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Analysis of Islamic Religious Education Learning Outcomes Based on Students' School Origin

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ABSTRACT

This study aims to analyze learning outcomes in seeing the differences and interactions that occur between male and female students based on school origin in Islamic religious education learning. The research was carried out at MI Ar-Ridhwan, MIS Pasirpogor I, and MI Sukarasa. The method in this study uses the survey and test method of Analysis of Variance (ANOVA) with a sample of 33 students at MI Ar-Ridhwan, 20 students at MIS Pasirpogor I, and 24 students at MI Sukarasa with a total of 77 students in grade 4. This research instrument uses a test with testing the requirements of data analysis used consisting of normality tests using Kolmogorov-Smirnov and Shapiro-Wilk assisted by SPSS software version 26. In this study, it can be concluded that the learning outcomes of PAI students reviewed based on school origin have significant differences, but there are no differences and interactions that occur when reviewed based on the gender of students, namely male and female students. The difference in learning outcomes occurred between MI Ar-Ridhwan and MIS Pasirpogor I and MI Sukarasa, but in MIS Pasirpogor I and MI Sukarasa there were no significant differences or tendencies in the same. Thus, for the next research, it is hoped that research can be carried out on the learning outcomes of PAI students which are reviewed based on the student's gender, weight, and height.

Keywords: Islamic Education, Learning Outcomes, School Origin, Student Gender

INTRODUCTION

Education gradually transforms continuously with the challenges and developments of the times.¹ In manifesting educational goals that are parallel to the contemporary era, it is necessary to improve the curriculum and increase the role of teachers in the learning process.² This can be seen through the progress or decline of a nation which is determined by one of the indicators, namely the quality and output of education³. So that teachers have a crucial role in

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¹ Hadi Ahmad Bukhori et al., "The Effectiveness of Management in the Application of Mind Mapping Type Learning Models to Improve Student Learning Outcomes," *Islamic Management: Journal of Islamic Education Management* 6, no. 01 (2023): 65–78, https://doi.org/http://dx.doi.org/10.30868/im.v6i01.3445.

² Awalia Marwah Suhandi and Fajriyatur Robi'ah, "Teachers and the Challenges of the New Curriculum: An Analysis of the Role of Teachers in New Curriculum Policy," *Journal of Basicedu* 6, no. 4 (2022): 5936–45, https://doi.org/https://doi.org/10.31004/basicedu.v6i4.3172; Andi Dody and May Putra Agustang, "Peeking at the Education Revolution in Indonesia: Challenges and Opportunities in the Implementation of the Independent Curriculum," *Phinisi Integration Review* 6, no. 3 (2023): 500–506.

³ Haris Pancawardana et al., "The Influence of Nonformal Education on Students' Cognitive Formation," *Journal of Out-of-School Education Colloquium* 11, no. 2 (2023): 236–43, https://doi.org/https://doi.org/10.24036/kolokium.v11i2.612.

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education in expanding the potential possessed by students and are not focused on the aspect of cognition alone⁴. It can be said that the role of teachers does not only focus on *knowledge transfer* but also needs to pay attention to the affective and psychomotor aspects possessed by students⁵. Philosophically, education can be in line with *ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani* and balanced with spiritual values⁶. Every learning, especially in Islamic Religious Education (PAI), teachers are required to be able to describe the values contained in the educational curriculum and be able to correlate them with students' daily lives.⁷

Then in the PAI learning process, there are still students who are less enthusiastic about the learning process that is applied.⁸ This has an impact on student learning outcomes that are still below the minimum completeness criteria set.⁹ From the lack of optimal learning outcomes of students, learning methods and models are needed that need to be oriented to maximize and increase student learning motivation.¹⁰ The development and application of a learning model is needed to make the learning process effective and make students active¹¹, creative¹², critical¹³, and able to solve problems with high-level thinking skills.¹⁴ Nowadays, technological developments are inherent in the learning process which involves various conveniences and speeds in obtaining information,¹⁵ so teachers and students need to be compatible with the flow of information that runs like an exponential one.¹⁶ So that one of the efforts to attract students'

⁴ Mohammad Sabarudin et al., "Exploring the Foundations of Islamic Education: Insights from Ibn Sina and Ibn Khaldun," *Tribakti: Journal of Islamic Thought* 35, no. 1 (2024): 127–42, https://doi.org/https://doi.org/10.33367/tribakti.v35i1.4266.

