

THE LEVERAGE OF THE POWER OF TWO METHOD IN ENHANCING STUDENTS LEARNING OUTCOME IN AKEEDAH AKHLAK (MORAL THEOLOGY) AT MTS MANBATUL FIKRI CURUGRENDENG

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Abstract

This study is motivated by the low student learning outcomes specifically in Akeedah Akhlak or moral theology subject. It was due to the limitation of learning method use in and monotonous method that the students have a little to no interest in participating the teaching and learning process. Therefore, this study aims to explore the reality, the leverage or influence along with the relation between the use of the power of two method with students learning outcome in MTs Manbatul Fikri Curugrendeng. Quantitative method is used in this research particularly by implementing the pre-experimental design in which involves one group pretest and posttest. The subject of the research are students in class VIII Mts Manbatul Fikri Curugrendeng. Based on the results, the reality data obtained of 3.59. The value indicates the efficacy of a certain method. In this case, there is reality of the power of two implementation in the research site. The result from t-test obtained sig. $0.000 < 0.05$ meaning that there is leverage of the power of two method to students learning outcome. Furthermore, the correlation test shows that there is correlation between the two variables evidently by the value reach $0.008 < 0.05$. therefore, it is safe to conclude that there is correlation between the power of two method with students learning outcomes.

Keywords: *Learning Outcomes; Methods; The Power Of Two.*

Introduction

Education is a pivotal aspect in the process of national development in which contributing to the growth of economy in a certain country. One of the hindrances in educational field is the low quality of teaching and learning process. Stakeholders endeavor to improve the quality of education. However, the indicators towards the best quality of education have not shown a significant increase. Education is the realm of developing students' religious spirituality, self-control, intelligence, and skills needed through teaching, training, or research (Larasati, 2009).

One of the attempts to improve education, specifically in Indonesia, is to ameliorate the learning process. It is due to transferring, exchanging, earning, and interacting the knowledge in this site that the process should be improved. The

knowledge is not limited to general subjects, but also religious interpretation. Religious education is essential to be given aimed shaping and forming the students to have good characters and morals. The main purpose of Islamic education is to cultivate the circle of human personality through mental training, cognitive intelligence, reasoning, senses, and feelings. Furthermore, another aim lies in the realization of complete surrender to God (Allah) as an individual, as a part of society, and human being (Hakim and Luthfiah 2020).

Akeedah Akhlaq or commonly known as moral theology is a compulsory lesson in Islamic education aiming to improve education in Indonesia (Rahmawati 2014). This lesson is one of the crucial aspects to be learned by Muslims without exception since *Akeedah* or faith is the foundation for the upholding of deeds and shari'a.

An alternative to enhance learning process is by changing the learning methods. It is essential for the teacher to know and explore some alternatives in learning methods so that the learning outcomes are achieved as desired since learning method plays a significant role throughout the learning process or in learning activities.

Muqowin (2007) highlighted there are numerous learning method that can be used in boosting students' activity and participation collectively, for instance: listener team strategy, guided note taking, guided learning strategy, active debate, strategi point-counterpoint strategy, The power of two strategy, as well as team quiz. From the aforementioned strategies above, the writers focus on the power of two method solely.

The power of two is an instance of cooperative learning method. In other words, cooperative learning is a learning method in which students are divided into in a small group. This method embraces work in team – in this context only consists of two people in one group - to the fullest through peer learning activities to achieve basic competencies.

Research Method

Malhotra as cited in Pratiwi (2018) noted that research method is a scheme to conduct a research project in which illustrate the procedures needed to gain information as an attempt to solve research problem.

In this research, the researchers explore the efficacy of the power of two in enhancing students' learning outcome of *Akeedah Akhlaq* subject in *Madrasah Tsanawiyah* or Islamic based Junior high School which is further called as MTs Manbatul Fikri Curugrendeng. Furthermore, the approach that is used in this research is quantitative research. This approach is basically conducted at deductive-inductive approach. It was due to some processes deal with numeric and statistics that this approach was chosen; starts with collecting the data, analyzing, and interpreting the data, showing the data, until summing up the data.

