The Power of Two Learning Strategy in Islamic Religious Education Material Shaping Character Student

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Abstract

The power of two learning strategies in Islamic Religious Education (PAI) has been studied to assess its effectiveness in shaping students' character. This research aimed to investigate the implementation of this strategy in PAI material and its impact on character building. A qualitative case study approach was employed, involving school principals, students, and PAI teachers from senior high schools in Kudus City, Central Java, Indonesia, as informants selected through purposive sampling. Data were collected through in-depth interviews, participant observation, documentation, and focus group discussions. Validity was ensured through extended researcher presence, triangulation, peer discussion, transferability, dependability, and confirmability measures. The research findings revealed that the power of two learning strategies in PAI material could effectively and efficiently shape students' character by creating synergy between teachers and students in the learning process. This research contributes to the theoretical and practical development of PAI learning materials for character education, providing insights for the government in implementing such strategies in the curriculum.

Keywords: Islamic education, superior madrasas, development strategy.

Abstrak

Strategi pembelajaran the power of two dalam pendidikan agama Islam (PAI) telah diteliti untuk menilai keefektifannya dalam membentuk karakter siswa. Penelitian ini bertujuan untuk menyelidiki implementasi strategi ini dalam materi PAI dan dampaknya terhadap pembentukan karakter. Pendekatan studi kasus kualitatif digunakan, dengan melibatkan kepala sekolah, siswa, dan guru PAI dari sekolah menengah atas di Kota Kudus, Jawa Tengah, Indonesia sebagai informan yang dipilih secara purposif. Data dikumpulkan melalui wawancara mendalam, observasi partisipan, dokumentasi, dan diskusi kelompok terarah. Validitas dipastikan melalui perpanjangan kehadiran peneliti, triangulasi, diskusi teman sejawat, transferabilitas, dependabilitas, dan konfirmabilitas. Temuan penelitian mengungkapkan bahwa strategi pembelajaran the power of two pada materi PAI dapat secara efektif dan efisien membentuk karakter siswa dengan menciptakan sinergi antara guru dan siswa dalam proses pembelajaran. Penelitian ini memberikan kontribusi pada pengembangan teoritis dan praktis materi pembelajaran PAI untuk pendidikan karakter, memberikan wawasan bagi pemerintah dalam mengimplementasikan strategi tersebut dalam kurikulum.

Keywords: *Pendidikan Islam, madrasah unggulan, strategi pengembangan.*

INTRODUCTION

Islamic Religious Education (PAI) plays a pivotal role in nurturing students' knowledge, understanding, appreciation, and experience of religion, enabling them to civilize themselves and practice Islamic values in their daily lives.[1] While PAI employs teaching methods similar to general subjects, its approach often falls short in fostering emotional awareness, love for religion, and the practical application of religious teachings among students.[2] This raises significant concerns about the effectiveness of current PAI practices in not only imparting religious reasoning but also encouraging the internalization and manifestation of religious principles in students' behavior and character.[3] Consequently, there is a pressing need to explore innovative teaching strategies that can bridge this gap and enhance the overall learning experience in PAI, ensuring that students not only gain theoretical knowledge but also develop a deep emotional connection and practical understanding of their faith.

Previous studies in the field of education have extensively explored active learning strategies, such as the Power of Two, which invite students to participate actively in the learning process, both mentally and physically.[4] These strategies have been widely recognized for their ability to enhance learning outcomes, promote higher-order thinking skills (HOTS), and foster essential skills like critical thinking, communication, and teamwork.[5] By engaging students in collaborative problem-solving, active learning methods create an environment that encourages intellectual curiosity, creative thinking, and a deep understanding of concepts.[6] However, despite the well-documented benefits of active learning strategies in general education, there is a lack of research specifically investigating the effectiveness of the Power

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[1] Syahrul Ode Aliani et al., 'The Role of Islamic Religious Counselors in Providing Religious Understanding of Ta'lim Councils in Minority Areas', *Dirasah International Journal of Islamic Studies* 1, no. 2 (29 October 2023): 89–101, https://doi.org/10.59373/drs.v1i2.19; Muslimah et al., 'Rationale and Formulation of the Featured Program of Hifdzul Qur'an at Junior High School', *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 1 (10 February 2024): 100–120, https://doi.org/10.31538/tijie.v5i1.811; Ainur Rofiq, Khoirun Nisa, and Abdul Muid, 'Innovation of Storytelling and Role-Playing Methods in Islamic Religious Education Learning', *At-Tadzkir: Islamic Education Journal* 3, no. 1 (4 March 2024): 47–58, https://doi.org/10.59373/attadzkir.v3i1.52.

[2] Habib Badawi, 'Exploring Classroom Discipline Strategies and Cultural Dynamics: Lessons from the Japanese Education System', *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 1 (4 January 2024): 1–12, https://doi.org/10.31538/tijie.v5i1.663; Dita Dzata Mirrota, Moch Sya'roni Hasan, and Qurrotul Ainiyah, 'Increasing Understanding of the Islamic Religion Through Interactive Methods for Children with Special Needs', *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 2 (18 April 2024): 285–300, https://doi.org/10.31538/tijie.v5i2.998.

[3] Muhammad Rijal Fadli, 'Implementation of Sociocultural Based Character Education in Senior High School', *Jurnal Pendidikan Karakter* 12, no. 2 (31 October 2021): 134–45, https://doi.org/10.21831/jpka.v12i2.41957; Ahmad Matinul Haq and Erny Roesminingsih, 'Situational Leadership Skills of Foundation Heads in Human Resource Development for Early Childhood Education', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2024): 26–40, https://doi.org/10.31538/munaddhomah.v5i1.545.

