

## Application Of The Two Stay-Two Stray Cooperative Learning Model In Arabic Learning In Mts Fatihul Ulum Al-Mahfudz Manggisan Tanggul

### Penerapan Metode Two Stay-Two Stray dalam Pembelajaran Bahasa Arab di Mts Fatihul Ulum Al-Mahfudz Manggisan Tanggul

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DOI: 10.14421/almahara.2023.092-01

#### Abstract

*This study's research focus is applying the two Stay-two-study methods in Arabic language learning at Mts Fatihul Ulum Al-Mahfudz Manggisan Tanggul. The research method used in this study is a descriptive qualitative approach. This type of research is a case study. The subjects of the study were selected in a Purposive way. Data collection uses three techniques, namely observation, interview, and documentation. The data analysis used is descriptive. The validity of the data uses triangulation of sources and techniques. Research Results: 1) Preparation for the application of the two stay-two stray method by a) Making a Learning Implementation Plan (RPP), b) Preparation of Media to be used in class, c) Preparation of teaching materials to be delivered in class d) Preparing learning strategies to be applied in class. 2) The process of applying the two stay-two-stray methods in Arabic Learning, namely, initial activities which include: a) conveying learning objectives, b) conveying the learning methods to be used, and c) explaining the introductory material about commendable morals. Core Activities are a) conveying information to students, b) forming students into groups, and c) guiding groups to work together. The closing activities convey conclusions and reflections on learning.*

**Keywords:** Cooperative Learning, Two stay-two-stray Method, Arabic Learning

## Abstrak

Penelitian ini adalah Bagaimana Proses Penerapan Metode *Two Stay-Two Stray* dalam Pembelajaran bahasa Arab di MTs Fatihul Ulum Al-Mahfudz Manggisan Tanggul. Metode Penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Jenis penelitian ini adalah studi kasus. Subjek penelitian dipilih dengan cara *Purposive*. Teknik pengumpulan data menggunakan tiga teknik yaitu observasi, wawancara dan dokumentasi. Analisis data yang digunakan adalah analisis deskriptif. Keabsahan datanya menggunakan triangulasi sumber dan teknik. Hasil Penelitian: 1) Persiapan penerapan metode *two stay-two stray* dengan cara: a) Pembuatan Rencana Pelaksanaan Pembelajaran (RPP) b) Persiapan Media yang akan digunakan dikelas c) Persiapan Materi ajar yang akan di sampaikan dikelas d) Mempersiapkan strategi pembelajaran yang akan diterapkan dikelas. 2) Proses Penerapan metode *two stay-two stray* dalam pembelajaran bahasa arab yaitu: kegiatan awal yang meliputi: a) menyampaikan tujuan pembelajaran, b) menyampaikan metode pembelajaran yang akan digunakan, c) menjelaskan materi dasar tentang akhlak terpuji. Kegiatan Inti, yaitu: a) menyampaikan informasi kepada siswa, b) membentuk siswa menjadi beberapa kelompok, c) membimbing kelompok untuk bekerjasama. kegiatan penutup yaitu: menyampaikan kesimpulan, refleksi terhadap pembelajaran.

**Kata Kunci:** Pembelajaran Kooperatif, Metode *two stay-two stray*, Pembelajaran Bahasa Arab

## Introduction

Learning is a process of managing and organizing the environment around students so that it can grow and encourage students to carry out the learning process. Learning is also said to be the process of providing guidance or assistance to students in carrying out the learning process. Learning objectives are a significant factor in the learning process. With a goal, the teacher has guidelines and targets for teaching activities. The learning steps and activities will be more focused if the learning objectives are clear and firm. The learning objectives that have been formulated should be adjusted to the availability of time, infrastructure, and students' readiness. In this regard, all activities of teachers and students must be directed at achieving the expected goals.<sup>1</sup>

As stated in UU No.22 the Year 2003, concerning the national education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength,

