



The Effectiveness of Two Stay Two Stray (TSTS) Strategy Assisted by YouTube on Arabic Grammar Learning Outcomes at MAN 1 Kerinci

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Abstract

The transformation of Arabic language learning in the digital age requires the implementation of learning models that enhance students' active participation and collaboration. This study aimed to analyze the effectiveness of the Two Stay Two Stray (TSTS) cooperative learning strategy supported by YouTube in improving Arabic grammar learning outcomes among tenth-grade students at MAN 1 Kerinci. This research employed a quantitative approach using a quasi-experimental pretest-posttest control group design. Data were collected through learning outcome tests, observation sheets, and documentation, and analyzed using descriptive and inferential statistics with SPSS. The results indicated that students in the experimental group showed a substantial improvement, with the mean score increasing from 63,00 on the pretest to 82,55 on the posttest, indicating that the TSTS strategy supported by YouTube was more effective than conventional instruction. In addition to improving learning outcomes, the strategy promoted active participation, communication, and collaboration among students while increasing learning motivation through contextual audiovisual media. These findings suggest that integrating cooperative learning with digital media is an effective and innovative approach to enhancing Arabic grammar instruction in madrasahs and contributes to the development of collaborative digital learning models aligned with the demands of 21st-century education.

Keywords: Arabic Grammar; Cooperative Learning; Learning Outcomes; Two Stay Two Stray; Digital Media.

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INTRODUCTION

مقدمة

Arabic language instruction in madrasahs plays a highly strategic role in developing students' linguistic competencies, particularly in mastering the four language skills (mahārah al-istimā', al-kalām, al-qirā'ah, and al-kitābah)(Mazidatulfaizah, 2021a). Among the linguistic elements that form the foundation of these four skills is qawā'id (Arabic grammar). Mastery of qawā'id not only serves as a guide to understanding the structure of the Arabic language but also forms the basis for the ability to comprehend texts, construct sentences, and communicate effectively (Asmaniah et al., 2026). However, the teaching of qawā'id in various madrasahs is still dominated by a conventional approach that emphasizes the memorization of rules, resulting in a teacher-centered learning environment that leaves little room for students to actively construct

their own understanding. This situation leads to low motivation to learn, minimal interaction among students, and suboptimal learning outcomes in Arabic (Muwafiquddin & Anwar, 2024).

The paradigm shift in 21st-century education requires teachers to implement learner-centered instructional strategies through collaborative activities, communication, creativity, and critical thinking (Asri et al., 2020). One strategy considered capable of addressing these needs is the Two Stay Two Stray (TSTS) cooperative learning method (Muhaimin, 2023a). This strategy provides students with the opportunity to exchange information between groups through a mechanism where two members remain in their group while the other two visit another group, thereby fostering a more meaningful process of sharing learning experiences (Widodo, n.d.). Various studies have shown that the implementation of TSTS can increase learning engagement, the ability to understand Arabic texts, mastery of vocabulary, and student learning outcomes because every student has an equal opportunity to discuss, explain, and construct knowledge collaboratively (Mazidatulfaizah, 2021b).

On the other hand, advances in digital technology have opened up new opportunities for learning Arabic through the use of audiovisual media, one of which is YouTube. This platform allows teachers to present qawā'id material in the form of videos, animations, illustrations, and examples of how the rules are applied in real-life communication contexts, making abstract concepts easier for students to understand. The integration of YouTube with the "Two Stay Two Stray" cooperative learning strategy is expected to enhance learning motivation, enrich learning resources, and create an active and enjoyable learning environment (Fatullah et al., 2023a). However, research specifically examining the application of the "Two Stay Two Stray" strategy aided by YouTube in teaching Arabic grammar at the Madrasah Aliyah level remains relatively limited (Dalimunthe et al., 2025). Therefore, research on the application of the "Two Stay Two Stray" cooperative learning strategy supported by YouTube among 10th-grade students at MAN 1 Kerinci is important to conduct as an effort to produce a more innovative, effective, and relevant Arabic language learning model tailored to the characteristics of 21st-century students (Fadly, 2023).