[4] John C. Bean and Dan Melzer, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (John Wiley & Sons, 2021).

[5] Yueh-Min Huang, Lusia Maryani Silitonga, and Ting-Ting Wu, 'Applying a Business Simulation Game in a Flipped Classroom to Enhance Engagement, Learning Achievement, and Higher-Order Thinking Skills', *Computers & Education* 183 (July 2022): 104494, https://doi.org/10.1016/j.compedu.2022.104494.

[6] Doug Lombardi et al., 'The Curious Construct of Active Learning', *Psychological Science in the Public Interest* 22, no. 1 (1 April 2021): 8–43, https://doi.org/10.1177/1529100620973974.

of Two strategies in shaping student character and improving HOTS within the context of PAI.[7]

The purpose of this paper is to address this gap in the existing literature by examining the efficacy of the Power of Two active learning strategy in PAI material. By facilitating meaningful discussions and interactions among students, this strategy aims to enhance their thinking abilities, promote character development, and foster a deeper appreciation for religious teachings. The study seeks to contribute to the body of knowledge on effective teaching methods in PAI and provide insights into how active learning strategies can be leveraged to achieve the broader goals of religious education, such as fostering emotional awareness, love for religion, and the practical application of religious teachings in students' lives.

This paper argues that the Power of Two strategy, when employed in PAI material, has the potential to foster student character and improve HOTS in a unique and impactful way. Through collaborative problem-solving and mutual understanding, students are encouraged to explore religious concepts from multiple perspectives, developing empathy, respect for diversity, and a deeper appreciation for the richness of their faith.[8] By engaging in active learning, students take ownership of their learning process, leading to increased motivation, engagement, and retention of knowledge. Additionally, the strategy aligns with the principles of the National Education System Law No. 20 of 2003, which emphasizes the development of individuals with noble character values, moral principles, and a deep sense of responsibility towards their community and nation.[9]

By evaluating the effectiveness of the Power of Two strategy in PAI material, this study aims to provide empirical evidence to support the integration of active learning approaches in religious education curricula. This research has the potential to contribute to the ongoing efforts to improve the quality of education in Indonesia, particularly in the realm of religious education. By addressing the shortcomings of traditional teaching methods and promoting innovative strategies that foster critical thinking, character development, emotional awareness, and practical application of religious teachings, this study could pave the way for more engaging, impactful, and transformative PAI learning experiences. Ultimately, the findings of this research could inform educational policies and practices, empowering educators to

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[7] Azieyana Aziz and Christina Andin, 'Penggunaan Strategi Pembelajaran Koperatif Untuk Meningkatkan Tahap Kemahiran Berfikir Aras Tinggi Pelajar (The Use of Cooperative Learning Strategies to Improve Students' Higher Order Thinking Skills)', *Jurnal Pendidikan Malaysia* 43, no. 01 (May 2018), https://doi.org/10.17576/JPEN-2018-43.01-01; Hayuni Retno Widarti et al., 'Instagram-Based Learning Media: Improving Student Motivation and Learning Outcomes in Reaction Rate', *Jurnal Ilmiah Peuradeun* 12, no. 1 (30 January 2024): 165–82, https://doi.org/10.26811/peuradeun.v12i1.957.

[8] Siti Rahma Ismiatun, Neliwati Neliwati, and Khairuddin Khairuddin, 'Manajemen Kepala Sekolah Dalam Meningkatkan Kerja Sama Dengan Dunia Industri', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2024): 61–72, https://doi.org/10.31538/munaddhomah.v5i1.766; Martin Kustati et al., 'The Model for Maintaining Families with Noble Character During the Pandemic in Kampung KB Villages', *Jurnal Ilmiah Peuradeun* 12, no. 1 (30 January 2024): 1–26, https://doi.org/10.26811/peuradeun.v12i1.1126.

[9] Johan Dwi Saputro and Mukhamad Murdiono, 'Implementation of Character Education through a Holistic Approach to Senior High School Students', *International Journal of Multicultural and Multireligious Understanding* 7, no. 11 (21 December 2020): 460–70, https://doi.org/10.18415/ijmmu.v7i11.2146; Khasanah et al., 'Development of STEAM-Based Video Learning Media for Early Childhood Education with the Inclusion of Religious and Moral Values', *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 1 (27 February 2024): 136–52, https://doi.org/10.31538/tijie.v5i1.717.

cultivate a generation of students who not only possess religious knowledge but also embody the values and principles of their faith, becoming agents of positive change in their communities and society as a whole.

METHOD

This research uses a qualitative approach with a descriptive case study design.[10] Choosing a qualitative approach is considered more effective for exploring data in depth and gaining a comprehensive understanding of the phenomenon under study. A descriptive case study was chosen to describe and analyze in detail certain situations or events that occurred in the senior high school (SMAN) environment in Kudus City, Central Java, Indonesia.

Data collection in this research was carried out through various techniques to ensure triangulation and data validity.[11] The techniques used include in-depth interviews, participant observation, documentation, and focus group discussions (FGD). Semi-structured in-depth interviews were conducted with students, teachers, and guardians at SMAN Kota Kudus to obtain their perspectives and experiences regarding the learning strategies implemented. Participant observation is carried out by researchers to observe and document relevant behavior, interactions and processes in natural situations in the school environment. Documentation includes collecting and analyzing related documents, such as school records, policies and teaching materials, to complement data obtained from interviews and observations.[12] Apart from that, FGDs were also conducted with groups of students, teachers, and parents to gain their collective insight, experiences, and perspectives on the phenomenon under study.

