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Differences and Interactions between Learning Outcomes, Learning Model, and Gender in Islamic Religious Education

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Abstract

This study aimed to understand the view on differences and interactions between three essential aspects in Islamic religious education. They are students' learning outcomes, the learning model, and student gender according to school origin. This study was conducted at SMPN 2 Parongpong, Al Amin Unggulan Junior High School, and Roudlotul 'Ulum Junior High School. The total sample of this study was 123 students. Three learning models used were Problem-Based Learning (PBL), Contextual Teaching and Learning (CTL), and Conventional. This research used a quantitative approach and Analysis of Variance (ANOVA) tests for data analysis. This research instrument used a summative test, which has been tested for validity and reliability. The data analysis requirements consisted of a normality test using Kolmogorov-Smirnov and Shapiro-Wilk assisted by SPSS version 26 software. The research results show that there is a difference in students' learning outcomes on the learning model according to the student's school origin. Then, there is no difference in learning outcomes between male and female students according to school origin, and there is no significant interaction between the learning model for male and female students in determining the learning outcomes of Islamic religious education according to students' origin school. Differences in learning outcomes occurred in the application of CTL learning models with Conventional and PBL with Conventional, while learning models of PBL and CTL do not differ significantly. This study highlights the importance of applying active learning models to achieve optimal learning outcomes.

Keywords: Islamic religious education, learning model, learning outcomes, student gender

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A. Introduction

Islamic Religious Education has compatible implications in students' daily lives (Al Ayyubi et al., 2024), as well as self-contemplation and internalization based on students' empirical experience of Islam (Al Ayyubi et al., 2024; Sabarudin et al., 2023; Sabarudin et al., 2023). The existence of the practice of Islamic religious teachings taught to students can be the primary capital for the inner and outer construction in uniting the differences that exist through the teachings in Islamic religious education (Murharyana et al., 2023). Learning in Islamic religious education is a systematic conscious effort in preparing students to understand, appreciate, and believe in Allah SWT. in realizing *akhlakul karimah* (noble characters) behavior in their daily lives through the use of experience and habituation contained in Islamic religious learning (Mubarok & Muslihah, 2022; Mun'im Amaly et al., 2021; Sholihah & Maulida, 2020).

The ability to use learning models is one of the variables that can influence success in the learning process of Islamic religious education (Ali, 2021; Primadoniati, 2020). Using a suitable learning model will make students more enthusiastic about participating in learning (Mitra et al., 2021). Conversely, if the learning model applied is not appropriate or less relevant to the characteristics of students, it may cause students' learning outcomes to be not optimal (Nurlaeli, 2020). Then, the application of the learning model cannot be equalized in all schools or all classes in a particular school (Achmad et al., 2022; Fahira et al., 2021; Syafrin et al., 2023) because there are heterogeneous student characteristics and external factors in students that make a significant difference in the application of the learning model used (Mulyani & Anwar, 2020). That is why the differences in learning outcomes and interactions occur in Islamic religious education.

Previous research has not been done much to analyze the differences and interactions in students' learning outcomes in Islamic religious education. Generally, they discuss the application and analysis of learning models in Islamic religious education on students'learning outcomes in a class in one school (Dilla et al., 2022; Rahayu & Sulaiman, 2022; Wasingah, 2017). However, the analysis of comparative differences to represent differences and interactions that occur in students' learning outcomes based on school origin has not been widely found (Iskandar & Sobarna, 2021; Jamaludin, 2023; Junaedi, 2022; Kuliyatun, 2020; A. Noor, 2019; Saihu & Aziz, 2020). Then, it becomes the value of novelty in this study to see primary differences and interactions that occur in different school origins of students on the learning model applied in Islamic religious education.

There are some hypotheses in this study. First, (H_0) there is no difference in students' learning outcomes in Islamic religious education on learning models according to school origin; (H_1) there are differences in students' learning outcomes in Islamic religious education on learning models according to school origin; (H_0) there is no difference in students' learning outcomes between male and female students in Islamic religious education according to school origin; (H_1) there are differences in students' learning outcomes between male and female students in Islamic religious education according to school origin; (H_0) there is no interaction between learning model and students' gender in determining students' learning outcomes in Islamic religious education according to school origin; (H_1) there is interaction between learning model and students' gender in determining students' learning outcomes in Islamic religious education according to school origin.

