THE INFLUENCE OF LEARNING STRATEGIES AND LOGICAL THINKING SKILLS ON THE LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION AND ETHICS

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Abstract: the purpose of this study was to determine: (1) student learning outcomes taught by inquiry learning strategies and student learning outcomes taught using advanced organizer learning, (2) PAI learning outcomes and character about faraid students who have high logical thinking skills and students. who have low logical thinking skills, and (3) the interaction between learning strategies and students' logical thinking skills on the learning outcomes of Islamic Education and Characteristics about faraid. The study population was all students of class XI SMKN 1 North Region consisting of 2 classes. The sample chosen to be the inquiry learning class is class XI-1 and class XI-2 as the advanced organizer learning class. The sampling technique in this study was a cluster random sampling technique. The analysis varians technique was two-way at a significance level of x = 0.05 followed by the Scheffe test. The results of the study were: (1) the average learning outcomes of Islamic education and character about faraid students who were taught with inquiry learning

strategies (= 28.35) were higher than the average learning outcomes of Islamic education and character about faraid students who were taught with strategies learning advanced organizer (= 26.97) with Fcount = 29.56> Ftable = 3.968, (2) the average Islamic education learning outcomes and character about students with high logical thinking abilities (= 30) were higher than the PAI learning outcomes and Characteristics about students with low logical thinking skills (= 26.06), with Fcount = 4.47> Ftable = 3,968, and (3) there is an interaction between learning strategies and logical thinking skills with Fcount = 9.88> Ftable = 3,968. The results of data analysis concluded that students with the characteristics of high logical thinking skills, the appropriate learning strategy to use was inquiry learning strategies and students with low logical thinking characteristics, the appropriate learning strategy to use was the advanced organizer learning strategy. The implications of this study are specifically targeted at the teaching staff.

Keywords: *Learning Strategy, Logical Thinking Ability*

INTRODUCTION

Improving the quality of education as a demand for the needs of human resources (HR) that can compete in the era of globalization will continue to be pursued. Attention to the improvement of the quality and quantity of educational facilities is needed to answer the demands of increasing human resources. Increasing the quantity and quality of education carried out by the government, for example, rehabilitation and expansion of school buildings, provision of practical equipment, curriculum improvement and improving the professionalism of teaching staff accompanied by teacher certification programs carried out nationally.

Furthermore, related to the success of learning, it is explained that there are several factors that cause it is the implementation of learning carried out in schools is still conventional. Learning is still oriented towards "*teacher centered*", that is, teachers still emphasize the role of a presenter of subject matter where the learning strategy used is a conventional strategy which is one of the learning strategies that are quite

popularly used by teachers and are effective enough to convey the subject matter completely.[1]

In implementing learning strategies, teachers must pay attention to whether with that strategy teaching becomes effective and efficient. Learning is not solely results-oriented *(product)* but also oriented to the process *(process)* with the hope of higher results achieved. This statement provides an alternative that the use of appropriate learning strategies can optimize the learning outcomes obtained. For this reason, in an effort to improve the optimal learning outcomes of Islamic education religious and character, education practitioners have introduced and implemented various learning strategies that are in accordance with the characteristics of Islamic education religious and character subjects. Basically, the curriculum is structured to realize the goals of national education by taking into account the stages of development of students and their suitability to the environment, the needs of national development, the development of science and technology and the arts, according to the type and level of each educational unit. [2]

Some of the learning strategies put forward by education experts, it can be seen that the selection and application of the strategies used have shifted from those that prioritize informational provision (giving biological concepts) to learning strategies that prioritize the thinking skills used to acquire and use Islamic education religious and character concepts.[3]

The selection of the right learning strategy, needed and must be adjusted to the logical thinking skills of students, because Islamic education religious and Ethics subjects demand high thinking, accuracy, and accuracy. Therefore, students' logical thinking skills are one of the components that must be considered carefully because a teacher in identifying the abilities that students have will help in determining the right materials, strategies, methods and media to use. This needs to be

[1] Agus Dudung, "Kompetensi Profesional Guru," *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 2018, https://doi.org/10.21009/jkkp.051.02.