Informants in this study were selected using a purposive sampling technique, involving students, teachers, and guardians at SMAN Kota Kudus. Purposive selection of informants allows researchers to select cases that are rich in information and can provide in-depth insight into the research questions. Data analysis was carried out using the interactive data analysis model from Miles and Huberman,[13] which consists of three stages: data reduction, data presentation, and concluding. Data reduction involves the process of selecting, focusing, simplifying, and transforming raw data from field notes, transcripts, and documents. Data presentation involves organizing information that allows conclusions to be drawn and action plans to be developed. Drawing conclusions involves interpreting and assigning meaning to data, leading to the formulation of conclusions that are supported by evidence.[14] This data analysis process was carried out iteratively to ensure a thorough and systematic examination of the data collected.

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[10] John W. Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif Dan Mixed* (Yogyakarta: Pustaka Pelajar, 2010).
[11] Suharsimi Arikunto, 'Prosedur Penelitian Suatu Pendekatan Praktik', 1 December 2019, http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/62880.
[12] Sugiyono, *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D).* (Bandung: Alfabeta, 2017).
[13] Emzir, *Metodologi Penelitian Kualitatif: Analisis Data* (Depok: PT Raja Grafindo, 2014).
[14] Lexy J. Moeloeng, *Metodologi Penelitian Kualitatif* (Bandung,: PT. Remaja Rosdakarya, 2017).

RESULTS AND DISCUSSION

Education is a means that the nation's future generations can use to improve their abilities and potential. Through education, it is also believed to be able to provide humans with skills and insight (knowledge) that can be useful for life in the future. Apart from being a means of improving the quality of the nation's next generation, education is also able to create people who are superior and have character. This is as Suyanto, explains, "systematically education can improve the dignity of every human being holistically which includes cognitive (intelligence), affective (character, disposition, superior personality) and psychomotor aspects."[15] Based on this, the direction of education should be aimed at creating and preparing the nation's next generation who not only have intelligence and skills but also have good personalities or characters. Therefore, education should not only be able to create the nation's next generation who have skills and intelligence but can also form good character or character.[16]

In the National Character Development Policy Manuscript, it is explained that there are several basic reasons underlying the importance of developing national character, both philosophically, ideologically, normatively, historically, and socio-culturally. Philosophically, building national character is a basic need in the national process because only a nation that has strong character and identity will survive as a nation. Ideologically, character development is an effort to embody the Pancasila ideology in national and state life. Normatively, building national character is a concrete manifestation of steps to achieve the nation's goals, namely protecting the entire Indonesian nation and all of Indonesia's blood, advancing general welfare, making the life of the nation intelligent, participating in implementing world order based on independence, eternal peace and social justice. Historically, the development of national character is a core dynamic of the national process that occurred continuously throughout history, both during the colonial era and during the era of independence. Culturally, building national character is a necessity for a multicultural nation (Ministry of National Education 2010, 1). Strengthening character is one of the priority programs of President Joko Widodo (Jokowi) and Vice President Jusuf Kalla.[17] Interview with PAI teacher at SMAN 1 Kudus Muhammad Zawawi

"Learning PAI with the power of two strategies can help students to think critically and be able to work together in solving learning problems, and can shape student characters,

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[15] C. Boeree, *Personality Theories: From Freud to Frankl* (CreateSpace Independent Publishing Platform, 2017); Corinna Koschmieder and Aljoscha C. Neubauer, 'Measuring Emotion Regulation for Preservice Teacher Selection: A Theory-Driven Development of a Situational Judgment Test', *Personality and Individual Differences* 168 (1 January 2021): 110363, https://doi.org/10.1016/j.paid.2020.110363.

[16] Achmad Wardana, Anung Priambodo, and Made Pramono, 'Pengaruh Model Pembelajaran Jigsaw Dan Teams Games Tournament Terhadap Karakter Kepedulian Sosial Dan Kejujuran Dalam Pendidikan Jasmani Olahraga Kesehatan', *JOSSAE : Journal of Sport Science and Education* 5, no. 1 (29 April 2020): 12, https://doi.org/10.26740/jossae.v5n1.p12-24.

[17] Agus Agus, Minggusta Juliadharma, and Mawardi Djamaluddin, 'Application of the CIPP Model in Evaluation of The Inclusive Education Curriculum in Madrasah Aliyah', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 8, no. 1 (25 February 2023): 31–50, https://doi.org/10.31538/ndh.v8i1.2705; Hasan Baharun et al., 'Building Public Trust in Islamic School through Adaptive Curriculum', *Jurnal Pendidikan Islam* 8, no. 1 (30 June 2022): 1–14, https://doi.org/10.15575/jpi.v8i1.17163; Anwar Sa'dullah, Abdul Haris, and Wahidmurni Wahidmurni, 'Curriculum Management of Al Izzah Islamic International Boarding School Batu', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 3 (2021): 704–15, https://doi.org/10.31538/ndh.v6i3.1992.

namely the character of cooperation, the character of responsibility, the character of respect, and other characters, and the teacher guides the learning process."

