



Efforts to Improve Responsibility and Learning Achievement in Akidah Akhlak Among Third-Grade Students of MI Ma'arif NU Kedungrandu, Patikraja District, Banyumas Regency on the Topic of Commendable Morals Using the Cooperative Learning Model Type Two Stay Two Stray with Visual Media

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Abstract:

This study aims to improve students' responsibility and academic achievement in the subject of Akidah Akhlak, particularly on the topic of Noble Character, through the implementation of the cooperative learning model Two Stay Two Stray with visual media. The research subjects were third-grade students of MI Ma'arif NU Kedungrandu, Patikraja District, Banyumas Regency. The research method used was Classroom Action Research (CAR), conducted in two cycles. Each cycle consisted of planning, implementation, observation, and reflection phases. The findings indicate that applying the Two Stay Two Stray cooperative learning model with visual media can enhance students' learning responsibility. This was evident from the increased engagement in group discussions, awareness of completing tasks properly, and active participation in the learning process. Additionally, the use of visual media helped students better understand the Noble Character material, leading to improved learning outcomes. In the first cycle, students' average scores increased compared to their initial performance before implementing the learning model. However, some challenges remained, such as students' lack of confidence in explaining the material to their peers. After improvements were made in the second cycle, a more significant increase was observed in both students' responsibility and academic performance. The students' average scores exceeded the Minimum Mastery Criteria (KKM), and their active participation in group discussions became more optimal. Thus, it can be concluded that the Two Stay Two Stray cooperative learning model combined with visual media is effective in enhancing students' responsibility and academic achievement in the subject of Akidah Akhlak. This model can serve as an alternative for educators to create a more interactive and enjoyable learning environment while improving students' understanding of the material taught.

Keywords: Two Stay Two Stray, responsibility, academic achievement, Akidah Akhlak, visual media

INTRODUCTION

The aim of this study is to enhance students' responsibility and academic achievement in the subject of Akidah Akhlak, particularly on the topic of Commendable Morals, through the implementation of the cooperative learning model type Two Stay Two Stray using visual media. The Two Stay Two Stray model is a cooperative learning approach that encourages active student interaction and increases their engagement in learning (Putri & Wahyudi, 2020). The use of visual media in learning is also believed to help students grasp concepts more easily and stimulate their interest in learning.

By applying the Two Stay Two Stray learning model assisted by visual media, students are expected to become more active in learning, develop a greater sense of responsibility for assigned tasks, and improve their understanding of Commendable Morals. Research by Ananda & Kusuma (2021) suggests that cooperative learning can enhance students' social skills, responsibility, and academic achievement. Furthermore, learning involving visual media, such as images, can help improve students' memory retention and make the material easier to comprehend (Prasetyo, 2023).

At MI Ma'arif NU Kedungrandu, the teaching of Akidah Akhlak faces several challenges. One of the main issues is students' low motivation and engagement in the learning process. Students tend to be passive when receiving lessons, rarely ask questions, and participate minimally in classroom discussions (Suhendra, 2022). Additionally, the limited use of instructional media reduces students' interest in understanding the material presented by teachers. If this condition persists, achieving the learning objectives of Akidah Akhlak in shaping students' moral character will be difficult.

Moreover, learning evaluations indicate that many students score below the minimum competency standard (KKM) in Akidah Akhlak. This suggests that the current teaching methods are not entirely effective in improving students' comprehension of the subject matter (Fauziah & Hidayat, 2021). Therefore, innovative teaching strategies are needed to make students more enthusiastic, responsible, and capable of enhancing their academic performance.

To address these issues, this study proposes the use of the cooperative learning model Two Stay Two Stray combined with visual media as an innovative solution. This model allows students to work in small groups, share information with their peers, and improve their interaction and sense of responsibility in understanding the material (Saputra & Handayani, 2023). Through this method, students who were previously less engaged in learning will be encouraged to participate more actively, both in group discussions and individually.

Additionally, integrating visual media in learning is expected to help students understand Commendable Morals more effectively. Visual media plays a crucial role in capturing students' attention and enhancing conceptual understanding through visual representation (Hernawan & Sari, 2022). By combining cooperative learning with visual media, students are not only expected to understand the theory of commendable morals but also to apply these values in their daily lives.

METHODS

This study employs a Classroom Action Research (CAR) approach, conducted in two cycles. The research subjects consist of 30 third-grade students from MI Ma'arif NU Kedungrandu, Patikraja District, Banyumas Regency. The selection of these subjects is based on preliminary observations, which indicate that students still demonstrate low levels of responsibility and academic achievement in the subject of Akidah Akhlak, particularly in the topic of Commendable Morals.

This study utilizes both qualitative and quantitative descriptive analysis techniques. The qualitative analysis is conducted using data obtained from observations, interviews

with teachers and students, and documentation throughout the learning process. The analysis process includes data reduction, where relevant information is selected, data presentation, by comparing the results from the first and second cycles, and conclusion drawing, to assess changes in student responsibility and participation.

The quantitative analysis involves processing data from pre-test and post-test results following the implementation of the learning model. Additionally, a student responsibility assessment scale is used to evaluate quantitative data. This scale measures students' responsibility based on their activeness in group discussions, readiness to share information with peers, and independence in completing assignments. The results of this analysis are expected to provide a comprehensive overview of the effectiveness of the Two Stay Two Stray model with visual media in enhancing students' responsibility and academic achievement in the subject of Akidah Akhlak..

