

## Analysis of Students' Experiences in the Implementation of Two Stay Two Stray Learning Model in the Nahwu Subject

### Analisis Pengalaman Belajar Siswa dalam Penerapan Model Pembelajaran Two Stay Two Stray pada Mata Pelajaran Nahwu

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#### **Abstract**

*This article analyzes the experiences of seventh-grade students in the implementation of the Two Stay Two Stray (TSTS) learning model in the Nahwu subject at Daarul Huffaadz Alfalahiyah Islamic Boarding School. The study aims to evaluate the effectiveness of the TSTS model in enhancing student engagement and comprehension of Nahwu material, which has often been perceived as difficult and tedious by many students. The research employs a descriptive qualitative method, with data collected through interviews with students and classroom observations. The findings reveal that the majority of students experienced a significant improvement in their understanding of Nahwu after the application of the TSTS model. Students reported feeling more active and involved in the learning process, particularly due to the opportunity to discuss, express opinions, and explain material to their peers. One student stated, "After participating in Nahwu learning with the TSTS model, I feel very happy and more confident. This method made learning more interactive and enjoyable." In addition to improving comprehension, the model also helps develop students' communication and collaboration skills. Observations indicated that student interactions became more dynamic compared to traditional teaching methods. The teacher's role as a facilitator, guiding discussions without dominating them, aligns with constructivist principles, which emphasize the importance of social interaction in the learning process. Key factors that support the success of this model include student readiness, teacher support, and a conducive learning environment. However, challenges remain, such as the model's dependence on effective student collaboration, which needs to be carefully managed.*

**Keywords:** Learning Model, Nahwu, Student Experiences, Two Stay Two Stray (TSTS).

#### **Abstrak**

Artikel ini menganalisis pengalaman siswa kelas tujuh dalam penerapan model pembelajaran Two Stay Two Stray (TSTS) pada mata pelajaran Nahwu di Pondok Pesantren Daarul Huffaadz Alfalahiyah. Penelitian ini bertujuan untuk mengevaluasi efektivitas

model TSTS dalam meningkatkan keterlibatan dan pemahaman siswa terhadap materi Nahwu, yang sering kali dianggap sulit dan membosankan oleh banyak siswa. Penelitian ini menggunakan metode kualitatif deskriptif, dengan data yang dikumpulkan melalui wawancara dengan siswa dan observasi kelas. Temuan penelitian menunjukkan bahwa mayoritas siswa mengalami peningkatan pemahaman yang signifikan terhadap materi Nahwu setelah penerapan model TSTS. Para siswa melaporkan merasa lebih aktif dan terlibat dalam proses pembelajaran, terutama karena adanya kesempatan untuk berdiskusi, mengemukakan pendapat, dan menjelaskan materi kepada teman sekelas. Salah satu siswa menyatakan, "Setelah mengikuti pembelajaran Nahwu dengan model TSTS, saya merasa sangat senang dan lebih percaya diri. Metode ini membuat belajar menjadi lebih interaktif dan menyenangkan." Selain meningkatkan pemahaman, model ini juga membantu mengembangkan keterampilan komunikasi dan kolaborasi siswa. Hasil observasi menunjukkan bahwa interaksi antarsiswa menjadi lebih dinamis dibandingkan dengan metode pengajaran tradisional. Peran guru sebagai fasilitator yang membimbing diskusi tanpa mendominasi sejalan dengan prinsip-prinsip konstruktivisme, yang menekankan pentingnya interaksi sosial dalam proses belajar. Faktor-faktor kunci yang mendukung keberhasilan model ini meliputi kesiapan siswa, dukungan guru, dan lingkungan belajar yang kondusif. Namun demikian, masih terdapat tantangan, seperti ketergantungan model ini pada efektivitas kolaborasi siswa yang perlu dikelola dengan baik.

