was not because the questions were difficult or easy, but because the students had not mastered the material well. This statement was made by the student: Ma'am, the questions are really difficult, then there is Arabic, ma'am, my head is dizzy, ma'am, I didn't understand it before, ma'am, and the other friends just answer them as they please, ma'am. (Inf.1.S) At the end of cycle I learning, students are given a cycle I test which aims to see the success of the actions given, the results of which will later be compared in the next cycle to determine whether or not students' learning is complete. Based on the table above, we can see that students' ability to answer questions is relatively low with a score of 1480 from the total number of students' scores, the average student score of 61.67 is obtained from the total number of students' scores

divided by the number of students multiplied by 100, and the highest student score is 90 and the lowest score is 40, as evidenced by the fact that out of 24 students, only 3 students were able to achieve the learning completion score.

Based on the table above, it is known that students in the very high criteria are 1 student (4.17%), students who have high criteria are 2 students (8.34%), and students in the moderate criteria are 11 students (45.83%), students in the low criteria are 5 students (20.83%), and students in the very low criteria are 5 students (20.83%). The table above shows that students' understanding and learning outcomes after going through actions using the two-stay-two-guest strategy are moderate, so they are still not in accordance with the minimum completion percentage set ( $> 80\%$ ), so it is necessary to carry out learning improvements in cycle II which may be able to achieve the minimum completion percentage set. Learning in cycle II aims to improve student learning outcomes in studying the material in cycle I. So, learning in the next cycle will not repeat the entire learning in cycle I, but make improvements and corrections according to student needs. After the entire learning process in cycle I was completed, the researcher observed in finding weaknesses and deficiencies in the cycle. Furthermore, the findings were used to make improvements to the actions in cycle II. The failures in cycle I that will be avoided in cycle two are, First, researchers must master the learning material well and be able to convey it to students in a loud voice so that it is easy for students to understand. Second, researchers will increase their open attitude towards students, so that students can communicate well with researchers. Third, researchers will manage the allocation of learning time well. Fourth, researchers will link teaching materials with relevant knowledge. Fifth, improve student responses when following the teaching and learning process from the teacher and make the class conducive. Sixth, increase student activity during the learning process. Seventh, increase the ability to convey ideas or opinions. Eighth, based on the calculation of the average level of student mastery of the material with the two-stay-two-guests strategy with an average value of 61.67, with a moderate category. Ninth, some students still experience problems in solving questions because they do not master the material well.

## Discussion

The successes in cycle I that will be maintained in cycle II are, One, researchers have given rewards to students if the group can present the results of the discussion to their guests well and clearly. Second, the researcher has used the two-stay-two-guest strategy in the teaching process well. Third, increasing the average class score during the Pre-test by 39.1 with a learning completion rate of 4.17. In cycle I, the average score was 61.67 with a learning completion rate of 12.50. The researcher carried out learning activities based on the planned learning implementation plan (RPP) and implemented alternative problem solving that had been made. The implementation of this action was carried out in 1 meeting with a time allocation of  $2 \times 45$  minutes for each meeting. The learning

activities carried out were, First, the researcher opened the learning with greetings and praying together led by the class leader. Second, the researcher asked questions about the main topic at the first meeting. Third, the researcher motivated students when the learning process began and the students listened and looked happy. Fourth, the researcher stimulated them to tell stories about the material to be taught. Fifth, the students also paid serious attention to the teacher's explanation. Sixth, the researcher divided the groups and each group discussed the material that had been studied and each group sent people to other groups and the group whose students stayed in their group explained to their guests. Seventh, the researcher conducted an evaluation at the end of the cycle. Eighth, the researcher closed the learning by reading a prayer represented by one of the most active male students. After the learning activities were completed, students were given a learning outcome test in cycle II to see the success of the actions given through student learning completion and to see the difficulties experienced by students.

