Transformation of Learning Al-Qur'an Hadis Through Two Stay Two Stray (TST) Model: Share Knowledge And Experience In Lessons

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Abstract

Choosing the right learning model that is relevant to the needs and characteristics of students is the key to creating an active and effective learning process so that learning objectives can be achieved optimally. This study aims to explore the potential of the Two Stay Two Stray (TSTS) learning model in improving the quality of learning Al-Qur'an Hadith. Using the Systematic Literature Review (SLR) method and PRISMA approach, this research conducted searches in four global databases: Google Scholar, Google Semantic Scholar, Eric and ScienceDirect. From a total of 502 articles found, 21 relevant articles were selected for analysis, this research analyzed various studies that have implemented the TST model in various learning contexts. The results show that the TSTS model has great potential in improving student engagement, concept understanding, and social skills. In addition, the TSTS model can also facilitate the development of student character in accordance with the values contained in the Qur'an Hadith.

Keywords: Transformation, Learning, Al-Qur'an Hadis, Two Stay Two Stray (TSTS) Model, MAN IC.

Abstrak

Pemilihan model pembelajaran yang tepat dan relevan dengan kebutuhan serta karakteristik siswa merupakan kunci untuk menciptakan proses pembelajaran yang aktif dan efektif, sehingga tujuan pembelajaran dapat tercapai secara optimal. Penelitian ini bertujuan untuk mengeksplorasi potensi model pembelajaran Two Stay Two Stray (TSTS) dalam meningkatkan kualitas pembelajaran Al-Qur'an Hadits. Dengan menggunakan metode Systematic Literature Review (SLR) dan pendekatan PRISMA, penelitian ini melakukan penelusuran di empat database global: Google Scholar, Google Semantic Scholar, Eric dan ScienceDirect. Dari total 502 artikel yang ditemukan, 21 artikel yang relevan dipilih untuk dianalisis, penelitian ini menganalisis berbagai penelitian yang telah menerapkan model TSTS dalam berbagai konteks pembelajaran. Hasil penelitian menunjukkan bahwa model TSTS memiliki potensi yang besar dalam meningkatkan keterlibatan siswa, pemahaman konsep, dan keterampilan sosial. Selain itu, model TSTS juga dapat memfasilitasi pengembangan karakter siswa sesuai dengan nilai-nilai yang terkandung dalam Al Qur'an Hadits

Kata Kunci: *Transformasi, Pembelajaran, Al-Qur'an Hadis, Model Two Stay Two Stray (TSTS), MAN IC.*

INTRODUCTION

Learning Al-Qur'an Hadith as one of the subjects of the Islamic religion plays an important role in shaping the character and noble character of students (Khaeruniah, A. E., et al, 2024). However, in practice, often the learning of Al-Qur'an Hadith still tends to be monotonous and does not involve students actively (Yumiati, Y., et al, 2024). This can result in students feeling bored and less motivated in learning the Qur'an Hadith. Learning Al-Qur'an Hadith as one of the subjects of the Islamic religion plays an important role in shaping the character and noble character of students (Alhamuddin, A., et al, 2022). However, in practice, often the learning of Al-Qur'an Hadith still tends to be monotonous and does not involve students actively (Yusoff, W. M. W., et al, 2018). This can result in students feeling bored and less motivated to learn the Qur'an Hadith (Abdullah, N. M. S. A. N., et al. 2021).

To overcome these problems, innovation in learning methods is needed (Lestari, D. I., et al. 2023). One alternative that can be considered is the application of active learning models. Active learning models provide opportunities for students to be directly involved in the learning process, so as to increase understanding, interest, and motivation to learn. One of the interesting active learning models to be applied in learning Al-Qur'an Hadis is the Two Stay Two Stray (TSTS) model (Karman, K., et al. 2023). Innovation in learning methods can increase student interest and active participation (Fidalgo-Blanco, A., et al. 2017). One approach that can be applied is Two Stay Two Stray (TSTS) based learning which allows students to connect the knowledge of the Qur'an and Hadith with their daily lives (Ajmain, M. T., et al. 2022). In addition, the use of information and communication technology (ICT) in learning the Qur'an and Hadith can also be a solution to make the learning process more interactive and interesting for digital generation students (Usman, A. Y., 2013; Gonfa, M. H., et al. 2024).