[2] Firmansyah, Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Multikultural, *Anthropos: Jurnal Antropologi Sosial dan Budaya,* Vol. 5, No. 2 Tahun 2020, h. 166 DOI: https://doi.org/10.24114/antro.v5i2.14384

[3] St Fatimah Kadir, "Strategi Pembelajaran Afektif Untuk Investasi Pendidikan Masa Depan," *Jurnal Al-Ta'dib* 8, no. 2 (2015): 135–49.

done so that the lessons delivered can attract the attention of students and every second that takes place in learning activities is not boring. [4]

METHOD

In this study using a quantitative approach with *quasi-experimental* methods (pseudo-experiments) with a 2x2 factorial design. Through this design compared the influence of learning treatment by using inquiry learning strategies and [5]*advanced organizer learning strategies* are reviewed from students' logical thinking abilities. The research was conducted at SMKN 1 North Region, both for instrument trials and research implementation. The research time was carried out in an odd semester with a research time of four months, namely April to July 2019.

(1) Population

The population in this study is the entire class XI students consisting of which are spread out in 2 classes. Every class in the population has the same characteristics, meaning that each class has no students who have ever lived in a class, the average student has a significantly different age, using the same Islamic education religious and character subject education curriculum. [6]

(2) Sample

Sampling techniques in this study were carried out through[7] *random sampling cluster sampling*. To determine the number of samples there are two important requirements that must be met, namely the sample must be representative (represented) and the size must be adequate. The research sample was randomly selected by selecting 2 classes to get 2 classes as a research sample. From the results of the draw, one class was selected as a class that was taught with an inquiry learning strategy of 1 other class taught with *an advanced organizer* learning strategy. Before being treated, first given a test of logical thinking skills, to distinguish students who

[4] Santinah, "Konsep Strategi Pembelajaran Dan Aplikasinya," *Islamic Social Sciences*, 2016.

[5] Sugiono, *Metode Penelitan Kuantitatif, Kualitatif Dan R&D*, *Bandung: Alfabeta*, 2016.

[6] Subagio B. Prajitno, "Workshop Metodologi Penelitian Kuantitatif," *Jurnal Penelitian Publik*, 2015.

[7] Siti Romlah, "Penelitian Kualitatif Dan Kuantitatif (Pendekatan Penelitian Kualitatif Dan Kuantitatif)," *Pancawahana: Jurnal Studi Islam*, 2021.

have high logical thinking skills and students who have low logical thinking skills.

Data collection techniques for pai and pekerti learning outcome variables are by using test techniques.[8]

a. Islamic Education Religious Learning Outcome Test
   This test instrument is arranged based on a grid of Islamic education religious learning results by paying attention to tests arranged based on specific instructional objectives on each material presented. The goal is for the measuring instrument to be completely valid and measure exactly what it will measure. The level of ability to be measured in this test is the level of remembering, understanding, application, analysis, and evaluation. Furthermore, the test is arranged based on the level of ability stated in the learning objectives. This test instrument consists of 50 (fifty) questions, with a double choice type with 5 (five) answer options.

   For each item answered correctly is given a score of 1 while for each item answered incorrectly given a score of 0. Thus the maximum earned score that students can achieve is 50 and the minimum score is 0. The calculation of this score is carried out before the test of the instrument. Furthermore, after the instrument trial and known the number of test items used to take data on biology learning results, the awarding of student grades is based on the following formulation:

$$\text{Student grade} = \frac{\text{Gain score}}{\text{Maximum score}} \times 100$$

b. Instruments of logical thinking ability
   Furthermore, to classify students' logical thinking skills, logical thinking skills tests developed by the author themselves and at the stage of implementation are assisted by psychologists to carry out data networking regarding student characteristics. For each item answered correctly is given a score of 1 while for each item answered incorrectly given a score of 0. Thus the maximum

[8] Ma'ruf Abdullah, *METODE PENELITIAN KUANTITATIF*, *Aswaja Pressindo*, 2015.

earned score that students can achieve is 45 and the minimum score is 0.

c. *Advanced Organizer* Treatment Instrument
The advanced organizer treatment instrument is in the form of a summary of teaching materials in the form of narratives containing important points of PAI and Pekerti teaching materials. The instrument developed to measure the bound variables in this study is the PAI and Pekerti study results test. This instrument device was developed with two approaches, namely the rational approach and the empirical approach.

The data analyst technique used is descriptive and inferential statistical techniques. Descriptive statistical techniques are used to describe data, among others: average values, medians, standard deviations and data trends. Inferential statistical techniques are used to test the research hypothesis, namely the analysis of two-track variance with a significant degree of $\alpha = 0.05$. Previously first tested the requirements of the analysis, namely the requirements of the normality and homogeneity test. The hypothesis testing criterion is to accept Ho if $F^{9}_{calculates} < F_{table}$ at the significance level of $\alpha = 0.05$ with dk = (k, n - k), and for the other price reject Ho. Then further tests were conducted using the Scheffe test, because the members of the sample group numbered the same.

