Assessing *Balâghah* Learning Outcomes: A Comparative Evaluation of Fourth Grade Students

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Abstract

This study aims to determine whether there is a difference between the achievement of learning balaghah between fourth grade students of Kulliyyatul Muallimin Al-Islamiyyah Pondok Modern Darussalam Gontor, Central Campus and Campus Three and to find out whether the difference is significant or not. The research approach used in this study is quantitative research using inferential quantitative methods. The data analysed in this study is the learning achievement of balâghah fourth grade students of Pondok Modern Darussalam Gontor Central Campus and Campus Three. The population in this study were all fourth grade students of Pondok Modern Darussalam Gontor Central Campus and Campus Three. Based on the results of the T test of two independent samples, it shows that t count (12.940) is smaller than t table (1.966) and the significance value is smaller than alpha (0.05). So the researcher can conclude that there is a significant difference between the balâghah scores of fourth grade students of Kulliyyatul Muallimin Al-Islamiyyah Pondok Modern Darussalam Gontor Central Campus and Campus Three. With an average value (7.9018), the balâghah learning achievement of fourth grade students of Kulliyyatul Muallimin Al-Islamiyyah Pondok Modern Darussalam Gontor Central Campus is higher than the average balâghah score of fourth grade students of Campus Three (6.2068).

Keywords: *Balâghah, learning outcomes, comparative evaluation*

Introduction

Education has a very central role in improving the quality of human resources (Ahmad & Sehabuddin, 2017). The Law on the National Education System shows education's strategic role in forming quality human resources. According to the law,

Indonesian human character is expected to be a person of faith and devotion, noble character, personality, advanced, intelligent, creative, skilled, disciplined, professional, responsible, productive, and physically and mentally healthy. Effective efforts to shape human character like this can be through improving the quality of education (Mardizal et al., 2023).

Indonesia has clearly and in detail determined the purpose of education in creating superior human resources (Achyanadia, 2016). The law states that the purpose of Indonesian national education is to educate the nation's life and develop the whole person. The whole human being in question is as listed above. These goals will be realised if supported by a quality education process. The quality of education is reflected in the quality of learning.

In addition, according to (Putri & Rezania, 2023) learning is an activity related to humans where learning aims to gain knowledge, carried out since they were born until the end of life. Learning is a very important activity for humans where with these activities a human being is able to know and do many things. Learning is done with all the processes that produce values that are plural called learning outcomes. Learning outcomes are achievements that students achieve academically through exams and assignments, actively asking and answering questions that support the acquisition of these learning outcomes (Dakhi, 2020). Some academics consider that student achievement cannot be measured through report cards or diplomas, but success in cognitive aspects can be measured through learning outcomes.

Several studies have discussed learning achievement, including research conducted by (Ahmad & Sehabuddin, 2017) at MTs. Nurul Yaqin Kelanjur. The results showed that female students' mathematics learning achievement was better than male students. This is evidenced by the fact that the F value of female students is significantly greater than the value of male students.

In addition, there is research conducted by (Agustien, 2023) with the title "Comparative Study of Offline and Online Learning Outcomes in Arabic Language Courses" conducted in the PAI study programme of FITK IBN Tegal. This research shows that there is a difference between the acquisition of offline and online learning outcomes. And based on these results the researcher concluded that offline learning resulted in higher Arabic language course scores than online learning.

Another study conducted by (Fitra, 2024) at IAIN Parepare with the title "Comparison of *Mahârah al-Kalâm* Learning Outcomes of Arabic Language Education Study Programme Students who follow and do not follow LIBAM Arabic Language Learning" shows that there is no difference in the learning outcomes of Arabic language education students who follow and who do not follow LIBAM.

(F. Firmansyah et al., 2022) has also conducted research on fourth grade students of Amaliah Elementary School, Ciawi-Bogor with the title "Comparison of Student Learning Outcomes Using Zoom Cloud Meeting Media with Arabic Learning Videos". The results of this study indicate that there are differences between Arabic learning outcomes using zoom cloud meetings and Arabic language learning videos

The purpose of this study is to determine whether there is a difference between

the achievement of learning *balâghah* between fourth grade students *of Kulliyyatul Muallimin Al- Islamiyyah* (KMI) Pondok Modern Darussalam Gontor (PMDG) central campus and Campus Three and to find out whether the difference is significant or not. The samples selected in this study were 221 fourth-grade students of the central campus and 133 fourth-grade students of Campus Three. The Two Independent Samples Test was used in this study as an analysis technique to determine whether the difference between the two values was significant or not.

So, departing from these things, the researcher formulates the problem in this study as follows, "Is there a significant difference between the achievement of learning *balâghah* between the fourth grade students of KMI PMDG central campus and Campus Three?"

