Application of the Two Stay Two Stray Model to Increase Student Interest in Hajj and Umrah Worship Materials: Classroom Action Research on Odd Semester Class IX-C Students at SMP Negeri 1 Gekbrong Cianjur 2018/2019 Academic Year

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Abstract

The background of this research is empirical data showing that the learning outcomes of class IX-C students of SMP Negeri 1 Gekborn Cianjur in the Hajj and Umrah services have not yet achieved optimal results, which are still below the Minimum Completeness Criteria (KKM) which is determined at 70. The average score achieved by students regarding socio-cultural change and globalization is 62, with 52% learning completeness. At the time of learning, students were less active in asking questions, collaborating, expressing opinions, or answering questions. In connection with this, it is necessary to increase learning about socio-cultural changes and globalization, and one of them is by using a suitable learning model. This study aims to determine the increase in students' interest in learning by using a cooperative model of the Two Stay Two Stray type in class IX-C of SMPN 1 Gekbrong Cianjur. The method used in this research is Classroom Action Research, and data collection techniques are tests, observations, and interviews. The research subjects were 35 students of class IX-C. The data processing technique was carried out quantitatively on a hundred scale. The results showed that the average learning activity in the first cycle was 75.24, and in the second cycle was 82.86. In the first cycle, student learning outcomes about Hajj and Umrah reached an average of 74, with learning completeness at 68.57%, and the second cycle reached an average of 83.71, with learning completeness reaching 100%. The study results concluded that using the Two Stay Two Stray type of cooperative model could increase student interest in Hajj and Umrah in class IX-C of SMP Negeri 1 Gekbrong Cianjur.

Keywords: *Interest in Learning, Cooperative Model Type Two Stay Two Stray, Hajj and Umrah.*

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A. INTRODUCTION

Every month from Shawwal to Dzulhijjah, many Muslims in this world carry out the fifth pillar of Islam, namely performing the Hajj to the *Baitullah*. Performing the Hajj is greatly missed by every Muslim, both those who never have or who have performed it many times. They intentionally visit the Kaaba to carry out worship, including *Wukuf, Thawaf, Sa'i, Tahalul*, and other worship, hoping for the *Ridha* of Allah SWT, performing the Hajj must perform the Hajj be carried out sincerely (Nasution, 2022).

Performing the Hajj has the meaning that the activities carried out by the Hajj pilgrims are traces of history that the family of Prophet Ibrahim A.S. had carried out as a symbol of the human journey to the afterlife, all the rituals he performs require wisdom for the pilgrims to explore the wisdom behind their worship. The goal is that there is a change in behavior after returning to their respective areas of origin in the hope of getting the title of Haji Mabrur (Al-Ajarma, 2021).

We know that the Hajj is one of the obligatory acts of worship for Muslims who can afford it. Allah SWT made this worship one of the five pillars of Islam. Rasulullah SAW explained to His people how to carry out the Hajj. This study will study the procedures for implementing Hajj and Umrah and how to practice them in religious rituals at school (Nurdin et al., 2022).

Every Muslim must have the desire to be able to carry out the Hajj because the Hajj is obligatory for those who can afford it as the word of Allah SWT, which means as follows: *"In it are clear signs [such as] the standing place of Abraham. And whoever enters it [i.e., the Ḥaram] shall be safe. And [due] to Allāh from the people is a pilgrimage to the House - for whoever can find there to a way. But whoever disbelieves [i.e., refuses] - then indeed, Allāh is free from need of the worlds" (Q.S Ali Imran /3:97).*

Hajj has considerable benefits in connection with the above verse, so this study needs serious attention. There are many things that teachers can do in connection with the development of learning for Hajj and Umrah, including giving students the freedom to analyze the implementation of Hajj and Umrah (Ys, 2022). This can provide an authentic experience for students to get to know Hajj and Umrah and then understand their contents. By analyzing the implementation of Hajj and Umrah, the Nakli proposition, the law, the conditions for the compulsory Hajj, the Pillars of Hajj, the Compulsory Hajj, and the Sunnah can be seen of the Hajj and the Prohibition of Hajj (Shambour & Gutub, 2021).

