THE EFFECT OF LEARNING MODELS (TPS, TPSq, CONVENTIONAL) AND STUDENTS' TAHSIN ABILITY ON PAI LEARNING OUTCOMES

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Abstract. The cooperative learning model can be supported in the PAI learning process. This study analyzed the effect of learning models (TPS, TPSq, and Conventional) and students' abilities on Islamic education learning outcomes. This research method uses a quantitative type, with the Nonequivalent Posttest_Only Control Group design, with statistical test analysis using Two Way Anova. The results of the analysis of this study indicate that there are differences in learning models (TPS, TPSq, and Conventional) and students' Tahsin abilities in PAI learning outcomes; it can be seen from the output rank that the TPS learning model is 17.65 less than the mean rank of students in the class model. Learning TPSq is 31.35 (17.65 < 31.35). The mean rank value of students in the TPSq learning model class is 32.35, more significant than that of students in the conventional learning model class, which is 16.65 (32.35 > 16.65). The mean rank value of students in the TPS learning model class is 26.96, more significant than that of students in the Conv learning model class, which is 22.04 (26.96 > 22.04). There are differences in Islamic education learning outcomes for class VII A and B students based on Tahsin's ability; based on the Statistical Test results, the Sig.2-tailed is 0.000, which is more minor (<) than 0.05. There are differences in the learning outcomes of students in classes VII B and C based on Tahsin's abilities; based on the results of the Test Statistics, the value of Sig.2-tailed is 0.006, this value is more minor (<) than 0.05, and there are differences in the learning outcomes of students in class VII A and C. based on Tahsin ability, based on the results of the Statistical Test the value of Sig.2-tailed is 0.000 this value is more minor (<) than 0.05.

Keywords: Conventional, Islamic Religious Education, Tahsin, Think Pair Share, Think Pair Square

I. INTRODUCTION

Islamic education seeks to form and grow perfect Muslim humans in various aspects, such as reason, health, psychology, will, morals, and creativity at all levels of growth, which are illuminated by the light of Islam with various methods in it [1], or as a process of trans-internalizing Islamic knowledge and values to students through efforts to habituate, guide, nurture, direct, supervise, teach, and develop their potentials, to achieve harmony and perfection in life in the world and the hereafter, physically and spiritually [2]. As stated in Law Number 20 of 2003, Islamic education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and independent, and become the color of a nation that is democratic and responsible [3]. Based on this, PAI is part of the national education goals to increase students' faith, appreciation, understanding, and experience of Islamic teachings.

The Qur'an serves as a guide for Muslims. So reading the Koran is a skill every Muslim must have to form Muslims who believe and fear Allah SWT. Based on the Qur'an and hadith [4]. To achieve students who are faithful and pious, students must be able to understand and implement the foundation of Islam, namely the Qur'an. So that students should also be able to recite the Qur'an with excellent and fluent reading [5], this is related to learning outcomes which function as a measurement of the assessment of learning activities or student learning processes in a certain period [6].

Several researchers have done very well in assessing PAI learning outcomes with Tahsin abilities and learning models, some of which are research Sugilar, dkk (2020), which explained that Tahsin and tahfidzh activities were managed by the Tahsin and tahfish unit, the ability of Tahsin and tahfizh students majoring in PAI and MIPA was in a suitable category with an average Tahsin of 83.51 and tahfizh of 84.16. Students are very responsive to the existence of the Tahsin and Tahfizh units and have no objection to the obligation to memorize Juz 30 as a condition for munaqasyah [5]. Further research by Arianto (2022), the results of his reseaindicatescate that the increase in learning outcomes knowing know Allah's names and His books can be pursued through the application of the Think Pair Share (TPS) cooperative learning; the increased learning outcomes indicate this to know Allah's names and His books fpre-cycle cycle, cycle 1 to cycle 2 [7]. And research Sulaiman (2023) shows that the average learning achievement of students before the application of the Think-Pair-Share Cooperative Learning learning model is 78.83 while t, while the average learning achievement of students after the application of the Think-Pair-Share Cooperative Learning learning model is 81.36 [8]. It's just that there are still very few who examine the learning outcomes of PAI with learning models and their relation to Tahsin Tahsin'sies.