At this stage, observations were made on the researcher who was previously a temporary teacher in class VII MTsN 1 Musi Banyuasin. This observation was carried out by the researcher herself as a substitute teacher for the SKI subject in class VII and the observations were 2 class VII students and the SKI teacher named Mrs. Jemiana. The informant told the researcher that the researcher had mastered the learning material, this can be seen from the statement made by the informant: Jemiana when delivering the material earlier it was better than yesterday, you have mastered the material so when explaining you only focus on the children no longer stutter and nervous and your voice is stronger and I saw earlier that many children already understand. (Inf.I.G) Because the researcher has been able to master the material well, the students' responses in following the learning process have also increased in class. The students' response during the teaching and learning process has increased, just look at them being calmer in place, there are no more students chatting with their friends, then earlier the children were seriously paying attention to you explaining. (Inf.I.G) The researcher has also carried out learning in accordance with the time allocation that has been implemented. This can be seen from the informant's statement.

Your teaching time is right with the time that has been determined. But don't look at the clock too often, later the students will also look at the clock often and it can interfere with the students' concentration. (Inf.I.G) The informant also said that in linking teaching materials with other relevant knowledge, it has been carried out well, it can be seen when the researcher before entering the material to be taught. For example, educational institutions now such as school buildings, which get responses from students become more curious and active. This can be seen from the informant's statement.

Earlier, I thought linking teaching materials with unrelated knowledge turned out to be a very good example and made students enthusiastic about following the lesson.

(Inf.I.G) The next statement was given by the informant to the researcher, that the researcher carried out learning in accordance with the competencies (objectives) that must be achieved and the characteristics of the students. The statement is: You have implemented learning according to the objectives. I also saw that many students were brave enough to convey the material to their friends and were active so that understanding of the material was already apparent from the students, positive and active student habits had emerged although not all. (Inf.I.G) The researcher has also implemented an open attitude towards students that is better than before, giving rewards to students and the researcher made conclusions by involving students. This can be seen from the informant's statement. Good, you and the children have been able to adapt like a teacher with her students, unlike last night's meeting, the children were embarrassed to present and this time the reward has increased, maybe because they gave pens to their students yesterday, earlier all the children were enthusiastic when presenting the results of the discussion, I think because of the reward you gave them, this mother must have given another gift. That's good so the children are more enthusiastic when they are going to follow the learning process. (Inf.I.G) Furthermore, the researcher in using learning strategies in the teaching and learning process is good, namely the strategy used is the Two-Leave-Two-Guest Strategy, the same as before where the researcher implemented the strategy according to the steps of the Two-Leave-Two-Guest strategy that have been determined. This can be seen from the informant's statement.

In using the two-stay-two-guest strategy, it is better than yesterday, although yesterday was also good, because you are used to using this strategy, so you already understand what the steps are. (Inf.I.G) Some of the things I observed when doing research as a teacher and delivering lessons on the material of Islamic educational institutions during the Umayyad era are student responses in the teaching and learning process, student participation in group work, student activity in discussing with their friends, and students' ability to convey the results of the discussion.

Based on the data I obtained during the learning process, the researcher saw that the student response when participating in the teaching and learning process was good, because when the researcher explained the material in front, there were no more students who were noisy or telling stories, but all paid attention and listened to the researcher so that the class became conducive. We can see this from the results of the interview as follows: Ma'am, earlier when explaining the lesson, your voice was strong and clear, ma'am, so those sitting behind also heard it, then you made groups and told us to discuss this, this will make us not bored, ma'am. (Inf.I.S) Not much different from the statement of the second student informant who said the following.

It was fun, ma'am, because earlier you taught differently from other teachers, ma'am, you taught using strategies and made us communicate with our friends so that it made us not sleepy, ma'am. (Inf.2.S) In terms of student activity in conveying the

results of their discussions in class, it was quite good, because the students already understood the explanation given by the researcher as well as the explanation from their friends. The following statement from the informant is: Ma'am, we already understand about the material on educational institutions during the Umayyad era, the various educational institutions, ma'am. (Inf.1.S) Not much different from the statement of the second student informant who said the following. Now, ma'am, when presenting in a group, you stand up and your friends look at you because you already understand what you want to explain, so you are not afraid if your friends laugh at you because you already know what you want to explain in front of you. (Inf. 2.S) In working on the questions given by the researcher, at the end of the learning process, students no longer complained about the difficulty of the questions that had to be worked on, because they had begun to understand what was being taught. This statement was made by a student: Ma'am, which questions do we want to work on, we already understand the material, ma'am. (Inf.1.S) From this statement, it can be seen that students no longer complained about the difficulty of the researcher giving questions to students. At the end of the implementation of cycle II, students were given a test that aimed to see the success of the actions given.

