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THE INFLUENCE OF LEARNING MODEL AND SCHOOL ORIGIN ON PSYCHOMOTOR OUTCOMES ISLAMIC FAITH AND MORALITY

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Abstract: The aim of this research is to examine existence or absence of the influence and interaction between the learning models (PBL, PjBL, Conventional) and students' school origins in determining psychomotor learning outcomes in the subject of Islamic Faith and Morality. The method used in this research is a quantitative approach with a Quasi-Experimental Design using the Nonequivalent Control Group Design type. The research results indicate that the implementation of the PBL, PjBL, and Conventional learning models in determining psychomotor learning outcomes in Islamic Faith and Morality does not significantly differ from each other. This is reinforced by the Post Hoc Model Learning table. PBL vs. PjBL with an Asymp. Sig. value of 0.260 > 0.05. PBL vs. Conventional with an Asymp. Sig. value of 0.083 > 0.05. PjBL vs. Conventional with an Asymp. Sig. value of 1.000 > 0.05. In conclusion, there are differences in students' psychomotor learning outcomes based on the learning model with an Asymp. Sig. value of 0.001 < 0.05. There are no differences in students' psychomotor learning outcomes based on school origins with an Asymp. Sig. value of 0.470 > 0.05, and there's an interaction between the learning model and school origins as evidenced by the Asymp.Sig. value of 0.007 < 0,05. So the implications in this research illustrate that students' psychomotor learning outcomes in the Akidah Akhlak subject are more dominantly influenced by the learning model applied in the classroom rather than the student's school origin.

INTRODUCTION

Learning models have become an essential component in classroom teaching and learning activities (Asyafah, 2019; Ardiawan et al., 2020; Novalinda et al., 2020). Currently, there is a heated discussion about the paradigm shift in the teaching and learning process that is taking place in schools or madrasas regarding the object and subject of learning. One of these shifts is the transformation from the previously teacher-centered approach to a student-centered approach, where students are more engaged in interactions, arguments, debates, and collaborations during their learning (Abbas et al., 2021; Amalia,

2020; Lisnawati, 2021). However, it is possible that the teaching and learning process in schools still predominates and focuses on the teacher as the primary source of knowledge, and conventional lecture-based teaching methods remain the preferred choice for delivering instruction, resulting in students merely receiving knowledge based on what the teacher says (Nisa et al., 2018; Sulfemi, 2019). This will also result in students being weak in critical and structured thinking. Although, critical thinking and structured thinking are two essential soft skills often found lacking in higher education. These skills are closely linked to problem-solving abilities, which are particularly crucial in today's information-driven society (Elihami & Melbourne, 2023).

Islamic education subjects play an important role in the formation of student morale. So that meaningful learning was needed so that it was easy to understand and the implementation of religion is more regular (Harahap & Ritonga, 2023). Besides that, Islamic education is a measure of the success of one's religion. The more religious knowledge a person has, the more religious his words and deeds will be (Nasution & Usman, 2021), but teachers often rely on lecture methods to deliver instructional materials, which can be tedious for students and result in a lack of critical thinking abilities and student engagement in the teaching and learning process. Although some educators argue that the lecture method is effective and easy to implement (Sumarsih & Wirdati, 2022), but teachers are still expected to explore and master various methods, strategies, approaches, and other teaching models to create a more diverse and captivating learning environment that captures students' attention (Indriyani, 2019; Sitepu et al., 2021). The appropriateness of selecting enjoyable learning models, both in group and individual settings, has implications for students' willingness to participate actively and contribute their ideas (Oktaviana, 2017). When the teaching and learning environment is engaging, it fosters an active classroom atmosphere, prompting educators to utilize diverse teaching models (Sugiarto et al., 2023).