Although various studies have demonstrated the effectiveness of the Two Stay Two Stray (TSTS) cooperative learning model in Arabic language instruction, most of these studies still focus on improving general learning outcomes, vocabulary mastery, reading skills (qirā'ah), or muṭāla'ah instruction. Studies that specifically integrate the TSTS strategy with digital media—particularly YouTube—in the teaching of qawā'id remain relatively limited (Muhaimin, 2023b). In fact, the abstract nature of qawā'id material requires a learning strategy that not only demands interaction among students but is also supported by visual media capable of concretizing grammatical concepts (Fatullah et al., 2023b). This situation indicates the existence of a research gap that needs to be addressed through empirical studies on the application of YouTube-assisted TSTS strategies in qawā'id instruction at Madrasah Aliyah.

The implementation of the YouTube-assisted TSTS strategy aligns with the constructivist learning paradigm, which positions learners as active agents in constructing knowledge through learning experiences, discussions, and social interactions (Siti Rodiyah, 2023). Instructional videos presented via YouTube serve as an initial learning resource that provides concrete illustrations of Arabic grammar rules, while the TSTS framework enables students to exchange information, clarify their understanding, and reinforce their mastery of concepts through intergroup collaboration. The synergy between digital media and cooperative learning is believed to enhance learning motivation, student engagement, critical thinking skills, and retention of

grammatical material, thereby making the learning process more meaningful and learner-centered.

Research Gap Although numerous studies have reported the effectiveness of the Two Stay Two Stray (TSTS) cooperative learning model in Arabic language instruction, most have concentrated on improving students' vocabulary acquisition (*mufradāt*), reading comprehension (*qirā'ah*), speaking skills, or overall Arabic learning outcomes. Only a limited number of studies have examined the application of TSTS in the teaching of qawa'id (Arabic grammar), and even fewer have integrated TSTS with digital learning media such as YouTube. Existing studies generally treat grammar instruction as part of broader Arabic language learning without specifically addressing students' conceptual understanding of grammatical rules. Consequently, they provide limited evidence regarding instructional approaches that facilitate students' comprehension of the abstract concepts of *nahwu* and *sharaf*. In practice, many students experience greater difficulty in mastering grammatical rules than in memorizing vocabulary because grammatical concepts require them to understand relationships between linguistic elements and apply rules across various sentence contexts. This indicates a significant research gap concerning the development of instructional models that combine collaborative learning with visual and contextual learning resources to support grammar learning in Madrasah Aliyah.

Novelty This study addresses the identified gap by integrating the Two Stay Two Stray (TSTS) cooperative learning strategy with YouTube as an audiovisual instructional medium in Arabic grammar instruction. The novelty of this research lies not merely in combining a cooperative learning model with digital media, but in the theoretical synergy between the two. YouTube provides contextual audiovisual input through authentic examples, animations, sentence illustrations, and explanations that make abstract grammatical concepts more concrete and easier to comprehend. Subsequently, the TSTS mechanism enables students to process this input collaboratively by discussing grammatical concepts within their groups, exchanging ideas with members of other groups, clarifying misconceptions, and reconstructing their understanding through peer interaction. Thus, YouTube functions as a source of contextualized linguistic input, while TSTS facilitates the social construction of knowledge through collaborative dialogue. This integration is expected to enhance students' conceptual understanding of *qawā'id*, promote active engagement, strengthen communication and critical-thinking skills, and ultimately improve learning outcomes. Therefore, this study contributes both theoretically and empirically by proposing a collaborative digital learning model for Arabic grammar instruction that is aligned with the principles of constructivist learning and the demands of 21st-century education.

MAN 1 Kerinci, as one of the madrasahs, has the potential to develop innovative Arabic language instruction through the use of cooperative learning strategies and digital media. However, qawā'id instruction still faces various challenges, such as low student participation in discussions, difficulty understanding the rules of *nahwu* and *sharaf* in context, and limited use of engaging learning media. As a result, instruction often takes place in a one-way manner and is oriented toward the teacher's delivery of material. Therefore, the implementation of the TSTS strategy combined with YouTube is expected to create a learning atmosphere.

Based on the above description, this study offers a novel approach by integrating the "Two Stay Two Stray" cooperative learning strategy with YouTube as a teaching medium in the instruction of Arabic grammar to 10th-grade students at MAN 1 Kerinci. Unlike previous studies, which mostly examined the effectiveness of TSTS in terms of vocabulary, reading, or general Arabic language learning outcomes, this study focuses on grammar instruction by utilizing digital media to enhance learning interactions. Thus, this study is expected to provide a theoretical

contribution to the development of an Arabic language learning model based on cooperative learning and digital technology, while also offering practical insights for Arabic language teachers in designing innovative, effective, and relevant lessons tailored to students' needs in the era of digital educational transformation.