Specifically, this research implements pre-experimental research design, meaning that the research which conduct one group design posttest and pretest to one class without any comparison class. Two observations have been held in this research, that is before and after the treatment. The design that is used in this research is $O^1 \times O^2$.

Samples in this research involve students in grade VIII Mts Manbatul Fikri. Sample itself is a part or representative from the total population. As Sugiyono (2017a) stated that sample a representative from the quantity and characters of the population.

The population in this research is less than 100, only 20 in total. Thus, the sample taken for the research is the total amount of the population, that is 20 students.

Table 2.1
Total students in the class of VIII

No	Class	Sex		Total
		Male	Female	
1.	VIII	7	13	20

Result and Discussion

Result

The researchers have allocated four meetings, in addition to one meeting for pre-test and another one meeting for the post-test, six meetings in total at school. The research site is in MTs Manbatul Fikri Curugrendeng from 13th of January 2023 until 20th of January 2023 with 20 students as participants.

In this research, the students, both male and female, were given pretest and posttest. Firstly, pretest was done before giving the materials aiming to provide some information regarding students' prior knowledge as per individual. Pretest is the first step to be done before giving the treatment, in this context the power of two method. Furthermore, posttest was set after material delivery in which destined to indicate the final of students' ability after they had the treatment.

1. Normality test

Normality test is designed to determine whether the variables in a research have a normal distribution or vice versa. In this research, SPSS statistic 24 aids to get the normality result. Further, Kolmogorov Smirnov formulae is also implemented. When the significance reach $>0,05$, the data can be classified into normal. Vice versa, if the significance score $<0,05$ thus, the data is determined not normal.

a. Pretest normality test

Pretest is applied to indicate students' achievement before they get treatments specifically in moral theology subject. The material for this subject

namely despicable morals in class VIII MTs Manbatul Fikri using the power of two method. The result for its normality as shown in the table below:

Table 3.2
Pretest normality result

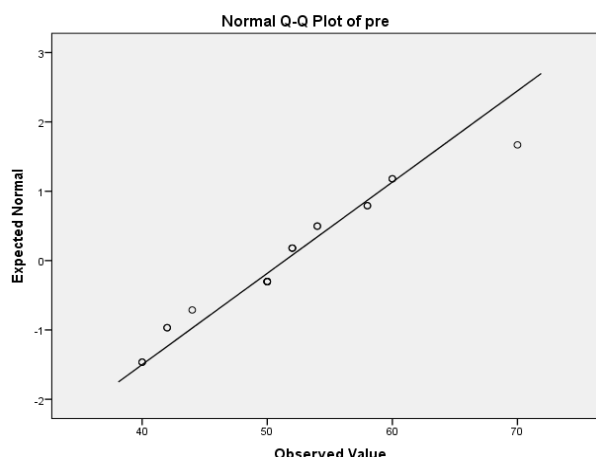
Normality test	significance	Sig	Identification
Pretest	0,941	0,05	Normal

Hypotheses test:

H_0 = data taken from distributed population
Normal

H_a = data taken from distributed population
abnormal

The table shows that the score for the pretest reach sig > dari 0,05 meaning that the distributed data is normal. The normality test for pretest can also be seen as the Q-Q Plots graph below:



As seen on the graph that there is a straight line from the left towards the upper right side of the graph. The level of spread of points on a line depicts whether or not a data is normal; if the data is normally distributed, then the data will be spread around the straight line, so the pretest results are normally distributed. Uyanto, as cited in Setiawan (2018), noted that “if the data sample comes from a normally distributed population, the data value points will lie more or less in a straight line”.