⁵ Riris Amelia, Ahmad Irkham Saputro, and Eri Purwanti, "Internalization of IQ, EQ, SQ and Multiple Intelligences in the Concept of Islamic Education (Psychological Approach Study)," *Al-Idarah Islamic Education Management* Journal 7, no. 02 (2022): 34–43, https://doi.org/https://doi.org/10.54892/jmpialidarah.v7i02.232.

⁶ D Pristiwanti et al., "Definition of Education," *Journal of Education and Counseling (JPDK)* 4, no. 6 (2022): 1707–15, https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9498.

⁷ Murharyana Murharyana et al., "Behavior Change of Darul Falah Senior High School Students After Attending Tabligh Akbar," *Dirasah International Journal of Islamic Studies* 1, no. 2 (2023): 68–77, https://doi.org/https://doi.org/10.59373/drs.v1i2.17.

⁸ Mohammad Sabarudin et al., "The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung," *Khulasah: Islamic Studies Journal* 5, no. 2 (2023): 102–11, https://doi.org/10.55656/kisj.v5i2.114.

⁹ Ibnu Imam Al Ayyubi et al., "Increasing Student Learning Motivation through the Application of Problem-Based Learning Models," *International Journal Humanities Perspective* 1, no. 1 (2024): 13–18, https://ejournal.papanda.org/index.php/ijhp/article/view/591.

¹⁰ Mohammad Sabarudin, Ibn Imam Al Ayyubi, and Rifqi Rohmatulloh, "Inquiry-Based PAI Learning Strategies and Students' Critical Thinking Skills," *Kaffah: Journal of Education and Socio-Religion* 2, no. 2 (2023): 84–92, https://jurnal.unmabanten.ac.id/index.php/kaffah/article/view/532.

Hamzah B Uno and Nurdin Mohamad, Learning with the PAILKEM Approach: Active, Innovative, Environmental, Creative, Effective, Interesting Learning (Bumi Aksara, 2022).

¹² Erlinawaty Simanjuntak, Yasifati Hia, and Nurliani Manurung, "Analysis of Creative Thinking Ability in Problem Solving Reviewed from Gender Differences," *School Education Journal PGSD FIP Unimed* 9, no. 3 (2019): 213–20, https://doi.org/10.24114/sejpgsd.v9i3.15663.

¹³ Syifaun Nadhiroh and Isa Anshori, "The Implementation of the Independent Learning Curriculum in the Development of Critical Thinking Skills in Islamic Religious Education Learning," *Fitrah: Journal of Islamic Education* 4, no. 1 (2023): 56–68, https://doi.org/https://doi.org/10.53802/fitrah.v4i1.292.

¹⁴ Indiyanti Indiyanti, Dewi Asmarani, and Sutopo Sutopo, "Development of Hots-Based Math Textbooks to Improve Critical Thinking Skills," *Journal of Math Educator Nusantara: Publication Vehicle for Scientific Writing in the Field of Mathematics Education* 9, no. 2 (2023): 156–70, https://doi.org/https://doi.org/10.29407/jmen.v9i2.20033.

¹⁵ Mi-jin Kim, Heejin Lee, and Jooyoung Kwak, "The Changing Patterns of China's International Standardization in ICT under Techno-Nationalism: A Reflection through 5G Standardization," *International Journal of Information Management* 54 (2020): 102145, https://doi.org/https://doi.org/10.1016/j.ijinfomgt.2020.102145.