The results of this study are expected to be useful for educational institutions where this research was conducted and similar educational institutions that use the same teaching materials and methods to be used as reference materials in evaluating the learning process of *balâghah*. In addition, the results of this study are also expected to help *balâghah* teachers and prospective teachers in choosing and using appropriate learning models.

Method

The type of research used in writing this research is one that uses inferential quantitative methods. Quantitative is a type of research that produces some findings that can be achieved using some statistical procedures or other ways of quantification (measurement) (Jaya, 2020). Meanwhile (Afif et al., 2023) defines quantitative research as research that uses measurements, calculations, formulas and certainty of numerical data in planning, processes, building hypotheses, techniques, analysing data and drawing conclusions. Kasiram strengthens this opinion in (Waruwu, 2023) with his opinion that quantitative research is a process of discovering knowledge that uses numerical data to analyze data.

From these opinions, the researcher concludes that quantitative research is a research approach that uses numbers to analyse and answer research hypotheses. The data in the form of numbers are processed and tested in such a way using SPSS or the like so that the results can be used as answers to existing research hypotheses.

The purpose of quantitative research is to prove a hypothesis. Researchers read existing literature and then hypothesize about a variable's description, relationship, difference, or influence. The researcher makes the hypothesis, which needs to be proven through field data (Nurlan, 2019).

Sugiyono in (Waruwu, 2023) defines a hypothesis as an unproven proposition or conjecture that tentatively explains certain facts or phenomena and is also a possible answer to a question. In addition, Heryana argues that a hypothesis is a question that is temporary, a temporary conclusion, or a logical digaan about a population.

This research took place at PMDG Central Campus, Gontor Village, Mlarak District, Ponorogo Regency and PMDG Campus Three Sumbercangkring Village, Gurah District, Kediri Regency. The research time starts from 01 January - 08 January

2024.

1. Population

Population is a generalisation area consisting of objects or subjects which are certain quantities and characteristics set by researchers to study and draw conclusions (Jaya, 2020). In conclusion, population is not only people; other objects that are the object or subject of research also include population. The purpose of holding a population is not only to know the number of objects studied, but also to determine the number of sample members taken from sample members who limit the generalisation area (Mujianto, 2018). The population in this study were fourth grade students of PMDG, Central Campus 491 and Campus Three, 295.

2. Sample

A sample is a group of elements selected from a larger group in the hope that studying this smaller group will reveal important information about the larger group (Holt et al., 2020). Meanwhile, according to Supriyati in (Asari, 2018) samples are small groups that are observed and are part of the population so that the sample also owns the properties and characteristics of the population. Another definition according to Sugiyono, the sample is part of the number and characteristics of the population.

Sampling is the first step and an important aspect of the entire research process (D. Firmansyah, 2022). The right sampling technique will determine the accuracy and accuracy of the research results. Sampling aims to study the relationship between the distribution of variables in the target population and the distribution of the same variables in the research sample (Otzen & Manterola, 2017).

The sampling technique in this study used purposive sampling, which is a sampling technique with certain considerations. The author determines the number of samples with the consideration that the number of fourth grade students at PMDG Central Campus and Campus Three is 491 with details of 354 at the central campus and 295 at Campus Three. Because the number is not balanced, all fourth grade students at Campus Three are taken while only 297 fourth grade students at the central campus are taken.

The data collection method in this study uses documentation, namely data collection directly through documents related to the research. The documents used in this study are fourth grade *balâghah* score data at PMDG Central Campus and Campus Three.

The data source in the research is primary data. Primary data is data taken directly from the research subject (Hendrik, 2023). In this study, researchers used primary data in the form of *balâghah* scores of fourth grade students of PMDG Central Campus and Campus Three. Researchers got the value data directly from the fourth grade b *balâghah* teaching teacher at PMDG Central Campus and Campus Three.

1. Normality Test

According to Ghozali at (Nainggolan, 2022) normality test aims to test whether confounding or residual variables have a normal distribution in regression mode. As is known, the normality test is carried out to determine whether all the

data being analysed is normally distributed or not. In this study, researchers used the Lilliefors method. Researchers choose this method to test whether the residuals have a normal distribution in the regression model.

2. Homogeneity Test

A homogeneity test is a statistical test procedure that aims to show that two or more groups of data samples are taken from populations with the same variance (Sianturi, 2022). This test is conducted to determine whether the data being compared has the same variance or not. Both data can be said to be homogeneous if the Sig value is more than 0.05. The reason researchers choose the homogeneity test is to find out whether the distribution of existing data is homogeneous or not.