In line with the PAI teacher at SMAN 1 Kudus, the PAI teacher at SMA N 2 Kudus also explained that *"in PAI learning using the power of two learning strategy it is also able to form student characters such as religious, honest, tolerant, hard-working, independent, democratic, enthusiastic. , appreciate the achievements and character of others."*

Steps to the power of two learning strategies: 1) Ask one or more demanding questions for reflection and thinking. 2) Request students to answer the questions individually. 3) After all students have answered all the questions, ask them to pair up, exchange answers with each other, and discuss them. 4) Ask the pairs to create new answers for each question and simultaneously improve their answers. 5) When all pairs have written new answers, compare the answers from each pair in the class. Additionally, ask the whole class to choose the best answer for each question. To save time, assign specific questions to certain pairs rather than giving the same question to everyone.

One student from SMAN 1 Kudus said, "*The power of two learning strategies in PAI material is capable of shaping student character because this strategy practices communication, thinking, honesty, cooperation, and independence. At high school age, it is very helpful in developing critical thinking.*" The learning process will be successful if a teacher understands the learning plan well. For this reason, before the learning process is carried out, the teacher should design the lesson.[18] As a professional educator, making learning plans is a responsibility to develop all children's potential. Planning is intended to direct learning so that it can run as it should to achieve the desired goals.

Nowadays, character education always provides interesting things for academics, to be studied, and is believed to be a source of solving various existing problems. The cultivation and formation of character is very important, because it concerns the quality of a nation, as stated by Faiz that it is an important foundation for the sustainability of a nation's civilization, because the quality of character determines the existence of a nation. However, currently, character education has entered a new era and challenges, apart from the domino effect of the progress of the times.[19] Based on the results of literature studies sourced from books, articles, and character education experts, after collecting, reading, recording, processing, and analyzing. So the results of critical analysis can be illustrated regarding what factors are obstacles to the cultivation and development of character education.

This means that PAI learning using the power of two strategies in forming character is a solution for teachers in carrying out the teaching and learning process so that student learning outcomes can improve and become better, with conditions that are fun, focused, fresh, and meaningful by connecting Between the material presented and real-world situations, students

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[18] Kaline de Mello et al., 'Multiscale Land Use Impacts on Water Quality: Assessment, Planning, and Future Perspectives in Brazil', *Journal of Environmental Management* 270 (15 September 2020): 110879, https://doi.org/10.1016/j.jenvman.2020.110879; Bunari Bunari et al., 'The Influence of Flipbook Learning Media, Learning Interest, and Learning Motivation on Learning Outcomes', *Journal of Education and Learning (EduLearn)* 18, no. 2 (1 May 2024): 313–21, https://doi.org/10.11591/edulearn.v18i2.21059.

[19] Aiman Faiz et al., 'Tinjauan Analisis Kritis Terhadap Faktor Penghambat Pendidikan Karakter Di Indonesia', *Jurnal Basicedu* 5, no. 4 (16 June 2021): 1766–77, https://doi.org/10.31004/basicedu.v5i4.1014.

can find meaningful relationships between abstract ideas and practical applications in real life contexts.[20]

Learning must be able to help students communicate PAI ideas through five aspects of communication, namely representing, listening, reading, discussing, and writing. Furthermore, it is stated that there are at least two important reasons why communication in PAI learning needs to be developed among students. Firstly, PAI material must be understood in a complex and comprehensive manner, secondly, PAI material must be able to shape student character. In contrast to research conducted by Umaidi Heryan which examined Mathematics learning, the results of the research explain that in using active learning strategies for Mathematics material, firstly to find patterns in solving problems or drawing conclusions, but Mathematics is also "an invaluable tool for communicating a variety of ideas, precisely, and succinctly". Second, mathematics learning a social activity: meaning, as a social activity in mathematics learning, as a vehicle for interaction between students, and as a means of communication between teachers and students.[21]

This research found that the application of the power of two learning strategies in PAI material can shape students' character as a provision for everyday life because the age at the high school level is very much needed for the nation's generation. That active learning strategies require students to monitor their own learning process, if they encounter difficulties or need help from others, they can ask for help from students or peers, monitoring activities also include predicting their own learning outcomes. At the evaluation stage, at this stage students evaluate the achievement of the goals they have set, then students reflect on the process and results that have been achieved, and establish new plans, setting new goals for the next process. Pintrich said that behavior, from planning to evaluating, is part of an active learning strategy that can help students plan their learning and evaluate so that they can improve learning achievement.[22] Behavioral dimensions like this reflect the habitual activities carried out by learners to process and organize their learning.[23]

The student's parents also explained that *"children are also monitored while studying at home because parents hope that their children will be successful in studying and be able to enter their favorite college."* Each family has a different way of assisting children in carrying out assignments as well as the parents who are the subjects of the researchers' research. There are those who give children freedom to play first and then continue studying, give children study schedules according to study hours at school, do assignments first then are allowed to play, give children the

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[20] Muhamad Parhan, Nurti Budiyanti, and Ari Kartiko, 'Transformative Pedagogy: Islamic Religious Education Model for Society 5.0 Amidst the Industrial Revolution', *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 2 (20 May 2024): 344–59, https://doi.org/10.31538/tijie.v5i2.732; Nuriman Nuriman et al., 'A Study of Embracing Adolescent Islamic Moral Values at Two Schools in Rural Area', *Jurnal Ilmiah Peuradeun* 12, no. 1 (30 January 2024): 117–36, https://doi.org/10.26811/peuradeun.v12i1.1045.