Thus, to fill the existing research gap, this study aimed to see how the differences and interactions occur in three schools in Islamic religious education. This focuses

on students' learning outcomes based on the learning model used on student gender. It is believed that the learning model applied in each school will impact students' learning outcomes in Islamic religious education. However, the learning model cannot be generalized to every school because external factors such as geographical aspects, cognition levels, and the student's gender can affect learning outcomes and interactions.

B. Literature Review

Differences and interactions in Islamic religious education learning outcomes can be seen according to the origin of each school, student gender and learning models. Learning outcomes refer to student's experiences or scores that arise from following the three domains of the learning process—the cognitive, emotional, and psychomotor domains—as a result of learning activities. The success rate of students in mastering a subject, represented as scores and acquired through test results in a study, can also be seen as a learning outcome (Kistian et al., 2023). Then, the learning model is a conceptual framework that serves as a manual for executing educational tasks (Ahyar & Edyansyah, 2021). Next, a dichotomous variable with the options woman/man or female/male is usually used to denote gender (Lindqvist et al., 2021).

Rofiq & Mashuri (2021) stated that students' learning outcomes increase significantly when using suitable learning methods. There is active student interaction because learning does not focus on the teacher but on students, so applying suitable learning methods can make it easier for students to understand material and last long in students' memory. In addition, learning also seems very interesting for students, so they can feel enthusiastic, which makes them more passionate about learning. Also, it can increase enthusiasm and optimism and generate student togetherness to be directly involved in discussions with peers. Next, the research conducted by Oktavia (2020) showed that there is a significant change in students' learning outcomes when teachers use different learning methods in each learning activity. The use of learning methods can also be a benefit to continue to improve the quality of learning and methods delivered by teachers. By applying different methods, they can know that student interactions and learning outcomes are also influenced by school origin.

In applying various learning methods, enthusiasm and motivation are also needed by students in learning Islamic religious education; research conducted by Syafrin et al. (2023) shows that students are less enthusiastic in participating in learning, so most students are distracted rather than listening to ongoing learning. Thus, it can be said that using several methods in learning can affect learning outcomes and interactions. Learning will also be more meaningful and student-centred so that the potential process of learning activities can run more effectively.

In learning Islamic religious education, sometimes students can feel bored and lack the motivation to learn, so educational interactions carried out by teachers can make learning motivation for students. As stated by Handayani (2020), the teacher's educative interaction can affect students' learning motivation because there are still problems that many students lack motivation in learning Islamic religious education, as seen from the lack of doing assignments and curiosity. There are still many students who get learning outcomes that are below the minimum completeness criteria. It is necessary to have educational interaction because teaching and learning interaction are crucial in learning, both for the teacher and for the students themselves.

If the teachers have different classroom conditions, they must have the creativity of fun teaching methods so that the learning process is not tedious and student's learning outcomes can be achieved well (Nashir & Salenda, 2020). Therefore, it is essential to involve teachers in communicating with other teachers from various regions for sharing (Romijn et al., 2021). The interaction and students' learning outcomes in Islamic religious education can be influenced by several factors, including the learning methods or models used, the competence of teachers in each school, the evaluation carried out by teachers, the curriculum applied in each school, and the communication of teachers in various regions.

C. Method

This study used a quantitative research approach conducted at SMPN 2 Parongpong, Al Amin Unggulan Junior High School, and Roudlotul 'Ulum Junior High School. For data analysis, this study used the Analysis of Variance (ANOVA) test to determine the differences and interactions between students' learning outcomes in Islamic religious education, the learning model used, and student gender according to school origin. The population in this study were all 583 students of SMPN 2 Parongpong, SMP Unggulan Al Amin, and SMP Roudlotul 'Ulum, with a sample of 40 students at SMPN 2 Parongpong, 46 students at SMP Unggulan Al Amin, and 37 students at SMP Roudlotul Ulum with a total of 123 students. The sampling techniques used purposive sampling with the Slovin formula to determine the number of samples. The learning models applied at SMPN 2 Parongpong, SMP Unggulan Al Amin, and SMP Roudlotul 'Ulum were Problem-Based Learning (PBL), Contextual Teaching and Learning (CTL), and Conventional.

The research instrument used a summative test to measure students' learning outcomes in Islamic religious education. The instrument was tested for validity and reliability before being used to collect the data. The data collected were tested for analysis requirements consisting of a normality test using Kolmogorov-Smirnov and Shapiro-Wilk assisted by SPSS version 26 software. The data analysis used ANOVA, a comparative test that tests the mean difference of data from more than two samples (Sugiyono, 2021). Two-way ANOVA is used for analysis, which consists of more than one factor. To carry out the ANOVA test, several assumptions must be met, including (1) each sample comes from an independent group where the data is more than two groups; (2) standard residual values must be normally distributed; and (3) The variance of group data is homogeneous. However, if the group data variance is not homogeneous,it can still be continued with the ANOVA test, provided that the value of the standardresidual is normally distributed. Meanwhile, if the assumption of data normality is not met, the analysis is carried out using the Non-Parametric Test, namely the Median Test.