**Kata Kunci:** Model Pembelajaran, Nahwu, Pengalaman Siswa, TSTS.

## Introduction

Arabic learning, particularly in the study of *Nahwu*, plays an important role in shaping students' language abilities, both in terms of text comprehension and proper grammar usage.<sup>1</sup> As a core component of the Arabic language, mastering *Nahwu* requires an effective approach so that it can be well absorbed by students, especially at the basic education level such as seventh grade. One interesting learning model that can be applied to *Nahwu* instruction is the *Two Stay Two Stray* (TSTS) model, a cooperative approach that allows students to work in small groups, exchange information, and learn from one another. This article aims to analyze the experiences of seventh-grade students in the implementation of the TSTS learning model in the *Nahwu* subject at Daarul Huffaadz Al Falahiyah Islamic Boarding School, in order to identify its effectiveness and the challenges faced during the learning process.

The background for implementing the TSTS model is based on the need to enhance active student engagement in Arabic language learning, which has often been considered

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<sup>1</sup>Muhammad Rizal, Maman Abdurrahman, and Asep Sopian, "Sumber Landasan dalam Merumuskan kaidah-kaidah Nahwu dan Signifikansinya untuk Pembelajaran Bahasa Arab," *DAYAH: Journal of Islamic Education* 4, no. 2 (August 27, 2021), <https://doi.org/10.22373/jie.v4i2.9443.p.208>

difficult and less engaging. In traditional models, many students struggle to understand *Nahwu* concepts due to passive approaches in which the teacher is the center of learning while students merely receive information.<sup>2</sup> With the TSTS learning model, a paradigm shift is expected to occur, enabling students to collaborate more actively and utilize social interaction to understand the presented material.<sup>3</sup> Therefore, it is important to examine how the implementation of this model can influence students' learning experiences, both in terms of material comprehension and their engagement in the learning process.

The urgency of this research lies in the pressing need to find effective teaching methods that align with the characteristics of today's students. Seventh-grade students are generally in a transitional phase from primary to secondary education, where they begin to encounter more complex materials, including *Nahwu*. In the context of Daarul Huffaadz Al Falahiyah Islamic Boarding School, *Nahwu* is one of the most important subjects that students must become master, as it is directly related to their ability to understand religious texts, particularly the Qur'an and Hadith and to comprehend when they communicate. However, conventional teaching methods are often considered less effective in helping students deeply comprehend this material. The TSTS model offers a more interactive and collaborative approach, where students not only learn individually but also exchange information and knowledge with their peers.<sup>4</sup> This aligns with constructivist learning theory, which emphasizes that effective learning involves active student engagement in the process of knowledge construction.<sup>5</sup> Therefore, this research is important to explore how the TSTS model can be effectively applied in *Nahwu* learning and how it influences students' learning outcomes.

Language is a tool of communication between living beings in this world and holds a very important role. People use it to exchange information and messages. The Arabic

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<sup>2</sup>Siti Lum'atul Mawaddah, "Problematisasi Pembelajaran Nahwu Menggunakan Metode Klasik Arab Pegon di Era Modern," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (April 14, 2022), <https://doi.org/10.18196/mht.v4i2.12976>. p.105

<sup>3</sup>Bajongga Silaban and Hasrat Gari, "The Effect of Cooperative Learning Model with Two Stay Two Stray Type in Students' Learning Outcomes of 7th Grade Students State Junior High School 1 Onolalu" 6, no. 10 (2021). P.1036

<sup>4</sup>Nunuk Handayani, "EFEKTIVITAS MODEL PEMBELAJARAN TWO STAY TWO STRAY (TSTS) DITINJAU DARI HASIL BELAJAR SISWA KELAS V SD PADA MATA PELAJARAN MATEMATIKA," *International Journal of Elementary Education* 2, no. 1 (May 4, 2018), <https://doi.org/10.23887/ijee.v2i1.13904>. p.19