¹⁶ Suyadi et al., "Academic Reform and Sustainability of Islamic Higher Education in Indonesia," International Journal of Educational Development 89 (2022): 102534, https://doi.org/https://doi.org/10.1016/j.ijedudev.2021.102534.

attention in PAI learning requires curiosity that is *fit and proper* with the development of the times.¹⁷

The learning outcomes of students in Islamic Religious Education can be said to be heterogeneous when viewed between male and female students. In the last few decades, research has been conducted on the analysis of student learning outcomes that examine PAI learning in one or two classes in one school to see its influence¹⁸ and improvement,¹⁹ while research that reveals the analysis of PAI learning outcomes based on students' school origin that is differentiated between male and female students has not been widely done. So that this is one of the novelties in this study, considering that intrinsically and extrinsically male and female students have various limitations on cognition, affect, and psychomotor factors.²⁰

Thus, to fill the gap in the previous research, this study aims to analyze learning outcomes in seeing the differences and interactions that occur between male and female students based on school origin in Islamic religious education learning. This can show more elementary student learning outcomes that are partialized based on gender and school origin to see whether there are differences and interactions that occur. The research conducted was in one district area with different schools so that the learning model carried out on students was different. Therefore, the analysis in this study requires an analysis of variance test because it contains more than two independent samples and has more than one factor.

METHOD

¹⁷ Niar Agustian and Unik Hanifah Salsabila, "The Role of Educational Technology in Learning," *Islamic* 3, no. 1 (2021): 123–33, https://doi.org/10.36088/islamika.v3i1.1047.

¹⁸ Deviana Sari Harahap, Lisbet N Sihombing, and Hetdy Sitio, "The Effect of the Think Pair Share Learning Model on Learning Outcomes in Theme 1 The Beauty of Togetherness Subtheme 2 Togetherness in the Diversity of Grade IV Students," Journal of Education and Counseling (JPDK) 4, no. 6 (2022): 457-66, https://doi.org/https://doi.org/10.31004/jpdk.v4i6.8184; Yunie Nanditha, Wirdati Wirdati, and Oktari Kanus, "The Effect of the Numbered Head Together (NHT) Type Cooperative Learning Model on PAI Learning Outcomes," An-Nuha 3, no. 2 (2023): 228-39, https://doi.org/https://doi.org/10.24036/annuha.v3i2.302; Asri Sauci Ramadhani and Alfurqan Alfurqan, "The Effect of the Use of the STAD-Type Cooperative Model on PAI Learning Outcomes at SDN 16 Padang City," MANAZHIM 4, no. 1 (2022): 133-44, https://doi.org/10.36088/manazhim.v4i1.1636; Azri By Lahadi and Wirdati Wirdati, "The Effect of the Pair Check Cooperative Learning Model on the Learning Outcomes of Islamic Religious Education Subjects," An-Nuha 2, no. 4 (2022): 701-8, https://doi.org/https://doi.org/10.24036/annuha.v2i4.253; Riawati Azizah, "The Influence of the Problem Based Learning Model on the Implementation of PAI Learning for Students of Madrasah Diniyah Nurul Huda Pasuruan," TARBAWI: Journal of Islamic Religious Education 7, no. 01 (2022): 1-15, https://doi.org/https://doi.org/10.26618/jtw.v7i01.4742; Hartono Hartono and Laila Badriyah, "The Influence of the Team Games Tournament Type Cooperative Learning Model on Student Learning Activities in PAI Subjects," ISLAMIKA 5, no. 4 (2023): 1644–57, https://doi.org/10.36088/islamika.v5i4.4008.

