



## Comparative Study of Students' Cognitive Learning Outcomes Between Boarding School and Home Living in Al-Qur'an Hadith Learning for Grade 5 at MI Ya Bakii 01 Kesugihan

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### Abstract

MI Ya BAKII 01 Kesugihan is a madrasah where some of the students live in Islamic boarding schools and some live at home. With the existence of Islamic boarding schools, it is likely that students who live in Islamic boarding schools will be better and excel in learning the Qur'an and Hadith. However, it does not rule out the possibility that students who live at home are actually superior to students who live at home, due to several factors. The objectives of this study are 1) to determine the cognitive learning outcomes of grade 5, 2) to determine whether there are differences in the cognitive outcomes of students who live in Islamic boarding schools and students who live at home, 3) to determine what factors influence students' cognitive learning outcomes. This study uses a quantitative approach with a comparative type. The population in this study were 124 students of grade 5 MI Ya BAKII 01 Kesugihan. Furthermore, the data obtained were tested using the analysis prerequisite test with the normality test and the homogeneity test. The research data were tested using the independent sample T-test. Testing in the research showed that there was no significant difference in the scores of students who lived at home and students who lived in Islamic boarding schools.

**Keywords :** Learning Outcomes, Islamic Boarding School Students, Al-Qur'an Hadith Learning House Students

## Research Background

Learning the Qur'an Hadith is a learning method that examines how to read the Qur'an and Hadith. Studying the Qur'an and Hadith aims to encourage students to enjoy reading the Qur'an and Hadith correctly, as well as to study, understand, believe in their truth, and practice the teachings contained therein as guidance and direction in all aspects of life (Ar Rasikh, 2019). Learning the Qur'an and Hadith in Madrasah Ibtidaiyyah own characteristics Write well and correctly, memorize the letters short and understand the meaning that can be applied to everyday life.

The implementation of Al-Qur'an Hadith learning in Madrasah Ibtidaiyyah, emphasizes In a process that focuses on the basic skills that a Muslim must possess regarding the teachings of the Qur'an and Hadith (Efendi, 2022). In implementing learning, every teacher must have prepared a plan for the learning process that will be carried out. in the class. Step Which carried out by an educator in learning, namely learning planning, evaluation of implementation, results and learning objectives. In emphasizing the students' abilities, the intended abilities include the ability to read, write, memorize, interpret, and understanding the contents of the Qur'an and Hadith. The process of learning the Qur'an and Hadith in Madrasah Ibtidaiyyah uses several methods. The method in learning the Qur'an and Hadith is by combining the meeting method or variations with the artistic approach of playing, singing, and storytelling that is created independently (Rosi S Faliandra, 2020).

In order to improve the quality and achieve higher student achievement, it must also be supported by internal and external factors. Factor internal is factor which originate from the individual. Meanwhile, external factors are factors that

originate from From outside the individual. The environment is the most influential factor in education (Rika Widianita, 2023). If an individual lives in a positive environment, it will produce positive individuals. Conversely, if an individual lives in a negative environment, it will easily influence a child's education. Regarding student achievement, a child's social circle significantly influences the level of achievement.

MI Ya BAKII 01 Kesugihan is a madrasah where most of the students Some students live in Islamic boarding schools and others live at home. Islamic boarding schools are Islamic educational institutions established to study Islamic religious knowledge applied to daily life, with a dormitory or pondok system under the guidance of a kiai and followed by students in their main activities. (Fitri S Ondeng, 2022). With the existence of Islamic boarding schools is likely to be a big problem for students Those who live in Islamic boarding schools will be better in the way they read the Qur'an and will be superior in learning outcomes compared to students who live in their own homes. This is because students who live in Islamic boarding schools are more disciplined in their study time than students who live in their own homes .

Students who live in Islamic boarding schools have already learned about reading. Al-Qur'an in cottage Islamic boarding school. Therefore, students living in Islamic boarding schools will have an easier time mastering the Quran and Hadith subjects than students living at home. In this regard, students living in Islamic boarding schools should achieve better academic performance than students living at home.

The difference between students who live in Islamic boarding schools and those who live at home lies in the students' daily activities. Students who live in

Islamic boarding schools in their daily lives always bound by The regulations set by the boarding school, while students who live at home tend to be freer in determining their activities (Firdaus, 2024). Therefore, students who live at home must be smarter in choosing friends to hang out with and smarter in dividing their time between playing and studying. With this, is it true that there is a difference between students who live at home? Islamic boarding schools with students living at home.