<sup>5</sup>Sus Rahma Yuni, Sahroina Rambe, and Gusmaneli Gusmaneli, "Strategi Pembelajaran Aktif di Madrasah," *Journal of Creative Student Research* 2, no. 3 (May 2, 2024), <https://doi.org/10.55606/jcsr-politama.v2i3.3675>. p.2

language plays a particularly important role and is an integral part of Islamic teachings.<sup>6</sup> Understanding Islam cannot be separated from knowledge of the Arabic language, as the primary source of Islamic knowledge is the Qur'an, which is written in Arabic. As Caliph Umar bin Khattab (may Allah be pleased with him) stated: "Learn Arabic, for it is part of your religion."<sup>7</sup> According to Suryadarma, Arabic is the language used by Arabs to express purpose and serves as the medium for delivering the Qur'an and Hadith, both of which were transmitted orally.<sup>8</sup> Education is a fundamental element in preparing human resources to face the complexities and dynamics of life in a society that is diverse both nationally and internationally. Education plays a strategic role in improving a nation's quality. The level of a country's development can be measured through its advancement in education. The progress of several countries around the world is inseparable from improvements and developments in the field of education.<sup>9</sup> One area of education is language learning. Effective language learning is organized learning. Organization means following a logical sequence based on students' abilities, learning styles, ages, and varying levels of motivation.<sup>10</sup> Therefore, effective Arabic language learning is learning that considers each individual's uniqueness. It requires a great deal of practice and specialized instruction for someone to use Arabic properly and correctly.<sup>11</sup>

Several previous studies have shown that cooperative learning models, including TSTS (*Two Stay Two Stray*), have a positive impact on student learning outcomes across various subjects. For example, a study conducted by Siti Rodiyah (2023) showed a significant improvement in Arabic language learning achievement. In the first cycle, the average score increased from 62.25 in the pre-test to 72.7 in the post-test, with 55% of students achieving mastery. In the second cycle, the average score rose to 81.15, with 80% of students achieving

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<sup>6</sup>Abdul Hafidz bin Zaid, "Development of the 'al-Insya' Textbook Based on Contextual Teaching and Learning (CTL) to Improve Students' Writing Skills," *Prosiding Konferensi Nasional Bahasa Arab* 2, no. 1 (n.d.): 3.

<sup>7</sup>Agung Nur Cholis, May Lita Wardiya Ningsih, and Aatina Khairul Atiyah Zein, "MEDIA BERBASIS POWERPOINT UNTUK PEMBELAJARAN KOSA KATA BAHASA ARAB BAGI PEMULA DALAM MENGHADAPI TANTANGAN DI ERA INDUSTRI 4.0," n.d. p.366

<sup>8</sup>Muhammad Ahsan Thoriq, Mohammad Ahsanuddin, and Yoke Suryadarma, "تصميم مدونة المناظرة العربية على أساس السمعية البصرية," *Journal of Arabic Linguistics and Education* 8, no. 1 (2022). P.122

<sup>9</sup>Haerun Anna, "Pembelajaran Bahasa Indonesia Dalam Konteks Multibudaya," *Jurnal Al-Ta'dib* 9, no. 2 (2016). P.75

<sup>10</sup>Saepudin, *Pembelajaran Keterampilan Bahasa Arab Teori Dan Praktik* (Trustmedia, 2012).p.1

<sup>11</sup>Yoke Suryadarma, Agung Nurcholis, and Anggita Hilaul Pikri, "The Effectiveness of Using the Media Game Jumping Word Circles in Teaching Arabic Vocabulary," *INDONESIAN JOURNAL OF ARABIC STUDIES* 5, no. 2 (n.d.): 144-58.

mastery.<sup>12</sup> A similar result was found in a study by Andi (2022), which showed that mathematics learning through the application of the cooperative learning model *Two Stay Two Stray* produced the following outcomes: 1) The average mathematics score increased from 66.21 in cycle I to 79.57 in cycle II. 2) The percentage of students achieving mastery also increased from 61.9% in cycle I to 90.5% in cycle II. 3) Student activities and responses showed:

- a) The average percentage of student activities aligned with the learning process increased from 41% in cycle I to 47% in cycle II, while activities not aligned with the learning process decreased from 26% to 14%.
- b) Based on questionnaires, almost all students expressed enjoyment in learning mathematics, liked the *Two Stay Two Stray* cooperative learning model, and supported its continued implementation in schools.<sup>13</sup>