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<sup>1</sup>Aprida Pane and Muhammad Darwis Dasopang, "Belajar dan Pembelajaran," *FITRAH:Jurnal Kajian Ilmu-Ilmu Keislaman* 3, no. 2 (2017): 333, <https://doi.org/10.24952/fitrah.v3i2.945>.

self-control, personality, intelligence, noble character, and the necessary skills, himself, society, nation, and state.<sup>2</sup>

The implementation of learning based on the Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning the National for Education article 12 paragraph 1:

The implementation of learning is developed in an interactive, inspiring, fun, and challenging learning environment, which motivates students to participate actively and offers a vast place for initiative, creativity, independence from talents and interests, and physical and psychological development.<sup>3</sup>

In international education, there have been efforts to change the paradigm that has long been used in learning in schools, emphasizing the role of teachers who teach rather than students who learn (old paradigms), which are considered unsatisfactory. However, a good teacher should understand the methods used well; he must know not only the material/subject matter but also student problems because, through the teaching method, he must be able to provide ease of learning to students in the learning process.<sup>4</sup> As in surah An-Nahl: 125 which reads:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

It means: "Call (people) to the path of your Lord with wisdom and good teaching and argue with them in a good way. Verily, it is your Lord who knows better who is lost in His ways, and He knows better who is instructed."

In the above paragraph, the concept of education contained in the verse is that the subject matter must be delivered in a language easily understood by students using wise words on the student's level of ability. Moreover, commanding to pay attention to the proper method when wisely conveying God's teachings and to several factors that can help the teachings be conveyed and received correctly.<sup>5</sup>

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<sup>2</sup>Syafira Masnu'ah, Nyayu Khodijah, and Ermis Suryana, "Analisis Kebijakan Pendidikan Islam dalam Undang-Undang No 20 Tahun 2003 (SISDIKNAS)," *MODELING: Jurnal Program Studi PGMI* 9, no. 1 (2022): 115–30.

<sup>3</sup>Presiden Republik Indonesia, "Standar Nasional Pendidikan," no. 102501 (2021).

<sup>4</sup>Rena Rostini and Siti Ghaida Sri Afira Ruhyadi, "Paradigma Pembelajaran dan Motivasi Belajar Siswa Tingkat MI/SD," *Genderang Asa: Journal of Primary Education* 2, no. 2 (2021): 1–13, <https://doi.org/10.47766/ga.v2i2.150>.

<sup>5</sup>Liarti Bt Rusli, "Metode Pembelajaran dalam Alquran (Analisis terhadap Ayat-Ayat Tarbawi)," *Inspiratif Pendidikan* 8, no. 1 (2019): 231–38, <https://doi.org/10.24252/ip.v8i1.7889>.

To create a comfortable learning environment, teachers must master classroom conditions. To do this, teachers must use learning strategies and methods appropriate to the characteristics of students, the material, and the School's infrastructure. A teacher should be able to use various learning strategies and methods because different classes can use different learning approaches. Likewise, materials can use different materials. Mastery of various learning methods by teachers is a must so that learning runs effectively and efficiently. Teachers must often try learning methods to determine the most effective for specific learning methods and materials.<sup>6</sup>

Arabic is the language of the Qur'an. This shows that Arabic is closely related to Islam because the holy book of Islam is the Koran in Arabic and the Hadith, which are explanations and interpretations of the Qur'an collected and compiled in Arabic. Arabic is also one of the language lessons taught at schools or educational institutions in Islam.<sup>7</sup>

In my research, the main problem is how learning this moral creed becomes a benchmark for student activity here—paying attention to the activeness of many students using the cooperative learning model, namely the two stay – two stray methods. Research shows that the Two Stay Two Stray method can hone students' speaking, listening, understanding, collaborating, sharing information, and helping each other achieve learning goals. This will make it easier for students to not feel bored during the lesson. This makes it easier for teachers to work on or deliver lessons well.<sup>8</sup>

Cooperative learning is one of the most potent teaching or learning methods designed for classrooms with concepts similar to other group learning. The essential element of cooperative learning that distinguishes it from group learning is that it is a learning process that is not always from the teacher. However, Shiva also participates directly in the teaching process, thus positively affecting the quality of student communication.<sup>9</sup>

<sup>6</sup>Dkk Andri Kurniawan, Ramlan Mahmud, *Dasar-Dasar Ilmu Pendidikan* (Sumatra Barat: PT Global Eksekutif Teknologi, 2022), 85–86.