b. Posttest Normality test

Posttest score data analysis has purpose to determine whether there is a difference in student learning outcomes after studying applying the power of two method. the data from students' posttest result will be elucidated further. Based on the result, the data can be obtained as listed in the following table:

Table 3.3
Posttest Normality Test Result

Normality test	Significance	Sig	Identification
Posttest	0,907	0,05	Normal

Hypotheses test:

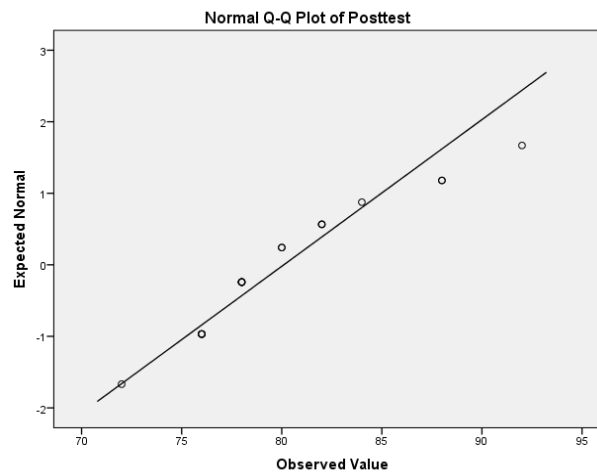
H_0 = data taken from distributed population

Normal

H_a = data taken from distributed population

abnormal

Table 3.3 depicts that the posttest data gain sig > 0,05. In other words, it shows that the data distributed normally. Hence, posttest data by implementing the power of two has normal distribution. The test can be seen in the graph as follows:



The line chart above has similar result as the pretest normality test, in which both graphs indicate straight lines from the left to top right. Evidently, the spread level of points shows around the line meaning that it indicates that the data has normal distribution level. In essence, Uyanto as cited in Setiawan (2017) explained that when the data is obtained from normally distributed population, thus, the data degree will lie in a certain straight line.

Furthermore, since both pretest and posttest data are normally distributed, hereinafter homogeneity variants test was conducted. Homogeneity variants test is designed to indicate whether or not the data is homogenic.

c. Homogeneity test

The next test that was carried out was the homogeneity test. This test is designated to find out whether the variances of the number of populations are the same. If the significance value is >0,05, it is said to be homogeneous; thus, when the significance is <0,05, the data is said to be non-homogeneous. The homogeneity test results can be seen in the following table:

Table 3.4
The homogeneity test results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning outcome	Based on Mean	2.980	1	38	0.092
	Based on Median	3.041	1	38	0.089
	Based on Median and with adjusted df	3.041	1	36.347	0.090
	Based on trimmed mean	3.039	1	38	0.089

Hypothesis test:

H_0 = data control class has the same variant
(homogenies)

H_a = data control class does not have the same
variants data (inhomogeneous)

According to the table above, the results of the Levene Statistical homogeneity test show a significance value $>0,05$, 0.092 in particular, meaning that H_0 is accepted. In other words, the data obtained from pretest and posttest has the same variance.

d. The analysis of simple linear regression of pretest and posttest

Based on the normality and homogeneity test, it can be concluded those data are normally distributed and have a homogeneous variance. Therefore, to discern the difference in the average test for both pretest and posttest, it can be evident through the t-test result. The pair of research hypotheses and statistical hypotheses to be tested can be perceived as follow:

H_0 : There is no effect of the power of two method
in enhancing students' learning outcome in
MTs Manbatul Fikri Curugrendeng.

H_a : There is effect of the power of two method
in enhancing students' learning outcome in
MTs Manbatul Fikri Curugrendeng.

Criteria test: sig (2-tailed) $> \alpha = 0,05$ meaning that H_a is accepted.