However, despite many studies supporting the effectiveness of cooperative learning models, there are still gaps in research regarding the implementation of the TSTS model in *Nahwu* learning. Most previous studies have focused on the application of this model in other subjects such as mathematics or science, and very few have specifically examined its impact on *Nahwu* learning. Additionally, there is a lack of research exploring students' experiences during the implementation of this model, especially in religious educational contexts such as Daarul Huffaadz Al Falahiyah Islamic Boarding School. Therefore, this research aims to fill that gap by focusing on analyzing students' experiences in *Nahwu* learning using the TSTS model, which is expected to provide new insights into the development of Arabic language teaching methods.

At this stage of the research, the primary focus is to explore how the TSTS model is concretely implemented in *Nahwu* learning in seventh grade and how students respond to this approach. This study uses a descriptive qualitative method, where data is collected through observation and interviews to gain a comprehensive understanding of students' learning experiences.<sup>14</sup> This research will also examine the factors that influence the

<sup>12</sup>Siti Rodiyah, "Peningkatan Hasil Belajar Bahasa Arab dengan Metode Two Stay Two Stray pada Siswa Kelas VII (Studi Kasus MTSN 9 Jakarta)," *Mitra Pilar: Jurnal Pendidikan, Inovasi, dan Terapan Teknologi* 2, no. 2 (December 30, 2023), <https://doi.org/10.58797/pilar.0202.04>. p.78

<sup>13</sup>Andi Kamal Ahmad, "Peningkatan Hasil Belajar Matematika Melalui Model Pembelajaran Kooperatif Tipe Two Stay Two Stray," n.d. p.86

<sup>14</sup>Yudin Citriadin, *Metode Penelitian Kualitatif: Suatu Pendekatan Dasar* (Mataram: Sanabil, 2020). P.91

effectiveness of the model's implementation, as well as the challenges faced by both teachers and students during the learning process.

The novelty of this research lies in the approach used, which is to directly examine students' experiences in the context of *Nahwu* learning using the TSTS model. While most previous studies have focused more on final outcomes or improvements in academic scores, this study seeks to explore deeper aspects of how students perceive and experience the learning process with this model. Therefore, this study is highly important, as students' experiences in the learning process are key factors that can influence their understanding and engagement with the material being taught, especially in subjects considered difficult such as *Nahwu*. By understanding how students perceive the implementation of the *Two Stay Two Stray* (TSTS) learning model, we can identify the strengths and weaknesses of this method in the context of *Nahwu* learning. This is highly relevant, considering that the goal of education is to create an enjoyable and effective learning environment. Moreover, the information obtained from this research can be used to develop better curricula and teaching methods in pesantren, thereby improving the overall quality of education. Thus, this research not only contributes to the field of teaching methodology but also enhances the understanding of *Nahwu* learning dynamics.

The aim of this research is to analyze the experiences of Grade VII students in the implementation of the Two Stay Two Stray learning model in the Nahwu subject at Daarul Huffaadz Al Falahiyah Islamic Boarding School. Specifically, this study aims to identify how the TSTS model can improve students' understanding of Nahwu material, how students respond to this method, and what challenges arise during its implementation. This research is also expected to provide recommendations for teachers in developing more effective teaching strategies to improve the quality of Arabic language learning.

This research uses a descriptive qualitative method, which collects data naturally and then interprets events as they actually occur, with the researcher serving as the primary key in data analysis. The research subjects consist 1 teacher and 23 students of Grade VII at Daarul Huffaadz Al Falahiyah Islamic Boarding School . To obtain accurate and relevant data, the researcher employed several data collection techniques, including observation, semi-structured interviews, and documentation of activities occurring in the field.<sup>15</sup> Semi-structured interviews were chosen as the primary data collection method because they allow for an in-depth exploration of the experiences, perspectives, and practices of teaching Arabic