METHOD

منهج

This study employed a quantitative approach using a quasi-experimental design because the researcher did not randomize the research subjects; instead, existing classes were used as the experimental and control groups. The research design used was a Pretest–Posttest Control Group Design, in which both groups were given a pretest; subsequently, the experimental group received the treatment-the implementation of the Two Stay Two Stray (TSTS) cooperative learning strategy aided by YouTube-while the control group received instruction using conventional methods (Asmaniah et al., 2024). After the learning process was completed, both groups took a posttest to determine differences in learning outcomes. This design is widely used in educational research to measure the effect of an intervention when randomization is not feasible.

The study was conducted at MAN 1 Kerinci during the even semester of the 2026/2027 academic year. The study population consisted of all 10th-grade students at MAN 1 Kerinci. The sample comprised two classes selected using purposive sampling: one class served as the experimental group and the other as the control group, with consideration given to similarities in academic characteristics, class size, and subject teachers' recommendations. The experimental class received instruction using the "Two Stay Two Stray" cooperative learning strategy supported by YouTube, while the control class received instruction as typically implemented by teachers.

The independent variable in this study is the "Two Stay Two Stray" (TSTS) cooperative learning strategy supported by YouTube, while the dependent variable is students' learning outcomes in Arabic grammar. The main research instrument consists of learning outcome tests administered as pretests and posttests. The test was designed based on the learning outcomes and competency indicators for the 10th-grade Arabic grammar curriculum at MAN 1 Kerinci, which include the ability to identify, analyze, and apply nahwu rules to Arabic sentences. The instrument consisted of 20 multiple-choice items with four answer choices. The items were developed by adapting the Arabic language learning evaluation guidelines used in madrasahs and tailored to the research objectives.

Before being used in the study, the instrument was validated for content validity using the expert judgment technique. The validation was conducted by two Arabic Language Education lecturers and one Arabic language teacher from MAN 1 Kerinci, who assessed the alignment between the indicators, content, item construction, and language used. Feedback from the validators was used to revise the test items so that they would be suitable for use as a research instrument. Subsequently, the instrument was pilot-tested on students outside the research sample to determine its empirical validity, reliability, difficulty level, and discriminative power. Only test items that met the eligibility criteria were used in the pretest and posttest. In addition to the learning achievement tests, the study used observation sheets to monitor the implementation of instruction and student activities during the application of the YouTube-assisted TSTS strategy, as well as documentation as supporting data. The test items were developed by adapting the evaluation blueprint for the 10th-grade Arabic language course at Madrasah Aliyah based on the

Learning Outcomes (CP) and Learning Objectives in effect at MAN 1 Kerinci, and were then refined to align with the qawā'id material taught during the study.

Table 1. Implementation Procedure for the YouTube-Assisted Two Stay Two Stray Strategy

Stage	Teacher Activities	Student Activities
Introduction	Explain the learning objectives, conduct an initial review, and provide motivation.	Listen to the learning objectives and respond to introductory questions.
Material Presentation	Present a qawā'id instructional video through YouTube and provide a brief explanation.	Watch the video, take notes on important concepts, and ask questions.
Group Formation	Divide students into heterogeneous groups consisting of four members.	Join their respective groups and receive the Student Worksheet (LKPD).
Group Discussion	Guide students in discussing and completing tasks based on the video material.	Discuss the material to complete the Student Worksheet (LKPD) and organize the results of the discussion.
Two Stay	Assign two group members to remain in the group as presenters.	Two students explain the results of the group discussion to visiting students.
Two Stray	Assign two group members to visit other groups to obtain information.	Two students visit other groups, record the discussion results, and ask questions.
Returning to the Home Group	Direct all students to return to their respective home groups.	Share the information obtained from other groups and refine the results of the group discussion.
Presentation	Facilitate group presentations and classroom discussions.	Present the final group results and provide responses or feedback.
Closing	Provide reinforcement, summarize the material, and conduct an evaluation.	Summarize the learning outcomes and complete the evaluation/posttest.

The independent variable in this study was the “Two Stay Two Stray” cooperative learning strategy supported by YouTube, while the dependent variable was students’ learning outcomes in Arabic grammar. The research instruments included learning outcome tests (pretest and posttest), observation sheets for learning activities, and documentation. Before use, the test instruments were assessed for validity, reliability, difficulty level, and discriminative power to ensure that they could accurately measure learning outcomes.

