

Comparison of Qur'an Hadith Learning Results from TGT, Peer Tutoring, and STAD Models Based on School Background Factors

Muflihah¹, Fitriani², Rahayu Kariadinata³, Adam Malik⁴, Yadi Rahmat⁵

¹ State Islamic University of Sunan Gunung Djati Bandung, Indonesia;

muflihahsudirman791@gmail.com

² State Islamic University of Sunan Gunung Djati Bandung, Indonesia; 2220040119@student.uinsgd.ac.id

³ State Islamic University of Sunan Gunung Djati Bandung, Indonesia; rahayu.kariadinata@uinsgd.ac.id

⁴ State Islamic University of Sunan Gunung Djati Bandung, Indonesia; adammalik@uinsgd.ac.id

⁵ Sakarya University, Turkiye; yadirahmat137@gmail.com

Abstract

Keywords:

Qur'an Hadith; Peer Tutoring; School Background; STAD; TGT

This research aims to compare the learning outcomes of Qur'an Hadith among three cooperative learning models, TGT, Peer Tutoring, and STAD, based on students' school backgrounds. This quantitative study used a comparative method to analyze data with SPSS 27 and the Two Way ANOVA test. The results revealed significant differences in Qur'an Hadith learning outcomes between students using the TGT model and those using Peer Tutoring, as well as between TGT and STAD (Sig.2-tailed < 0.05). However, there was no significant difference in learning outcomes between Peer Tutoring and STAD (Sig.2-tailed > 0.05). There was also no significant difference based on students' school backgrounds (SD, MI) (Sig. > 0.05). Furthermore, there was no interaction between the Learning Model and School Background in determining students' Qur'an Hadith learning outcomes (Sig. > 0.05). Overall, TGT proved to be the most effective teaching model in enhancing students' Qur'an Hadith learning outcomes, while students' school backgrounds did not influence these results.

Abstrak

Kata kunci:

Al-Qur'an Hadis; Peer Tutoring; Asal Sekolah; STAD; TGT

Penelitian ini bertujuan untuk membandingkan hasil belajar Al-Qur'an Hadis antara tiga model pembelajaran kooperatif: TGT, Peer Tutoring, dan STAD, berdasarkan asal sekolah siswa. Penelitian kuantitatif dengan metode komparasional ini menggunakan analisis data dengan SPSS 27 dan uji Two Way Anova. Hasilnya menunjukkan perbedaan signifikan dalam hasil belajar Al-Qur'an Hadis antara siswa yang menggunakan model TGT dan Peer Tutoring, serta antara TGT dan STAD (nilai Sig.2-tailed < 0,05). Namun, tidak ada perbedaan signifikan dalam hasil belajar antara Peer Tutoring dan STAD (nilai Sig.2-tailed > 0,05). Tidak ada juga perbedaan signifikan berdasarkan asal sekolah (SD, MI) siswa (nilai Sig. > 0,05). Selain itu, tidak ada interaksi antara Model Pembelajaran dan Asal Sekolah dalam hasil belajar Al-Qur'an Hadis siswa (nilai Sig. > 0,05). Secara keseluruhan, TGT menjadi model pembelajaran yang paling efektif dalam meningkatkan hasil belajar Al-Qur'an Hadis siswa, sementara asal sekolah tidak memengaruhi hasil belajar tersebut.

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Corresponding Author:

Muflihah

State Islamic University of Sunan Gunung Djati Bandung, Indonesia; muflihahsudirman791@gmail.com

INTRODUCTION

Qur'an Hadith is a subject that seeks to provide education to students to love and understand the sources of Islamic teachings, namely the Qur'an and Hadith which can become life guides in students' daily lives (Alawiah & Gojali, 2022; Ambarwati, 2022 ; T. S. R. Dewi, 2018). To determine the success of achieving this learning objective can be through learning outcomes. However, in the process of achieving this learning goal there are still difficulties that occur both from the subject and object of education, such as differences in students' abilities to understand learning so that the desired learning outcomes cannot be achieved (Bashori, 2016), as well as the teacher's inability to choose a creative learning model or still use the old model known as conventional (lecture) with the teacher as teacher-centered so that students tend to feel bored in the learning process (Apri & Yakin, 2021; Khadijah, 2023). Therefore, teachers must be able to use creative and innovative learning models.