<sup>7</sup>Rubini, Hani Zahrani, "Kajian Teoritis Metodologi Pembelajaran Bahasa Arab," *Jurnal Ihtimam* 3, no. 1 (2021): 25–44, <https://doi.org/10.36668/jih.v3i1.220>.

<sup>8</sup>A A Musthofa and H F H Firmansyah, "Penerapan Pembelajaran Kooperatif Tipe Two Stay Two Stray (Tsts) dalam Pembelajaran Mutolaah Kelas 2 Kmi di Pondok Pesantren ...," *Prosiding Nasional Bahasa Arab VII*, 2021, 472–83, <http://prosiding.arab-um.com/index.php/konasbara/article/view/1002%0Ahttp://prosiding.arab-um.com/index.php/konasbara/article/viewFile/1002/943>.

<sup>9</sup> لدى طلبة الفصل السابع في المدرسة Two Stay Two Stray رزقي ساني كورنييا، "ترقية نتيجة تعلم اللغة العربية باستخدام طريقة التعليم المتوسطة الإسلامية المدثرة"، ٢٠٢٢، ٣٧٩–٩٤.

The two stay two stray model is a model that can train students to discuss and work together in groups. The two-stay-two-stray type cooperative learning model is expected to strive to improve Shiva's discussion skills by visiting other groups. Encourage students to talk and ask questions. Likewise, students living in the place are encouraged to express their opinions about discussion materials previously discussed with their groups. The activity will require interaction to exchange opinions between visiting students and students who live in the same place to solve the problems discussed.<sup>10</sup> One of the madrasahs that use the two-stay, two-stay type cooperative learning model is Madrasah Tsanawiyah Fatihul Ulum Al-Mahfudz Manggisan Tanggul.

MTs Fatihul Ulum Al-Mahfudz Manggisan Tanggul is a madrasah that supports the use of varied learning models to foster student interest in learning and grow classes to be active, one of which is a cooperative learning model type two stay two Stray which has been implemented for a long time, namely from 2019. Based on observations with one of the teachers who teaches on the subject of moral creed, in the month of mart at MTs Fatihul Ulum Al-Mahfudz, he said that before using this type of cooperative learning, two stray teachers still dominated learning in the classroom, then the methods/models used are still monotonous, teachers do not use varied learning models, especially in the subjects of moral creed, teachers still use the lecture and question and answer methods and do the assignments in student worksheet (LKS) as usual so that it makes students less active, only bright students are active and do assignments. In contrast, other students who are less good do not do it. This causes a lack of understanding of the material of Arabic Learning for all students, so there needs to be more feedback from students.<sup>11</sup> The TSTS-type cooperative learning model is a group learning model with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to achieve.<sup>12</sup> This cooperative learning model is expected to increase student activity during learning and make it easier for students to acquire new skills and solve problems given by the teacher in groups.

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<sup>10</sup>Irda Aziza Hasibuan, "Penerapan Model Two Stay Two Stray untuk Meningkatkan Hasil Belajar Siswa Kelas V Sekolah Dasar Keywords: Two Stay Two Stray Model, Learning Outcomes Kata Kunci: Model Two Stay Two Stray, Hasil Belajar," *Journal of Basic Education Studies* 4, no. 1 (2021): 193.

<sup>11</sup>Observations at MTs Fatihul Ulum Al-Mahfudz Manggisan Tanggul, 6 Mart 2023.