As appear in the simple linear regression calculation with the assist of SPSS 24 version, it can be obtained that the result is illustrated as below:

Table 3.5
Pretest Simple Linear Regression

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Hasil Belajar	Equal variances assumed	2.980	.092	-14.092	38	.000	-29.050	2.061	-33.223	-24.877
	Equal variances not assumed			-14.092	31.827	.000	-29.050	2.061	-33.250	-24.850

From the t test pretest and posttest applying the independent sample test, the value is (2-tailed) = 0,00 < α = 0,05 which means that H_0 is rejected. Therefore, there is a difference between the pretest and posttest.

e. The Analysis of data increased on students' learning outcomes (N-gain)

The following aspect is the value of descriptive statistics in which presents students' learning outcomes improvement that obtained through n-gain values with the help of SPSS statistics V 24 for windows.

Table 3.6
N-gain Students' Learning Outcomes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N-gain score	20	0.40	0.84	0.5855	0.11515
N-gain percent	20	40.00	84.00	58.5487	11.51542
Valid N (listwise)	20				

It is apparent that there is an increase in students' learning outcome as seen on the table 3.6 above. Considering the average gain from the pretest and posttest, the score is 0,58. Specifically, it is categorized as moderate since the gain is around $0,3 \leq g \leq 0,7$. Thus, it can be concluded that the elevation on students 'learning outcomes from the pretest and posttest is includes in the moderate category.

f. The analysis of students' learning outcomes correlation with the power of two using questionnaire method.

Hypothesis correlation test:

H_0 : There is no correlation between students' learning outcome and the power of two method

H_a: There is correlation between students'

learning outcome and the power of two method the criteria in correlation test decision-making are as follows:

- a. If the sig. is >0,05 then, it can be concluded that there is no significant correlation between the linked variables.
- b. If the sig. is <0,05 then, it can be concluded that there is a significant correlation between the linked variables.

Here is the result of correlation test between students' learning outcomes using questionnaire.

Table 3.7
The Result of The Correlation between students' learning outcomes with their behaviors questionnaire

Correlations			
		THE POWER OF TWO METHOD	LEARNING OUTCOMES
THE POWER OF TWO METHOD	Pearson Correlation	1	0.575**
	Sig. (2-tailed)		0.008
	N	20	20
LEARNING OUTCOMES	Pearson Correlation	0.575**	1
	Sig. (2-tailed)	0.008	
	N	20	20
**. Correlation is significant at the 0.01 level (2-tailed).			

The data from table 3.7 represent sig. 0.008 <0,05 thus, H₀ is rejected, meaning that the data is at a significant state of correlation between students' learning outcomes and the power of two method in MTs Manbatul Fikri Curugrendeng.

Discussion

This research aims to determine the effect of the power of two method in boosting students' learning outcomes specifically in the subject of moral theology (*Akeedah Akhlaq*) for grade eight MTs Manbatul Fikri Curugrendeng with the material despicable morals. The result of this study reveals that learning by applying the new method make students more active throughout the learning process.

1. The Reality of Students' Learning Outcomes in MTs Manbatul Fikri Curugrendeng

In accord with the result of the questionnaire that was given to the students, it was obtained an illustration that the result of the first indicator is at the percentage of 74.62% with good criteria, while for the second indicator is 74.16% with good criteria, and the third indicator obtained 66.66% with good criteria. Therefore, it can be concluded that learning with the power of two method can possibly improve studens' learning outcomes since the they become more active in actualizing the learning process.

In the light of the research result, the reality of students' learning outcome in MTs Manbatul Fikri Curugrendeng is extracted from simple tabulation analysis of the reality data of students' learning outcomes with effective information.

One of the appropriate learning methods for class VIII students of MTs Manbatul Fikri Curugrendeng is the power of two since it helps the students to promote more active learning by giving learning assignments in small groups of students. This is in accordance with the one of the study conducted in which denoting that one of the alternatives in deciding a well-designed teaching and learning strategy is by choosing appropriate learning method with its well-concepted learning materials, then the learning process will be more effective (Umiyati, Wakidi, and Arif 2016).