Empirical data shows that the learning outcomes of class IX-C students of SMP Negeri 1 Gekbrong Cianjur on the material for Hajj and Umrah have not yet achieved optimal results, which are still below the Minimum Completeness Criteria (KKM), which is determined at 75 (Dauda Goni et al., 2019). The average value achieved by students for Hajj and Umrah is 68, with 52% learning completeness. At the time of learning, students were less active in asking questions, collaborating, expressing opinions, or answering questions. In connection with this, it is necessary to increase the learning of Hajj and Umrah, and one of them is by using a suitable learning model (Heidari et al., 2018).

Based on practical data, learning that emphasizes student activities is a Two Stay Two Stray type of cooperative learning model. This model can familiarize students to work together, exchange opinions, and respect each other. One of the cooperative models is type two with two guests (Two Stay Two Stray) (Haryati, 2021). The Two Stay Two Stray type cooperative model has the advantage that it can increase the courage to convey information and explain a concept to others and have many opportunities to process information and improve communication skills. In addition,

it can reduce the selfish nature of being selfish and increase a sense of solidarity in respecting the opinions of others (Firman et al., 2020).

In connection with this, a Classroom Action Research was conducted under the title "Application of the Two Stay Two Stray Model to Increase Student Interest in Hajj and Umrah Worship Materials: Classroom Action Research on Odd Semester Class IX-C Students at SMP Negeri 1 Gekbrong Cianjur 2018/2019 Academic Year".

B. LITERATURE REVIEW

1. Learning Outcomes

Learning is closely related to learning because learning involves students who learn and teachers who teach. According to Hilgard in Makmun, learning is "a process of changing a person's behavior or personality based on certain practices or experiences" (Cicha et al., 2021). Another opinion about learning put forward by Gagne in Sagala is that learning is a process in which an organism changes its behavior due to experience. Faturrohman & Sutikno put forward things related to learning as follows (Yuliana et al., 2021).

In learning, the most important thing is the process, not the results. That is, learning must be obtained with one's efforts. The presence of other people is only an intermediary or support in learning activities so that learning can work well. When a child gets good test results, it cannot be said to be learning if the test results are obtained incorrectly, such as cheating (Odinokaya et al., 2019).

Based on the opinion above, learning is a behavior change based on reciprocal relationships between individuals and others and the environment that supports it. In these interactions, there are practical activities or experiencing something so that in the individual, there is a change from not knowing to know and from not being able to be able (Mullen & Klimaitis, 2021).

The lesson, according to Corey, is "A process in which a person's environment is intentionally managed to enable him to participate in certain behaviors under special conditions or produce responses to certain situations, learning is a subset of education." Hamalik put forward the same opinion about learning, namely, learning is a process of changing individual behavior through interaction with the environment. This opinion is the same as the previous opinion that learning changes occur based on experience or interaction with the environment (Khairunnisa & Yulianti, 2018).

Implementing learning is to students experience changes, both in knowledge, attitudes, and skills. Learning outcomes can be seen in behavioral changes technically formulated in a verbal statement through teaching objectives (instructional goals). In other words, the formulation of teaching purposes contains learning outcomes expected to be mastered by students, including aspects of knowledge, attitudes, and skills (Tabroni et al., 2022).

Based on the opinion above, learning activities will affect knowledge and attitudes. Through learning activities, students' knowledge and attitudes will increase

or change. Learning outcomes are abilities achieved by students in knowledge, attitudes, and skills. These changes depend on the environment that influences them positively and negatively. Thus, changes in individual behavior due to learning rely on the environment that affects it (Alsoufi et al., 2020).