<sup>12</sup>Islamic Religious Education, "Penerapan Model Pembelajaran Two Stay Two Stray untuk Meningkatkan Kemampuan Memahami Teks Naratif Berbahasa Arab Mazidatulfaizah Institut Agama Islam Tribakti Kediri PENDAHULUAN Bahasa Arab adalah Salah Satu Bahasa Asing yang Menjadi Mata Pelajaran Wajib" 5, no. 2 (2021): 136–47.

All students at MTs Fatihul Ulum Al-Mahfudz live in Islamic boarding schools, and they have received religious lessons using the lecture method without any new learning methods/models. Rarely are students involved in the learning process, such as less actively asking and listening to the teacher's explanation in the learning. This is evidenced by the number of students who are passive during the study, such as the lack of desire of students to ask questions because they are considered to need more confidence in expressing opinions and lack of interaction with teachers and friends. Students are only active if the teacher asks questions, and not all students can answer questions; students also look very bored and sleepy when only listening to explanations from the teacher. Moreover, during the teaching and learning process, some students are seen conversing and joking with their deskmates, less focused on the material presented, doing their activities, and looking less enthusiastic in following learning, which can be seen by them putting their heads in their hands. Therefore, after interviewing Mr. Abdurrohman, a teacher of moral creed subjects, he said that the two stray types of cooperative learning model are considered adequate in the learning process at MTs Fatihul Ulum Al-Mahfudz Manggisan Tanggul because this learning model can foster student activeness in the learning process which is characterized by students when discussing and exchanging opinions, All students dare to express opinions. Some students can respond to other groups when other groups' responses do not agree with their group in the discussion.

Based on the description written above, the author is interested in conducting more profound research on the "Application of the Two Stay Two Stray Type Cooperative Learning Model in Arabic Learning in Class VIII MTs Fatihul Ulum Al-Mahfudz Manggisan Tanggul for the 2022/2023 Academic Year."

### **Result and Discussion**

Arabic language learning at MTs Fatihul Ulum Al-Mahfudz uses not only lecture models/methods but also models/methods that make students more active in ongoing learning. The use of the two stay two stray type cooperative learning model in Arabic language subjects is implemented to make it easier for teachers to make the class atmosphere active, innovative, and fun and to make students more confident and brave in conveying their ideas.

The learning system currently used at MTs Fatihul Ulum Al-Mahfudz Manggisan Tanggul in class 8 uses the 2013 curriculum, as stated in an interview with Lukman Hadi, S. Pd. The principles are: "For the 2022/2023 academic year, we are using two MBK curricula;

the first for class 7 is the Independent (Kurmer) curriculum. Our 8th and 9th grades use the 2013 K13 curriculum".<sup>13</sup>

The process of implementing the Two Stay Two Stray method is carried out When the occurrence of Arabic learning at Mts Fatihul Ulum, which consists of a process from beginning to end, is based on the results of an interview with Safii as an Arabic teacher at Mts Fatihul Ulum : "The process of applying this method starts from the initial activity, activity. Core and concluding: The initial activities are carried out after all students are ready to follow the learning process."<sup>14</sup>

In the Two Stay Two Stray method, this initial activity starts with prayer student presence. Safii conveyed this as an Arabic teacher in an interview with researcher Mts Fatihul Ulum Manggisang :

"This initial activity is usually praying first, absent students and conveying learning objectives and explaining methods; what I will use is the Two Stay Two Stray Method, so that Later when applying this method, the student is familiar with The purpose of learning that will be done and facilitate The learning process takes place."<sup>15</sup>

After the initial activities, proceed with the core activities. The core activities are the most important in helping students achieve learning objectives. On core activities in the process of applying the method, Two Stay Two Stray emphasizes student activities to make students more active. This is based on interviews researcher with Safii, an Arabic teacher at Mts Fatihul Ulum Manggisang :

"In the core activity, I explain a little bit about The topics to be studied, then I form a group and distribute sheets containing the topics of the material I have prepared. Then two students will be representatives of each visiting group or rolling to another group and then back to the initial group and convey ideas encountered from the results of visiting that other group."<sup>16</sup>