The application of specific learning models is expected to be able to help students achieve learning targets, therefore a learning model is needed to ensure the quality and results of the learning process [9]. One model of cooperative learning. The expected suitable learning models are the Think Pair Share and Think Pair Square types. This stage is expected to increase the learning activity of analyzing skills which will impact changes in competencies related to critical nursing [10]. The TPS learning model, as a type of cooperative learning, provides,o opportunities for students to think, pair up or work with partners, share, and help each other to add more interesting variexcitingearning models, fun,

inincreasedctivity, and student cooperation. The TPS learning model can also build good social interactions and processes in the teaching and learning process and increase student motivation to learn through discussion in class [11]. The TPS model can give students more time to think to inadvertently hone their criticstudentseative abilities and provide opportunities to help each other in academics and social skills so that participants can motivate each other to improve their learning outcomes [12].

Meanwhile, the Think Pair Square learning model is a learning model that makes students actively involved in the learning process and can provide a better learning experience where students exchange opinions, think critically, and help each other with the issues being discussed [13]. This learning model has advantages, namely the analysis of student characteristics [14] and the structure of mutual cion learning activities by allowing students with other students. In grouping, students are paired heterogeneously both in terms of academic ability and gender [13] Think Pair Square learning model is designed to improve thinking skills and communication and encourage students to share information with other students [10].

From some of the descriptions above, it can be concluded that the TPS and TPSq learning models lead to a cooperative learning process allowing students to think/analyze learning material.

This paper is here to complement the literature that the author has mentioned. In line with this, the research question is whether the TPS, TPSq, and Conventional learning models and Tahsin abilities affect student Islamic education learning outcomes. In line with these questions, this study aims to analyze the influence of the TPS, TPSq, and Conventional learning models and the ability of Tahsin.

II. RESEARCH METHODS

This study uses a quantitative research approach to the experimental type [15]. The population in this study were all students in a junior high school. The selection of this school was based on considering the problem of Tahsin's ability and student Islamic education learning outcomes, so it was deemed appropriate as a place for conducting research. The research was conducted in class VII because the subject matter used as teaching material in this study was material for class VII, semester 1.

Sampling was carried out by "purposive sampling, " a technique based on specific considerations. From all Class VII, then 3 classes were selected to be used as research samples. Of the three classes set, class VII A applied the Think Pair Share learning model, class VII B applied the Think Pair Square learning model, and Class VII C was conventional. This type of research is quasi-experimental (Quasi Experiment). The design used in this study is the Nonequivalent Posttest_Only Control Group Design. This study uses two ways of collecting data: questions and oral tests. The test questions are carried out at the end of the semester assessment.

III. RESULT AND DISCUSSION

Furthermore, the data normality test determines whether data distribution comes from normal or abnormal populations. Data normality testing was done using a data distribution normality test tool with Komogorov-Smirnov and Shapiro-Wilk. The decision-making guidelines are as follows: a) If the Significance value (Sig) or probability value is < 0.05, then the data distribution is not normal; b) If the Significance value or probability value is > 0.05, then the data distribution is normal.

Table 1. Data Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Standardized Residual for Hasil_Belajar PAI	,103	72	,056	,973	72	,120

a. Lilliefors Significance Correction

The basis for decision-making:
1) If the Sig value is more significant than < (0,05), then the Residual Standard Normal value.
2) If the Sig value is less than < (0,05), then the Residual Standard value is not Normal.

Based on the Test of Normality table, it can be seen that the Residual Standard value for the two methods, namely Kolmogorov-Smirnov, is 0.56, and Shapiro-Wilk is 0.120, less than 0.05. Thus the Residual Standard values are not normally distributed.

Ho: There is no difference in Islamic education learning outcomes for class VII students A, B, and C based on the learning model (Think Pair Share, Think Pair Square, and Conventional)

H$_1$: Terdapat perbedaan hasil belajar siswa PAI kelasVII A, B, dan C berdasarkan model pembelajaran (*Think Pair Share, Think Pair Square* dan Konvensional)

Ho: There is no difference in Islamic education learning outcomes for class VII A, B, and C students based on Tahsin's ability (High, Low)

H$_1$: There are differences in PAI learning outcomes for class VII A, B, and C students based on Tahsin abilities (High, Low)

Ho: There is no interaction between the Learning Model and Tahsin's Ability to determine Student Islamic Education Learning Outcomes

H$_1$: There is an interaction between the Learning Model and the Ability of Tasun to determine Student Islamic Education Learning Outcomes

Because the data is not normally distributed, the hypothesis testing uses Non-Parametric Statistics, namely the

Median Test. Furthermore, it can be found in the Frequencies table, to see the differences in PAI learning outcomes based on the learning model.