2. Cooperative Learning Model

The learning model that focuses on cooperation between one student and another is cooperative. This model is widely developed in learning in schools because it has advantages that can motivate students to study well. According to Lie, the cooperative learning model is called the cooperation model (Silalahi & Hutauruk, 2020).

The cooperative learning model is a learning activity that is presented in the form of groups ranging from paired groups to groups of 5-6 people. The cooperative learning model has differences from ordinary group work. This is as stated by Sagala (Amri et al., 2022).

Cooperative learning is a learning model using a grouping system/small team, namely four to six people with different academic backgrounds, gender, race, or ethnicity (heterogeneous). The scoring system is carried out in groups. Each group will receive an award if the group can show the required achievements. Thus, each group member has a positive dependence (Ratinho et al., 2020).

The cooperative learning model is learning carried out in small groups heterogeneously. Because it is presented in the form of groups, the assessment is carried out in groups so that the achievements achieved are group achievements. In addition, this model can increase individual responsibility towards each group member's group and interpersonal skills (Supena et al., 2021).

Roger and Johnson said, "Not all group work can be considered cooperative learning. To achieve maximum results, five elements of the cooperative learning model must be applied: interdependence, individual responsibility, face-to-face communication between members, and evaluation of group processes (Khairunnisa & Aziz, 2019).

3. Hajj

The language of Hajj comes from Arabic, namely Hajja, which means deliberately doing something. Hajj intentionally visits the Kaaba (Baitullah) to do charity worship with predetermined conditions. The pilgrimage is the fifth pillar of Islam, and Mecca is the birthplace of the Prophet Muhammad SAW. In the city of Mecca, the Kaaba is the Mecca for Muslims worldwide when praying (Nurhayati & Nasution, 2020).

The order to perform Hajj is obligatory for those who can afford it and once in a lifetime. The purpose is to be sufficient for his expenses and the family he left behind and to be physically capable or healthy during the pilgrimage (Mardhatillah, 2019). Besides these two things, there is also the availability of safe transportation to Mecca.

Muslims who are capable but do not perform Hajj will be sinned for leaving their obligations (Nikjoo et al., 2021).

In addition to the obligation to perform the pilgrimage, Muslims are also obliged to perform Umrah. Therefore, when in the holy land, the pilgrims carry out the Hajj and Umrah (Khadijah et al., 2022).

C. METHOD

This research is classroom action research, namely research that emphasizes the process of improving learning so that it becomes better. The study focused on the activities of students and teachers during the Hajj and Umrah lessons using the Two Stay Two Stray type cooperative model in class IX-C of SMP Negeri 1 Gekbrong. Learning activities are reflected to determine the next course of action so that various shortcomings and weaknesses of previous learning can be overcome and corrected.

D. RESULT AND DISCUSSION

The research was carried out in class IX-C for the 2018/2019 academic year in the odd semester. The material presented is Hajj and Umrah by using a cooperative model of the Two Stay Two Stray type. Before conducting the research, a test was first performed to know the students' initial ability to work on questions related to socio-cultural changes. The results of observations on interest in learning reached an average of 68. The test results showed that the ability of students to understand the Hajj and Umrah had not yet reached the Minimum Completeness Criteria (KKM), which was determined at 75. The average value of the initial test results in understanding the Hajj and Umrah reached 62, with 57% learning completeness. These data indicate that student learning results and mastery have not reached the specified KKM.

This classroom action research was carried out in two cycles, each with only one action. The implementation of learning is carried out on the material for Hajj and Umrah by using a cooperative model of the Two Stay Two Stray type. The research performance in each cycle includes planning, implementation, observation, and reflection.

1. Description of Cycle I

The first research cycle was conducted by compiling a Learning Implementation Plan (RPP) whose stages emphasized using the Two Stay Two Stray type of cooperative model. In addition, research instruments were arranged in test sheets, observation sheets, and interview sheets. For other learning purposes, learning facilities are provided in Student Activity Sheets (LKPD).