D. Findings

Validity and Reliability of Instrument

Table 1 Results of the Validity Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	80.0286	112.793	.414	.885
X02	80.0000	115.294	.296	.888
X03	80.6000	108.071	.498	.883
X04	80.6286	109.417	.439	.885
X05	80.1714	107.264	.666	.878
X06	82.0571	99.644	.561	.884
X07	80.0286	110.087	.596	.881
X08	80.9714	101.793	.647	.878
X09	80.4000	104.659	.573	.881
X10	80.5429	101.550	.658	.877
X11	79.8571	117.714	.178	.890
X12	80.0571	111.291	.636	.881
X13	80.2000	113.400	.282	.889
X14	80.9143	105.139	.704	.877
X15	80.7714	104.240	.634	.878
X16	80.1429	107.538	.597	.880
X17	80.2000	109.576	.486	.883
X18	80.1714	114.852	.242	.890
X19	80.1714	113.087	.388	.886
X20	80.5714	107.017	.580	.880

To test the validity of each item, this research used the Output Item Total Statistics, in which the formulation of the validity test hypothesis is as follows.
H_0: Data is valid
H_1: Data is invalid
The test criteria are:
1) H_0 is accepted if the Cronbach's Alpha value ≥ Cronbach's Alpha if item deleted
2) H_0 is rejected if the Cronbach's Alpha value < Cronbach's Alpha if item deleted

Based on the data in Table 1, the results for items number 11, 13, and 18 show that the Cronbach's Alpha value < Cronbach's Alpha if the item is deleted. So, H_0 is rejected. It can be concluded that the items in items 11, 13, and 18 are invalid, and the other items are valid because Cronbach's Alpha ≥ Cronbach's Alpha if the item is deleted or H_0 is accepted.

Table 2 Results of the Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.888	20

The formulation of the reliability test hypothesis is as follows.
H_0: Data is reliable
H_1: Data is not reliable
The test criteria are:
1) H_0 is accepted if Cronbach's Alpha value ≥ 0.6
2) H_0 is rejected if the Cronbach's Alpha value <0.6.

Based on the data in Table 2, Cronbach's Alpha value is 0.888 or greater than 0.6, so based on the decision-making criteria, H_0 is accepted. It can be concluded that the instrument is reliable.

Descriptive Analysis

Table 3. Descriptive Statistics

Learning Model	Learning Model	$\bar{x}$	σ	n
PBL	Male	84.95	4.286	20
	Female	87.10	3.093	20
	Total	86.03	3.846	40
CTL	Male	83.00	6.716	19
	Female	84.37	7.962	27
	Total	83.80	7.426	46
Conventional	Male	74.25	8.653	16
	Female	76.67	10.547	21
	Total	75.62	9.719	37
Total	Male	81.16	7.934	55
	Female	82.79	8.878	68
	Total	82.07	8.474	123

Based on Table 3, it can be known that the mean value for male and female students using the Problem-Based Learning (PBL) learning model is 84.95 and 87.10, Contextual Teaching and Learning (CTL) learning model is 83.00 and 84.37, and the Conventional learning model is 74.25 and 76.67. As for the standard deviation in each learning model as a parameter to see the average deviation in the learning outcomes of male and female students, it appears to be 4.286 and 3.093 in the PBL learning model, 6.716 and 7.962 in the CTL learning model, then 8.653 and 10.547 in the conventional learning model. Therefore, the overall mean value and standard deviation on male students' learning outcomes are 81.16 and 7.934, and 82.79 and 8.878 for female students. The number of male students in the PBL, CTL, and Conventional learning models is 20, 19, and 16. While for female students is 20, 27, and 21. Therefore, the number of students as a whole in the learning model applied to Islamic religious education is 40, 46, and 37, with a total of123 students.