Table 2. Learning Model Median Test

Frequencies				
		Learning_Model		
		TPS	**TPSq**	**Konv**
Learning_ Outcames_PAI	> Median	15	14	5
	<= Median	9	10	19

The Frequencies table above informs that:
1) In the Think Pair Share Learning model class

The HBPAI above the median value (the midpoint of a set of data) is 15 students, and the HBPAI below or equal to the median is 9 students.

2) In the Think Pair Square Learning model class

The HBPAI scores above the median were 14 students, and the HBPAI values below or equal to the median were 10.

3) In the Conventional Learning model class

The HBPAI scores above the median were 5 students, and the HBPAI scores below or equal to the median were 19 students.

Furthermore, to see if there is a difference in the average value of student PAI learning outcomes, we look at the following output display:

Table 3. *Test Statistics*

Test Statistics	
	Learning_Outcames_PAI
N	72
Median	81,0000
Chi-Square	10,142[b]
Df	2
Asymp. Sig.	,006

a. Grouping Variable: Model_Pembelajaran
b. 0 cells (0,0%) have expected frequencies less than 5. The minimum desired cell frequency is 11,3.

Based on the Test Statistics table, information is obtained:
1) N is the number of research samples of 72 students.
2) The median is the middle value which divides the data into equal sizes after the data is sorted) from the overall PAI learning outcomes score of 81,000.
3) Df is the degree of freedom value obtained from the number of categories minus 1 or 3 – 1 = 2.
4) Sig. It is obtained by 0.006.

Then do a hypothesis test based on decision-making:
1) If probability (Sig) > 0,05, then H_0 is accepted

2) If probability (Sig) < 0,05, then H_0 rejected

From the table, the value of Sig. of 0.006 <0.05 then Ho is rejected, and Ha is accepted, so it can be concluded that "There is no difference in the learning outcomes of class VII A, B, and C students based on the learning model (Think Pair Share, Think Pair Square and Conventional). Because of differences in Hasil Belajar-PAI scores based on the three learning models (TPS, TPSq, Konv), a Post Hoct Test will be carried out.

Table 4. Post Hoc Test Results Islamic Religion Learning Outcomes Based on the Learning Model

	Learning Model	Mean Rank	Asym. Sig. (2-tailed)
Learning_ Outcames_PAI	TPS	17,65	,001
	TPSq	31,35	
	TPSq	32,35	,000
	Konv	16,65	
	TPS	26,96	,213
	Konv	22,04	

From the output rank, it can be seen that the mean level for students in the TPS learning model class is 17.65, which is less than the mean rank for students in the TPSq learning model class, which is 31.35 (17.65 < 31.35)—the results of the Sig. The 2-tailed Test Statistics value is 0.001, which is smaller (<) than 0.05. thus Ho is rejected, and H1 is accepted, so it can be concluded that: "There are differences in student PAI learning outcomes between those who study with the TPS and TPSq learning models."

The mean rank value for students in the TPSq learning model class is 32.35, more significant than that of students in the Conv learning model class, which is 16.65 (32.35 > 16.65). The results of the Statistical Test show a Sig.2-tailed value of 0.000; this value is more minor (<) than 0.05. thus Ho is rejected, and H1 is accepted, so it can be concluded that: "There are significant differences in student PAI learning outcomes between those who study with the TPSq and Konv learning models."

And the mean rank value for students in the TPS learning model class, which is 26.96, is greater than that for students in the Conv learning model class, which is 22.04 (26.96 > 22.04). The results of the Test Statistics Sig.2-tailed value is 0.213, smaller (>) than 0.05. thus Ho is rejected, and H1 is accepted, so it can be concluded that: "There is no significant difference in student PAI learning outcomes between those studying the TPS and Konv learning models."

Furthermore, it can be found in the Frequencies table to see the difference in the value of PAI learning outcomes based on this ability.

Table 5. *Tahsin Ability Median Test*

Frequencies	
	Tahsin ability

		High	Currently	Low
Learning_ Outcames_PAI	> Median	34	0	0
	<= Median	8	27	3

The Frequencies table above informs that:
a) High Category
   The HBPAI scores above the median were 34 students, and the HBPAI values below or equal to the median were 8.
b) Moderate category
   HBPAI values above the median are 0 students, and HBPAI values below or equal to 27 students.
c) Low Category
   Category values above the median are 0 students, and category values below or equal to 3 students.