<sup>15</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019). P.15

using the Two Stay Two Stray Learning Model. Data were obtained through direct visits to the research site, observing the learning process, and interviewing several students who served as informants in this study. The collected data were then analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. At the data reduction stage, the researcher selected necessary data, categorized it into essential parts, and discarded irrelevant data. At the data display stage, the researcher presented the data in narrative text form. At the conclusion stage, the researcher summarized the narrative and verified the data so that the findings could provide answers to the research questions.<sup>16</sup>

Once the data was collected, the researcher analyzed it using the approach developed by Miles and Huberman. This analysis process involves several important stages, starting with data collection, followed by data reduction, which involves simplifying and selecting the data obtained. The reduced data is then presented in a more systematic form through data presentation, and finally, the researcher draws conclusions based on the findings that have been comprehensively analyzed. This approach helps the researcher better understand the phenomenon being studied and organizes the results in a more structured manner.

In this study, data analysis is conducted by thoroughly examining the responses obtained from the interviews. The main focus of this analysis is to identify recurring themes, patterns, and insights related to the implementation of the Two Stay Two Stray (TSTS) learning model in the context of Nahwu learning.<sup>17</sup> By adopting a qualitative descriptive research approach, the aim of this study is to provide a deep understanding of how the TSTS model is applied in teaching Nahwu at Daarul Huffaadz Alfalahiyah Islamic Boarding School. The insights gained from the perspectives of the informants are expected to contribute to the improvement of Nahwu teaching quality as well as curriculum development within the school environment.<sup>18</sup>

<sup>16</sup>Sirajuddin Saleh, Analisis Data Kualitatif, Pustaka Ramadhan Bandung, 2017.

<sup>17</sup> Muhammad Naeem et al., "A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research," *International Journal of Qualitative Methods* 22 (January 2023), <https://doi.org/10.1177/16094069231205789>. p.11

<sup>18</sup> Ahmad Nurcholis et al., "Epistemology of Arabic Language Learning Technology Development," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (February 4, 2021): 73–89, <https://doi.org/10.24042/albayan.v13i1.7090>. p.74

**Table 1.** Interview Guideline

Research Subjects and Objects	Question
Students at Daarul Huffadz Alfalhiyah Islamic Boarding School	How do you feel after participating in Nahwu learning with the TSTS model?
	Does the TSTS model help you understand Nahwu material better?
	What challenges did you face during learning with the TSTS model?

## Results and Discussion

This research was conducted to analyze the experiences of Grade VII students in implementing the Two Stay Two Stray (TSTS) learning model in the Nahwu subject at Daarul Huffaadz Al Falahiyah Islamic Boarding School. The results of this study were obtained through interviews with Grade VII Nahwu teachers and students involved in the implementation of this learning model. In addition, observations of the learning process were also conducted to gain a more comprehensive picture of how the TSTS model is implemented in the context of Nahwu learning at the institution.

The aim of this research is to analyze the experiences of seventh-grade students in the implementation of the Two Stay Two Stray (TSTS) learning model in the subject of Nahwu at Daarul Huffaadz Alfalahiyah Islamic Boarding School. Specifically, this study aims to evaluate how the TSTS model is applied in the teaching of Nahwu at the pesantren. The results of interviews with three informants were collected based on questions posed by the researcher to the students who acted as informants. The interview findings were divided and grouped into three tables based on teachers who taught lower and upper grades. The following are the findings of the interviews with instructors who were willing to act as informants:



**Table 2.** Informant Interview 1

Question	Informant 1
How do you feel after participating in Nahwu learning with the TSTS model?	After participating in Nahwu learning using the TSTS model, I feel very happy and more confident. At first, I felt anxious because I was not used to this method. However, after several trials, I realized that this method makes learning more interactive and enjoyable. I could share my understanding with my friends and did not feel alone in studying. I also felt more involved in discussions and braver in asking questions.
Does the TSTS model help you understand Nahwu material better?	Yes, the TSTS model has been very helpful for me in understanding Nahwu material. When I explain to my friends, I feel more focused and motivated to grasp the concepts. Additionally, when my friends explain, I can see the material from different perspectives. This makes it easier for me to remember and understand the Nahwu rules that I previously found difficult to comprehend. Through this discussion, I am also able to correct my misunderstandings.