¹⁹ Susilowati Susilowati, "Improving PAI Learning Outcomes on the Provisions of Zakat Fitrah through the Somatic Auditory Visual Intelligence (SAVI) Approach with Audio Visual Media in Grade VI Students of SDN Wringinanom III," Journal of Applied Elementary and Secondary Education 2, no. 2 (2022): 314–18, https://doi.org/https://doi.org/10.28926/jtpdm.v2i2.405; Mhd Hasan Masrin Hrp, "Improving PAI Learning Outcomes with the Application of the Brain-Based Learning (BBL) Learning Model in Class V of SD Negeri 0510 Sihiuk," ESTUPRO Journal 8, no. 3 (2023): 53–63; Muliatul Maghfirah and Sri Nurhayati, "Improving PAI Teachers' Learning Strategies and Methods in the Era of the Industrial Revolution 4.0," Journal of Community Engagement 2, no. 1 (2020): 10–19, https://doi.org/https://doi.org/10.19105/pjce.v2i1.3402; Hesty Sampurna Sampurna, "Improving PAI Learning Outcomes on the Provisions of Zakat Fitrah through Somatic Auditory Visual Intelligence (SAVI) Approach with Audio Visual Media in Grade VI Students of SDS Salafiah," GUAU: Journal of Islamic Religious Teacher Professional Education 2, no. 6 (2022): 37–42, http://studentjournal.iaincurup.ac.id/index.php/guau/article/view/528.

²⁰ Ine Sinthia et al., "The Parenting Style of Islamic Boarding Schools on the Discipline of Students in Congregational Prayer," *Atthulah: Islamic Religion Teaching and Learning Journal* 5, no. 2 (2020): 163–74, https://doi.org/10.15575/ath.v5i2.9366.

This study uses a quantitative research approach carried out at MI Ar-Ridhwan, MIS Pasirpogor I, and MI Sukarasa. The method in this study uses the survey and Analysis of Variance (ANOVA) test method to see the differences and interactions that occur between students' PAI learning outcomes, students' school origins, and student gender reviewed based on school origin. The population in this study is all students at MI Ar-Ridhwan, MIS Pasirpogor I, and MI Sukarasa with a sample of 33 students at MI Ar-Ridhwan, 20 students at MIS Pasirpogor I, and 24 students at MI Sukarasa with a total of 77 students in grade 4. This research instrument uses a test with testing the requirements of data analysis used consisting of normality tests using Kolmogorov-Smirnov and Shapiro-Wilk assisted by SPSS software version 26. If the standard residual value is normally distributed, it is continued with the Two Way ANOVA test, but if the standard residual value is not normally distributed, it is continued with a non-parametric statistical test using the median test.

RESULTS AND DISCUSSION

The Alternative Hypothesis and Zero Hypothesis $(H_1)(H_0)$ with the test criteria, namely accepting H0 if the sig. value ≥ 0.05 and minus H0 if the sig. value < 0.05 are as follows:

H₀: There is no difference in PAI learning outcomes based on students' school origins

H₁: There are differences in PAI learning outcomes based on students' school origins

 H_0 : There is no difference in PAI learning outcomes based on the gender of students

H₁: There are differences in PAI learning outcomes based on the gender of students

H₀: There was no interaction between school origin and student gender in determining PAI learning outcomes

H₁: There is an interaction between the origin of the school and the gender of the students in determining the learning outcomes of PAI

Tabel 1. Descriptive Statistics

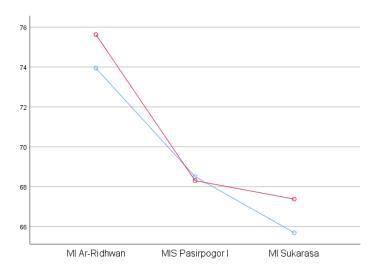
Asal Sekolah	Jenis Kelamin	\overline{x}	σ
	Laki-laki	73.94	3.579
MI Ar-Ridhwan	Perempuan	75.63	3.575
	Total	74.76	3.623
	Laki-laki	68.50	3.808
MIS Pasirpogor I	Perempuan	68.30	2.312
	Total	68.40	3.068
	Laki-laki	65.69	3.665
MI Sukarasa	Perempuan	67.38	2.925
	Total	66.25	3.467
	Laki-laki	69.60	5.151
Total	Perempuan	71.53	4.956
	Total	70.45	5.124