Furthermore, to see whether there is a difference in the average value of students' Critical Thinking Ability in the Qur'an Hadith subject, we look at the following output display:

Table 6. Test Statistics

Test Statistics	
	Learning_Outcames_PAI
N	72
Median	81,0000
Chi-Square	46,015[b]
Df	2
Asymp. Sig.	,000
a. Grouping Variable: Kemampuan_Tahsin	
b. 2 cells (33,3%) have expected frequencies less than 5. The minimum desired cell frequency is 1,4.	

Based on the Test Statistics table, information is obtained:
a) N is the number of research samples of 72 students.
b) The median is the middle value which divides the data into equal sizes after the data is sorted) from the overall HBPAI value obtained at 81,000
c) Df is the degree of freedom value obtained from the number of categories minus 1 or $3 - 1 = 2$
d) Sig. The value obtained by 0.000.

Then do a hypothesis test based on decision-making:

Then do a hypothesis test based on decision-making:

1) If probability (Sig) > 0,05, then H_0 is accepted
2) If probability (Sig) < 0,05, then H_0 rejected

From the table, the value of Sig. of $0.051 > 0.05$, then Ho is accepted, and H1 is rejected, so it can be concluded that "There are differences in the learning outcomes of students in class VII A, B, and C based on Tahsin abilities (High, Medium, and Low)" in class VII A students' Islamic education learning outcomes, B, and C based on Tahsin abilities (High, Medium, and Low)", then a Post Hoct Test was carried out.

Table 7. Post Hoc Test of PAI Learning Outcomes Based on Tahsin's Ability

	Learning Model	Tahsin Ability	N	Mean Ranks	
Learning_ Outcames_PAI	TPS_TPSq	High	31	32,45	,000
		Low	17	10,00	
	TPSq_Konv	High	25	29,80	,006
		Low	23	18,74	
	TPS_Konv	High	28	33,79	,000
		Low	20	11,50	

Based on the Rank output, it can be seen that the mean rank values for students in class A with the TPS learning model and class B with the TPSq learning model, the Tahsin ability in the High category with code 1 is 31 remaining, the standard type is with code 2, as many as 17 students. The Mean Rank value in the high class is 32.45, and the common is 10.00. The results of the Test Statistics for the value of Sig.2-tailed is 0.000; this value is more minor (<) than 0.05. thus H_0 is rejected, and H_1 is accepted, so it can be concluded that: "There are differences in the learning outcomes of class VII A and B PAI students based on Tahsin abilities". Thus, students' Tahsin ability can have an impact on student Islamic education learning outcomes [16], have a positive impact on students [17], namely having the ability to read the al-Qur'an well [18], and have a passion for practicing religion [19].

The mean rank value for students in class B with the TPSq learning model and for class C with the Konv learning model was 25 students in the high category of Tahsin ability with code 1 and 23 students in the low sort with code 2. The Mean 0 rank value in the high class is 29.80, and the common is 18.74. The results of the Statistical Test show the value of Sig.2-tailed is 0.006; this value is more minor (<) from 0.05. Thus Ho is rejected, and H1 is accepted, so it can be concluded that: "There are differences in the learning outcomes of class VII B and C PAI students based on Tahsin's ability".

And the mean rank value for class A students with the TPS learning model and class C with the Konv learning model, high category Tahsin ability with code 1 of 28 students, a low category with code 2, and 20 students. The Mean Rank value in the high class is 33.79, and the common is 11.50. The results of the Statistical Test show the importance of Sig.2-tailed is 0.000; this value is more minor (<) from 0,05. Thus Ho is rejected, and H1 is accepted, so it can be concluded that: "There are differences in the learning outcomes of class VII A and C PAI students based on Tahsin abilities". Based on this, the selection of appropriate learning models and students' understanding of Tahsin's abilities influences students' PAI learning outcomes [20].

IV. CONCLUSION

Based on the results of the analysis, this study concluded that 1) there were differences in the learning outcomes of PAI students in class VII A, B, and C based on the Think Pair Share (TPS), Think Pair Square (TPSq), and Conventional learning models; 2) there are differences in PAI learning outcomes for class VII A, B, and C students based on Tahsin ability (High Low). In other words, the learning models of

Think Pair Share (TPS), Think Pair Square (TPSq), and Conventional and Tahsin abilities affect PAI learning outcomes.

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