[21] Umaedi Heryan, 'Meningkatkan Kemampuan Komunikasi Matematis Siswa SMA Melalui Pendekatan Pembelajaran Matematika Realistik Berbasis Etnomatematika', *Jurnal Pendidikan Matematika Raflesia* 3, no. 2 (2018): 94–106.

[22] Paul R. Pintrich, 'A Conceptual Framework for Assessing Motivation and Self-Regulated Learning in College Students', *Educational Psychology Review* 16, no. 4 (1 December 2004): 385–407, https://doi.org/10.1007/s10648-004-0006-x.

[23] Yowelna Tarumasely, 'Perbedaan Hasil Belajar Pemahaman Konsep Melalui Penerapan Strategi Pembelajaran Berbasis Self Regulated Learning', *Jurnal Pendidikan Dan Kewirausahaan* 8, no. 1 (15 September 2020): 54–65, https://doi.org/10.47668/pkwu.v8i1.67.

opportunity to prepare tools and materials that will be used to do assignments until the process tidying up after finishing studying, and carrying out learning at home using the principle of learning by doing. Even though the strategies applied by each family are different, they have the same goal, namely assisting children in completing assignments given by the teacher.[24]

The learning process for PAI material at SMAN in Kudus City uses The Power of Two approach which is part of an active learning strategy. Active learning is learning that invites students to learn actively. With this active learning, students are invited to participate in all learning processes, not only mentally but also physically so that learning outcomes can be maximized. By providing the application of animated learning media, power points, and applications on Android and using the power of two active learning strategies, it is hoped that PAI learning will be able to form character.

PAI learning outcomes are not only seen from the cognitive and psychomotor domains but also seen from the affective domain results. These three domains are interconnected with each other and strengthen each other, so that the results will produce students who are obedient in worship with strong character as Muslims who obey Allah SWT. Strengthening beliefs and character through PAI learning is a process of formation, transformation, transmission, and development of students' potential to worship well, think well, and behave well following the values of Islamic teachings. However, in its implementation, PAI learning in schools has not been able to lead to the substance of PAI learning objectives, namely learning outcomes that reflect integration between aspects of Islamic religious knowledge (cognitive aspects), and become a means of transforming moral norms and values to form attitudes and can play a role in controlling behavior.

The current situation requires solid cooperation between parents and teachers in providing educational services for children. This problem is in line with the findings of Wardani & Ayriza,[25] common obstacles encountered when parents accompany children in learning activities during the pandemic include parents not understanding the learning activity material provided by teachers, parents being impatient in accompanying children in learning, parents feeling difficulty in cultivating children's interest in learning, and insufficient time for parents. Meanwhile Ayuni et al. found that there was a lack of facilities and parents' lack of knowledge, making online learning difficult. Therefore, learning can run smoothly, and support from parents is needed to be able to work together in providing good educational services for children. Providing appropriate and optimal services is the main key to achieving success in learning goals for children.[26]

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[24] Aghnaita and Wahyuni Murniati, 'Unveiling Multiracial Family Parenting Practices in Early Childhood Education within the Indonesian Context: A Case Study', *Al-Athfal: Jurnal Pendidikan Anak* 9, no. 1 (30 June 2023): 71–80, https://doi.org/10.14421/al-athfal.2023.91-07; Muhammad Khusaini et al., 'Creating a Harmonious Family Through Social Media Facebook in West Lampung', *El-Mashlahah* 12, no. 2 (31 December 2022): 139–52, https://doi.org/10.23971/el-mashlahah.v12i2.3937.

[25] Anita Wardani and Yulia Ayriza, 'Analisis Kendala Orang Tua Dalam Mendampingi Anak Belajar Di Rumah Pada Masa Pandemi Covid-19', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 772.

[26] Nadia Nur Ifani and Asti Putri Kartiwi, 'Leadership in Indonesian Islamic Schools: How Leader Spiritual and Motivational Styles Affect Organizational Citizenship Behavior and Employees' Religiosity', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 9, no. 1 (27 February 2024): 67–78, https://doi.org/10.31538/ndh.v9i1.4559; Nurcholis Panji Bayu Astra, Erwin Hafid, and Alwan Suban, 'Scout Extracurricular Curriculum Management in

The approach to active learning, including the power of two, in PAI (Islamic religious education) material involves a lot of interaction with students and gives students freedom of opinion. The learning carried out requires students to think critically and search for information with the sophisticated technology used by PAI teachers. A learning approach that is more focused on students is a student-centered approach which is often used by PAI teachers because it is focused on students who must actively participate in learning related to the theories that have been discussed. The types of approaches used are inductive approach, habituation approach, scientific or integrated approach, and emotional. Because each teacher has their characteristics in teaching. Some are used to an emotional approach between students, and some are based on an integrated or scientific approach. However, the typical characteristics found in the field, namely that the school environment itself uses an active learning approach in the form of habituation for students, the results of interviews with students, the habits of students who follow the rules in an orderly manner, were only found in a small number of students who violated these rules. The reason is that after being analyzed by researchers, students are invited to think critically to see the situations they experience in learning and their surroundings. There is always a discussion after the material is presented, not only that, there is a habit that is carried out to change students' bad habits, namely by getting into the habit of reading the Al-Qur. 'an, hearing Asmaul Husna and *duha prayers*. Not only that, other habits are supported by well-organized schools so that students can feel comfortable at school.[27]