Many contemporary learning methods, such as the Cooperative Learning model, have been developed to help implement more active and interesting learning and improve learning outcomes (Barnard, Richards, & Rodgers, 2002; Dick, 1996; Galan, 2020). Previous research conducted by (Agam, 2021; Rajulaini, 2022; Suharso, 2022) has shown teachers' efforts to overcome problems in learning by using various learning models. This research states that several learning models, such as TGT, Peer Tutoring, and STAD have been proven to improve student learning outcomes. However, the research conducted only focused on three models. Likewise, research conducted by (S. R. Dewi & Arifin, 2016) has compared learning models, including cooperative learning types, namely TGT and Jigsaw, with the research results showing that TGT improves learning outcomes. However, this research is limited to two cooperative learning model types. Meanwhile, this model still has many types to research. Also, research (Al-Amini, 2020) only discusses the comparison of Qur'an Hadith learning outcomes between SD and MI students' backgrounds without reviewing the learning model.

The Cooperative Learning model helps implement more active and interesting learning because it is a learning model that involves students working in groups to support each other in building concepts and solving problems so that learning in class will become more active (Shoimin, 2016) (Boyle, Petriwskyj, Grieshaber, & Jones, 2021; Najmi, Rofiq, & Maarif, 2021). Cooperative Learning then has several types, including cooperative learning type Student Teams Achievement Division (STAD) (Ariani & Agustini, 2018), Peer Tutoring (Rohmana, 2022) and Team Games Tournament (TGT) (Ariani & Agustini, 2018). MTs. As'adiyah Puteri II Sengkang, especially in class IX, has used these three learning methods in the Qur'an Hadith subject. However, students in class IX also come from different schools, namely Elementary School (SD) and Madrasah Ibtidaiyah (MI) which, if seen in terms of curriculum structure, SD has a learning time allocation of 4 hours for Qur'an Hadith subjects in every week, but is shared with other sub-Islamic Religious Education (PAI), namely Fiqh, Akidah Akhlak and SKI. Meanwhile, MI has 2 hours of Qur'an Hadith learning every week, which is not shared

with other PAI sub-districts (Al-Amini, 2020). So, based on this fact, SD and MI students have different basic abilities in Qur'an Hadith subjects.

Therefore, this research aims to find gaps in previous research by comparing three cooperative learning models and school background factors, which then research questions in the form of 1) Are there differences in students' learning outcomes of the Qur'an Hadith based on the TGT learning model, PT and STAD?, 2) Are there differences in students' learning outcomes of the Qur'an Hadith based on school background (SD, MI)? 3) Is there an interaction between the learning model and school background in determining Qur'an Hadith learning outcomes? These three questions will be answered in the next discussion.

RESEARCH METHOD

The research was conducted at MTs. As'adiyah Puteri II Pusat Sengkang, South Sulawesi, because this school has many academic and non-academic achievements. Likewise, this school has implemented three cooperative learning models, namely Team Games Tournament (TGT), Peer Tutoring and Student Teams Achievement Division (STAD) in Qur'an Hadith subjects and has students from varied school backgrounds. This research is quantitative research using comparative methods. The sample in this study were 78 students from three classes IX, each of whom used the TGT, Peer Tutoring and STAD models. There were 11 students from MI and 67 students from elementary school. Sample details can be seen in the following table:

Table 1. Details of Sample

Class IX (Based on the Use of Learning Models)	School Background		The Number Of Students
	MI	SD	
TGT	5	22	27
Peer Tutoring	2	23	25
STAD	4	22	26
Total	11	67	78