How do you feel after participating in Nahwu learning with the TSTS model?	One of the challenges I face is the anxiety of explaining the material to my peers. Sometimes, I feel insecure about my understanding. If there is a friend who doesn't understand, I worry that I won't be able to explain it well. Additionally, there are times when I find it difficult to manage the discussion time so that everyone can contribute. However, with the support of my friends, I am learning to stay calmer and do my best.
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**Table 2.** Informant Interview 2

Question	Informant 2
How do you feel after participating in Nahwu learning with the TSTS model?	I felt very enthusiastic after participating in learning with the TSTS model. This method provides me with the opportunity to interact with my classmates and learn from them. Initially, I was a bit hesitant because I didn't know how to explain the material to my friends. However, as time went on, I found that I could learn a lot from the process of explaining to my peers. This made me feel more engaged and excited about learning Nahwu.

Does the TSTS model help you understand Nahwu material better?	The TSTS model clearly helps me understand Nahwu material better. Previously, I was confused about several concepts, but when I discussed them with my friends, I gained a better understanding. The process of explaining to my classmates also requires me to delve deeper into the material I am explaining. This enhances my understanding because I am not just listening but also actively involved in the learning process. I feel significant progress in my comprehension.
How do you feel after participating in Nahwu learning with the TSTS model?	The biggest challenge I face is when I don't fully understand the material before the discussion. Sometimes, I feel unprepared and unsure about my explanations. This makes me hesitant when I have to explain things to other friends. Furthermore, in group settings, there are some friends who are more active and take over the conversation, which makes me feel less involved. However, I am trying to overcome this by taking more initiative during discussions.

**Table 3.** Informant Interview 3

Question	Informant 3
How do you feel after participating in Nahwu learning with the TSTS model?	I have mixed feelings after participating in learning with the TSTS model. On one hand, I feel freer to express my opinions and discuss. On the other hand, there is a sense

	<p>of worry when I have to explain things to my friends, especially if I feel I lack understanding. However, after the learning session, I feel proud to have contributed to the discussion. This motivates me even more to understand Nahwu material better.</p>
Does the TSTS model help you understand Nahwu material better?	<p>Of course, the TSTS model helps me understand Nahwu material better. The learning becomes more interactive and less monotonous. During discussions, I find that many things I didn't understand can be explained more simply by my friends. When I explain to other classmates, I also feel like I better understand the material. This discussion makes me think more critically and become more capable of applying the Nahwu rules in practice exercises.</p>
How do you feel after participating in Nahwu learning with the TSTS model?	<p>The challenge I face is difficulty in conveying ideas or explanations to friends who may not fully understand the material. Sometimes, I struggle when my friends have questions that I cannot answer well. Additionally, there are times when our group is not well-organized, causing the discussion to lose focus. I realize that I need to learn more about effective communication methods to overcome these challenges in the future.</p>

The findings of this research, derived from interviews and observations, provide a detailed insight into the implementation of the Two Stay Two Stray (TSTS) learning model in Nahwu lessons at Daarul Huffaadz Al Falahiyah Islamic Boarding School. Based on interviews with three key informants, several common themes emerged, highlighting both

the positive experiences and challenges encountered by Grade VII students during the learning process. For instance, students expressed increased enthusiasm and confidence in participating in Nahwu lessons, thanks to the interactive nature of the TSTS model, which fosters active discussion and peer collaboration. Many students reported that this method made Nahwu, a subject previously considered challenging, more accessible and enjoyable. Through their discussions, students gained new perspectives and a deeper understanding of the material, which also allowed them to correct their misunderstandings.

However, students also faced certain challenges in implementing the TSTS model. Some experienced anxiety and insecurity, particularly when tasked with explaining concepts to their peers. Others noted difficulties in managing time and ensuring equal participation within their groups. Despite these challenges, the overall impact of the TSTS model on student learning was positive, as it promoted greater involvement and engagement in the classroom, encouraging students to think more critically and communicate more effectively. This aligns well with the broader findings from the analysis of student experiences, which reveal that the TSTS model can foster a more dynamic and collaborative learning environment for the Nahwu subject, significantly enhancing both student participation and understanding.