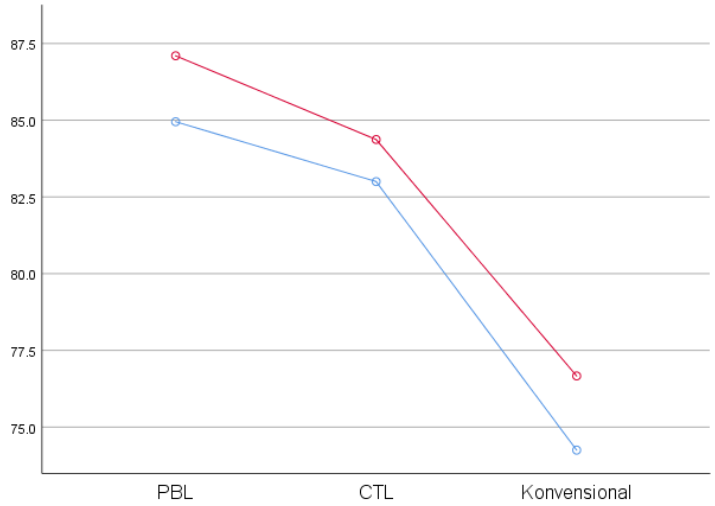

Figure 1. Estimates Marginal Means

Based on Figure 1, which is the Profile Plot on the learning model variable and student gender based on school origin, the red line shows female students, and the blue line shows male students. The learning outcomes of male and female students in Islamic religious education learning that apply the PBL model are better than the application of the CTL and Conventional learning models. Then, the CTL learning model is better than the students' learning outcomes with conventional learning models.

Prerequisite Test Analysis

Table 4. Tests of Normality

	Kolmogorov-Smirnov[a]		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Standardized Residual	.068	.200*	.990	.487

Based on Table 4, it can be known that the standardized residual values on Kolmogorov-Smirnov and Shapiro-Wilk are 0.200 and 0.487. From the data, it is obtained that the significant value is greater than 0.05. It can be concluded that the data on students' learning outcomes in Islamic religious education according to school origin is normally distributed.

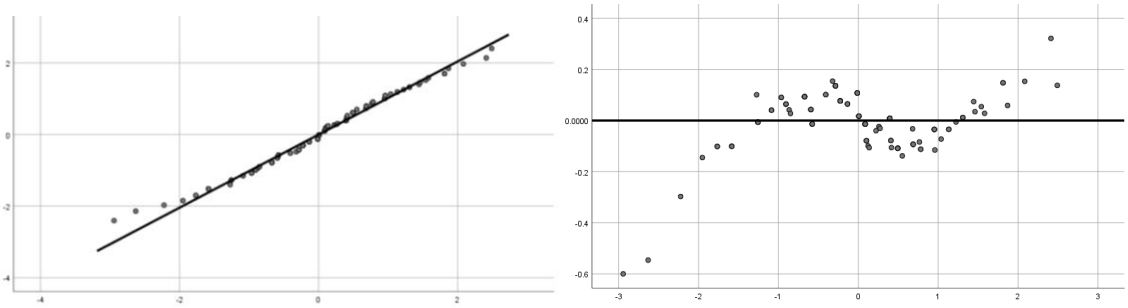

Figure 2. Normal Q-Q and Detrended Normal Q-Q

Based on Figure 2 above, it can be known that most of the data on the standardized residual values of students' learning outcomes in Islamic religious education according to school origin using PBL, CTL, and Conventional learning

models are around the line. Therefore, it shows that the data is normally distributed. Then, it is continued with the homogeneity test to know whether the data varies or not.

Table 5. Levene's Tests of Equality of Error Variances

	Levene Statistic	Sig.
Based on Mean	5.416	.000
Based on Median	3.949	.002
Based on Median and with adjusted df	3.949	.003
Based on trimmed mean	5.319	.000

Based on Table 5, it can be known that the significance value of Based on Mean is 0.000. It is obtained that the significance value is smaller than 0.05, which means the data do not have the same variance or are not homogeneous. Even though the data do not have the same variance in its distribution, the Two-Way ANOVA test can still be carried out because the data are normally distributed.

Hypothesis Test Analysis

The hypothesis in this study is as follows.

H_0 : There is no difference in students' learning outcomes in Islamic religious education on learning models according to school origin.

H_1 : There are differences in students' learning outcomes in Islamic religious education on learning models according to school origin.

H_0 : There is no difference in students' learning outcomes between male and female students in Islamic religious education according to school origin.

H_1 : There are differences in students' learning outcomes between male and female students in Islamic religious education according to school origin.

H_0 : There is no interaction between the learning model and students' gender in determining students' learning outcomes in Islamic religious education according to school origin.

H_1 : There is interaction between the learning model and students' gender in determining students' learning outcomes in Islamic religious education according to school origin.