The data collection process consisted of four stages: (1) administering a pretest to the experimental and control groups to assess the students’ initial abilities; (2) conducting instruction according to the treatment assigned to each group; (3) administering a posttest after all the material had been taught; and (4) collecting observational data and documentation as supporting data. This procedure allowed the researcher to compare changes in learning outcomes between the two groups after they were subjected to different treatments.

Table X. Students' Learning Activity During the Implementation of the Two Stay Two Stray (TSTS) Strategy Assisted by YouTube.

Activity Indicator	Percentage (%)
Paying attention to the instructional video	92%
Participating in group discussions	90%
Explaining the group's discussion results (Stay)	88%
Visiting other groups to exchange information (Stray)	91%
Asking questions during the learning process	86%
Expressing opinions and ideas	89%
Completing the student worksheet (LKPD)	94%
Average Student Activity	90%

The results of the observation showed that student activity during the implementation of the “Two Stay Two Stray” strategy, supported by YouTube, fell into the “very active” category, with an average activity rate of 90%. The highest levels of activity were observed in the completion of worksheets and attention to instructional videos, while the relatively lower level of activity was in the willingness to ask questions. These findings indicate that the

implementation of the TSTS strategy was able to increase student engagement in the learning process and support improved learning outcomes in qawā'id.

Data analysis was performed using IBM SPSS Statistics 25. The initial stage involved descriptive statistical analysis to determine the mean, standard deviation, maximum, and minimum values. Next, prerequisite tests-namely the normality test and the homogeneity test-were conducted. Once all prerequisites were met, hypothesis testing was performed using an independent samples t-test at a significance level of 0.05 to determine whether there was a difference in learning outcomes between the experimental and control groups. The research hypothesis is accepted if the significance value (Sig.) is < 0.05, indicating that the application of the "Two Stay Two Stray" cooperative learning strategy supported by YouTube media has a significant effect on students' learning outcomes in Arabic grammar.

RESULT | نتائج

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PreTestKontrol	,190	20	,156	,949	20	,349
NewPostTestKontrol	,163	20	,171	,957	20	,487
PreTestEksperimen	,176	20	,104	,953	20	,421
NewPostTestEksperimen	,135	20	,200*	,924	20	,116

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the Normality Test table, the values obtained (0.156, 0.171, 0.104, and 0.200) are greater than 0.05, which means the data is considered to be normally distributed.

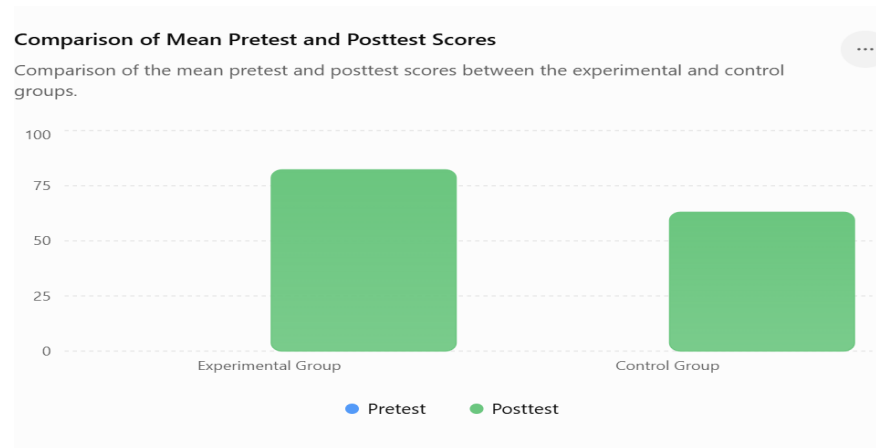
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Qawaid Learning Outcomes	Based on Mean	,029	1	38	,865
	Based on Median	,013	1	38	,909
	Based on Median and with adjusted df	,013	1	37,908	,909
	Based on trimmed mean	,019	1	38	,891

Based on the previous table, the researchers obtained homogeneity test results showing that the significance value (sig = 0.865) was greater than 0.05; thus, the data are homogeneous.