Based on Table 1 above, it can be seen that the average score in Islamic Religious Education learning based on the student's school origin at MI Ar-Ridhwan, MIS Pasirpogor I, and MI Sukarasa in male students is 73.94, 68.50, 65.69 with a total of 69.60, while in female students it is 75.63, 68.30, 67.38 with a total of 71.53. In addition, the standard deviation values to see the deviations that occurred in the average scores of male students were 3,579, 3,808, 3,665 with a total of 5,151, while for female students were 3,575, 2,312, 2,925 with a total of 4,956. So that overall the total average score and standard deviation of students in PAI learning outcomes based on school origin are 70.45 and 5,124.

Tabel 2. Between Subjects Factors

		Jenis Kelamin			
		Laki-laki	Perempuan	n	
Asal Sekolah	MI Ar-Ridhwan	17	16	33	
	MIS Pasirpogor I	10	10	20	
	MI Sukarasa	16	8	24	
	Total	43	34	77	

Based on Table 2 above, it can be seen that the learning of Islamic Religious Education based on the school origin of students at MI Ar-Ridhwan, MIS Pasirpogor I, and MI Sukarasa in male students as many as 17, 10, and 16 students. Meanwhile, female students are 16, 10, and 8 sisiwa. So that the total number of male and female students is 43 and 34 students.



Gambar 1. Estimates Marginal Means

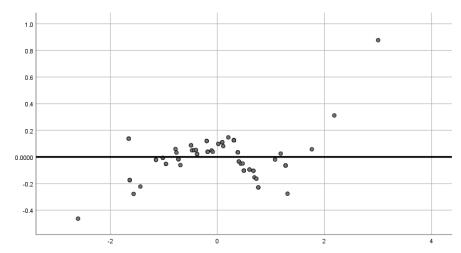
Based on Figure 1 above, it can be seen that the Profile Plot is based on the variables of school origin and student gender on students' PAI learning outcomes. The blue line shows male students and the red line shows female students. So it can be said that the learning outcomes of male and female students in Islamic religious education learning at MI Ar-Ridhwan are better than the learning outcomes of students at MIS Pasirpogor I and MI Sukarasa. Then the student learning outcomes at MIS Pasirpogor I can be said to be better than the student learning outcomes at MI Sukarasa. So it can be said that the average PAI score of students at MI Ar-Ridhwan occupies the top position and the one who occupies the lowest position is the student learning outcomes at MI Sukarasa.

Tabel 3. Tests of Normality

	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Standardized Residual	.093	.098	.981	.314

Based on Table 3 above, it can be seen that the standardized residual values in Kolmogorov-Smirnov and Shapiro-Wilk are 0.098 and 0.314. From the data, it was obtained that the significant value was greater than 0.05 so that it can be concluded that the data on Islamic Religious Education learning outcomes based on the origin of the school and the gender

of students are distributed normally.



Gambar 2. Detrended Normal Q-Q Plot of Standardized Residual

Based on Figure 2 above, it can be seen that most of the residual standardized score data from Islamic Religious Education learning outcomes based on the origin of the school and the gender of students are around the line or mostly adjacent to the line. So this shows that the data is distributed normally. Then it will be followed by a homogeneity test to see if the data has the same variance or not.

Tabel 4. Levene's Tests of Equality of Error Variances

	Levene Statistic	Sig.
Based on Mean	.476	.793
Based on Median	.294	.915
Based on Median and with adjusted df	.294	.914
Based on trimmed mean	.440	.819

Based on Table 4 above, it can be seen that the significance value on the Based on Mean is 0.793. From the data, it was obtained that the significance value was greater than 0.05 so that it can be said that the data has the same variance or it can be said that the data is homogeneous. So that the parametric test with the Two Way ANOVA test is used to see the relationship between differences and interactions of students' PAI learning outcomes based on school origin and student gender.