Table 6. Tests of Between-Subjects Effects

Source	Mean Square	F	Sig.
Learning Model	1164.566	21.496	.000
Gender	117.578	2.170	.143
Learning Model*Gender	3.061	.057	.945

Based on Table 6, the significance values of the learning model, gender, and learning model*gender are 0.000, 0.143, and 0.945. From these data, it is obtained that the significance value in the learning model is smaller than 0.05, while in gender and learning model * gender is greater than 0.05. Therefore, it can be concluded that there is a difference in students' learning outcomes in Islamic religious education on the learning model applied according to the student's school origin. Then, there is no difference in learning outcomes between male and female students in Islamic religious education according to school origin, and there is no significant interaction between the learning model applied to male and female students in determining the learning outcomes of Islamic religious education according to students' origin school.

Furthermore, the Post Hoc test was conducted to know more fundamental differences in the learning model used.

Table 7. Multiple Comparisons

Learning Model	Learning Model	Mean Difference	Std. Error	Sig.
PBL	CTL	2.22	1.591	.497
	Conventional	10.40*	1.679	.000
CTL	PBL	-2.22	1.591	.497
	Conventional	8.18*	1.625	.000
Conventional	PBL	-10.40*	1.679	.000
	CTL	-8.18*	1.625	.000

Based on Table 5, it can be known that the significance value between the learning outcomes of students who use the PBL learning model with CTL is 0.497, while in the PBL learning model with Conventional and CTL with Conventional is 0.000. From these data, it can be obtained that the significance value in the learning model between PBL and CTL is greater than 0.05, while in the PBL learning model with Conventional and CTL with Conventional is smaller than 0.05. Therefore, it can be concluded that there are differences that occur in students' learning outcomes between the application of PBL learning models with Conventional and CTL with Conventional. Meanwhile, there is no significant difference in students' learning outcomes according to school origin between the PBL and CTL learning models used in Islamic religious education. This can also be proven by the semiotic * on the Mean Difference value which shows that there is a difference that occurs in the learning outcomes of Islamic religious education using learning models according to students' school origin.

The research results show that the average value of male and female students using PBL learning models is greater than the CTL and conventional learning models. The comparison of the average valuecan be seen in the following diagram.

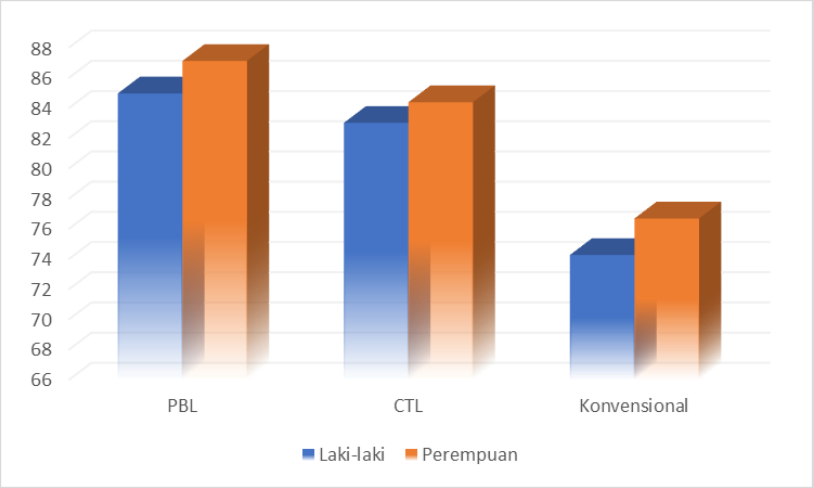

Figure 3. Average Score of Male and Female Students

Based on Figure 3, it can be known that the average value of female students' learning outcomes is greater than that of male students with PBL learning models, then followed by CTL and Conventional learning models. The average value on the learning

outcomes of male students who use PBL, CTL, and Conventional learning models is 84.95, 83.00, and 74.25. At the same time, female students amounted to 87.10, 84.37, and 76.67, with a total average value for male and female students of 86.03, 83.80, and 75.62.