Group Statistics										
		Classes		N	Mean	Std. Deviation	Std. Error Mean			
The Value of Qawaid Learning	Control Class Post Test			20	63,00	8,944	2,000			
	Post Test Experimental Class			20	82,25	9,101	2,035			
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	
The Value of Qawaid Learning	Equal variances assumed	,029	,865	9,068	38	,000	-19,250	2,853	-25,026	-13,474
	Equal variances not assumed			9,068	37,989	,000	-19,250	2,853	-25,026	-13,474

Based on this table, the t-test results show a calculated t-value of 9.068. Furthermore, the Sig. (2-tailed) value is 0.000, which is less than 0.05; thus, the researchers conclude that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. A significant difference was found between the two groups after the implementation of the “Two Stay Two Stray” cooperative learning strategy—supported by YouTube—to teach grammar to the experimental class. Therefore, it can be concluded that the implementation of the “Two Stay Two Stray” cooperative learning strategy with YouTube support is effective in improving grammar learning for tenth-grade students at MAN 1 Kerinci.



DISCUSSION

مناقشة

The research results show that the implementation of the “Two Stay Two Stray” (TSTS) cooperative learning strategy, supported by YouTube, has a significant effect on the Arabic grammar learning outcomes of 10th-grade students at MAN 1 Kerinci. Based on the results of statistical analysis using an independent samples t-test, a significance value (Sig., 2-tailed) of 0.000 was obtained, which is smaller than the significance level of 0.05. Thus, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. These results indicate that learning using the TSTS strategy supported by YouTube is more effective than conventional learning in improving students’ learning outcomes in Arabic grammar.

This improvement in learning outcomes is closely linked to the characteristics of the “Two Stay, Two Stray” strategy, which places students at the center of the learning process (student-centered learning). In practice, students are divided into small groups to discuss worksheets; then, two group members visit another group to exchange information, while the other two remain in their group to explain the results of the discussion. After the visits are complete, all group members reconvene to discuss the information gathered, thereby fostering a more comprehensive understanding. This learning process encourages students to actively construct knowledge through social interaction, communication, and intergroup collaboration.

In addition to collaborative learning models, the use of YouTube also contributes to improved learning outcomes. Presenting qawā'id material through audiovisual media helps students understand linguistic concepts that were previously considered abstract. Visualizations of the material, examples of how the rules are used in sentences, and engaging presentations help increase students’ attention and motivation to learn. These conditions make the learning process more meaningful because students not only receive explanations from the teacher but also gain learning experiences through observation, discussion, and reflection on the material being studied.

The findings of this study also indicate that the TSTS strategy not only enhances cognitive aspects but also develops students' social skills. During the learning process, students learn to express their opinions, listen to others' perspectives, respect differences, and take responsibility for the group's work. These activities foster a more interactive learning environment compared to conventional instruction, which is dominated by teacher-led lectures. Thus, the TSTS strategy provides students with greater opportunities to develop communication, collaboration, critical thinking, and problem-solving skills—all of which are essential competencies for 21st-century learning.

Furthermore, the "Two Stay, Two Stray" mechanism contributes to the development of deeper information processing. The two students assigned as "stays" must explain the qawā'id concepts they have learned to guests from another group, while the two students acting as "strays" compare their group's discussion outcomes with those of another group and then bring that information back for discussion. The process of explaining, comparing, clarifying, and reconstructing these concepts encourages students to process information more actively than simply accepting the teacher's explanation. Thus, students do not merely memorize the rules of nahwu and sharaf but also build conceptual understanding through scientific communication, argumentation, and collective reflection. This mechanism is believed to be one of the main factors why the experimental class achieved higher learning outcomes compared to the control class. This process is also consistent with the characteristics of constructivist learning, which positions students as knowledge builders through social interaction and collaboration.

The success of the Two Stay Two Stray strategy in this study was also influenced by the alignment of the learning steps with the characteristics of the qawā'id material (Selawati et al., 2025). The material on isim, fi'il, and huruf requires students not only to memorize definitions but also to be able to identify and apply them in Arabic sentences. Through group discussions and the exchange of information between groups, students had the opportunity to clarify their understanding, correct misconceptions, and strengthen their mastery of the material. Consequently, learning became more active and fostered a deeper conceptual understanding.

The results of this study reinforce the view that cooperative learning combined with digital media is a relevant approach to Arabic language instruction in this era of educational transformation. The integration of the TSTS model and YouTube not only enhances the effectiveness of learning but also creates a more engaging, collaborative, and learner-centered learning experience. This approach aligns with the requirements of the Merdeka Curriculum, which emphasizes active learning, competency development, and the use of technology as part of the learning process.

Overall, this study suggests that Arabic language teachers need to develop more innovative teaching strategies by combining cooperative learning models with digital media. The "Two Stay Two Stray" strategy, supported by YouTube, can serve as an alternative for teaching qawā'id, as it has been proven to improve learning outcomes while developing students' collaboration, communication, and independent learning competencies. These findings enrich the literature on innovations in Arabic language learning and provide a foundation for further research on the effectiveness of various technology-based cooperative learning models for other Arabic language topics.