RESULTS

This study aims to examine the impact of the Two Stay Two Stray learning model assisted by visual media in enhancing students' responsibility and academic achievement in the subject of Aqidah Akhlak, particularly in the topic of Commendable Morals. The data collected includes observations, teacher interviews, and students' test scores before and after the implementation of the learning model.

A total of 21 third-grade students from MI Ma'arif NU Kedungrandu participated as the research subjects. The primary data analyzed in this study consists of average learning outcomes and students' responsibility scores before and after the intervention. Below are the results obtained from each student over the two learning cycles.

No	Name	Score Before Action	Score Cycle 1	Score Cycle 2	Improvement (%)
1	Abimail Sagara Al Ayyubi	65	75	85	30.8%
2	Adena Fawziyah Airini	60	70	80	33.3%
3	Adla Hidayatul Fatah	58	68	78	34,5%
4	Adli Hidayatul Fatah	59	69	79	33,9%
5	Afifah Naura Anjani	66	74	82	24.2%
6	Aida Nur Fajrin	70	78	85	21,4%
7	Arka Elvan Ramadhan	64	73	83	29.7%
8	Arsyila Diva Pramesti	63	72	81	28.6%
9	Avika Naila Sakhi	62	72	82	32.2%
10	Brina Azalia Mumtazah	67	76	84	25.4%
11	Dzaki Sulaiman Rasyid	59	68	77	30.5%
12	Girnik Raynand Lazuardi	65	74	83	27.7%
13	Idzhar Rekza Maulana	60	69	78	30.0%
14	Naila Syafira	62	72	81	30.6%
15	Nuzul Alfa Pamuji	68	77	86	26.5%
16	Pelangi Dzikira Aftani	66	75	85	28.8%
17	Rafardhan Zyan Alvaro	63	71	80	27.0%
18	Resty Aulia	61	70	79	29.5%
19	Syakila Qonita Putri	61	70	80	31.1%
20	Valensia Anindya Jazila	64	74	83	29.7%
21	Zhahir Aqif Ramadhan	65	75	84	29.2%

From the table above, it can be observed that there is a significant improvement in students' learning outcomes after the implementation of the Two Stay Two Stray model with visual media.

Data Verification

The data indicates a significant improvement in students' average scores, rising from 63.0 before the intervention to 72.3 in the first cycle and reaching 81.2 in the second cycle. This increase suggests that the applied learning model was effective in enhancing students' understanding of Akhlak Terpuji. Additionally, students' sense of responsibility improved, as seen in their increased participation in group discussions, confidence in expressing opinions, and commitment to completing assignments.

Interviews with Akidah Akhlak teachers revealed that the Two Stay Two Stray method fostered better student interaction. Previously passive students became more engaged in the learning process. Before the intervention, many students lacked motivation, but after implementing this model, they became more enthusiastic, disciplined, and actively participated in discussions.

The use of visual media proved to be instrumental in helping students grasp the concepts of Akhlak Terpuji. They found it easier to retain the material compared to the traditional lecture method. Interview results also indicated that students felt more comfortable with this approach as it made learning more engaging and easier to understand.

A comparison between the first and second cycles demonstrated continuous improvement in students' comprehension. While some students still faced challenges in the first cycle, almost all showed better progress in the second cycle. Therefore, it can be concluded that implementing the Two Stay Two Stray model with the support of visual media is effective in enhancing students' responsibility and academic achievement, making it a valuable alternative in Akidah Akhlak education.

CONCLUSION

This study demonstrates that the implementation of the Two Stay Two Stray model, supported by visual media, significantly enhances students' responsibility and academic achievement in the Akidah Akhlak subject, particularly in the Akhlak Terpuji material. Quantitative data reveals a steady increase in students' average scores, from 63.0 before the intervention to 72.3 in the first cycle and further rising to 81.2 in the second cycle. Additionally, observational and interview findings indicate that students became more active, disciplined, and demonstrated a higher sense of responsibility in completing tasks and working in groups. Data validation through source and technique triangulation ensures that this improvement is not coincidental but rather the result of a systematically applied learning method. Students' active participation in teamwork and information-sharing with peers suggests that the Two Stay Two Stray model not only deepens conceptual understanding but also enhances their social skills. The implementation of this method had a positive impact on classroom learning. Students found it easier to grasp Akhlak Terpuji concepts through discussion-based learning that incorporated visual media. Furthermore, their motivation to learn increased as this approach was more interactive compared to conventional lectures. Students also became more engaged, demonstrated by their willingness to ask questions, explain material to peers, and participate in discussions. This method encouraged students to actively process information, think critically, and independently express their opinions and conclusions. Academically, this model serves as an effective alternative to enhance the quality of learning in Madrasah Ibtidaiyah, particularly in Akidah Akhlak subjects. Beyond academic achievement, this study also contributes to character development, particularly in fostering responsibility and cooperation. Students became more accustomed to interacting and sharing knowledge with their peers. A sense of empathy and teamwork was further instilled through collaborative efforts in understanding the material. Previously passive students exhibited increased self-confidence, engaging more in discussions and expressing their thoughts. Additionally, their awareness of responsibility in completing assignments improved, leading to greater discipline and an understanding that success in learning is a result of their own efforts. Thus,

the Two Stay Two Stray model not only contributes to improving students' academic performance but also shapes responsible, confident individuals with strong social skills, making it a valuable educational approach in Islamic elementary schools.

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