### *Student Experiences in Learning with the TSTS Model*

Based on the interview results with Grade VII students, most of them felt a significant change in how they understood Nahwu material after the TSTS model was applied. Previously, Nahwu learning was often considered difficult and boring due to the conventional methods used, such as lectures and practice questions that lacked active interaction among students. However, with the TSTS model, students felt more engaged in the learning process because they were given the opportunity to discuss and share their understanding with peers.

One student stated, "After participating in Nahwu learning with the TSTS model, I feel very happy and more confident. At first, I felt anxious because I was not used to this method. However, after several trials, I realized that this method made learning more interactive and enjoyable. I could share my understanding with my friends and didn't feel alone in learning. I also felt more involved in discussions and braver to ask questions."

The TSTS model provides space for students to teach concepts they have understood to their peers. Two students stay in their group to explain the material they have learned,

while the other two students move to another group to learn different material. This process not only helps students understand the material more deeply but also trains their communication skills. Students who are usually less active in class become bolder and more confident in expressing their opinions.

In the observations conducted, it was evident that students were more often involved in discussions and social interactions during learning. Some students who were initially passive became more active when given the opportunity to teach their peers. This indicates that the TSTS model can change students' attitudes toward Nahwu learning, shifting them from being passive to more active and collaborative.

### *Student Interactions and Class Dynamics*

The interactions among students during the implementation of the TSTS model were very different compared to traditional learning methods. In this model, students were given roles to teach the material to their classmates, which encouraged more dynamic interactions in the classroom. Students who usually hesitated to participate became more engaged, especially when they felt responsible for helping others understand the material.

Another student stated, "I felt very enthusiastic after participating in the learning with the TSTS model. This method gives me the opportunity to interact with classmates and learn from them. At first, I was a bit hesitant because I didn't know how to explain the material to my friends. However, over time, I found that I could learn a lot from the process of explaining to my friends. This made me feel more involved and excited about learning Nahwu."

The discussion processes that occurred among students also helped deepen their understanding of Nahwu material. Observations showed that students who previously had a limited understanding of certain concepts became more knowledgeable after discussing them with their peers. This model also encourages students to think more critically and analytically, as they must explain the material in a way that can be understood by others.

In addition, the teacher acts as a facilitator who guides the discussion without overly dominating the learning process. The teacher provides guidance when necessary but spends most of the time observing student interactions and offering feedback when students encounter difficulties. This aligns with constructivist learning theory, which emphasizes the importance of social interaction and collaboration in knowledge formation.

### *Factors Affecting Outcomes*

Several key factors influence the successful implementation of the TSTS model in the Nahwu class, including student readiness, teacher support, and a conducive learning environment.

1. **Student Readiness:** The readiness of students to participate actively significantly affects the success of this model. Students who are more mentally and academically prepared tend to adapt more quickly to the TSTS model and gain greater benefits. Meanwhile, some students who are less accustomed to cooperative learning methods initially showed difficulties in adapting, although they gradually began to adjust after several implementations.
2. **Teacher Support:** The teacher plays a crucial role in ensuring that the learning process aligns with the expected goals. Teachers who provide clear directions and facilitate discussions effectively can maintain a positive class dynamic. Additionally, the teacher's ability to provide constructive feedback helps students correct their mistakes and deepen their understanding.
3. **Learning Environment:** A supportive learning environment, both physically and psychologically, also influences the implementation of the TSTS model. A comfortable classroom and an atmosphere that encourages collaboration among students make the learning process more effective. Support from classmates also plays an important role in the successful application of this model.

### *Advantages and Disadvantages of the TSTS Model*

The TSTS model has several advantages that make it suitable for application in Nahwu learning. Its primary advantage is its ability to actively engage students in the learning process. With student interactions, this model encourages knowledge exchange, which is very beneficial in understanding complex grammatical concepts such as Nahwu.