This research was conducted at one of the Madrasah Aliyah schools in Kepahiang district, Bengkulu Province. The root issue in this study is that based on initial observations. The researcher found that the implementation of teaching and learning activities for the subject of Islamic Faith and Morality in the school often relies on conventional teaching models with lecture methods. Although integrated with the assistance of current instructional media, the lecture method still needs to be complemented with more engaging learning models so that students can feel comfortable in the learning process. Based on a review of teacher assessment documents, it was expected that in the first semester, many students in Class X IPS did not achieve the Minimum Mastery Criteria (MMC) in the End of Semester Examination (ESE) in the psychomotor domain, with a percentage of 54.46 percent categorized as "not proficient" and 45.54 percent categorized as "proficient". Certainly, this was not solely caused by factors such as students' personal intelligence or the teacher's choice of teaching models. Other factors such as family conditions, health factors, and others also influence students' final assessments. Specifically, in this study, the author will link the

factor of implementing learning models with students' school origins (junior high school, Islamic junior high school) before entering Madrasah Aliyah. This is because several studies have revealed that indirectly the students' school origins determine their learning outcomes when they enter higher-level schools (AlKautsar, 2018; Setyawati et al., 2020).

Moreover, through an interview with one of the teachers who teaches the subject of Islamic Faith and Morality, it was revealed that teachers sometimes feel confused about implementing teaching models due to their limited teaching experience. As a result, they have not had the opportunity to participate in training or seminars on instructional design. Additionally, another factor is that teachers feel comfortable and accustomed to using the conventional lecture method, leading them to neglect the implementation of more current teaching models (Aguenal Tomy, 2023). However, the teaching model plays a significant role in optimizing learning outcomes (Krismawati, 2021).

In this 21st-century learning era, there are several learning models that can be applied to achieve maximum learning outcomes for students, covering cognitive, psychomotor, and affective domains. Among them are Problem-Based Learning (PBL) and Project-Based Learning (PjBL) models. PBL can be considered as an innovative and engaging learning approach to foster students' critical thinking skills, optimized through systematic group work, especially when addressing given problems (Tabroni et al., 2022). The Problem-Based Learning model enables students to identify problems, establish cause-and-effect relationships, and apply appropriate concepts to solve the problems (Rais & Suswanto, 2017). The learning process using this model involves students engaging in discussions to express their opinions and ideas within their groups (Malmia et al., 2019). On the other hand, Project-Based Learning (PjBL), as stated by Indrawan & Jalinus (2019) can be considered as a learning strategy that trains students to construct their own conceptual knowledge, thus generating new understandings through various representations. This learning model also focuses on students' activities to gather information and create benefits for themselves and others (Nurhadiyati et al., 2021).

The role of educators in both learning models shifts from determining what needs to be learned to how to provide and enrich students' learning experiences. In the classroom learning process, teachers play a crucial role in improving the quality of students (Rohmawati, 2018). Students' learning experiences can be obtained through a series of activities involving exploring the environment, active interactions with peers and the entire learning environment (Maskur et al., 2018). This can also be achieved through the implementation of PBL and PjBL learning models. Particularly in the teaching of Islamic Faith and Morality (Islamic creed and moral values), cooperative learning can train social attitudes. Such as how to respect others' opinions, how to collaborate effectively, and how to avoid imposing personal will and considering oneself as always right. Learning Islamic Faith and Morality indirectly trains students to adopt proper behavior and ethics within society (Jannah, 2020; Arsyad et al., 2020). Furthermore, the teaching of faith and morality can be considered as one of the

curriculum components in Islamic education with the aim that students can comprehend and embrace the teachings and life examples of Prophet Muhammad SAW and his Companions, and practice and appreciate Islam as a comprehensive way of life (Lubis et al., 2010).