By means of implementing the power of two method, students are trained to be more active in teaching and learning process. They also practice to be more independent in learning, exchange ideas and work together with their partners or groups in solving questions by educators. In addition, they are encouraged to be more courageous in verbalising their opinion. This learning process allows students to respect others' answers (Husnah 2017).

2. The Effect of Implementing the Power of Two Method

It was found that the results of this study indicated that teaching and learning process by implementing the power of two method turned out to be more active and effective to boost students' learning outcomes for grade VIII at MTs Manbatul Fikri Curugrendeng, specifically in the subject of moral theology with Disgraceful Morals material.

This research is a pre-experimental design research, one group pretest and posttest in particular. This study carried out in four meetings, one pretest and one posttest. The statistical analysis shows that the power of two learning method for student' learning outcomes in the subject of moral theology after implementing the method is relatively well.

The pretest was given before the implementation of the power of two applied. It aims to find out indicate students' learning outcome. Furthermore, the posttest was carried out in the last meeting.

It is apparent that there is a difference between the results obtained from the pretest and posttest. In the implementation of posttest, there is a tendency that the students get low score. Meanwhile, after conducting the posttest, the score increases significantly especially after implementing the power of two learning method. It can be deduced that there is an influence on students' learning outcomes by using the power of two method in teaching and learning process in MTs Manbatul Fikri Curugrendeng.

The implementation of the power of two learning method successfully helps students to be more active along with students' comprehension towards the

material taught that is easily absorbed by the students particularly in learning moral theology subject in MTs Manbatul Fikri. Evidently as stated in questionnaire results. The power of two is a tactic and alternative that should be mastered by the teacher so that predetermined learning objectives can be achieved by combining the strengths of two people in the teaching and learning process. The main purpose and essence of applying the power of two method is to acculturate students to actively participate in the learning process as per individual; this argument is in line with the argument from Rina Purnama (2018).

Presumably, there is an effect of learning using the power of two method. It is proven by the questionnaire result given to the students in class VIII. It is worth to note that there are three indicators classified in the learning outcomes questionnaire and all indicators receive good response. It can be recapitulated that the teaching and learning process through the help of the power of two method is noticeably has influential impact on students' learning.

Considering the three indicators in the student learning questionnaire, it is noticeable that the students already have a positive attitude towards learning morals theology. In addition, students' self-confidence has grown. Lastly, students have become more active in delivering and articulating their ideas as well as explaining it to their colleagues in front of the class.

In general, this increase occurred due to students understanding and were motivated by a novel learning method, that is the power of two cooperative learning. Students' activities for instance concentrating on the new learning process, working in pairs or partners, and sharing answers with other pairs are the hallmarks of this fresh learning model in which is in line with Iqamah explanation (Iqamah, 2017).

According to the discussion and description above, it can be sum that through the application of the power of two, the learning outcomes of class VIII MTs Manbatul Fikri specifically in despicable morals materials has notably significant increase.

Furthermore, interview was conducted to get deeper information. The result states that after applying the power of two method, students became more convinced to express their opinions in class. Additionally, they also became easier to comprehend the learning materials and less bored while studying. They also trained to earn and give respect to each other in which in turns make them easily to exchange ideas with their peers when some hindrances occur. This also leads to the understanding that the specified material can be useful for their daily life. Thus, there is indication that the students will be more motivated to learn this subject and interested in moral theology subject.

3. The Relationship between The Power of Two Method and Students' Learning Outcomes

Research participants in this study are class VIII students at MTs Manbatul Fikri Curugrendeng consisting of 20 students 2023 intake. Researchers use the results of the students' pretest and posttest as research data. Both tests have the same materials that is despicable morals. The pretest was given before treatment while the posttest results were given after the students immersed with the treatment, that is using the power of two.