However, this model also has some disadvantages. One of them is its dependence on students' ability to collaborate. If there are students who cannot collaborate well, it can hinder the overall learning process. Additionally, this model requires more time compared to conventional methods because the discussion and explanations among students take additional time.

### *Recommendations for Method Development*

Based on the results of this research, several recommendations can be made for future method development. First, teachers need to provide initial training to students on

how to collaborate and communicate effectively so that the TSTS model can operate optimally. Second, adjustments to the learning schedule are necessary to implement this model without reducing the material that needs to be taught. Finally, the TSTS model can be combined with other methods, such as the use of technology or interactive learning media, to enhance effectiveness and variation in Nahwu learning. Thus, the TSTS model has great potential to improve the quality of Nahwu learning if implemented with proper planning and full support from all parties involved.

The most significant finding of this study is that the implementation of the TSTS model was able to increase students' engagement and confidence in Nahwu learning. Based on interview results, students reported feeling happier, more active, and more willing to ask questions and participate in discussions. They also felt helped in understanding the material because they could exchange explanations and perspectives with their groupmates. This shows that the TSTS model successfully created a more interactive and collaborative learning atmosphere, in line with the initial expectations of the research.

This finding is consistent with previous research by Siti Rodiyah (2023), which found that the application of the TSTS model in Arabic language learning significantly improved students' learning outcomes, both in terms of scores and mastery percentage. In addition, Andi's (2022) research in mathematics also showed that the TSTS model increased students' average scores and activity during lessons. Thus, the results of this study support previous findings that cooperative learning models, especially TSTS, are effective in improving learning outcomes and student engagement, not only in exact sciences but also in language and religious subjects such as Nahwu.

However, this study also found several challenges in implementing the TSTS model. One of them is students' anxiety and lack of confidence when they have to explain the material to their peers, as well as difficulties in managing discussion time so that all group members can participate actively. These challenges indicate that, although the TSTS model is effective in increasing interaction, teacher guidance is still needed so that each student can adapt and gain maximum benefit from this method. For example, teachers can provide clear discussion guidelines or assign roles within the group to ensure all students are equally involved.

In general, the results of this study can only be generalized to a limited extent to the context of Nahwu learning in Grade VII at pesantren with similar characteristics, namely students who are in a transitional phase from primary to secondary education and are facing



more complex material. However, the limitations of this study lie in the small number of informants and its focus on only one institution, so the results may not be widely applicable to other schools or pesantren with different conditions.

Therefore, future research is recommended to involve more informants from various school or pesantren backgrounds, as well as to examine the implementation of the TSTS model in different subjects or educational levels. Furthermore, subsequent studies can explore the most effective teacher guidance strategies to address the challenges faced by students during cooperative learning.

Thus, this research makes an important contribution to the development of more effective and enjoyable Nahwu learning methods and can serve as a reference for teachers in designing learning strategies that suit the needs of today's students.

## Conclusion

According to the research findings, the most significant finding is that implementing the Two Stay Two Stray (TSTS) model in Nahwu learning significantly improves students' active participation, motivation, and understanding of material that was previously perceived as difficult and tedious, while also fostering positive changes in peer interactions. By showing that cooperative learning models like TSTS can be an efficient way to raise the quality of instruction in Islamic boarding schools, the implications of these studies advance the area of Arabic language education. This study's shortcomings, however, include students' varying levels of teamwork and its longer time commitment when compared to traditional approaches, which could hinder its effective implementation in classroom environments. Given the model's significant potential, recommendations for future method development include initial training for students on how to collaborate and communicate effectively. Adjustments to the learning schedule are also necessary to optimize the implementation of this model without reducing the material that needs to be taught. Additionally, combining the TSTS model with other methods can enhance the variety and effectiveness of learning. With careful planning and full support from all parties involved, the TSTS model can become an effective strategy for improving Arabic learning outcomes in pesantren, creating a more enjoyable and productive learning environment.

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