Based on the results of observations and student learning outcomes data in cycle II, it was concluded that in cycle II that had been carried out by the researcher, namely, First, the researcher had mastered the subject matter and how to deliver the material so that it was clearly understood by students. Second, the researcher had linked the teaching material with other relevant knowledge. Third, the researcher had carried out learning in accordance with the objectives to be achieved. Fourth, the researcher had carried out learning in accordance with the time allocation that had been implemented. Sixth, the researcher had shown an open attitude towards students. Seventh, the researcher gave rewards to students. Eighth, the researcher made a summary by involving students at the end of the learning. Ninth, the researcher had used learning strategies in the teaching and learning process well. Tenth, the students' responses during the teaching and learning process were better and made the class calm, comfortable and conducive. And finally, students no longer had difficulty in solving difficult questions. This shows that learning using the two-stay-two-guest strategy can improve student learning outcomes in the material on educational institutions during the Umayyad era, so the researcher did not continue the next cycle. Based on the reflection that has been done in cycle II, from the learning process through the two-stay-two-guest strategy, it was concluded that the researcher did not need to do it again or continue to the next cycle. This is because the classical completeness that has been set has been achieved exceeding 80%. In addition, the results of teacher and student observations have reached a good level. The results of student learning in cycle II were that 21 students completed or with a percentage of 87.5% and 3 students did not complete with a percentage of 12.5% with an average class value of 81.67%.

The implementation of pre-cycle, cycle I and cycle II learning using the two-stay-two-guest strategy can make students not bored to follow the learning besides the two-stay-two-guest strategy can improve student learning outcomes can be seen from the improvement in better learning outcomes before. In the pre-cycle, students who experienced very high criteria were 0, students who had high criteria were 1 students (4.17), those with moderate criteria were 0, and students who had low criteria were 4 (16.67%), students who had very low criteria were 19 (79.17%).

Research in cycle I students who had very high criteria were 1 student (4.17%), students who had high criteria were 2 students (8.34%), and students who had moderate criteria were 11 students (45.83%), students who had low criteria were 5 students (20.83%), and students had very low criteria were 5 students (20.83%). Research in cycle II, students who had very high criteria were 7 students (21.16%), students who had high criteria were 14 students (58.34%), and students who had medium criteria were 2 students (8.33%), students who had low criteria were 1 student (4.17%), and students who had very low criteria were none at all.

## Conclusion

Based on the results of the research and analysis of classroom actions on improving student learning outcomes with the two-stay-two-guest strategy in the SKI subject from chapters I to IV, the following conclusions can be drawn in the final chapter of this thesis: 1) The implementation of SKI learning using the two-stay-two-guest strategy in class VII MTsN 1 Musi Banyuasin can improve student learning outcomes. This is indicated by the steps taken by students in solving the two-stay-two-guest strategy problems in the SKI subject, very enthusiastic so that the subject can be mastered by students, and the SKI learning atmosphere is increasingly enjoyable; 2) The learning outcomes of class VII MTsN 1 Musi Banyuasin students. in the SKI subject after the implementation of the two-stay-two-guest strategy in cycle I, the students who completed were 3 people or with a percentage of 12.5% and the students who did not complete were 21 people with a percentage of 87.5% with an average class value of 61.67%, then in cycle II, the students who completed were 21 people with a percentage of 87.5% and the students who did not complete were 3 people or with a percentage of 12.5%, with an average value of 81.67. This shows that student learning outcomes are increasing and are included in the high category, so it is clear that in cycle II, student learning outcomes have reached the classical completion level that has been set, namely 80%; 3) Through the implementation of the two-stay-two-guest strategy in the subject of Islamic Cultural History at MTsN 1 Musi Banyuasin, it is proven to be able to improve student learning outcomes.

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