Researchers then compared the results of studying Qur'an Hadith for class IX students, from SD and MI using odd semester report scores for the 2022/2023 academic year. Data analysis to test the research hypothesis is the Two Way Anova Test using SPSS 27. The Two Way Test is used because the test (comparison) uses 2 factors: the learning model factor and the school background factor. Learning outcome data is prepared by coding or categorising factor variables first. Then, before testing the hypothesis, the research first carries out a prerequisite test, namely the data normality test. Because the results of the normality test show that the data is not normally distributed, it is continued with the Non-Parametric Test, namely the Median Test. If from the Median Test, data conclusions are obtained that produce differences, then

proceed with the Post Hoc Test with the Mann-U Whitney Test. If it does not produce a difference, the test only reaches the Median Test.

RESEARCH RESULTS AND DISCUSSION

Result

The following presents data on students' Qur'an Hadith learning outcomes along with factors of school background:

Table 2. Data on students' Qur'an Hadith learning results

TGT MODEL				PEER TUTORING MODEL				STAD MODEL			
STUDENTS	THE VALUE OF THE QUR'AN HADITH	SCHOOL BACKGROUND	CODE	STUDENTS	THE VALUE OF THE QUR'AN HADITH	SCHOOL BACKGROUND	CODE	STUDENTS	THE VALUE OF THE QUR'AN HADITH	SCHOOL BACKGROUND	CODE
S1	94	MI	2	S1	85	SD	1	S1	94	SD	1
S2	94	MI	2	S2	94	SD	1	S2	88	SD	1
S3	94	SD	1	S3	88	SD	1	S3	92	SD	1
S4	96	SD	1	S4	92	SD	1	S4	94	SD	1
S5	94	SD	1	S5	85	SD	1	S5	93	SD	1
S6	94	MI	2	S6	92	SD	1	S6	91	MI	2
S7	96	SD	1	S7	85	SD	1	S7	85	SD	1
S8	96	MI	2	S8	92	SD	1	S8	88	SD	1
S9	92	SD	1	S9	88	SD	1	S9	88	SD	1
S10	94	SD	1	S10	94	MI	2	S10	85	SD	1
S11	96	SD	1	S11	85	SD	1	S11	94	SD	1
S12	94	SD	1	S12	85	SD	1	S12	88	MI	2
S13	94	SD	1	S13	85	SD	1	S13	88	SD	1
S14	94	SD	1	S14	85	SD	1	S14	88	SD	1
S15	94	SD	1	S15	85	SD	1	S15	85	SD	1
S16	94	SD	1	S16	85	SD	1	S16	85	SD	1
S17	92	SD	1	S17	92	SD	1	S17	94	SD	1
S18	94	SD	1	S18	85	SD	1	S18	94	SD	1
S19	88	SD	1	S19	94	SD	1	S19	85	SD	1
S20	94	SD	1	S20	85	SD	1	S20	88	SD	1
S21	94	SD	1	S21	85	SD	1	S21	85	MI	2
S22	94	SD	1	S22	85	MI	2	S22	85	SD	1
S23	94	MI	2	S23	85	SD	1	S23	85	SD	1
S24	96	SD	1	S24	92	SD	1	S24	91	SD	1
S25	94	SD	1	S25	90	SD	1	S25	88	SD	1
S26	84	SD	1					S26	85	MI	2

S27 94 SD 1

Code Description: SD=1, MI=2

Then, first, determine the hypothesis. The hypotheses in this research are as follows:

1. Learning outcomes and learning models
 H_0 : There are no differences in students' learning outcomes of the Qur'an Hadith based on the TGT, PT and STAD learning models
 H_1 : There are differences in students' learning outcomes of the Qur'an Hadith based on the TGT, PT and STAD learning models
2. Learning outcomes and school background
 H_0 : There are no differences in students' learning outcomes of the Qur'an Hadith based on school background (SD, MI)
 H_1 : There are differences in students' learning outcomes of the Qur'an Hadith based on school background (SD, MI)
3. Learning Model, School Background and Learning Outcomes
 H_0 : There is no interaction between learning model and school background in determining Qur'an Hadith learning outcomes
 H_1 : There is an interaction between the learning model and school background in determining learning outcomes for Qur'an Hadith.