Character building at school and honesty are the foundation that Indonesian students must have today. Without honesty being a priority, other attitudes lose value. Being a kind person to others, without honesty, is hypocrisy. Therefore, according to Lickona, honesty is a value that must be exemplified so that it is embedded in students' consciences.[28] Honesty means being honest, namely not cheating or taking other people's rights. Meanwhile, honesty is interpreted as an effort to uphold the truth, be sincere not lie, and not lead other people into trouble. To get around this, educators need strategies to grow and give birth to children who are not only intelligent (smart) but also behave honestly (honesty). Especially in Indonesia, many people currently think that the implementation of education in cultivating intelligent personalities has no problems, but it is considered less successful in building the character of students who have noble (honest) morals. Because character is not limited to the knowledge aspect, there is a danger in the teacher's perception that character is only knowledge. According to Roosevelt, if character is only oriented towards intelligence (knowledge) without morals, it will create a threat to society.

Improving Student Discipline in Madrasah', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (8 March 2024): 161–72, https://doi.org/10.31538/munaddhomah.v5i2.810.

[27] Auliya Hamidah Haris Poernomo and Nan Rahminawati, 'Studi Deskriptif Model Pembelajaran PAI Berbasis Lingkungan Dalam Mewujudkan Visi Misi Sekolah', *Jurnal Riset Pendidikan Agama Islam*, 7 July 2022, 19–26, https://doi.org/10.29313/jrpai.v2i1.726.

[28] Thomas Lickona, *Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi Pintar & Baik* (Nusamedia, 2019).

Meanwhile, Covey, explains the dangers of little knowledge, unless it is based on character values, the nation's noble values will be lost.[29] Thus, cultivating noble character values that are given from an early age is very important because it is a strong foundation for the formation of a society that is advanced, cultured, and has noble morals.[30] Another opinion explains that solid quality character in children needs to be instilled, formed, and developed when children are in the early childhood phase,[31] because at that time it is the period when character is formed. somebody. Failure to instill character at an early age will harm adulthood.[32]

In evaluating PAI material, aspects of student character must also be taken into account because assessing learning outcomes is also important in implementing the curriculum. Carry out assessments by teachers following assessment standards set by the government. According to Hamalik, assessment is carried out in stages, continuously and openly. From this evaluation, information can be obtained regarding students' learning activities and progress, and the implementation of the curriculum by teachers and other education personnel.[33]

By implementing active learning, teachers reduce their dominance and intensity in learning. In this case, the teacher only acts as a mediator between students and monitors the teaching and learning process, supervises groups of students, and accompanies them while studying, so that students independently try to interact and enliven the atmosphere of discussion, both in their small groups, and in large group discussions with other groups. This can increase their social intelligence and suppress their selfishness and self-righteousness because they try to listen to other people's opinions or comments regarding their thinking errors. Apart from the social intelligence aspect, the learning process will lead students to be active in learning thereby improving their learning outcomes.[34] In contrast to Mahrus & Latipah's research on collaborative learning, teachers must monitor student activity in collaborative learning with the Eduinnova methodology, that is, teachers can more easily determine interventions for problems in collaborative learning.

The use of Eduinnova methodology is used as a tool to support and accompany pedagogical tasks. The characteristic that is most emphasized is the ability to follow the student's learning process and receive direct delivery of the results of activities. This makes it possible to intervene if necessary and provide feedback to students, thereby increasing the

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[29] Richard A. Posner, *A Failure of Capitalism: The Crisis of '08 and the Descent into Depression* (Harvard University Press, 2011).

[30] Christoph Mischo et al., 'Does Early Childhood Teacher Education Affect Students' Cognitive Orientations? The Effect of Different Education Tracks in Teacher Education on Prospective Early Childhood Teachers' Cognitive Orientations in Germany', *Journal of Education and Training Studies* 2, no. 1 (January 2014): 193–206, https://eric.ed.gov/?id=EJ1055164.

[31] Lisa Lickona, 'A Commentary on Ephesians 5 and Headship', *Ave Maria L. Rev.* 8 (2009): 393.

[32] Chau-kiu Cheung and Tak-yan Lee, 'Improving Social Competence through Character Education', *Evaluation and Program Planning*, Child Welfare and the Challenge of the New Americans, 33, no. 3 (1 August 2010): 255–63, https://doi.org/10.1016/j.evalprogplan.2009.08.006.

[33] Dedi Mulyadi, 'Implementasi Kurikulum 2013 (Revisi) Di Sekolah Menegah Atas Pada Mata Pelajaran Peminatan', *Jurnal Pendidikan Glasser* 5, no. 1 (22 February 2021): 7, https://doi.org/10.32529/glasser.v5i1.785.

[34] Fauzah Marhamah and Hazalizah binti Hamzah, 'The Relationship Between Social Support And Academic Stress Among First Year Students At Syiah Kuala University', *Psikoislamedia : Jurnal Psikologi* 1, no. 1 (8 August 2017), https://doi.org/10.22373/psikoislamedia.v1i1.1487.

effectiveness of learning.[35] With the power of two learning strategies, teachers are also able to organize the learning process from planning to learning evaluation to produce maximum results. This is also different from Latipah & Afriansyah's research on the CTL approach, in that the results of the research that has been carried out do not follow the initial hypothesis, where the initial hypothesis is that it is hoped that the contextual teaching and learning (CTL) approach is better than the realistic mathematics education (RME) approach. This is because the data obtained by the researcher is not sufficient to prove the researcher's assumption that the CTL approach is better than the RME approach, so this research concludes that the CTL approach and the RME approach are equally good at improving students' mathematical connection abilities.[36]