Basically, research on the Problem Based Learning (PBL) learning model has been extensively studied by previous researchers, including Sumartini, (2022); Jaharudin et al., 2020; Silvia et al., 2022) in their studies indicated an improvement in the learning outcomes of Islamic Faith and Morality (Islamic creed and moral values), mathematics, and thematic subjects in the cognitive domain of students. Similarly, the Project Based Learning (PjBL) model, as studied by Juwanti et al. (2020); Al Firda & Pamungkas (2022), stated that there was an improvement in the learning outcomes of students in subjects such as Islamic Religious Education (PAI) and Islamic Faith and Morality in the cognitive domain of students. Without exception, conventional learning models such as lectures, even though they are considered outdated, several studies have concluded that this learning model is still effective in improving physics learning outcomes (Jafar, 2021).

In essence, the aforementioned research has been conducted very well. However, previous studies have predominantly focused on the dependent variable of cognitive learning outcomes, with very few considering the dependent variable in the psychomotor domain. Additionally, there is a limited number of researchers who have compared the effectiveness of these three learning models and their correlation with students' previous school backgrounds in determining psychomotor learning outcomes. Therefore, the purpose of this research is to determine whether there are differences in the psychomotor learning outcomes of students in the subject of Islamic Faith and Morality based on the applied learning models (PBL, PjBL, and lectures). Furthermore, it aims to investigate whether the students' previous school backgrounds (junior high school or Islamic junior high school) have an influence on determining the psychomotor learning outcomes in the subject of Islamic Faith and Morality. Lastly, it will examine whether there is an interaction between the applied learning models and the students' previous school backgrounds in determining the psychomotor learning outcomes in the subject of Islamic Faith and Morality. Therefore, it is expected that this introductory paragraph will contribute to the novelty of the research.

RESEARCH METHOD

This research used a quantitative approach with a Quasi Experimental Design method, specifically the Nonequivalent Control Group Design. According to Dicky, quasi-experimental design was a study in which the placement of subjects is not randomly assigned to either the experimental or control group, although it is difficult to obtain a control group in quasi-experimental research (Hastjarjo, 2019). The population of this study consisted of all students in grade X IPS, while the author selected samples using a systematic sampling technique. Grade X IPS 1 was assigned the PBL learning model, grade

X IPS 2 was assigned the PjBL learning model, and grade X IPS 3 continued with the conventional learning model. The data collection techniques included observation, interviews, and administering multiple-choice and essay tests in several sessions. In analyzing the research data, the author employed the Two-Way ANOVA Non-Parametric Median Test using SPSS software version 26. Starting with formulating hypotheses, testing data normality, testing data variance homogeneity, testing hypotheses using Non-Parametric Statistical Tests (Median Test), and finally conducting analysis based on Bonferroni.

RESULT AND DISCUSSION

This research will compare three learning models namely problem-based learning (Fidan & Tuncel, 2019), project-based learning (Guo et al., 2020), and conventional (Hasanah, 2019), to determine which one is more effective in achieving students' psychomotor learning outcomes in the subject of Islamic Faith and Morality. Considering their school background categorized as either junior high school (SMP) or Islamic junior high school (MTs). It begins with a description of the students' psychomotor learning outcome data as follows:

Table 1. Psychomotor Learning Outcome Data of Islamic Faith and Morality.