Meanwhile, in carrying out data analysis, several tests were carried out, in detail as follows:

Test of Normality

If the significance value/probability value is < 0.05 then the distribution is not normal. However, if the significance value/probability value is > 0.05 then the distribution is normal. The normality test results are obtained as follows:

Table 3. Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Skor_Hasil_Belajar_QH	.124	78	.005	.962	78	.021

a. Lilliefors Significance Correction

It can be seen in table 3 that the value for Kolmogorov-Smirnov is 0.005, which is smaller than 0.05, and for Shapiro-Wilk, it is 0.021, both of which are smaller ($<$) than 0.05. Thus, the data on studying Qur'an Hadith's results are not distributed normally.

Hypothesis testing

Based on the data above, it has been stated that the Residual Standard data values are not normally distributed, so a Non-Parametric Statistical test, namely the Median Test, is carried out to test the hypothesis.

a) Learning Outcomes and Learning Models

Table 4. Test Statistics

Test Statistics^a	
	Skor_Hasil_B elajar_QH
N	78
Median	92.0000
Chi-Square	33.929 ^b
df	2
Asymp. Sig.	.000

a. Grouping Variable: Model_Pembelajaran

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10,3.

Based on table 4 Test Statistics, information is obtained that N is the total research sample of 78 students. The median is the middle value that divides the data into equal sizes after the data is sorted) from the overall Qur’an Hadith Learning Results score obtained at 92,000. Meanwhile, Df is the degree of freedom value obtained from the number of categories minus 1 or $3 - 1 = 2$. So, the Sig. obtained is 0.000.

From the table, the Sig value is obtained. equal to $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted, so it can be concluded that "there are differences in students' learning outcomes of Qur’an Hadith based on the TGT, PT and STAD learning models."

Because the data conclusions produced differences, to find out in detail, a Post Hoc Test was carried out with the Mann-U Whitney Test First, TGT and Peer Tutoring.

Table 5. Test Statistic

Test Statistics^a	
	Skor_Hasil_B elajar_QH
Mann-Whitney U	73.000
Wilcoxon W	398.000
Z	-5.074

Asymp. Sig. (2-tailed)	.000
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a. Grouping Variable:
Model_Pembelajaran

Based on the output display in Table 5 Test Statistics, it can be seen that the Sig.2-tailed value is 0.000, this value is smaller ($<$) than 0.05. Thus H_0 is rejected and H_1 is accepted, so it can be concluded that "there is a significant difference in student learning outcomes of Qur'an Hadith between those who study cooperatively with TGT and Peer Tutoring".

Second, TGT and STAD

Table 6. Test Statistic

Test Statistics ^a	
	Skor_Hasil_B elajar_QH
Mann-Whitney U	97.000
Wilcoxon W	448.000
Z	-4.743
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable:
Model_Pembelajaran

Based on the output display in Table 6 Test Statistics, it can be seen that the Sig.2-tailed value is 0.000, this value is smaller ($<$) than 0.05. Thus H_0 is rejected and H_1 is accepted, so it can be concluded that "there is a significant difference in student learning outcomes of Qur'an Hadith between those who study with TGT and STAD".