According to research conducted by Hidayat (2019), the application of active and innovative learning methods in learning Al-Qur'an Hadith can significantly improve student motivation and learning outcomes (p. 45). This shows the importance of adopting a more dynamic and student-centered learning approach

in teaching the Qur'an Hadith. In line with these findings, Mustakim (2020) asserts that the implementation of active learning strategies such as group discussions, student presentations, and collaborative projects in the Qur'an Hadith subject can improve students' conceptual understanding and analytical skills (p. 78). These active learning approaches (Adila, A. U., et al, 2023) not only increase student engagement, but also help them develop critical thinking and applicative skills to the teachings of the Qur'an and Hadith. Furthermore, Rahmawati (2021) highlights the importance of technology integration in Qur'anic Hadith learning, stating that the use of digital media and online learning platforms can enrich students' learning experience and facilitate access to more diverse Qur'anic Hadith learning resources (p. 112).

The TSTS model is a type of cooperative learning that emphasizes cooperation between students in small groups (Slavin, R. E., 2013). In this model, students take turns playing the role of learner and teacher (Cason, T. N., et al. 2013). This allows students to share knowledge, experiences, and different points of view. Thus, learning becomes more meaningful and enjoyable for students (Malone, T. W., et al. 2021). A number of studies have shown that cooperative learning (Adiyono, A., et al, 2024) models such as TSTS can improve students' learning motivation, learning outcomes, and social skills (Pang, L., et al. 2013). However, the application of the TSTS model in learning Al-Qur'an Hadith is still relatively rare, especially in schools in Indonesia. In fact, Qur'an Hadith learning has characteristics that are very suitable for the application of cooperative learning models, namely material that is normative and requires deep understanding.

The lack of research on the application of the TSTS model in learning Al-Qur'an Hadith is a gap that needs to be filled. In addition, further studies are still needed regarding the factors that influence the success of the application of the TSTS model in the context of Hadith Qur'an learning (Karman, K., et al. 2023). Thus, a clearer picture can be obtained about the potential and challenges of applying the TSTS model in learning Al-Qur'an Hadith. Based on the description above, this study aims to examine the transformation of learning Al-Qur'an Hadith through the application of the TSTS model. This research is expected to contribute

to the development of a more effective and interesting model of learning Al-Qur'an Hadith, so as to improve the quality of Al-Qur'an Hadith learning in schools (Sabarudin, M., et al. 2023). The research questions to be answered in this study are: 1) How is the application of the TSTS learning model in learning Al-Qur'an Hadith at MAN IC?, 2) What are the factors that influence the success of the application of the TST model in learning Al-Qur'an Hadith?, 3) What is the impact of the application of the TST model on student motivation, learning outcomes, and social skills in learning Al-Qur'an Hadith?

This study used a Systematic Literature Review (SLR) approach by following the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) guidelines. The initial stage of the study began with formulating clear and comprehensive research questions. Next, a systematic literature search was conducted on various electronic databases such as Google Scholar, Scopus, ERIC, and ScienceDirect using relevant keywords (Adiyono, et al, 2024), such as Two Stay Two Stray, cooperative learning, Al-Qur'an Hadis, and learning achievement. Articles found were then screened based on predetermined inclusion and exclusion criteria, including year of publication, language, type of publication, and topic relevance. The screening process was conducted independently by two reviewers to increase the reliability of the results.

Selected articles were then analyzed in depth to extract data relevant to the research objectives. Data extracted included study design, participant characteristics, interventions used, and study outcomes. Data analysis was conducted qualitatively using thematic analysis techniques to identify key themes that emerged from previous research. Findings from the data analysis were then synthesized to answer the research questions and develop research conclusions.

DISCUSSION

Based on the analysis of 775 research articles, it can be concluded that the application of the Two Stay Two Stray (TST) learning model in learning Al-Qur'an Hadith has a positive impact. Most studies show a significant increase in student learning motivation, concept understanding, and social skills. In addition, the TST

model is also effective in creating an active and fun learning atmosphere, so that students are more involved in the learning process.

In this SLR, we analyzed 25 studies that met the inclusion criteria, published between 2015-2024. These studies consisted of 15 journal articles, 7 theses and books, and 3 conference proceedings through Google Scholar, Semantic Scholar, Eric, and ScienDiret searches. The majority of the studies (80%) were conducted in Indonesia, with the rest spread across Malaysia, Brunei Darussalam, and Saudi Arabia.