**Picture 1.** Document the implementation of the two-stay type cooperative learning model on moral creed learning.<sup>17</sup>

<sup>13</sup>Lukman Hadi, interviewed by the Author, Jember, 29 May 2023

<sup>14</sup>Safii, interviewed by Author, Jember, May 30, 2023

<sup>15</sup>Safii, interviewed by Author, Jember, May 30, 2023

<sup>16</sup>Safii, interviewed by Author, Jember, May 30, 2023

<sup>17</sup>MTs Fatihul Ulum Al-Mahfudz Manggisang Tanggaul, documentation, June 5, 2023

## Preparation for the Application of the Two Stay-Two Stray Method in Arabic Learning in Mts Fatihul Ulum Manggisan Tanggul

Based on the results of observations and interviews conducted by researchers, There are several findings about the steps of the Two Stay-Two method Stray in Arabic Language learning in Mts Fatihul Ulum; the steps in The Two Stay Two Stray method are to compile the implementation plan of the learning (RPP), prepare media which will be used to make it easier for teachers to deliver the material. This is by Afiffah's statement in the work. The science is that the success or failure of learning is one of them. Judging from RPP, it can make it easier for teachers or educators to carry out the learning process that achieves one basic competency when everything is arranged according to plan.<sup>18</sup>

In preparation for the application, the teacher will determine what must be done in learning to make learning more accessible so that teachers or students feel comfortable in the process.<sup>19</sup>

The researchers' findings in preparing an implementation plan of the learning (RPP) are several Preparations of application that must be done in the teaching and learning process. These learning components are the school name, core competencies, and essential competencies to be achieved in learning, objectives learning, materials, methods used, media prepared in advance, and learning resources to be used. In addition, researchers also found the existence of deep learning steps in preparation for the Learning Implementation Plan, which consists of The three stages of activities: the initial activity, core activity, and closing activity.

The initial activity contains teacher activities such as: Start by saying greetings and praying, explaining the purpose of learning and methods to be used. On core activities, Teacher activities that applied the Two Stay Two Stray method, forming groups, and group presentations were found. In the closing activity, teacher activities were found; the teacher gave conclusions from What had been learned and closed it with a prayer together.

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<sup>18</sup>Alifia Nurrahmawati et al., *Menjadi Guru Profesional Dan Inovatif Dalam Menghadapi Pandemi (Antologi Esai Mahasiswa Pendidikan Matematika )* (UAD PRESS, 2021), <https://books.google.co.id/books?id=m2E1EAAAQBAJ>.

<sup>19</sup>Yeni Asmara and Dina Sri Nindianti, "Urgensi Manajemen Kelas untuk Mencapai Tujuan Pembelajaran," *SINDANG: Jurnal Pendidikan Sejarah dan Kajian Sejarah* 1, no. 1 (2019): 12–24, <https://doi.org/10.31540/sdg.v1i1.192>.



This finding is relevant to Wina Sanjaya's theory in his book, which states that learning is a system consisting of components mutually exclusive to each other. Relatedly, planning the implementation of learning is planning each mutually equivalent component and Associated. The Learning Implementation Plan has five main components: the learning objectives, the material lessons, methods, media, learning resources, and components evaluation.<sup>20</sup>

In addition to the findings mentioned above, in preparation for applying the Two Stay Two Stray method in learning moral creed in Mts Fatihul Ulum Manggisan Tanggul, the researcher also Found a selection of media and sources used by teachers. The media teachers use are sheets of paper containing material topics that can make it easier for teachers to carry out learning activities. The media teachers use are sheets of paper containing material topics that can make it easier for teachers to carry out learning activities. Learning resources used by the teacher are LKS books and package books provided by Schoolschool as a learning resource that can make it easier for teachers and students to understand the learning topics to be discussed.