Based on the researcher's observations, according to one of the fifth-grade homeroom teachers at Mi Ya BAKII 01 Kesugihan, it is possible that students who live in Islamic boarding schools will excel in learning the Qur'an and Hadith. In fact, those who get the best grades in the Qur'an and Hadith subject in class are students who live at home. This means that students who do not live in Islamic boarding schools can excel compared to students who do. This is because there are several factors that influence students. Students who live in Islamic boarding schools have quite busy schedules, which they do in their daily activities, even until late Evening And they have less time to study independently. The homeroom teacher also stated that students who live in the boarding school Islamic boarding school That lazy in Study, They are often sleepy and unable to focus during the learning process. Meanwhile, students who stay at home excel in learning the Quran and Hadith because they are always accompanied and monitored by their parents in a disciplined manner .

## Method

Types of research used in the study This is descriptive quantitative with a comparative approach. Quantitative descriptive is describing, researching, and explaining something that has been studied and drawing conclusions from an observed problem. with use numbers .

(Wahyudi, 2022). Comparative is comparing the values of one or more variables within different samples or times (Ali et al., 2022). This type of research was intended to compare the cognitive learning outcomes of students living in Islamic boarding schools with students living at home in the Qur'an Hadith subject for grade 5 at MI Ya BAKII 01 Kesugihan.

Population is all members of the human population, animals, events and objects that live together in a place that has been planned as the target of conclusions or final results in a study. (Fadhilah, 2023). The purpose of having a population is to facilitate researchers in achieving the objectives and results of the study. The population in this study were 5th grade students at MI Ya BAKII 01 Kesugihan Cilacap, namely there are four class groups consisting of 5.01, 5.02, 5.03 and 5.04. Meanwhile, in each 5th grade there are students who live in Islamic boarding schools and students who live at home. The total number of 5th grade students at MI Ya BAKII 01 is 124 students with a breakdown of 22 student Which stay in cottage Islamic boarding school And

102 students living at home. The sample is part of the population. The sampling technique in this study was used to determine which members of the population would be sampled. Selecting a representative sample is very important in research to determine valid and reliable results (Subhaktiyasa, 2024).

In look for sample on study This study used a simple random sampling technique. This technique was used because researchers randomly sampled the population without considering strata within the population (Sugiono, 2022). Within this population, there were two groups: students living in Islamic boarding schools and students who stayed at home then took samples from each population

group. In this study, the researcher took a sample of all 5th grade students consisting of from four class with amount total

124 students consisting of 102 students who live at home and 22 students who live in Islamic boarding schools.

Data collection methods in research This that is with using observation, interviews and documentation. Observation is the collection of data by direct observation in the field by looking at situation And incident Which There is (Hasibuan et al., 2023). The purpose of the observation method is to describe the environment that is included in the problem being studied. This method is implemented through direct research with the people being studied and at the research location. Therefore, the researcher conducted direct research with people involved in the research and directly knew the location and condition of MI Ya BAKII 01 Kesugihan, Cilacap.

An interview is an interaction process between a researcher and an informant with a goal set through a series of questions (Fadhallah, 2021). Interviews are used As a means of collecting data for researchers conducting preliminary studies to identify the problems to be researched, the researcher used interviews in this interview. free guided Where The questions to be asked have been prepared previously.

The documentation method is the collection data from document, archives And Other written data (Ardiansyah et al., 2023). With this documentation research method, we obtain data in the form of important notes related to the problem being studied, thus obtaining valid and complete data. Researchers use this documentation technique to strengthen the accuracy of data obtained from observations and interviews (Saadati S Sadli, 2019). This method is used to obtain

data, seek evidence, and meet the needs of data analysis. Researchers take technique documentation This to strengthen the accuracy of data obtained from observations and interviews. Data collected through the documentation method served as primary data in this study. Primary data is a data source that directly provides data to researchers (Afriansyah et al., 2019). This method aims to determine student learning outcomes in the form of scores from descriptive tests that will be administered by the researcher to fifth-grade students. The documentation method also serves to supplement the data needed for this study, such as students living in boarding schools. Islamic boarding school And student Which stay in House, curriculum school, management structure.