Class X IPS I (Problem Based Learning)			Class X IPS 2 (Project Based Learning)			Class X IPS 3 (Conventional)		
Students	**Learning outcomes**	**School Origin**	**Students**	**Learning outcomes**	**School Origin**	**Students**	**Learning outcomes**	**School Origin**
S1	90	SMP	S1	90	SMP	S1	89	MTs
S2	90	SMP	S2	85	MTs	S2	88	MTs
S3	85	SMP	S3	85	MTs	S3	88	SMP
S4	89	MTs	S4	90	SMP	S4	88	SMP
S5	90	SMP	S5	88	SMP	S5	85	SMP
S6	90	MTs	S6	85	MTs	S6	89	SMP
S7	89	SMP	S7	90	MTs	S7	89	SMP
S8	90	MTs	S8	90	MTs	S8	88	MTs
S9	89	MTs	S9	90	MTs	S9	89	MTs
S10	88	MTs	S10	90	SMP	S10	89	SMP
S11	90	MTs	S11	85	MTs	S11	88	SMP
S12	90	SMP	S12	90	SMP	S12	88	MTs
S13	90	SMP	S13	88	SMP	S13	89	MTs
S14	90	MTs	S14	89	MTs	S14	88	MTs
S15	89	MTs	S15	90	MTs	S15	88	MTs
S16	89	MTs	S16	88	SMP	S16	88	MTs
S17	87	SMP	S17	90	MTs	S17	89	MTs
S18	89	MTs	S18	90	MTs	S18	89	SMP
S19	89	MTs	S19	90	MTs	S19	90	SMP
S20	90	SMP	S20	90	MTs	S20	90	SMP
S21	88	SMP	S21	90	SMP	S21	89	SMP
S22	91	SMP	S22	85	MTs	S22	85	SMP
S23	90	MTs	S23	89	MTs	S23	85	SMP
S24	88	MTs	S24	88	SMP	S24	87	MTs
			S25	88	SMP	S25	88	MTs

S26	88	MTs	S26	89	SMP
S27	88	SMP	S27	88	MTs
S28	88	SMP	S28	89	SMP
S29	87	SMP	S29	89	MTs
S30	89	SMP	S30	85	SMP
S31	89	MTs	S31	89	SMP
S32	88	SMP	S32	89	MTs
S33	89	MTs	S33	89	MTs
S34	90	SMP	S34	89	SMP
S35	90	SMP	S35	90	SMP
S36	90	MTs			
S37	88	MTs			
S38	85	SMP			

Formulating the Hypothesis

From the data above, there are three hypotheses that will be tested. The first hypothesis: Learning Outcome * Teaching Model:

H_0: There is no difference in psychomotor learning outcomes of Islamic Faith and Morality among students based on the teaching models of PBL, PjBL, and Conventional,

H_1: There is a difference in psychomotor learning outcomes of Islamic Faith and Morality among students based on the teaching models of PBL, PjBL, and Conventional. The second hypothesis: Learning Outcome * School Origin:

H_0: There is no difference in psychomotor learning outcomes of Islamic Faith and Morality among students based on their school origin (SMP, MTs).

H_1: There is a difference in psychomotor learning outcomes of Islamic Faith and Morality among students based on their school origin (SMP, MTs).

The third hypothesis: Teaching Model * School Origin * Islamic Education Learning Outcome:

H_0: There is no interaction between teaching model and school origin in determining the psychomotor learning outcomes of Islamic Faith and Morality among students.

H_1: There is an interaction between teaching model and school origin in determining the psychomotor learning outcomes of Islamic Faith and Morality among students.

Test the Assumption/Normality of the Data

Testing guidelines: a) If the significance value/probability value < 0.05, then the distribution is not normal. b) If the significance value/probability value > 0.05, then the distribution is normal.

Table 2. Normality Test of Data.

Tests of Normality					
Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.

Standardized Residual for Hasil Belajar Psikomotorik Islamic Faith and Morality	,188	97	,000	,869	97	,000
a. Lilliefors Significance Correction						

In this test, it can be observed that the Test of Normality output shows a Residual Standard value of 0.000 for both the Kolmogorov-Smirnov and Shapiro-Wilk significances. Both values are smaller than 0.05 or < 0.05. Therefore, it can be concluded that the data is not normally distributed. Since the data is not normally distributed, the main requirement for conducting the Two-Way ANOVA test is not met. As an alternative test, non-parametric statistics will be used, namely the Median Test. The median test can be considered the best test to use when the data being used is nonparametric (Asih et al., 2023).