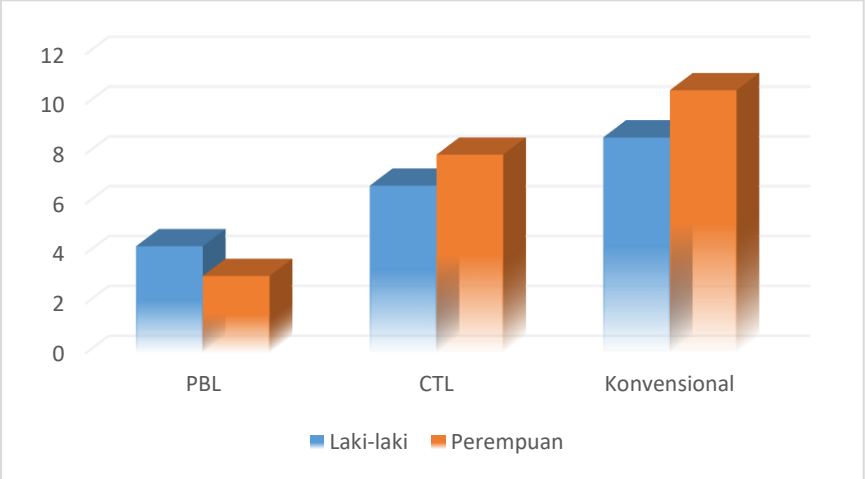

Figure 4. Standard Deviation of Male and Female Students

Based on Figure 4 above, it can be known that the standard deviation value on the learning outcomes of female students is greater than that of male students in the CTL and Conventional learning models, while in the PBL learning model, the deviation of the average value of female students is smaller than male students. The standard deviation values on the learning outcomes of male students who use PBL, CTL, and Conventional learning models are 4,286, 6,716, and 8,653. Meanwhile, female students amounted to 3,093, 7,962, and 10,547, with a total standard deviation value for male and female students of 3,846, 7,426, and 9,719.

E. Discussion

This study showed that there is no significant difference between students' learning outcomes in Islamic religious education where the learning models used are PBL and CTL, while the application of PBL models with Conventional and CTL with Conventional have significant differences that occur according to students' school origin. Thus, this is in line with previous research that the learning model applied to Islamic religious education according to students' school of origin can have significant differences (Abidin, 2021; Masruroh et al., 2021; Misriani, 2022; T. R. Noor & Fitriyah, 2021; Sartiwi, 2023). This allows further analysis to know the differences in each learning model used in each school. In addition, the absence of interactions that occur in the learning model applied according to the school origin reviewed for male and female students may occur due to the coherence of the PBL learning model with CTL which is often used (Azizah, 2022; Meilasari & Yelianti, 2020; Murharyana et al., 2023; Paradina et al., 2019; Primadoniati, 2020; Rahayu & Sulaiman, 2022; Rambe, 2023; Wafa, 2022), in Islamic religious education learning and other subjects (Amin et al., 2023; Daud, 2023; Hanif, 2023; Norman, 2021).

Moreover, it tends to be compatible with conventional learning in the contemporary era (Amilevna, 2023; Amin et al., 2023; Norman, 2021). In this era, conventional learning understood by students and teachers has a disparity with the development of the times that is accelerating exponentially. In addition, in the

analysis of data testing, the standard residual value is normally distributed with a non-variance data distribution. However, the Two-Way ANOVA test can still be carried out because the crucial requirement in the Analysis of Variance testis that the data is normally distributed even though the data is not homogeneous. From the tests that have been carried out, it is found that there are differences that occur in students' learning outcomes based on the learning model applied according to students' school origin, but these differences do not exist in students' learning outcomes based on their gender. It can be said that the value of learning outcomes of male and female students does not have a significant difference. Then, the interaction between the learning model and student gender on learning outcomes is also not found to be a significant difference.

Students' learning outcomes can increase significantly when the teacher uses suitable learning methods in the class (Rofiq & Mashuri, 2021). Previous research shows a significant change in students' learning outcomes when teachers use different learning methods in each learning activity. The use of learning methods can also be a benefit to continue to improve the quality of learning and methods delivered by teachers (Oktavia, 2020). The results of this study highlight the importance of applying active learning methods such as PBL and CTL rather than conventional methods.

F. Conclusion

The results of this study show the differences between the application of CTL learning models with Conventional and PBL with Conventional, while learning models of PBL with CTL do not have significant differences in students' learning outcomes in Islamic religious education. The PBL learning model is evidenced to be better than the CTL and Conventional learning models according to student gender. While there is a significant difference between the learning model carried out according to the students' school origin, there is no difference in learning outcomes between male students and female students, even though the average value of female students is greater than male students. These findings have implications for applying active learning models in learning Islamic religious education rather than the conventional ones. For further research, it is recommended that more active learning models can be compared to determine the differences and the interactions with other aspects such as teacher competence, school facilities, and so on.

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