Learning is packaged in three parts: initial, core, and closing activities. In the initial activity, the teacher enters the classroom and starts learning by greeting. Students answered in unison and seemed to have sat in their respective chairs even though there were still student chairs and desks that were not yet tidy. The teacher conditions the students to sit well and asks the class leader to lead the prayer.

The teacher checks the students' attendance by asking their friends who are not present. The results of checking the number of students who attended and entered school were 35 people. This shows that all students follow the lesson. Checking student attendance is done by asking students the number of incoming and outgoing students.

Next, convey the learning objectives and hold apperception by asking some questions related to the material for Hajj and Umrah that has been read. At the time of apperception, in general, students did not show high interest because there were still many students who were hesitant to answer questions from the teacher. Even students can answer questions if they are addressed to all students, while if it is addressed to one student, students do not dare to answer questions. This shows that students are less active and motivated in learning. As for motivating student learning, the teacher explains the benefits of understanding the material for Hajj and Umrah, including that the Hajj and Umrah contain educational values that can be used as guidelines for performing the fifth pillar of Islam.

The core activity is carried out by explaining the tasks that must be done to implement learning and then guiding students to work together in groups of four to discuss the Hajj and Umrah. After 10 minutes, two people from each group will leave their group, and each visits another group to receive information about Hajj and Umrah from other groups. The teacher asks two people who live in the group to share their work and information about Hajj and Umrah with their guests.

After receiving information from other groups, guests excused themselves, returned to their home group, and reported their findings. Groups match and discuss the results of their work. To activate students in learning, the teacher provides opportunities for students to ask questions. However, the students seemed shy to ask questions, but one to three students finally asked the teacher after being motivated.

Closing activities are conducted by concluding the subject matter and then holding individual final tests. After that, perform a reflection on the implementation of learning to know the strengths and weaknesses of learning. The teacher provides follow-up and enrichment by assigning students to find three ways to perform Hajj and Umrah and bring them to the next meeting. The lesson is finished, and the teacher ends the lesson by greeting.

During the learning process, the observer observed the students' activities. The aspects observed included listening to the teacher's explanation, explaining the problem, working together in groups, and presenting the discussion results. Observations were made during the learning process on every aspect with a scale of very good, good, enough, or less. Then they are added up and then processed by dividing the student's score by the maximum score multiplied by 100.

Based on the observation of interest in learning data, it is known that the average value of student interest in learning is 75.25. This interest is reflected in the observed aspects, including listening to the teacher's explanation, explaining the problem, working together in groups, and presenting the discussion results. These

results indicate that students, in general, are following the stages of the model presented but have not shown the expected results.

At the end of the cycle, an understanding test of Hajj and Umrah is carried out. The number of questions presented is 5, with the score of each question being 2. A total of 35 students took the Hajj and Umrah Worship test after learning using the Two Stay Two Stray type cooperative model. 24 students (68.57%) reached the KKM, which was determined to be 70, while the remaining 11 students (31.43%) had not yet reached the KKM. This shows that the mastery of student learning in understanding the Hajj and Umrah in the first cycle has not achieved optimal results.

A total of 35 students took the Hajj and Umrah Worship tests after learning using the Two Stay Two Stray type cooperative model. 24 students (68.57%) reached the KKM, which was determined to be 70, while the remaining 11 students (31.43%) had not yet reached the KKM. This shows that the mastery of student learning in understanding the Hajj and Umrah in the first cycle has not achieved optimal results.

The results of the interviews showed that students' responses to learning activities using the Two Stay Two Stray type cooperative model were as follows:

a. Students feel happy by visiting other groups and receiving explanations from members of the visited groups.
b. Students responded that the implementation of learning by using a cooperative model of the Two Stay Two Stray type could be carried out continuously.
c. The difficulty of students in learning using this model is the low vocabulary in conveying explanations to other students and even looking shy because they are not used to explaining to others.
d. The advantage of learning using this model is that the activity of explaining problems to others will familiarize students with learning to communicate well.