Testing Homogeneity of Variance Data

After testing the normality of the data, and before conducting the non-parametric median test, the next step is to check the homogeneity of the variance data. The Homogeneity Test is used to determine whether the variances between populations are equal (homogeneous) or not equal (heterogeneous) (Tenaya et al., 2022). In this study, the homogeneity test referred to is the Levene's test, which is considered a prerequisite for analysis (Salim Nahdi, 2018), and it follows the one-way analysis of variance guidelines (Usmadi, 2020). The decision-making criteria are as follows: a) If the significance value based on mean > 0.05, then the data variances are homogenous, b) If the significance value based on mean < 0.05, then the data variances are not homogenous. The results of the homogeneity test are as follows:

Table 3. Homogeneity of Variance Test of Data.

Levene's Test of Equality of Error Variances[a,b]

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Psikomotorik Islamic Faith and Morality	Based on Mean	5,099	5	91	,000
	Based on Median	1,735	5	91	,135
	Based on Median and with adjusted df	1,735	5	65,272	,139
	Based on trimmed mean	4,514	5	91	,001

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Psychomotor_Akidah_Akhlak_Learning_Results

b. Design: Intercept + Learning_Model + School_Origin + Learning_Model * School_Origin

In the display of the Levene's Test of Equality of Error Variances table, it can be seen that the significance value based on mean is 0.000. This value is smaller than 0.05 (< 0.05). Therefore, it can be concluded that the variance of the values of the variable "psikomotorik Islamic Faith and Morality" is not

homogenous. Thus, it can be summarized that the data does not meet the normality assumption, and the homogeneity of variances is also not met.

Test the Hypothesis, with Non-Parametric Statistical Test (Median Test)

Table 4. Frequency Table of Median Test for Learning Models.

Frequencies

		Learning Models		
		PBL	PjBL	Convent.
Learning Outcomes Psikomotorik Islamic Faith and Morality	> Median	12	16	3
	<= Median	12	22	32

From the frequency table above, it can be observed that in class X IPS 1, which uses the Problem-Based Learning (PBL) model, 12 students obtained psychomotor learning outcomes in Islamic Faith and Morality above the median value (the middle point of a set of data), while 12 students obtained scores below or equal to the median. In class X IPS 2, which uses the Project-Based Learning (PjBL) model, 16 students obtained psychomotor learning outcomes in Islamic Faith and Morality above the median value, while 22 students obtained scores below or equal to the median. On the other hand, in class X IPS 3, which uses the conventional learning model, 3 students obtained psychomotor learning outcomes in Islamic Faith and Morality above the median value, while 32 students obtained scores below or equal to the median.

Table 5. Statistical Table of Median Test for Learning Models.

Test Statistics[a]

	Psychomotor_Akidah_Akhlak_Learning_Results
N	97
Median	89,0000
Chi-Square	14,195[b]
Df	2
Asymp. Sig.	,001

a. Grouping Variable: Learning Models

Based on the Test Statistics table, a value of Asymp. Sig. of 0.001 is obtained, which is smaller than 0.05 (< 0.05). According to the decision rule for hypothesis testing, a) If the significance/probability is greater than 0.05 (> 0.05), then H0 is accepted, b) If the significance is smaller than 0.05 (< 0.05), then H0 is rejected. Therefore, it can be concluded that there are significant differences in the psychomotor learning outcomes for "Islamic Faith and Morality" based on the three learning models (PBL, PjBL, Conventional). Since there are significant differences in the psychomotor learning outcomes for "Islamic Faith and Morality" based on the three learning models (PBL, PjBL, Conventional), a Post Hoc test is conducted. The Post Hoc test is performed to determine the significance of differences between two groups (Alfianti et al., 2019).

Table 6. Post Hoc Analysis of Learning Models.

Multiple Comparisons

Dependent Variable: Psychomotor_Akidah_Akhlak_Learning_Results

Bonferroni

(I) Learning Models	(J) Learning Models	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
PBL	PjBL	,6930	,40014	,260	-,2830	1,6689
	Konvensional	,9095	,40672	,083	-,0825	1,9015
PjBL	PBL	-,6930	,40014	,260	-1,6689	,2830
	Konvensional	,2165	,35954	1,000	-,6604	1,0935
Conventional	PBL	-,9095	,40672	,083	-1,9015	,0825
	PjBL	-,2165	,35954	1,000	-1,0935	,6604

Based on observed means.