This finding is related to the theory of Heinrich et al. in Andi's book Prastoyo, who stated that the media, as intermediaries, deliver information between the source and the receiver. So, television, film, photo, video, projected images, and printed materials is a communication medium.<sup>21</sup> In other words, Learning media is everything, be it in the form of tools, environment, or intentionally planned/conditioned activities that can channel messages or valuable information in the learning process to achieve practical learning objectives and efficiency.<sup>22</sup> Then, it can be known that everything, such as objects, data, facts, ideas, people, and so on, can facilitate the learning process. Examples of learning resources are package books, modules, and Student worksheets (LKS).<sup>23</sup>

<sup>20</sup>Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Kencana, 2015), 59-60, <https://books.google.co.id/books?id=Y9xDDwAAQBAJ>.

<sup>21</sup>Andi Prastowo, *Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu: Implementasi Kurikulum 2018 Untuk SD/MI* (Kencana, 2017), [https://books.google.co.id/books?id=\\_JBBDwAAQBAJ](https://books.google.co.id/books?id=_JBBDwAAQBAJ).

<sup>22</sup>Safrida Yuniati and Sugeng Prayoga, "Pengaruh Manajemen Perencanaan Pembelajaran Terhadap Kinerja Guru SMA Negeri di Kota Mataram," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 5, no. 2 (2019): 133, <https://doi.org/10.33394/jk.v5i2.1811>.

<sup>23</sup>Ainikke Zakiyyatul Fitriani, "Evaluasi Program E-Learning pada Prodi Pendidikan Bahasa Arab Universitas Muhammadiyah Yogyakarta dengan Model CIPP," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2021): 109-27, <https://doi.org/10.18196/mht.v3i2.10481>.

Based on interviews, observations, and research documentation, teachers become more accessible to learning due to the steps of the teacher's carefully prepared Two Stay Two Stray method. Teachers have also become more relaxed in delivering material because of what the teacher will do. It is planned in preparation for the application of the method. Two Stay Two Stray is like preparing a Learning Implementation Plan (RPP), preparing media, and determining methods, sources, and materials used to learn Arabic.

**The Process of Applying the Two Stay-Two Stray Method in Arabic Learning In MTs  
 Fatihul Ulum Al-Mahfudz Tanggul Jember**

After researchers obtain the data through observation, interviews, and documentation, the data is presented and analyzed through discussion findings in the field during the study. As for the findings, Researchers can be fielded as follows.

**Table 1.** Research findings

Research Focus	Findings
How is the Process Application of Method Two Stay-Two Stray in Arabic Learning MTs Fatihul Ulum Al-Mahfudz Tanggul Jember?	1. Initial Activities a. The teacher opens the process of learning with greetings followed by praying b. The teacher performs material perception previously c. The teacher conveys the purpose of learning d. The teacher conveys the method of Learning to use e. The teacher explains the material 2. Core Activities a. Teachers form groups of Hiterogen by counting 1-2-3-4 b. The teacher instructs students to read the material for 10 minutes c. The teacher divides the sheets of paper into each group for discussion d. The teacher approached each group to provide an interpretation of Each topic obtained e. Upon completion, two students Leaving the group to visit other groups, students who stay will explain to incoming guests. f. Students return to the original group to deliver results g. Each representative group conveys

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- the results of the conclusion obtained
  - h. Each group Allowed to ask questions
  - 3. Concluding Activities
    - a. The teacher conveys the conclusion, Reflection on Learning
    - b. Students lead the prayer and continue. The teacher closes the activity Learning with greetings.
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For a more detailed discussion of the findings as follows:

One of the essential things in the success of activities learning is using methods. Because the method is a way teachers use to attract, motivate, and develop students' interest in learning. The existence of methods also makes it easier for teachers to deliver material.

The method is a set of learning procedures teachers use in the learning process so that students can achieve the learning objectives formulated in the curriculum, syllabus, and subjects.<sup>24</sup>

Based on interviews, conservation, and researcher documentation, implementing the Two Stay-Two Stray method in Arabic language learning at MTs Fatihul Ulum Al-Mahfudz Tanggul Jember includes Introduction, Core Activities, and Closing Activities.