The data analysis technique in this study used two types of statistics: descriptive statistics and inferential statistics. Descriptive statistics are statistics used in analyzing data (Sutomo, 2017). Descriptive statistics were used to describe the learning outcomes of students living in Islamic boarding schools and the cognitive learning outcomes of students living at home in the 5th grade Al-Qur'an Hadith learning at MI Ya BAKII 01 Kesugihan. Inferential statistics analyze sample data and then generalize the results to the population from which the sample was taken. Inferential statistics include parametric and non-parametric statistics (Sugiono, 2022).

Parametric statistics is a statistical method that involves parameter estimation, hypothesis testing, and the formation of confidence intervals. and the relationship between variables (Ardiyani et al., 2023). Parametric statistics are widely used to analyze interval and ratio data based on certain assumptions such as normality. The parametric test technique used in this study is Test Independent sample T-test. The t-test

is a parametric test used to test the significance of random sample means and the difference between the means of two samples (Mustafidah S Ramadhan, 2021). Independent sample T-tests are usually used to compare the averages of different groups in different treatments. In conducting an independent sample T-test, the conditions that must be met by researchers are that the data being tested must be normally distributed. using the Shapiro Wilk, Lilliefors or Kolmogorov Smirnov Normality Test and the data must be homogeneous tested using the homogeneity test.

Statistical testing was conducted using a significance level of 0.05. The acceptance and rejection criteria for the hypothesis test can be as follows (Magdalena S Angela Krisanti, 2019).

1. If the value significant  $> 0.05$  then hypothesis zero accepted and hypothesis alternative rejected. It means variables independent No influential significant to variables dependent.
2. If mark significant  $< 0.05$  so hypothesis zero is rejected and the hypothesis zero is accepted. This means that the independent variable has a significant effect on the dependent variable.

Formula test T independent sample T-test:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Information:

- $X_1$  = average sample 1  
 $X_2$  = average sample 2  
 $n_1$  = amount sample 1

$n_2$  = amount sample 2

$s_1$  = deviation standard sample 1

$s_2$  = deviation standard sample .

## Results and Discussion

In the research conducted at MI Ya BAKII 01 Kesugihan, the first group of respondents consisted of 102 students living at home. While the second group of respondents consisted of 102 students living at home. The second group consisted of 22 students living in the boarding school. The following data analysis was conducted:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		124
Normal Parameters <sup>a, b</sup>	Mean	.0000000
	Std. Deviation	9.25530791
Most Extreme Differences	Absolute	.084
	Positive	.058
	Negative	-.084
Test Statistics		.084
Asymp. Sig. (2-tailed)		.200 <sup>c, d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Normality testing can be said to be normal if the data that has been tested obtains  $p > 0.05$ , and while the normality test can be said to be abnormal if the tested data obtains  $p < 0.05$  (Suryani et al., 2019). The results of the normality test on students' cognitive learning outcomes were conducted using the Kolmogorov-Smirnov method, which is differentiated based on the students' residence. This test used 124 data as samples. From The analysis results show that the largest difference between the actual data distribution and the normal distribution is 0.084, indicating a relatively small gap. The Kolmogorov-Smirnov test statistic is 0.084, and the significance value is 0.200. Since the

significance value is greater than 0.05, it can be concluded that the data is normal.

Table 2. Results Test Homogeneity

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Results of Study Al-Quran Hadith	Based on Mean	.000	1	122	.997
	Based on Median	.032	1	122	.858
	Based on Median and with adjusted df	.032	1	108.762	.858
	Based on trimmed mean	.005	1	122	.945

If the significance value is  $> 0.05$  then the data set from the population or sample means homogeneous, and vice versa if the significance value is  $< 0.05$  then the data set of the population or sample means not homogeneous (Sari et al., 2024). The results of the homogeneity test are said to be homogeneously distributed, it is noted that the results of learning the Al-Qur'an Hadith that the significance value in all approaches. Based on the average, median, median with adjusted df, and trimmed mean are above 0.05 respectively, the average (mean) = 0.997, median = 0.858, median with adjusted degrees of freedom (df) = 0.858, trimmed mean = 0.945.