The error term is Mean Square(Error) = 2,355.

Analysis Based on Bonferroni Correction

PBL Vs. PjBL

Significance Test (Probability) of Psychomotor Learning Outcomes in Islamic Faith and Morality between students using the Problem-Based Learning (PBL) and Project-Based Learning (PjBL) models. Hypotheses: a) H0: There is no significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PBL model and students using the PjBL model. b) H1: There is a significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PBL model and students using the PjBL model. Decision Making Basis: a) If the significance value (probability) > 0.05, then H0 is accepted. b) If the significance value (probability) < 0.05, then H0 is rejected. It can be observed that the sig. (probability) value is 0.260 > 0.05. Therefore, H0 is accepted, and H1 is rejected. Thus, it can be concluded that there is no significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PBL model and students using the PjBL model.

PBL Vs. Conventional

Significance Test (Probability) of Psychomotor Learning Outcomes in Islamic Faith and Morality between students using the Problem-Based Learning (PBL) model and students using the Conventional model. Hypotheses: a) H0: There is no significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PBL model and students using the Conventional model. b) H1: There is a significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PBL model and students using the Conventional model. Decision Making Basis: a) If the significance value (probability) > 0.05, then H0 is accepted. b) If the

significance value (probability) < 0.05, then H0 is rejected. It can be observed that the sig. (probability) value is 0.083 > 0.05. Therefore, H0 is accepted, and H1 is rejected. Thus, it can be concluded that there is no significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PBL model and students using the Conventional model.

PjBL Vs. Conventional

Significance Test (Probability) of Psychomotor Learning Outcomes in Islamic Faith and Morality between students using the Project-Based Learning (PjBL) model and students using the Conventional model. Hypotheses: a) H0: There is no significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PjBL model and students using the Conventional model. b) H1: There is a significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PjBL model and students using the Conventional model. Decision Making Basis: a) If the significance value (probability) > 0.05, then H0 is accepted. b) If the significance value (probability) < 0.05, then H0 is rejected. It can be observed that the sig. (probability) value is 1.000 > 0.05. Therefore, H0 is accepted, and H1 is rejected. Thus, it can be concluded that there is no significant difference in psychomotor learning outcomes in Islamic Faith and Morality between students using the PjBL model and students using the Conventional model.

Table 7. Frequency Table of Median Test for Learning Models.

Frequencies

		School Origin	
		SMP	MTs
Psychomotor Learning Outcomes Islamic Faith and Morality	> Median	17	14
	<= Median	31	35

From the frequency table above, it can be observed that a total of 17 students from SMP obtained psychomotor learning outcomes for "Islamic Faith and Morality" above the median value, while 31 students scored below or equal to the median. On the other hand, among the students from MTs, 14 students scored above the median for psychomotor learning outcomes in "Islamic Faith and Morality," while 35 students scored below or equal to the median.

Table 8. Statistical Table of Median Test for School Origin.

Test Statistics[a]

	Psychomotor_Akidah_Akhlak_Learning_Results
N	97
Median	89,0000
Chi-Square	,522
Df	1
Asymp. Sig.	,470

a. Grouping Variable: School Origin

Based on the Test Statistics table, the obtained Asymp. Sig. value is 0.470, which is greater than 0.05 (> 0.05). According to the decision-making guideline for hypothesis testing: a) If the significance/probability is greater than 0.05 (> 0.05), then H0 is accepted, b) If the significance is less than 0.05 (< 0.05), then H0 is rejected. Thus, it can be concluded that there is no significant difference in psychomotor learning outcomes for "Islamic Faith and Morality" based on the students' school backgrounds (SMP, MTs). Since there is no significant difference in psychomotor learning outcomes for "Islamic Faith and Morality" based on school backgrounds (SMP, MTs), no Post Hoc test is conducted.