The findings of implementing the first learning cycle are that students can explain the problems found to other students if given guidance by the teacher. In addition, students are accustomed to exchanging opinions in a multi-directional manner. Several things need to be improved in connection with implementing the first cycle of learning, namely motivating students regarding the benefits of visiting other groups and how to give reasonable explanations to other group members.

2. Description of Cycle II

The second learning cycle was implemented following the input from the first cycle, especially the stages of learning implementation using the Two Stay Two Stray type of cooperative model. The stages include preliminary or initial activities, core activities, and final or closing activities. The teacher enters the class by greeting in the initial activity, and students answer simultaneously. The students were not ready to learn, so the teacher asked them to sit in their respective chairs. The teacher conveys the goals without asking the class leader to command and read the prayer together. The apperception activity was carried out by asking several questions about the Hajj and Umrah services discussed at the previous meeting. Furthermore, the teacher

explains the benefits of understanding the Hajj and Umrah to motivate students to learn.

The core activities are carried out by taking into account the input from the first cycle, namely providing motivation and rewards and presenting more provisions for Hajj and Umrah. In addition, the teacher explains the stages of learning that will be carried out so that students focus on learning. Students are divided into several heterogeneous groups based on their achievement or learning outcomes to understand the Hajj and Umrah at the previous meeting. Following the stages of the model used, students were asked to carry out group discussions then two of the group members visited other groups to receive explanations.

While explaining to other group members, the teacher provides guidance and examples to explain the material or problems to other groups. As exemplified by the teacher, students begin to carry out activities to explain the material or findings to their visiting colleagues. When describing the problem, the students seemed enthusiastic and did not hesitate so that the implementation went smoothly. Next, students return to their original group and continue to discuss the findings of other groups.

After the discussion, the teacher asked the students to present in front of the class. During the presentation, other students listen to and then provide feedback. When giving feedback, the teacher gives examples so that almost all students are active in providing responses, asking questions, or answering questions.

The final activity is carried out by concluding the subject matter followed by individual tests. Next, the teacher asks students questions about the stages of learning as a reflection of the advantages and disadvantages of learning. Follow-up is done by giving assignments to students to read about Hajj and Umrah and understand their contents.

During the implementation of learning, observations were made on students' interest in learning. The observed aspects were the same as in cycle I: listening to the teacher's explanation, explaining problems to other group members, working together in groups, and giving presentations. Observation results obtained data then processed and presented in the appendix.

Student learning activities in cycle II include listening to teacher explanations, explaining problems to group members, working together in groups, and presenting the results of the discussion.

Based on observations, it is known that students' interest in learning reaches an average of 82.86, which is reflected in the aspects of listening to teacher explanations, explaining problems, working together in groups, and presenting the results of discussions. These data indicate that student interest runs according to the stages of the model used. Students are orderly in following each learning stage to achieve the expected results.

It is known that the number of students who took the comprehension test about Hajj and Umrah was 35 people. Of the 35 people, all have reached the specified KKM of 75. In cycle II, all students have achieved the expected learning outcomes following

the KKM. Then it is known that student learning outcomes in understanding Hajj and Umrah are the lowest score of 75, while the highest score is 100. The highest score obtained by students is 75, totaling ten people (28.57%). The average value obtained by students is 83.71. These data indicate that student learning outcomes in cycle II are optimal following the specified KKM of 75.

The results of interviews with several students showed that using the Two Stay Two Stray type of cooperative model was fun for students. Students feel that learning activities with this model provide enormous benefits in practicing speaking, explaining problems to others, and exchanging opinions.

The findings from cycle II are that students are enthusiastic about learning because of the provision of motivation and rewards to students and even the presentation of more material for Hajj and Umrah. By providing motivation and more media, students are active and creative in learning. Apart from understanding the Hajj and Umrah, they can also explain problems to others. In connection with this, the implementation of learning using a cooperative model of the Two Stay Two Stray type provides enormous benefits to students' activities and learning outcomes in understanding socio-cultural changes.