The power of two learning method is perceived to affect students' learning outcomes since it requires students to be active in understanding and participating learning activities such as by transferring and exchanging ideas with their peers. This is supported with Umiyati et al (2016) which denote that the power of two learning method is used to encourage cooperative learning as well as strengthening the importance and benefits of synergy, namely that thinking with two heads is much better than thinking with one head (Umiyati et al. 2016).

Based on the results of posttest and pretest, there is a significant rise from the pretest to the posttest score. It is obtained an average pretest score of 51,05. Meanwhile an average score of 80.1 obtained from the posttest. It is safe to conclude that the posttest score is higher than the pretest. In essence, meaning that the power of two method has an effect on enhancing students' learning outcomes especially in the moral theology subject at MTs Manbatul Fikri Curugrendeng. The existence of this difference is influenced by the treatment given between the pretest and posttest. During the posttest, the power of two method was designed for the students to learn verbalising their ideas, interchanging information with their friends, learning actively, boosting self-confidence. These attributes help students to determine their personal achievement and knowing what they do not know. This result is in accord with Marisa (2019) argument which stated that learning by using the power of two method, students are able to work collaboratively with their neighbouring friends, exchange ideas and focus more on students' attention. In addition, it also allocate students to be more active in articulating their respective opinions (Marisa 2019).

The results of this research reveal that there is a relationship between the power of two method and students' learning outcomes. It can be proven in the distinction scored acquired from pretest and posttest results. An appropriate and the variety of learning methods aim to build supportive learning atmosphere so that the students may participate actively and bring pleasure to the learning situation which in turn may bring a positive impact on students' learning outcomes.

This is also in accordance with the interview results with a number of students. They say that experiencing the power of two method is possibly help them to achieve higher learning outcomes since more discussions and presentation

was conducted in class. This method also triggers students' enthusiasm that may further lead them to higher grades.

Furthermore, the interview also represents that learning by applying the power of two method is proven to improve students' learning outcomes since they are required to be favourable in the learning process. The participants also witness that they have experienced changes when learning the moral theology. At the end of the interview, the researchers simultaneously encourage students to study and improve their achievement.

It is safe to conclude that the designated method (the power of two) is an appropriate alternative to be applied in teaching moral theology specifically with despicable morals material. The result indicates that the students are enthusiastic in cooperating with their peers as well as in participating the activities when the teaching and learning process takes place. This is because the power of two method is able to captive students' enthusiasm in learning the material given. This also seen as the provision that may affect student learning outcomes.

Conclusion

The reality of using the power of two method at MTs Manbatul Fikri Curugrendeng based on the calculation of the overall average value per indicator obtained results of 3.59. This value includes effective information because it is in the interval 3.40-4.20. This shows that the use of the power of two method is good.

The effect of the power of two method on students' learning outcomes in class VIII at Madrasah Tsanawiyah Manbatul Fikri Curugrendeng is illustrated by the normality test of student learning outcomes in the pretest with a significance of $0.941 > 0.05$. Meanwhile, the posttest has a significance of $0.907 > 0.05$. Therefore, the data is normally distributed. The results of the Levene homogeneity test for statistical student learning outcomes are discovered to have a significance value of $0.092 > 0.05$, meaning that H_0 is accepted. On the other words, the data from the pretest and posttest results have the same variance. Furthermore, the results of the pretest and posttest t-test using the independent sample test obtained a value of (2-tailed) = $0.00 < \alpha = 0.05$, it means that H_0 was rejected. Thus, there is a difference between pretest and posttest. In essence, there is an influence between the power of two method and learning outcomes.

In addition, the result of the research indicates that there is a relationship between the power of two method and students' learning outcomes. This can be proven by the normality test of the results of the pretest and posttest with a significance value of $0.907 > 0.05$ and a significance of $0.907 > 0.05$, so the data is normally distributed. Furthermore, for the correlation test results of the significance value between the power of two method and student learning outcomes, the results

revealed were 0.008 <0.05. Therefore, the data display that there is a correlation between the power of two method and students' learning outcomes.

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