Table 3 Descriptive Analysis Test

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
Cognitive outcome	Student stay at home	102	76.36	12,230	1,211
	Student live in a cottage	22	78.50	13,430	2,863

According to Sugiono, descriptive statistics are statistics used to describe and describe collected statistical data (Alfianti S Kartikasari, 2023). Descriptive statistics have the purpose of describing or characterizing the data obtained while simultaneously drawing conclusions or broad generalizations. In this study, descriptive statistics were used to describe the learning outcomes of students living in Islamic boarding schools and students living at home in the Qur'an Hadith learning of grade V at MI Ya BAKII 01 Kesugihan. Based on the results of the table above, it can be concluded that the N value is the number of respondents. The first group consisted of 102 students living at home, with an average cognitive score of 76.36 and a standard deviation of 12,230. Meanwhile, the results of the second group consisted of 22 students living in Islamic boarding schools, with an average cognitive score of 78.50 and a standard deviation of 13,430.

Table 4. Independent Samples T-Test

Independent Samples Test							
		Levene's Test for Equality of Variances		t-test for Equality of Means			
							95% Confidence Interval of the Difference
						Std. Error	
						Mean	

		F	Sig. (2-tailed)	df	Sig. (2-tailed)	n	r	Lower	Upper
Results why nitiv e stud ents a	Equal variances assumed	.000	.997	122	.466	-2.137	2.925	-7.928	3.654
	Equal variances not assumed			28.992	.497	-2.137	3.109	-8.496	4.221

Based on the results of the independent sample T-test on students' cognitive outcomes, the Levene's Test for Equality of Variances value was obtained at  $F = 0.000$  with a significance (Sig.) = 0.997. Because the significance value is greater than 0.05, it can be concluded that the variance of the two groups is homogeneous (equal variances assumed), so the analysis using the first row (equal variances assumed) is appropriate.

In this study, a t-test was conducted to determine whether there was a statistically significant difference between the cognitive outcomes of students living at home and those living in Islamic boarding schools. Based on the t-test results obtained, the t-value was -0.731 with degrees of freedom ( $df$ ) = 122 and a significance value (2-tailed) of 0.466.

The significance value obtained is 0.466, which is greater than 0.05, which is a common threshold in hypothesis testing (a p-value < 0.05 indicates a statistically significant difference). This indicates that there is insufficient evidence to reject the null hypothesis that states that there is no significant difference between the cognitive outcomes of the two groups of students. Therefore, it can be concluded that there is no significant difference between students who live at home and students who live in Islamic boarding schools in terms of their cognitive outcomes.

The mean difference between the two groups of students was -2.137, with a negative value indicating that the average cognitive performance of students living at home was

slightly higher than that of students living in Islamic boarding schools. However, the standard error of this difference was 2.925. This figure illustrates the level of uncertainty in estimating the mean difference, which is quite large compared to the mean difference itself.

The 95% confidence interval for the difference in cognitive outcomes between the two groups of students ranges from -7.928 to 3.654. Since this confidence interval includes a value of zero, it also strengthens the conclusion that there is no significant difference between the two groups of students, as a value of zero in this interval indicates that the difference in means may be nonexistent or very small.

Based on the results of the t-test and confidence interval analysis, it can be concluded that there is no statistically significant difference between the cognitive outcomes of students living at home and students living in Islamic boarding schools. Although there is a small difference in the mean difference, the difference is not significant enough to say that the residence factor (home or Islamic boarding school) significantly affects students' cognitive outcomes. Other factors not measured in this study may play a role, but based on the results of the statistical test, there is no strong evidence to support a significant difference between the two groups of students.

## Conclusion

Research conducted at MI Ya BAKII 01 Kesugihan showed that there was no significant difference in the cognitive learning outcomes of 5th grade students in the subject of Al-Qur'an Hadith between students who lived at home and those who lived in Islamic boarding schools. Students who lived at home, with a total number of

102 participants, had a higher average score (78.50) compared to students living in Islamic boarding schools (76.36) which amounted to 22 participants. The results of the independent sample t-test showed a difference in average scores of -2.137, with a 95% confidence interval range of -7.928 to 3.654 which includes the value of zero. Because this interval includes zero, there is no statistically significant difference between the two groups. This result is supported by the t-count of 0.731 which is

smaller than the t-table (1.978), so the null hypothesis is accepted. Although the two groups have different learning environments, including daily routines and supervision, these factors do not have a significant influence on students'

cognitive learning outcomes. Overall, it can be concluded that the treatment and environmental factors of each group do not significantly affect students' cognitive learning outcomes.

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