3. Two Independent Samples T Test

The two independent samples T test is a parametric statistical test that compares two independent groups to determine whether there is evidence that the population means are statistically significantly different (Soeprajogo & Ratnaningsih, 2020). The reason researchers choose the 2 independent samples T test is to prove that there is a significant difference in population averages. There are two ways to draw conclusions from the t-test analysis results:

a) The T-statistic value is compared with the T-table value, if the calculated t value is within the t-table range then H-0 is accepted or there is an equation and vice versa.

b) Significance value is compared with Alpha (0.05), if the significance value is smaller than the alpha value then H-0 is accepted or there is an equation and vice versa.

Results and Discussion

Learning is a way of interacting with the world. When we learn, our conceptions of phenomena change and we see the world differently. The information acquired does not bring about change, but the way we organise information and think by learning does. Thus, education is a change in concept, not just information obtained. So, it can be concluded that learning is a process of constructing knowledge carried out by interacting with real experiences, thus making a person able to create new understanding and additional knowledge from the information and experience gained

According to the KBBI (Big Indonesian Dictionary), learning achievement is the mastery of knowledge or skills developed through subjects, usually indicated by teacher test scores or grades (Lomu & Widodo, 2018). Meanwhile, according to Mulyono in (Ahmad & Sehabuddin, 2017) learning achievement is the ability obtained by children after going through learning activities.

Hamdani in (Hasibuan et al., 2020) defines learning achievement as an assessment of the results of learning activities expressed in the form of symbols, numbers, letters and sentences that can reflect the results that each child has achieved in a certain period. So, based on some of the above opinions, it can be concluded that learning achievement

is the result of the learning process achieved by each student to gain knowledge which is shown in the form of numbers, letters or test scores given by educators.

Arabic consists of several branches of knowledge, including nahwu, shorf, *balâghah*, and others. In scientific terms, *balâghah* is a discipline based on the clarity of the soul and the accuracy of capturing beauty and explaining the vague differences between various *uslûb* (Abd Wahid et al., 2021). In other words, *balâghah* is an art that prioritises beautiful language styles in various forms. The purpose of using language here is not only in the linguistic aspect, but also other features in the form of arranging the issues worked on in an orderly and logical arrangement of meaning (Zakaria et al., 2020). The science of *balâghah* consists of three discussions, *al-bayân*, *al-ma'ânî*, and *al-badî'*.

Balâghah science is the science of the points by which the depth of the Arabic language can be known, the secret of its beauty and miracles, especially in seeing the beauty of the Qur'anic language style (Mahliatussikah, 2021). The purpose of learning *balâghah* Science is to know and appreciate the beauty of literary texts and to know how much a poet can express his ideas and feelings into beautiful and imaginative sentences. *Balâghah* science discusses three areas of study, namely:

1. *'Ilm al-Bayân*, which is the science of expressing a meaning with various *uslûb* (style)

2. *'ilm al-Ma'ânî* is the study of how to express an idea or feeling into a sentence per the demands of the situation.

3. *'Ilm al-Badî'* is the study of how to beautify an expression, both in terms of *lafazh* and meaning.

PMDG with its curriculum KMI is an Islamic educational institution with the spirit of *pesantren* with Kyai as the central figure and the mosque as the central point that animates it (Muhajir & Budi, 2018). KMI is an Islamic teacher education school. The curriculum is similar to the Islamic Noormal School in Padanag Panjang. This model is combined with the boarding school system. Religious lessons are taught as in a typical *pesantren* and at the same time the students live in dormitories while maintaining the atmosphere and spirit of *pesantren* life. The education process takes place for 24 hours so that everything the santri see, hear and pay attention to in the *pesantren* is for education. Religious and general studies are given in a balanced manner over a period of 6 years. Skills education, arts, sports, organizations, and others are part of the life of students in the *pesantren*.

Arabic is one of the languages that must be used in daily interaction and communication. And Arabic is also one of the compulsory subjects studied by all students. The Arabic language itself is divided into several branches, namely *Durûs al-Lughah*, *nahwu, sharf*, *imlâ*, *balâghah*, and others. *Balâghah* is one of the Arabic subjects taught in grades 4, 5 and 6. As the division of *balâghah* science above, *'ilm bayân* is studied in grade 4, *ma'ânî* science in grade 5, and *'ilm al-badî'* in grade 6. And the fourth grade is the initial phase in the teaching of *balâghah* with the teaching of *al-bayân*. The aim is to encourage and motivate students to learn Arabic, learn *'ilm al-bayân*, and use language expressions (Mabruroh, 2020).