The Concept of the "Two Stay Two Stray" (TSTS) Cooperative Learning Strategy, YouTube as a Learning Medium, and Qawā'id Instruction

Arabic language learning in the 21st century requires teachers to implement strategies that encourage students to actively construct knowledge through interaction, collaboration, and problem-solving. One widely recommended approach is cooperative learning, as it provides students with opportunities to exchange ideas, engage in discussions, and develop critical thinking and communication skills. Research shows that cooperative learning models can increase student engagement while improving Arabic language learning outcomes (Muhaimin, 2023c).

The Two Stay Two Stray (TSTS) cooperative learning strategy is a variation of cooperative learning that emphasizes information exchange between groups. In this strategy, each group consists of four students (Fatullah et al., 2023c). Two members remain in their group as hosts (stay), while the other two visit (stray) other groups to gather information, compare discussion results, and then return to their original group to share their findings. This mechanism encourages students to gain a broader learning experience because they not only understand the results of their own group's work but also gain perspectives from other groups (Mazidatulfaizah, 2021c).

From a pedagogical perspective, the TSTS model is characterized by positive interdependence among students, individual responsibility, face-to-face interaction, social skills, and group evaluation. These characteristics place students at the center of the learning process (student-centered learning), while the teacher acts as a facilitator who guides the discussion process (Husnety, 2023). Research on the implementation of TSTS in Arabic language learning has demonstrated that this model can significantly enhance learning engagement, communication skills, collaboration, and understanding of linguistic concepts (Husnety, 2023).

Advances in digital technology have also driven the use of video-based learning media, such as YouTube. This platform provides a variety of audio-visual learning materials that allow students to have a more concrete, engaging, and easily understandable learning experience. Video media can present authentic examples of Arabic usage, enabling students not only to understand the theory but also to observe the application of language rules in real-life communication contexts. Therefore, YouTube has become an effective medium for boosting learning motivation while supporting self-directed learning.

In Arabic language learning, the use of YouTube also offers flexibility because students can access materials at any time and rewatch videos as needed. Teachers can select videos relevant to learning objectives and then integrate them into group discussion activities. Through this approach, students do not merely receive information but also analyze, interpret, and reflect on the material being studied, thereby making the learning process more meaningful.

As for Qawā'id, it is a set of Arabic grammatical rules that encompasses the fields of nahwu and ṣarf (Ardiansyah Siregar & Kamalia, 2025). Mastery of Qawā'id serves as the foundation for developing Arabic reading (qirā'ah), writing (kitābah), speaking (kalām), and listening (istimā') skills. However, Qawā'id material is often perceived as abstract and difficult to understand when delivered solely through lectures (Habsi, 2026). Therefore, learning strategies are needed that can engage students in discovering grammatical concepts on their own through collaborative activities.

Integrating the "Two Stay, Two Stray" strategy with YouTube is an effective alternative for teaching Qawā'id. Teachers can show a video about a particular rule, after which students discuss the video's content in groups. Next, two members of each group visit another group to exchange their analysis, while the other two members explain the results of their discussion to

the visiting guests. After all members return to their original groups, they draw conclusions based on the information they have gathered. This process makes learning more active and collaborative, while also strengthening students' understanding of Arabic grammar concepts.

Analysis of the Effectiveness, Advantages, Challenges, and Implications of the YouTube-Assisted “Two Stay Two Stray” (TSTS) Cooperative Learning Strategy in Qawā'id Instruction

The effectiveness of the YouTube-assisted “Two Stay Two Stray” (TSTS) cooperative learning strategy in Qawā'id instruction can be analyzed from the cognitive, affective, and psychomotor aspects of the students. In the cognitive aspect, the application of TSTS encourages students to understand Arabic grammar concepts through exploration, discussion, and the exchange of information among groups. Unlike the lecture method, which tends to be teacher-centered, the TSTS strategy positions students as the subjects of learning, enabling them to actively construct knowledge based on learning experiences gained during discussions and observations of YouTube content (Ulhusna et al., 2019). The research results indicate that the cooperative learning model significantly improves conceptual understanding, critical thinking skills, and Arabic language learning outcomes.