Third, Peer Tutoring and STAD

Table 7. Test Statistic

Test Statistics ^a	
	Skor_Hasil_B elajar_QH
Mann-Whitney U	274.000
Wilcoxon W	599.000
Z	-1.015
Asymp. Sig. (2-tailed)	.310

a. Grouping Variable:
Model_Pembelajaran

Based on the output of Table 7 Test Statistics, it can be seen that the Sig.2-tailed value is 0.310, this value is greater (>) than 0.05. Thus H_0 is accepted and H_1 is rejected, so it can be concluded that "There is no significant difference in student learning outcomes of Qur'an Hadith between those studying with Peer Tutoring and STAD".

b) Learning Outcomes and school background

Table 8. Test Statistic

Test Statistics^a		Skor_Hasil_B elajar_QH
N		78
Median		92.0000
Chi-Square		.967
df		1
Asymp. Sig.		.325
Yates' Continuity Correction	Chi-Square	.426
	df	1
	Asymp. Sig.	.514

a. Grouping Variable: Asal_Sekolah

Based on table 8 Test Statistics, information is obtained that N is the total research sample of 78 students. The median is the middle value that divides the data into equal sizes after the data is sorted) from the overall Qur'an Hadith Learning Results score obtained at 92,000. Meanwhile, Df is the degree of freedom value obtained from the number of categories minus 1 or $3 - 1 = 2$. So, the Sig. obtained is 0.514

From the table, the Sig value is obtained. amounting to $0.514 > 0.05$, then H_0 is accepted and H_1 is rejected, so it can be concluded that "there is no difference in students' learning outcomes for Qur'an Hadith based on school background (SD, MI)".

c) Learning Outcomes, Learning Models and School Background

Table 9. Tests of Between-Subject Effects

Tests of Between-Subjects Effects

Dependent Variable: Skor_Hasil_Belajar_QH

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	525.382 ^a	5	105.076	9.867	.000
Intercept	270245.531	1	270245.531	25376.08 9	.000

Model_Pembelajaran	292.145	2	146.073	13.716	.000
Asal_Sekolah	.847	1	.847	.080	.779
Model_Pembelajaran * Asal_Sekolah	18.737	2	9.368	.880	.419
Error	766.772	72	10.650		
Total	635254.000	78			
Corrected Total	1292.154	77			

a. R Squared = ,407 (Adjusted R Squared = ,365)

Seen in table 9 Tests of Between-Subject Effects, in the school background* Learning Model, it can be seen that the Sig value is 0.419, because $0.419 > 0.05$, then H_0 is accepted or H_1 is rejected, so it can be concluded that "There is no interaction between the Learning Models and school background in determining Student Qur'an Hadith Learning Outcomes".

Discussion

Cooperative Learning is a learning model that involves students working in groups with the aim of supporting each other in building concepts and solving problems (Shoimin, 2016). Jhonson stated that the essence of cooperative learning is to optimize student learning in order to improve academic achievement and understanding, both individually and in groups (Ariani & Agustini, 2018). Arends states that cooperative learning has the following characteristics: First, students work cooperatively in groups to complete learning material. Second, the group consists of students with various levels of ability, high, medium and low (Julhadi, Sirojuddin, Arifin, Elihami, & Nazilah, 2022; Sabarudin, Ayyubi, Rohmatulloh, & Indriyani, 2023). Third, if possible, group members come from diverse racial, cultural, ethnic and gender backgrounds. Fourth, awards are given more to groups than individuals (S. R. Dewi & Arifin, 2016).

Cooperative learning is structured to increase student participation, facilitate students with experience of leadership attitudes and decision-making in groups, and provide opportunities for students to interact and learn with students from different backgrounds (Peterson, 2023; Wang, Alavi, & Izadpanah, 2023). Cooperative learning is very beneficial for students in improving the ability to work together and collaborate, training self-sensitivity, understanding differences in attitudes and behaviour in working together, reducing anxiety and growing self-confidence, increasing learning motivation, self-esteem and positive behavioural attitudes, so that students will know their position in learning. Students can respect each other, and improve learning achievement by completing academic assignments so they can understand difficult concepts (S. R. Dewi & Arifin, 2016).