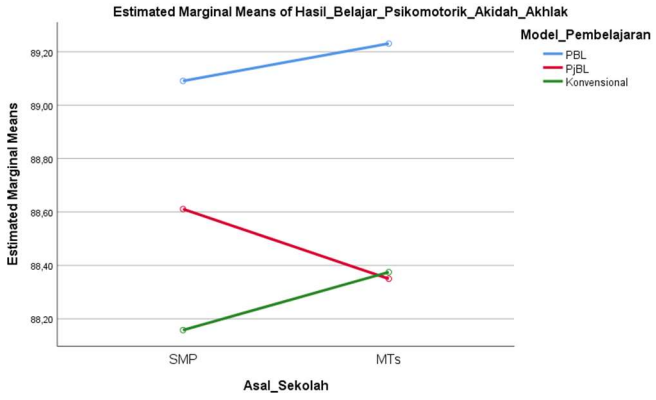
Table 9. Statistical Table of Median Test for the Relationship between Learning Models and School Origin.

Test Statistics[a,d]

	Learning Models	School Origin
N	97	97
Median	2,0000	2,0000[c]
Chi-Square	15,798[b]	
df	5	
Asymp. Sig.	,007	

a. Grouping Variable: Psychomotor_Akidah_Akhlak_Learning_Results

Based on the Test Statistics table above, the obtained Asymp. Sig. value is 0.007, which is smaller than 0.05 (< 0.05). According to the decision-making guideline for hypothesis testing: a) If the significance/probability is greater than 0.05 (> 0.05), then H0 is accepted, b) If the significance is less than 0.05 (< 0.05), then H0 is rejected. Thus, it can be concluded that there is an interaction between the learning model and school background in determining the learning outcomes of Islamic Education (PAI). This is further supported by the display of the profile plot output as follows:



Graph 1. Interaction of Learning Models with School Origin.

The interpretation of the profile plot indicates that the mean of students from junior high school (SMP) in the PBL learning model occupies the highest

position, followed by the mean of students from SMP in the PjBL and Conventional learning models. a) Students from SMP in the Discovery Learning class perform better compared to students from SMP in the PBL and PjBL learning models. b) Students from SMP in the PBL learning model perform better than students from SMP in the PjBL learning model. On the other hand, the mean of students from Islamic junior high school (MTs) in the PBL learning model occupies the highest position, followed by the mean of students from MTs in the Conventional and PjBL learning models. a) Students from MTs in the PBL learning model perform better compared to students from MTs in the PjBL and PBL learning models. b) Students from MTs in the Conventional learning model perform better than students from MTs in the PjBL learning model.

CONCLUSION

In this study, it can be concluded that there are differences in students' psychomotor learning outcomes in the subject of Islamic Faith and Morality based on the learning models (PBL, PjBL, and Conventional), as evidenced by the statistical value of Asymp. Sig. of 0.001, which is smaller than 0.05 (< 0.05). However, there is no significant difference in the psychomotor learning outcomes of Islamic Faith and Morality based on students' school backgrounds (SMP, MTs), as evidenced by the statistical value of Asymp. Sig. of 0.470, which is greater than 0.05 (> 0.05). Meanwhile, in testing the interaction between the learning models and school backgrounds in determining the psychomotor learning outcomes in the subject of Islamic Faith and Morality, the value of Asymp. Sig. obtained is 0.007, which is smaller than 0.05 (< 0.05), indicating the presence of an interaction. The implications in this research illustrated that students' psychomotor learning outcomes in the Akidah Akhlak subject are more dominantly influenced by the learning model applied in the classroom rather than the student's school origin. Finally, we hope that this research can become a basis for thinking for future researchers in assessing students' psychomotor learning outcomes from another perspective.

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