Tabel 5. Tests of Between-Subjects Effects

Source	Mean Square	F	Sig.
School Origin	513.099	43.545	.000
Gender	19.766	1.677	.199
School Origin*Gender	6.494	.551	.579

Based on Table 5 above, it can be seen that the significance values of school origin, gender, and school origin*gender are 0.000, 0.199, and 0.579. From the data, it was obtained that the significance value in school origin was less than 0.05 while in gender and school origin*gender was greater than 0.05. So it can be concluded that there is a difference in student learning outcomes in Islamic religious education based on the student's school origin, then there is no difference in the learning outcomes between male and female students in Islamic religious

education which is reviewed based on school origin, and there is no significant interaction between school origin in male and female students in determining the learning outcomes of Islamic religious education. Furthermore, a Post Hoc test will be carried out to see more elementary about the differences that occur in students' PAI learning outcomes which are reviewed based on their school origin.

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Tabel	6.	Mii	ltınle	Com	parisons

Asal Sekolah	Asal Sekolah	Mean Difference	Std. Error	Sig.
MI Ar-Ridhwan	MIS Pasirpogor I	6.36*	.973	.000
	MI Sukarasa	8.51*	.921	.000
MIS Pasirpogor I	MI Ar-Ridhwan	-6.36*	.973	.000
	MI Sukarasa	2.15	1.039	.127
MI Sukarasa	MI Ar-Ridhwan	-8.51*	.921	.000
	MIS Pasirpogor I	-2.15	1.039	.127

Based on Table 6 above, it can be seen that the significance value between the learning outcomes of PAI students at MI Ar-Ridhwan and MIS Pasirpogor I and MI Sukarasa is 0.000. Meanwhile, in MIS Pasirpogor I with MI Sukarasa of 0.127. From the data, it can be obtained that the significance value between the learning outcomes of PAI students in MI Ar-Ridhwan with MIS Pasirpogor I and MI Sukarasa is less than 0.05 while in MIS Pasirpogor I and MI Sukarasa is greater than 0.05. So it can be concluded that there is a difference in the learning outcomes of PAI in students at MI Ar-Ridhwan with MIS Pasirpogor I and MI Sukarasa, but at MIS Pasirpogor I and MI Sukarasa there is no significant difference in the learning outcomes of PAI students. This can also be proven by semiotics * on the Mean Difference value which shows that there are differences that occur in the learning outcomes of Islamic religious education based on the student's school origin.

DISCUSSION

Based on research carried out at MI Ar-Ridhwan, MIS Pasirpogor I, and MI Sukarasa, it can be seen that.

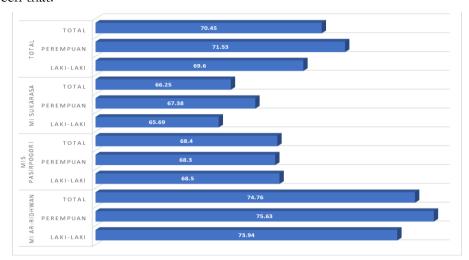


Figure 3. Average Student Learning Outcomes by School Origin

Based on Figure 3 above, it can be seen that the average score in Islamic Religious Education learning at MI Ar-Ridhwan for male and female students is 73.94 and 75.63 with a total of 74.76. Then in MIS Pasirpogor I it was 68.50 and 68.30 with a total of 68.40. Meanwhile, the average scores of male and female students at MI Sukarasa were 65.69 and 67.38 with a total

of 66.25. Thus, the average scores of male and female students from the three schools were 69.60 and 71.53 with a total of 70.45.