The use of YouTube as a supporting medium further enhances the effectiveness of learning because it presents Qawā'id material in a visual and contextual manner. Instructional videos illustrate the application of Arabic grammar rules in various communicative situations, making it easier for students to understand the relationship between theory and practice. Additionally, audiovisual media can increase attention and learning motivation by providing a more engaging learning experience compared to traditional lectures.

From an affective perspective, the YouTube-assisted TSTS strategy has a positive impact on students' social attitudes. Group discussions, information sharing, respecting peers' opinions, and collaborating to complete tasks foster a collaborative spirit, tolerance, responsibility, and self-confidence¹. Interactions between groups through the “stay” and “stray” mechanisms also develop scientific communication skills, helping students become accustomed to expressing their opinions systematically and politely. These social competencies are an essential part of 21st-century learning, which emphasizes the development of collaboration and communication skills (S. Fathiyatul Jannah et al., 2025).

In terms of psychomotor skills, students not only memorize Arabic grammar rules but also apply them in sentence analysis, identifying language structures, and solving problem-based exercises. These activities make Qawā'id instruction more practical, as students directly apply grammatical concepts in diverse contexts. Thus, mastery of Qawā'id goes beyond the ability to memorize formulas; it evolves into the ability to apply the rules accurately when understanding and constructing Arabic sentences.

In addition to being effective, the YouTube-assisted TSTS strategy has several advantages. First, this strategy increases students' active engagement in learning because all group members are responsible for understanding the material and conveying information to other groups. Second, this strategy broadens students' horizons through the exchange of information between groups, thereby fostering a process of mutual knowledge enhancement. Third, the use of YouTube helps teachers present material that is more concrete, engaging, and easy to understand. Fourth, the combination of TSTS and YouTube can boost students' motivation, curiosity, and interest in learning Arabic (Usman, et al., 2019).

However, the implementation of this strategy also faces several challenges. One of the main challenges is the limited availability of technological resources and infrastructure, such as an unstable internet connection, a shortage of digital devices, and the lack of projectors in schools. These conditions can hinder the optimal use of YouTube. Therefore, teachers need to prepare alternatives, such as downloading videos in advance so they can be played offline.

Another challenge relates to teachers' readiness to manage cooperative learning. The TSTS strategy requires careful planning, ranging from forming heterogeneous groups, selecting videos that align with learning objectives, providing worksheets, to managing discussion time. Teachers must also be able to facilitate interactions between groups so that all students participate actively. If classroom management is suboptimal, learning can become less effective because some students tend to be passive or rely on other group members. In addition to teacher-related factors, student characteristics also pose a challenge in implementing the TSTS strategy. Differences in academic ability, learning motivation, and communication skills mean that the level of participation among students is not always the same. Therefore, teachers need to provide special guidance to less active students and apply a balanced approach to individual and group assessment so that every member takes responsibility for the learning process.

The implications of applying a YouTube-assisted TSTS strategy in Qawā'id instruction are highly relevant to the implementation of the Merdeka Curriculum and the Deep Learning approach. This strategy supports student-centered learning, develops higher-order thinking skills (HOTS), and strengthens 21st-century competencies, which include critical thinking, creativity, communication, and collaboration (4C) (Pakaya et al., n.d.). Through active, technology-based learning, students not only master Qawā'id material but also develop lifelong learning skills. Based on this analysis, it can be concluded that the "Two Stay Two Stray" cooperative learning strategy supported by YouTube is an effective instructional innovation for improving the quality of Qawā'id instruction. The strength of this strategy lies in its ability to integrate cooperative learning with digital technology, thereby creating interactive, collaborative, and meaningful learning experiences. Although there are still various technical and pedagogical challenges, these obstacles can be minimized through careful planning, improved teacher competencies, and adequate learning resources. Thus, the YouTube-assisted TSTS strategy is worthy of consideration as an alternative for teaching Arabic at various educational levels.

This study has several limitations that should be taken into account when interpreting the results. First, the duration of the implementation of the "Two Stay Two Stray" strategy using YouTube was relatively short; therefore, this study was unable to assess the long-term impact on students' retention of qawa'id. Second, the study was conducted at only one madrasah with a limited sample size; therefore, generalizing the findings to other madrasahs should be done with caution. Third, the possibility of the Hawthorne effect cannot be ignored—a condition in which students demonstrate improved performance because they feel they are receiving special attention during the research process, rather than solely due to the effectiveness of the implemented learning model. Therefore, future research is recommended to involve a larger sample size, a longer implementation period, and a research design capable of controlling for such potential biases in order to obtain a more comprehensive picture of the effectiveness of the YouTube-assisted TSTS strategy.