Cooperative learning then has several types, one of which is Student Teams Achievement Division (STAD). STAD, developed by R. Slavin, is one of the simplest cooperative learning methods and is a very suitable model for teachers who are just starting to use a cooperative approach in the learning process (Ariani & Agustini, 2018).

In the STAD cooperative learning model, the teacher divides students into small groups (4 or 5 people) with varying ability levels (Amornsinlaphachai, 2014). Each group uses academic worksheets and works together to understand the material through question and answer or discussion. However, during the exam, students must take the test independently without help from group friends (Sulistio & Haryanti, 2022).

There is also a Peer Tutoring. This learning model involves students actively by optimising the intelligence of students who excel in one class to teach their classmates who do not achieve well and have difficulty understanding the learning material taught by the teacher (Rohmana, 2022). Apart from that, there is also a Team Games Tournament (TGT) type cooperative learning model. DeVries and Slavin developed TGT by giving groups assignments to work together or discuss to understand information and practice before competing with other groups in a tournament. In other words, before the tournament is held, students are grouped and tasked with discussing with their group (Ariani & Agustini, 2018).

Based on previous research conducted by Abdillah Agam, it shows that Qur'an Hadith's learning outcomes can be improved through the use of the STAD learning model (Agam, 2021). Likewise, research conducted by Muhtar Suharso stated that the Peer Tutoring model can improve student learning outcomes (Suharso, 2022). Moreover, according to Rajulaini, it has been proven that the STAD learning model has been proven to improve learning outcomes in Qur'an Hadith subjects (Rajulaini, 2022). Furthermore, this research was carried out for deeper knowledge by comparing these three learning models, especially at MTs. As'adiyah Puteri II Pusat Sengkang.

Madrasah Tsanawiyah (MTs) As'adiyah Puteri II Pusat Sengkang is one of the levels of secondary-classical education under the auspices of the As'adiyah Sengkang Islamic Boarding School, in South Sulawesi (As'adiyah Islamic Boarding School, 2022). The school is now led by KM. Sumarni, S.Pd.I is located in Wajo Regency, approximately 230 km north of Makassar, the capital of South Sulawesi Province (Samsidar, Ondeng, & Ismail, 2019). MTs. As'adiyah Puteri II Pusat Sengkang has implemented three learning models, namely TGT, Peer Tutoring and STAD in Qur'an Hadith subjects. Furthermore, students at MTs. As'adiyah Puteri II Pusat Sengkang comes from various schools, both elementary schools (SD) and Madrasah Ibtidaiyah (MI).

If you look at the structure of the elementary school curriculum based on Minister of Education and Culture Regulation Number 67 of 2013 concerning the Basic Framework and Curriculum Structure of Elementary Schools/Madrasah Ibtidaiyah (MI), it is stated that in Elementary Schools, students receive 4 hours of PAI lessons every week. The PAI lessons include material from the Qur'an Hadith, Fiqh, Aqidah Akhlak, and the History of Islamic Culture (SKI) (Ministry of Education and Culture, 2013). Meanwhile, the structure of the MI curriculum, based on the Decree of the Minister of Religion (KMA) Number 165 of 2014, states that Islamic Religious Education (PAI) lesson time is wider, with a total of 8 hours per week. PAI subjects are divided into four parts: Qur'an Hadith (2 hours), Fiqh (2 hours), Aqidah akhlak (2 hours), and History of Islamic Culture (2 hours) (Ministry of Religion, 2014).

So, from this perspective, the allocation of time for Qur'an Hadith learning subjects at MI is significantly more extensive compared to elementary schools. In that sense, MI emerge as significantly more prominent in providing comprehensive basic Islamic education to students, particularly in the context of Qur'an Hadith subjects. With a greater amount of time allocated, teachers in MI can cover a broader range of materials in the classroom, enabling a more in-depth exploration and thorough practice during the learning process. Unlike in elementary schools where Qur'an Hadith material is typically discussed only in a cursory manner, in MI, this material can be delved into with much greater detail and nuance.