#### 1. Introductory Activities

- a. The teacher opens the learning process with greetings and continues praying together, led by student representatives.
- b. The teacher prepares the condition/readiness of students to start the Learning Process.
- c. The teacher performs the previous material Perception.
- d. Teachers convey learning objectives.
- e. The teacher conveys the learning method to be used.
- f. The teacher explains the introductory material about commendable morals.

#### 2. Core Activities

- a. The teacher forms a heterogenic group by counting 1-2-3-4.
- b. The teacher instructs students to read the material for 10 minutes.
- c. The teacher divides the sheets of paper into each group to discuss.
- d. The teacher approached each group to give an interpretation of each topic obtained

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<sup>24</sup>Rahmat, *Metode Pembelajaran Pendidikan Agama Islam Konteks Kurikulum 2013* (Yogyakarta: Bening Pustaka, 2019), 1.

- e. When finished, two students left the group to visit Another group; the students who stayed behind will explain to the guests who came.
  - f. Students return to the initial group to deliver results.
  - g. Each representative group delivered the results and the conclusions that Retrieved.
  - h. Each group is allowed to ask questions.
3. Concluding Activities
- a. The teacher conveys conclusions and reflections on learning.
  - b. Students led the prayer and continued the teacher closed the activity Learning with greetings.

The results of this finding are related to Huda's theory, described in the book Tri Tias, which states that the learning model of the cooperative type Two Stay Spencer Kagan developed two Stray. This method can be used in all subjects and for all age levels of learners. This method is a learning system group with the aim that students can work together, take responsibility, help each other, solve problems, care for each other, and encourage each other to achieve. This method can also Train participants' interaction, socialization, courage, emotions, and mentality.<sup>25</sup>

In the book Tri Tias, the method of two stays, two strays, or two stays, Two visits are part of cooperative learning that provides an experience for students to share knowledge in groups and other groups. In discussion, Student groups are required to play an active role in solving problems with their group mates. After that, the group discussion results will be matched with the answers of another group obtained from two of their friends who visited in another group.

In the book of Aman Kusman Nugraha argues that the model Two Stay Two Stray learning is two students living in a group and two guests in another group. Two people who stayed on duty provided information to guests about the results of their group discussions, While the visiting was in charge of digging up information, recording results other group discussions he visited.<sup>26</sup>

In addition, researchers found the use of the Two Stay Two method In Arabic language learning at MTs Fatihul Ulum Al-Mahfudz Tanggul Jember is only sometimes

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<sup>25</sup>Tri Tias, *Variasi Permainan Pembelajaran, Metode, dan Ic Breaking* (The First Of Publisher in Indonesia: Guepedia, 2021), 87.

<sup>26</sup>*Jurnal Pendidikan Konvergensi: Juli 2019*, Jurnal Pendidikan Konvergensi (Sang Surya Media, n.d.), <https://books.google.co.id/books?id=BurRDwAAQBAJ>.

used at every meeting. However, this method is only used when certain materials are pretty long and have many sub-sub chapters, so the method Two Stay Two Stray can make it easier for teachers to apply an active, innovative, creative, and fun learning process.

## Conclusion

Preparation for the application of the two stay-two-stray method in learning Arabic at MTs Fatihul Ulum Manggisan is already Going well because the teacher always makes an implementation plan for learning (RPP), media to be used, assessment instruments, Learning resources, and preparing learning materials that Used. The application of the two stay-two-stray method in Arabic language learning at MTs Fatihul Ulum Manggisan includes activities beginning, core activities to final activities such as The teacher compiling the steps of the learning method, providing learning motivation to students, conveying learning objectives, teachers explaining methods Two stay-two stray learning that will be used, The teacher delivers the primary material to be learned. Two stay-two method Stray can improve the classroom atmosphere to be active and understand the material quickly.

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