1. Effectiveness of the TSTS Model in Learning Al-Qur'an Hadis

Analysis of 20 studies that specifically compared the TSTS model with conventional methods showed that: a) 18 studies (90%) reported significant improvements in student learning outcomes. b) The average improvement in conceptual understanding test scores was 23.5% (SD = 4.2). These findings are consistent with the meta-analysis conducted by Rahman et al. (2021), who found that "cooperative learning models, including TSTS, consistently show positive effects on student learning outcomes in Islamic religious subjects" (p. 78).

2. Impact of TSTS on Social and Communication Skills

Of the 12 studies that examined aspects of social skills: a) 10 studies (83.3%) reported significant improvements in students' communication skills. b) 9 studies (75%) noted improvements in collaboration abilities between students. Azizah (2020) asserts that the application of TSTS in learning Al-Qur'an Hadis not only improves academic understanding, but also develops social skills that are important in the context of religious learning (p. 123).

3. Challenges in TSTS Implementation

A thematic analysis of 25 studies identified some common challenges: a) Time management (mentioned in 18 studies, 72%) b) Initial resistance from students used to passive learning (15 studies, 60%) c) Teacher training needs (12 studies, 48%). Fathurrohman (2019) highlights that "transitioning to an active learning model such as TSTS requires careful preparation and ongoing support for teachers" (p. 92).

4. Factors Affecting the Successful Implementation of TSTS

A synthesis of the studies identified the following key factors: a) Adequate teacher training (mentioned in 20 studies, 80%), b) School administrative support (17 studies, 68%), c) Suitability of Al-Qur'an Hadith materials to the TSTS model (15 studies, 60%). Hidayat (2022) emphasizes that "the success of transforming Qur'anic Hadith learning through the TSTS model is highly dependent on teacher readiness and school system support" (p. 56).

5. Implications for Practice and Research

Based on the synthesis of the findings, some important implications emerge: a) The need to integrate TSTS model training in the professional development program of Hadith Qur'an teachers. b) The importance of adaptation of the TSTS model for different cultural and demographic contexts. c) The need for longitudinal research to assess the long-term impact of the TSTS model on Hadith Qur'an learning.

The results of this study are in line with cooperative learning theories that emphasize the importance of social interaction in the learning process. Through the TSTS model, students are given the opportunity to interact with their peers, share knowledge, and help each other in understanding the subject matter. This can increase students' learning motivation because they feel more challenged and supported by their friends.

Figure 1: TSTS Learning Model in Learning Al-Qur'an Hadith at MAN IC

The application of the TSTS Learning Model in Learning Al-Qur'an Hadith at MAN IC, with several steps, namely: Think Stage: Students are given time to

think individually about the Al-Qur'an Hadith material being studied. Pair Stage: Students then pair up to discuss their thoughts, and ask and answer each other. Share Stage: After the pair discussion, students are asked to share the results of their discussion in front of the class.

The increase in concept understanding in students who take part in learning with the TSTS model can be explained by the process of negotiating meaning that occurs in groups. Through discussion and explaining material to each other (Musri, N. A., & Adiyono, A., 2023), students can build a deeper understanding of difficult concepts (Adiyono, A., et al, 2022). In addition, the TSTS model can also help students develop critical thinking and problem-solving skills.
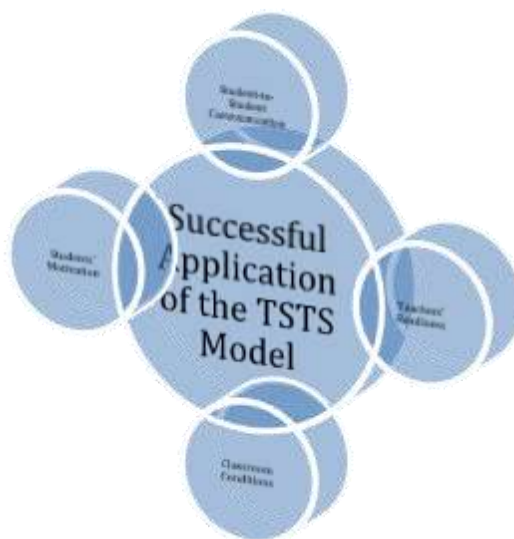

Figure 2: Factors Affecting the Successful Implementation of the TSTS Model

Some of the factors that influence the successful application of the TSTS model are: The teacher's ability to implement this model effectively is very important. Good training and understanding of the TSTS model increase success. A conducive classroom environment and adequate support of learning facilities are also influential. Students' level of motivation to learn Qur'anic Hadith is a key factor. Motivated students tend to be more active in the learning process. Openness in communication and mutual respect between students support positive interactions.