PMDG has 20 branches with details of 12 male campuses and 8 female campuses spread throughout Indonesia. Each campus has its own uniqueness according to geographical location, surrounding environment, campus area, and others. Regarding learning, the subjects and learning methods used in all central and branch campuses and male and female campuses are the same without any difference. However, differences in the number of students, the ability of teachers, the ability of students, and the campus environment allow differences in learning outcomes between one campus and another.

The prerequisite analysis test was first carried out before analysing the data using the two-sample T test method. The analysis's prerequisite test is the normality and homogeneity test of the *balâghah* learning achievement of the fourth grade KMI santri of PMDG Central Campus and Campus Three. This is done to find out whether all the data to be analysed is normally distributed and in a homogeneous state.

The normality test of the population in this study was carried out twice, namely on the learning achievement of *balâghah* santri KMI PMDG Central Campus and Campus Three to find out whether all the data analysed were normally distributed. or not. The normality test was conducted for each group using the Lilliefors method. The results of the normality test are presented in the table as follows:

Table 1. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Centre	,147	354	,000	,938	354	,000

a. Lilliefors Significance Correction

From the table 1, it can be seen, the results of the normality test on the *balâghah* learning achievement data of KMI PMDG central campus and Campus Three. Based on the results of the normality test, it is found that the statistical value is 0.147> 0.05, so the data can be concluded that the data is normally distributed.

Furthermore, the homogeneity test is carried out to determine whether the data being compared has the same variance or not. This homogeneity test was carried out once by comparing the variance of *balâghah* learning achievement of KMI PMDG central campus and Campus Three. The results of the homogeneity test are presented in the table as follows:

Table 2. Homogeneity Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Centre	Equal variances assumed	14,257	,000	12,940	352	,000	1,69504	,13099	1,43741	1,95267
Campus Three	Equal variances not assumed			12,003	217,535	,000	1,69504	,14122	1,41671	1,97338

Based on the table 2, it can be seen that the Sig value (0.000) is less than 0.05, so the two data in this study are declared not homogeneous.

After the normality test is carried out and it is confirmed that the data used in this study are normally distributed and the homogeneity test has also been carried out with the results stating that the data is not homogeneous, then the two-sample T test will be carried out to analyse the existing data and to prove the hypothesis of this study.

Two-Sample T Test

a. Hypothesis

1. H0 = There is an equality between the *balâghah* scores of fourth grade students of PMDG Central Campus and Campus Three.

2. H1 = There is no equality between the *balâghah* scores of fourth grade students of PMDG Central Campus and Campus Three.

b. 95% Significance

c. Alpha 0.05

d. T-test Analysis Results

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
CENTRE	Equal variances assumed	14,257	,000	12,940	352	,000	1,69504	,13099		1,43741	1,95267
Campus Three	Equal variances not assumed			12,003	217,535	,000	1,69504	,14122		1,41671	1,97338

Based on the results of the T test of two independent samples, it shows that t count (12.940) is smaller than t table (1.966) and the significance value is smaller than alpha (0.05). So it can be concluded that H0 is rejected and H1 is accepted, meaning that there is no equality between the *balâghah* values of the fourth grade students of PMDG Central Campus and Campus Three.

Table 4. Group Statistics

	THREE	N	Mean	Std. Deviation	Std. Error Mean
Centre Campus Three	1,00	221	7,9018	1,03783	,06981
	2,00	133	6,2068	1,41572	,12276

From the table 4, it can be seen that the average *balâghah* score of the fourth grade students of PMDG Central Campus (7.9018) totalling 221 students is higher than the average *balâghah* score of the fourth grade students of PMDG Campus Three (6.2068) totalling 133 students.

Conclusion

Based on the results of the T test of two independent samples, it shows that t count (12.940) is smaller than t table (1.966) and the significance value is smaller than alpha (0.05). So the researcher can conclude that there is a significant difference between the *balâghah* scores of the fourth grade students of PMDG Central Campus and Campus Three. The average value of the *balâghah* score of the fourth grade students of PMDG Central Campus (7.9018) is higher than the average *balâghah* score of the fourth grade students of PMDG Campus Three (6.2068).

Based on the results of the comparison test that has been carried out, there are several suggestions that researchers can give. For *balâghah* teachers at PMDG Central Campus and Campus Three, it is hoped that they will continue to motivate fourth grade students on each campus to master the material that has been studied to the maximum, especially *balâghah* teachers at PMDG Campus Three. As for the students, they should realise and understand that to achieve good achievement is determined by the level of seriousness and perseverance in learning. Therefore, it is very important for students to always be diligent in studying the materials in *balâghah* subjects independently and collectively as well as inside and outside the classroom to improve their learning achievements, especially for fourth grade students at PMDG Campus Three.

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