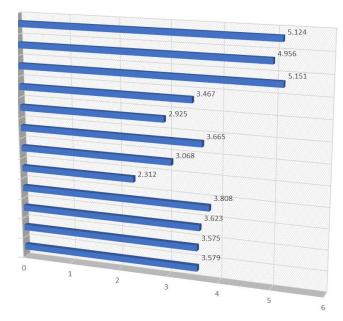


Figure 4. Standard Deviation of Student Learning Outcomes based on School Origin

Based on Figure 4 above, it can be seen that the standard deviation values in Islamic Religious Education learning at MI Ar-Ridhwan for male and female students are 3,579 and 3,575 with a total of 3,623. Then in MIS Pasirpogor I it was 3,808 and 2,312 with a total of 3,068. Meanwhile, the standard deviation values of male and female students at MI Sukarasa are 3,665 and 2,925 with a total of 3,467. Thus, the standard deviation values of male and female students from the three schools were 5,151 and 4,956 for a total of 5,124.

Based on these descriptive statistics, the data on student learning outcomes in Islamic Religious Education based on school origin shows a standard residual value that is normally distributed. This can also be reviewed based on the distribution of data in Normal Q-Q which is dominant, student learning outcome data is spread around the line and only part of it is far away from the line. In addition, the data also shows the significance of homogeneous data, so that statistical testing using two-track ANOVA can be carried out with the result that there is a difference between student learning outcomes in Islamic religious education and based on the student's school origin, but there is no difference and interaction in learning outcomes between male and female students. These differences are different in PAI learning outcomes in students at MI Ar-Ridhwan with MIS Pasirpogor I and MI Sukarasa, but at MIS Pasirpogor I and MI Sukarasa there is no significant difference in the learning outcomes of PAI students. This is in line with previous research which stated that student learning outcomes in Islamic Religious Education have significant differences because the treatment of the applied learning model is also different for each independent sample²¹, in addition to whether or not the interaction that

²¹ Murharyana Murharyana, Ibn Imam Al Ayyubi, and Rifqi Rohmatulloh, "Moral Education of Children to Parents in the Perspective of the Quran," *Teachings: Journal of Islamic Religious Education* 5, no. 2 (2023): 175–91, https://doi.org/http://dx.doi.org/10.32478/piwulang.v5i2.1515; Bukhori et al., "The Effectiveness of Management in the Application of Mind Mapping Type Learning Model to Improve Student Learning Outcomes"; Astarina Arif, Ibn Imam Al Ayyubi, and Hevie Setia Gunawan, "The Influence of the Quantum Teaching Model on Early Childhood Learning Interest in RA Al Hidayah Citapen," *El-Audi* Journal 4, no. 1 (2023): 18–25, https://doi.org/https://doi.org/10.56223/elaudi.v4i1.71; Posman Rambe, "The Impact of Problem-Based Learning Methods on the Development of Islamic Education Learning," *JOINME (Journal of Insan Mulia Education)*

occurs can be influenced by various external factors and internal²² factors, so that the interaction that occurs in the learning process will be maximized or not.²³

CONCLUSION

In the study conducted at MI Ar-Ridhwan, MIS Pasirpogor I, and MI Sukarasa grade 4 with a sample of 33 students at MI Ar-Ridhwan, 20 students at MIS Pasirpogor I, and 24 students at MI Sukarasa it was found that the learning outcomes of male and female students in Islamic religious education learning at MI Ar-Ridhwan were better than the learning outcomes of students at MIS Pasirpogor I and MI Sukarasa. Then the learning outcomes at MIS Pasirpogor I are better than the learning outcomes of students at MI Sukarasa. In addition, the data on students' PAI learning outcomes are normally distributed and have the same variance, so parametric statistical testing was carried out with the result that the learning outcomes of PAI students reviewed based on school origin have significant differences, but there are no differences and interactions that occur when reviewed based on the gender of students, namely male and female students. The difference in learning outcomes occurred between MI Ar-Ridhwan and MIS Pasirpogor I and MI Sukarasa, but in MIS Pasirpogor I and MI Sukarasa there were no significant differences or tendencies in the same. Thus, for the next research, it is hoped that a study can be carried out on the learning outcomes of PAI students which are reviewed based on the gender, weight, and height of students seen from more than two independent samples. This makes it possible in the analysis to look more specifically and correlate it based on psychological theories in education.

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