The findings of this study have practical implications for Arabic teachers at madrasahs who wish to implement the "Two Stay Two Stray" strategy using YouTube as a teaching aid in qawā'id instruction. Teachers are advised to select instructional videos that align with learning objectives, provide contextual examples of rule application, and are of short duration to help

students maintain focus during lessons. Furthermore, teachers need to form heterogeneous learning groups based on academic ability so that the process of mutual assistance during discussions can take place optimally. In addition, teachers need to prepare worksheets that guide students to identify, analyze, and apply nahwu and sharaf rules before entering the “stay” and “stray” phases, so that discussions between groups involve not only exchanging answers but also exchanging reasons and arguments regarding the use of the rules.

The biggest challenge in implementing this strategy is managing time and the classroom. Group discussion activities, student movement during the “stray” phase, and presentations of discussion results require good time management so that the entire learning sequence can be carried out effectively. In addition, teachers also need to anticipate limitations in technological resources, such as unstable internet access or a shortage of projection devices. To overcome these obstacles, teachers can download instructional videos before the activity begins, prepare backup equipment, and assign clear roles to each group member so that all students actively participate throughout the learning process. In this way, the YouTube-assisted TSTS strategy can be optimally implemented in various contexts of Arabic language learning at madrasahs.

CONCLUSION

خاتمة

Based on the research findings, the “Two Stay Two Stray” (TSTS) cooperative learning strategy, supported by YouTube, was proven to have a positive and significant impact on the Arabic grammar learning outcomes of 10th-grade students at MAN 1 Kerinci. This effect is not only related to the use of YouTube as a learning resource but also to the syntactic characteristics of TSTS, which encourage students to actively engage in understanding, explaining, comparing, and reconstructing grammatical concepts. This is particularly important in the study of Arabic grammar—which encompasses nahwu and sharaf—since this material is often perceived as abstract, rule-heavy, and prone to being boring when taught solely through lectures, memorization, and written exercises.

The use of YouTube videos helps students gain visual explanations, contextual examples, and varied presentations of the material, making the abstract concepts of qawā'id more concrete and engaging. Furthermore, the “stray” mechanism—which involves visiting other groups—ensures that students not only receive information but must also communicate and compare their understanding with that of other groups. Students acting as “stays” are required to re-explain the grammatical concepts they have learned through the videos and group discussions, while students acting as “strays” must listen, ask questions, compare information, and bring the results of their visit back to their original group. The process of re-explaining, defending answers, clarifying errors, and connecting information from other groups encourages deep processing, so that understanding of qawā'id does not stop at memorizing rules but develops into the ability to understand and apply those rules in the context of the Arabic language.

Nevertheless, the study's findings must be interpreted with several limitations in mind. The study was conducted over a relatively short period, so it cannot yet confirm the long-term effectiveness of YouTube-assisted TSTS in maintaining mastery of qawā'id. Additionally, the study was conducted at a single madrasah with a limited sample size; therefore, generalizing the results to madrasahs with different student characteristics and facilities should be done with caution. The possibility of the Hawthorne effect also cannot be entirely ruled out—that is, the possibility that students performed better because they were aware they were receiving special attention during the research process. Therefore, future studies are recommended to use a longer

intervention period, involve a broader sample, and conduct follow-up assessments to determine the sustainability of learning outcomes.

In practical terms, the findings of this study recommend that Arabic teachers at other madrasahs implement the YouTube-assisted TSTS, particularly for qawā'id material that requires conceptual understanding and the application of grammatical rules. Implementation should begin with the selection of videos that are relevant, concise, grammatically accurate, and appropriate for the students' proficiency level. Teachers also need to form heterogeneous groups, provide worksheets that require grammatical analysis, and assign clear roles during the "stay" and "stray" phases. The biggest challenges in implementing this model include time management, student mobility between groups, stable internet access, device availability, and the possibility of students being passive during discussions. These challenges can be anticipated through structured lesson planning, downloading videos before class, providing alternative materials in case of internet connectivity issues, and assigning individual responsibilities within each group. Thus, YouTube-assisted TSTS can be viewed not only as a combination of cooperative learning models and digital media but also as a strategy capable of transforming qawā'id instruction from a memorization-oriented activity into a more interactive, communicative, and meaningful learning process. The effectiveness of this strategy lies primarily in the integration of visualizing content through YouTube and the process of knowledge elaboration through "stay" and "stray" interactions, which enable students to process information more deeply.

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