Furthermore. The learning process is carried out to achieve optimal results. In the context of education, we know the term learning outcomes. Learning outcomes refer to patterns of behavior, values, understanding, attitudes, appreciation, abilities, and skills obtained through a series of experiences (S. R. Dewi & Arifin, 2016). According to Gagne and Briggs, learning outcomes refer to a person's abilities after undergoing a certain learning process (Gredler, 1992). The learning outcomes referred to here include the abilities possessed by students after they have participated in a learning process that involves cognitive, affective, and psychomotor aspects (Nurrita, 2018). So in this research, comparisons were made by looking at students' learning outcomes from the final learning grades in their report cards (Coles, Owens, Serrano, Slavec, & Evans, 2015; Wallace, Torres, & Zaccaro, 2021).

Results of learning Qur'an Hadith at MTs. As'adiyah Puteri II Pusat Sengkang class IX in the 2022/2023 academic year is classified as very good using three learning models: TGT, Peer Tutoring, and STAD. In other words, using these three learning models significantly impacts learning the Qur'an Hadith, which can be seen from the student learning outcomes. Therefore, the author conducted further research to compare student learning outcomes through these three models and factors of student school background.

Based on the comprehensive tests conducted above, a conclusive finding emerged: the TGT-type cooperative learning model exerted the most substantial influence on the learning outcomes of Qur'an Hadith, a result gleaned after meticulous comparison among the three models under scrutiny. Simultaneously, through rigorous examination, it was determined that a student's school background had no impact on their learning outcomes in Qur'an Hadith (Riinawati, 2022). Intriguingly, a deeper analysis revealed that the learning model and school background exhibited a complete lack of interaction, signifying that they did not mutually influence each other in shaping the students' learning outcomes in Qur'an Hadith. This insightful revelation underscores the pivotal role played by the TGT-type cooperative learning model while highlighting the independent nature of school background in the context of students' achievements in Qur'an Hadith.

CONCLUSION

Based on the above study using SPSS 27, it can be concluded that there is a significant difference in students' Qur'an Hadith learning outcomes between those studying with TGT cooperatives and Peer Tutoring cooperatives, with a Sig.2-tailed value of $0.000 < 0.05$. Likewise, there is a significant difference in students' Qur'an Hadith learning outcomes between those studying with TGT cooperatives and STAD cooperatives, with the Sig.2-tailed value being $0.000 < 0.05$. However, there is no significant difference in students' learning outcomes of Qur'an Hadith between those studying with Peer Tutoring cooperative and STAD cooperative, with the Sig.2-tailed value being $0.310 > 0.05$. Likewise, there is no difference in students' learning outcomes of the Qur'an Hadith based on school background (SD, MI), with Sig. amounting to $0.514 > 0.05$. And finally, there is no interaction between Learning Model and school background in determining Student Qur'an Hadith Learning Outcomes, with a Sig value of $0.419 > 0.05$. In other words, of the three types of cooperative learning models, TGT is the model that has the most influence in improving students' Qur'an Hadith learning outcomes at MTs As'adiyah Puteri II Sengkang in class IX and school background does not have any influence in determining learning outcomes.

This research strengthens previous research which suggests that the TGT type of cooperative learning model is more influential in improving Qur'an Hadith learning outcomes than other types. Likewise, it strengthens previous research stating that there were no differences in student learning outcomes between elementary and secondary schools. On the other hand, this research also adds a new perspective that school background will not influence student learning outcomes if they are faced with implementing innovative and appropriate learning models. However, this research is only limited to factors of school background and three learning models, so to gain a deeper understanding, it is hoped that future researchers can examine other factors that can influence student learning outcomes, such as students' level of understanding or economic factors.

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