In contextual learning, the teacher as a facilitator is responsible for providing stimulation and motivation, diagnosing and overcoming difficulties, and providing experiences to grow students' understanding. According to Arsyad, one of the problems regarding achieving learning outcomes is teachers. There are still many teachers who have not been able to develop and apply interesting learning methodologies that vary according to the field or topic and the age of the students. For this reason, the teacher's teaching competence will have an impact on the quality aspects of the learning process activities, a teacher's mastery of the material is very influential in improving the quality of the learning process in the classroom. Contextual learning can help teachers to link the material they teach with real world situations to encourage students to make connections between the knowledge they have and its application in everyday life. In PAI learning, a contextual approach is needed since most students are not yet able to connect what they learn with its benefits in real life. This condition is based on the understanding that students gain is not yet fully necessary in their daily practice. Sanjaya said that the contextual teaching and learning (CTL) learning method is a learning approach that emphasizes involvement.[37]

In reality, in Indonesia there are still schools with minimal facilities to improve student learning, so with easier learning strategies to improve student competency and learning outcomes that are integrated with the use of technology, there are still very few and there are still many schools that difficulties in learning to use technology.[38] Difficulties in implementing learning using technology, whether with animation, PowerPoint, or applications on Android, are not only experienced by teachers, but students and parents also experience the same difficulties, even online learning is no more effective than offline or face-to-face learning, so

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[35] Muhammad Mahsus and Eva Latipah, 'Metodologi Eduinnova: Pembelajaran Kolaboratif Yang Diintegrasikan Dangan Teknologi Untuk Meningkatkan Keaktifan Dan Interaksi Siswa Dalam Pembelajaran Daring', *Jurnal Inovasi Teknologi Pendidikan* 8, no. 1 (23 October 2021): 1–8, https://doi.org/10.21831/jitp.v8i2.38706.

[36] Wohabie Birhan et al., 'Exploring the Context of Teaching Character Education to Children in Preprimary and Primary Schools', *Social Sciences & Humanities Open* 4, no. 1 (2021): 100171, https://doi.org/10.1016/j.ssaho.2021.100171.

[37] Fella Lahmar, 'Islamic Education: An Islamic "Wisdom-Based Cultural Environment" in a Western Context', *Religions* 11, no. 8 (August 2020): 409, https://doi.org/10.3390/rel11080409; Arifmiboy Arifmiboy, Iltavia Iltavia, and Iswandi Iswandi, 'Full Online Teacher Training Service Scheme on Improving Pedagogical and Professional Competencies', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 9, no. 1 (22 February 2024): 55–66, https://doi.org/10.31538/ndh.v9i1.4542.

[38] Amy M. Johnson et al., 'Challenges and Solutions When Using Technologies in the Classroom', in *Adaptive Educational Technologies for Literacy Instruction* (Routledge, 2016).

there needs to be media. learning to help the learning process. This condition is also seen in several schools located on the border, which actually require special attention in the field of education.

The research results also found that in the teaching and learning process students' learning and thinking abilities were different, some were slow and some were fast, so that the learning process was still dominated by smart students. Moreover, in PAI learning, not all students can read and write Arabic letters fluently. To achieve expectations and solve these problems, teachers can develop learning techniques using the power of two learning strategy which is quite fun which is used to repeat material that has been given previously. This learning can make students active, not only physically active but also psychologically active, and interact with each other between students and other students, students, and teachers as learning resources so that students are more confident. The teacher as a facilitator is tasked with guiding and directing students in the teaching and learning process. This learning strategy also provides freedom in using ideas, and correct answers and also functions to change conventional learning patterns where the entire teaching and learning series is teacher-centered without giving opportunities to students so that sometimes students are shackled by monotonous and boring rules and strategies used so that children educate to be a fearful child.[39]

In responding to learning activities in the classroom, teachers must be able to stimulate students' active involvement and creativity, so that the learning process can run dynamically and in a fun way. To stimulate students' activity and creativity, teachers are required to reduce monotonous learning models and strategies. Teachers must replace it with active learning models and strategies (active learning) by combining several learning strategies that can stimulate student activity and creativity in the classroom.[40] The appropriate and preferred learning strategy is the Power of Two learning model which is the choice for developing the character of high school level students because they are able to think independently. The Power of Two Learning model according to Mafatih is part of cooperative learning, namely learning in small groups.[41]

By requiring maximum cooperation through learning activities with 2 (two) people in it to achieve basic competencies. Meanwhile, the Cooperative Learning model was developed based on cognitive/constructivist learning theory. One of Vygotsky's theories, namely the

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[39] Mustika Adriana et al., 'Effect of Organizational Climate and Achievement Motivation on Teacher Performance', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 8, no. 2 (19 June 2023): 152–65, https://doi.org/10.31538/ndh.v8i2.3066; Ritchelee Alugar, 'Experiences of Millennial Teachers in the Academe: A Phenomenological Inquiry', *International Journal of Education, Technology and Science* 1, no. 4 (30 November 2021): 119–31.

[40] Kristin Børte, Katrine Nesje, and Sølvi Lillejord, 'Barriers to Student Active Learning in Higher Education', *Teaching in Higher Education* 28, no. 3 (3 April 2023): 597–615, https://doi.org/10.1080/13562517.2020.1839746; Nurassyl Kerimbayev et al., 'Virtual Educational Environment: Interactive Communication Using LMS Moodle', *Education and Information Technologies* 25, no. 3 (1 May 2020): 1965–82, https://doi.org/10.1007/s10639-019-10067-5.