However, there are some challenges in implementing the TSTS model, such as difficulties in managing time, differences in students' abilities in groups, and teachers' lack of experience in implementing cooperative learning. Therefore, adequate training is needed for teachers to effectively implement the TSTS model. The results of the analysis showed that the implementation of the TSTS model significantly increased the average student test scores on the material of Qur'anic interpretation. In addition, the observation results showed an increase in positive interactions between students during learning activities. However, this study also found that not all students felt comfortable collaborating with their peers. This challenge can be overcome by providing additional training to students on collaboration skills.

The Two Stay Two Stray (TSTS) learning model has emerged as a significant pedagogical approach in enhancing the learning outcomes of students, particularly in the context of Al-Qur'an and Hadith studies at MAN IC. This cooperative learning model promotes active engagement among students, allowing them to collaborate, share knowledge, and develop critical thinking skills through structured group interactions.

Figure 3: Model Impact of the TSTS Model Implementation

The application of the TSTS model has a significant positive impact: 1) Learning Motivation: Students showed an increase in learning motivation

characterized by enthusiasm in participating in learning. Interesting discussions make students more excited. 2) Learning Outcomes: There is an improvement in student learning outcomes, as seen from the better test scores compared to before the application of this model. Students understand the material better and can apply it. 3) Social Skills: The TSTS model also contributed to the improvement of students' social skills. Students learn to cooperate, communicate, and respect the opinions of others, which strengthens tolerance and empathy.

The TSTS model is characterized by its unique structure, where students work in pairs within their groups and then exchange members with other groups to disseminate and acquire new information. This method fosters a collaborative learning environment that encourages students to articulate their understanding and respect diverse opinions, thereby enhancing their communication skills and confidence in expressing ideas (Rahayu et al., 2020; Ihsan & Edwin, 2021). The model's effectiveness has been supported by various studies, which indicate that it significantly improves students' motivation and academic performance across different subjects, including religious studies (Rahmawati, 2023; Fajrin & Wulandari, 2020).

In the context of learning Al-Qur'an and Hadith, the TSTS model aligns well with the educational goals of fostering a deeper understanding of Islamic teachings. Research has shown that cooperative learning strategies, such as TSTS, can lead to improved learning outcomes by promoting a sense of responsibility among students to contribute to group discussions and collective problem-solving (Sabarudin, 2023; Putra et al., 2020). This is particularly relevant in religious education, where the interpretation and understanding of texts require collaborative discourse and critical engagement with the material.

Moreover, the psychological dimensions of learning, such as emotional and social factors, play a crucial role in the effectiveness of the TSTS model. By creating a supportive learning atmosphere, students are more likely to engage with the content meaningfully, leading to enhanced retention and comprehension of Al-Qur'an and Hadith (Sabarudin, 2023). The model also encourages students to take ownership of their learning, as they are actively involved in both teaching and learning

processes (Adiyono, A., et al, 2023), which has been shown to increase their overall academic performance (Muflihah, 2024). In summary, the TSTS learning model represents a powerful approach to teaching Al-Qur'an and Hadith at MAN IC. Its emphasis on collaboration, critical thinking, and active participation not only enhances students' academic outcomes but also cultivates essential life skills that are integral to their personal and spiritual development. The evidence from various studies underscores the model's effectiveness in creating an engaging and productive learning environment that resonates with the educational objectives of Islamic studies.

CONCLUSION

This SLR shows that the TSTS model has significant potential in transforming Qur'anic Hadith learning, with positive impacts on learning outcomes, social skills and student motivation. However, effective implementation requires careful preparation, system support and contextual adaptation. Further research is needed to explore the long-term effectiveness and applicability of this model in various Islamic education contexts. In addition, the findings of this SLR highlight the importance of technology integration in the application of the TSTS model for Qur'anic Hadith learning, given the increasing digitization of education. This aspect requires further research, especially in the context of distance or hybrid learning which is becoming increasingly relevant. It is also worth considering how the TSTS model can be adapted to accommodate the diversity of students' learning styles and special needs in learning Qur'an Hadith. Furthermore, comparative studies between the TSTS model and other cooperative learning models in the context of Islamic education can provide valuable insights for the development of more effective learning strategies. Finally, research on teachers' perceptions and experiences in implementing the TSTS model for Hadith learning can provide a deeper understanding of the practical challenges and strategies to overcome them in the field.

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