3. Discussion of Research Results

This Classroom Action Research was carried out in two cycles, with one action. The first cycle of learning was implemented using a cooperative model of the Two Stay Two Stray type on the material for Hajj and Umrah. Aspects assessed focused on student interests and learning outcomes. Students' interest in learning increases from the pre-cycle, as evidenced by the average value of student learning activities, 77.50. In contrast, the pre-cycle results only reach an average value of 65.

Student learning outcomes in understanding the Hajj and Umrah are 74, with learning completeness of 68.57%. These data indicate that student learning outcomes have not achieved optimal results following the criteria for attaining KKM. The achievement of this value is due to weakness, namely, students seem shy in explaining problems to other members. Smart students dominate even in group discussion activities, so they are less conducive. The findings from the first cycle are that students prefer to visit other groups so that the characteristics of the applied model are already visible.

Cycle II was carried out according to the input from cycle I, explaining the learning steps to be carried out, providing motivation, and presenting more examples. In addition, providing examples of how to explain the material to others. These things have a considerable influence on student activities and learning outcomes, as evidenced by the achievement of higher activity scores and learning outcomes than in the first cycle.

In cycle II, there were no significant obstacles. Students are more active in learning, listening to teacher explanations, explaining problems, working together in groups, and presenting the results of discussions. This is evident from the interest in learning reached an average of 82.53. The student learning outcomes reached an

average of 83.71 with 100% learning completeness. The essential finding in cycle II is that by giving examples and guidance from the teacher, students are more courageous in expressing their opinions so that the implementation of the discussion is more conducive. Based on these things, it shows that using the Two Stay Two Stray type of cooperative model can increase the interest and learning outcomes of class IX-C students of SMP Negeri 1 Gekbrong in understanding Hajj and Umrah.

Student learning outcomes show an increase so that all students achieve complete learning at the end of the cycle. This is the effect of the existence of learning activities as a process that must be carried out following the stages of the model used. Faturrohman & Sutikno stated that learning the most important thing is the process, not the results obtained. That is, learning must be obtained with one's efforts, the presence of other people is only an intermediary or support in learning activities so that learning can work well. When a child gets good test results, it cannot be said to be learning if the test results are obtained incorrectly, such as cheating.

Student learning outcomes appear in the final grades in activities and knowledge. This is as the theory put forward by Hamalik that learning outcomes will appear in every change in aspects that include knowledge, understanding, habits, skills, appreciation, emotional, social relations, physical, character (ethics), attitudes, and others. If someone has learned, there will be a change in one aspect or several aspects of the behavior.

Thus, students' knowledge and interest in learning increase or change through learning activities with the Two Stay Two Stray model. Learning outcomes are abilities achieved by students in knowledge, attitudes, and skills. This study's knowledge and activity are to understand Hajj and Umrah's provisions.

E. CONCLUSION

Berdasarkan hasil penelitian yang dilaksanakan dalam dua siklus diperoleh kesimpulan bahwa penggunaan model kooperatif tipe *Two Stay Two Stray* dapat meningkatkan minat belajar siswa pada materi Ibadah Haji dan Umroh di kelas IX-C SMP Negeri 1 Gekbrong . Rata-rata minat belajar siklus I yaitu 75,24 dan siklus II yaitu 82,86. Kemudian penggunaan model kooperatif tipe *Two Stay Two Stray* dapat meningkatkan hasil belajar siswa pada materi Ibadah Haji dan Umroh di kelas IX-C SMP Negeri 1 Gekbrong. Nilai rata-rata siklus I yaitu 74 dengan ketuntasan belajar 68,57% dan siklus II mencapai rata-rata yaitu 83,71 dengan ketuntasan belajar mencapai 100%.

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