[41] Nurjannah Nurjannah, 'Effectiveness of The Power Of Two Learning Method in Achieving Maharatul Kalam (Study of Arabic Language Learning at the Faculty of Letters)', *Jurnal Info Sains : Informatika Dan Sains* 13, no. 02 (29 September 2023): 703–11, https://ejournal.seaninstitute.or.id/index.php/InfoSains/article/view/4072.

emphasis on the socio-cultural nature of learning.[42] The cooperative learning model is carried out to increase activities with several students in one group during learning. Cooperative learning activities emphasize students' awareness of learning to think, solving problems as an application of knowledge and skills, and sharing knowledge, concepts, and skills with other students who need them. In other words, in cooperative learning, students help each other and work together to solve the problems they face.[43]

In the concrete operations phase, children can understand many concepts of learning material, natural sciences, and social sciences intuitively and concretely. In line with this, Novikasari in Arini states that intellectual development is very substantial, because of their egocentric nature, children become more logical. From this cognitive development, schools must be able to develop children's thinking abilities so that they can ultimately show the child's self-quality. Apart from that, it is also important to note that students also need an environment that supports their learning. They need special attention to understand how to learn.[44]

Based on several research results above, it can be concluded that the power of two learning strategies in PAI material can shape students' character and produce good characteristics such as religious character, honesty, independence, cooperation, hard work, tolerance, and other characteristics. Students are also able to solve problems or carry out reasoning and express their ideas in PAI material both in writing and orally. Apart from using the power of two active learning strategies in creating a learning process, it is necessary to support it so that learning activities can run well and be fun, namely by using animated learning media, power points by utilizing existing applications on Android for the creation and management process, as well as development. as a learning design to determine student achievement of learning outcomes.

Table. Power of Two learning strategy in PAI material:

Finding	Description	Details
Character Development	Promotes positive traits	Students learn and practice honesty, cooperation, religious character, hard work, and tolerance through paired activities.
Communication Skills	Improves communication of PAI concepts	Students explain and discuss PAI ideas with a partner, enhancing writing, listening, speaking, and critical thinking

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[42] Alex Kozulin, 'Vygotsky's Theory in the Classroom: Introduction', *European Journal of Psychology of Education* 19, no. 1 (2004): 3–7, https://www.jstor.org/stable/23421397.

[43] Nayereh Baghcheghi, Hamid Reza Koohestani, and Koresh Rezaei, 'A Comparison of the Cooperative Learning and Traditional Learning Methods in Theory Classes on Nursing Students' Communication Skill with Patients at Clinical Settings', *Nurse Education Today* 31, no. 8 (1 November 2011): 877–82, https://doi.org/10.1016/j.nedt.2011.01.006; Amy T. Peterson, 'Asynchrony and Promotive Interaction in Online Cooperative Learning', *International Journal of Educational Research Open* 5 (1 December 2023): 100300, https://doi.org/10.1016/j.ijedro.2023.100300.

[44] Windia Alfiani, 'Penerapan Media Pembelajaran Animasi Dan Strategi Pembelajaran Aktif The Power Of Two Terhadap Hots (Higher Order Thinking Skills) Pada Pembelajaran Ma-Tematika Kelas Iv Sekolah Dasar', *Perspektif* 1, no. 1 (23 August 2021): 64–77, https://doi.org/10.53947/perspekt.v1i1.6.

		skills.
Critical Thinking	Encourages analysis and problem-solving	Students work together to analyze situations, find information from PAI material, and solve problems collaboratively.
Active Learning	Boosts student participation	Students are actively involved in the learning process through discussions, explanations, and problem-solving with a partner.
Learning Outcomes	Increases understanding of PAI material	Students achieve better results in PAI through collaboration, explanation, and active engagement with the material.
Accessibility	Easy to implement without extensive technology	The Power of Two strategy requires minimal resources and can be effectively used in most classroom settings.

CONCLUSION

Implementing the Power of Two Learning Strategies in Islamic Education (PAI) materials has proven to be a practical approach for developing critical thinking abilities and fostering a collaborative mindset among high school students. This finding is particularly noteworthy, as cooperative learning strategies have previously been rarely utilized in PAI instruction. The Power of Two model, which involves four stages—posing questions, dividing students into pairs, collaborative thinking, and presenting answers—encourages students to process their thoughts individually before engaging in group discussions. This process compels students to think critically and develop their ideas, enhancing their critical thinking skills. Furthermore, by comparing their group's conclusions with those of other groups, students are exposed to diverse perspectives, promoting open-mindedness and respect for differing viewpoints.

However, it is crucial to acknowledge the limitations of this research. The study involved a relatively small sample size, encompassing only three case studies from high schools within a confined geographical area. The research did not account for variations across educational levels, genders, or age groups. The methodological approaches employed also needed to be expanded in scope. Future studies should incorporate more extensive and diverse samples, spanning multiple educational levels, geographical locations, and demographic characteristics. Moreover, employing a broader range of research methodologies would yield more robust and nuanced insights. With more extensive and comprehensive findings, policymakers and educators can formulate more appropriate and effective strategies for integrating the Power of Two approach into PAI curricula. Ultimately, this could contribute to students' holistic development, fostering their academic competencies, moral character, religious devotion, and adherence to Islamic principles and values.

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