The statistical hypotheses to be tested are:

(1) Ho: $\mu_{A1} = \mu_{A2}$
Ha: $\mu_{A1\ A2} > \mu$

(2) Ho: $\mu_{B1} = \mu_{B2}$
Ha: $\mu_{B1} > \mu_{B2}$

(3) Ho: A>< B = 0
Ha: A >< B 0≠

Information:

A_1 = Inquiry learning strategy
A_2 = *Advanced organizer* learning strategy
B_1 = High logical thinking ability
B_2 = Low logical thinking ability

[9] Margono, "METODE KUANTITATIF," *Angewandte Chemie International Edition, 6(11), 951–952.*, 2018.

A = Learning strategies
B = Ability to think logically

RESULTS AND DISCUSSIONS

The description of the data presented in the study consists of Islamic education religious and character About Faraid's learning results scores by being taught with The Inquiry's learning strategy and Islamic education religious and character Learning Outcome Scores on Faraid Provisions by using [10]advanced organizer learning strategies grouped on high logical thinking skills and low logical thinking skills. Summary of Islamic education religious and character learning outcomes on student Faraid Provisions can be seen in Table 4.1.

Table 4.1 Islamic Education Religious And Character Learning Outcome Data on Faraid Provisions

Logical Thinking Ability	Statistics	Learning Strategies		Total
		Inquiry	Advanced organizer learning	
Tall	N	14	17	31
	$\overline{X}$	32,64	28,20	30
	s	2,65	2,91	3,38
Low	N	26	23	49
	$\overline{X}$	25,96	26,26	26,06
	s	2,86	4,04	3,38
Total	N	40	40	
	$\overline{X}$	28	26,97	
	s	4,13	3,92	

1. Ddecrypt data on Islamic education religious and character learning outcomes about Faraid Provisions taught by Inquiry learning strategies

Islamic education religious and character learning outcome data on Faraid Provisions for students who are taught with The Inquiry learning

[10] Iswan dan Herwina, "Penguatan Pendidikan Karakter Perspektif Islam Dalam Era Millenial IR. 4.0.," *Seminar Nasional Pendidikan Era Revolusi "Membangun Sinergitas Dalam Penguatan Pendidikan Karakter Pada Era IR 4.0,"* 2018.

strategy is known to mean = 28; mode = 29.34; median = 28.5; variance = 1 7.05; standard deviation = 4.13; maximum score = 36; and minimum score = 20. An overview of the distribution of Islamic education religious and character learning outcomes on Faraid Provisions for students taught with The Inquiry learning strategy can be seen in Tabel 4.2.

Table 4.2 Description of Islamic Education Religious and Character Learning Outcome Data on Faraid Provisions Taught by Inquiry Learning Strategies

Interval Class	$f_{absolute}$	$f_{relative}$
20 – 22	3	7,50
23 – 25	8	20,00
26 – 28	9	22,50
29 – 31	11	27,50
32 – 34	6	15,00
35 – 37	3	7,50
Sum	40	100

Based on the data in Table 4.2 it can be explained that with the mean of 28 being in the class interval 26 - 28, this means that there are 2 2.50% of respondents on the average score of the class, 27.50% below the average score of the class and 50.00% above the average score of the class.

2. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught by Advanced Organizer Learning Strategies

Islamic education religious and character learning outcome data on Faraid Provisions for students who are taught with advanced organizer learning strategies is known to mean = 2 6.97; mode = 26.21; median = 26.75; variance = 15.41; standard deviation = 3.92; maximum score = 34; and minimum score = 19. To obtain an overview of the distribution of Islamic education religious and character learning outcome scores on faraid provisions students who are taught with advanced organizer learning strategies are presented in Table 4.3.

Table 4.3 Description of Islamic Education Religious and Character Learning Outcome Data on Faraid Provisions Taught by Advanced Organizer Learning Strategies

Interval Class	$f_{absolute}$	$f_{relative}$
19 – 21	3	7,50
22 – 24	8	20,00
25 – 27	12	30,00
28 – 30	9	22,50
31 – 33	6	15,00
34 – 36	2	5,00
Sum	40	100

Based on the data in Table 4.3 it can be explained that with a mean of 26.97 in the class interval 25 - 27, this means that there are 30.00% of respondents on the average score of the class, 27.50% below the average score of the class and 42.50% above the average score of the class. Furthermore, the histogram graph of Islamic education religious and character learning outcomes on Faraid Provisions for students who are taught with advanced organizer learning strategies dapat is seen in Figure 4.2.

3. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions of Students With High Logical Thinking Skills

Islamic education religious and character Learning Outcomes About Faraid Provisions students with high logical thinking skills as a whole both taught with The Inquiry learning strategy and advanced organizer learning strategy are known to mean = 30; mode = 30; median = 30; variance = 1 1.40; standard deviation = 3.38 ; maximum score = 36; and minimum score = 23. The distribution of the results of his learning results is presented in Table 4.4.

Table 4.4. Description of Islamic education religious and character learning outcome data about faraid provisions of students with high logical thinking skills

Interval Class	$f_{absolute}$	$f_{relative}$
23 – 25	3	9,68

26 – 28	7	22,58
29 – 31	11	35,48
32 – 34	7	22,58
35 – 37	3	9,68
Sum	31	100

Based on the data in Table 4.4 , it can be explained that with a mean of 30 being in the class interval 29 - 31, this means that there are 35.48% of respondents on the average score of the class, 32.26% below the average score of the class and 32.26% above the average score of the class.

4. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Terms of Students With Low Logical Thinking Skills

Islamic education religious and character learning outcome data about faraid students with low logical thinking skills as a whole both taught with the Inkuiri learning strategy and advanced organizer learning strategy that is mean = 26.06; mode = 26.15; median = 2 6.06; variance = 11.43; standard deviation = 3.38 ; maximum score = 34; and minimum score = 19. Its frequency distribution is presented in Table 4.5.

Table 4.5. Description of Islamic education religious and character learning outcome data about faraid terms of students with low logical thinking skills

Interval Class	$f_{absolute}$	$f_{relative}$
19 – 21	5	10,20
22 – 24	9	18,37
25 – 27	20	40,82
28 – 30	11	22,45
31 – 33	3	6,12
34 – 36	1	2,04
Sum	49	100

Based on the data in Table 4.5, it can be explained that with a mean of 26.06 in the class interval 25 - 27, this means that there are 40.82% of respondents on the average score of the class, 28.57% below the average score of the class and 30.61% above the average score of the class.

5. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught With Inquiry Learning Strategies And High Logical Thinking Skills

Islamic education religious and character learning outcome data about faraid student provisions taught with inquisition learning strategies and high logical thinking skills are known to mean = 32.64 ; mode = 3 4.16; median = 32.82; variance = 7.06; standard deviation = 2.6 5; maximum score = 36; and minimum score = 28. An overview of the distribution of the score of his learning outcomes is presented in Table 4.6.

Table 4.6. Description of Islamic Education Religious and Character Learning Outcome Data Description Faraid Provisions Taught With Learning Strategies and High Logical Thinking Ability

Interval Class	$f_{absolute}$	$f_{relative}$
28 – 29	2	14,29
30 – 31	3	21,43
32 – 33	3	21,43
34 – 35	4	28.56
36 – 37	2	14,29
Sum	14	100

Based on the data in Table 4.6, it can be explained that with a mean of 3 2.64 in the class interval 32 - 33, this means that there are 2 1.43% of respondents on the average score of the class, 35.72% below the average score of the class and 42.85% above the average score of the class.

6. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught With Inquiry Learning Strategies And Low Logical Thinking Skills.

Islamic education religious and character learning outcome data about faraid student provisions taught with the learning strategy Of inquiry and low logical thinking ability is known mean = 25; mode = 26.16; median = 2 6.0 6; variance = 8.18; standard deviation = 2.86; maximum score = 31; and minimum score = 20. The descriptionof the distribution of the score of his learning results is presented in Table 4.7.

Table 4.7. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught With Inquiry Learning Strategies and Low Logical Thinking Skills

Interval Class	$f_{absolute}$	$f_{relative}$
20 – 21	2	7,69
22 – 23	3	11,54
24 – 25	6	23,08
26 – 27	7	26,92
28 – 29	5	19,23
30 – 31	3	11,54
Sum	26	100

Based on the data in Table 4.7, it can be explained that with a mean of 25 being in the class interval 24 - 25, this means that there are 2 3.08% of respondents on the average score of the class, 19.23% below the average score of the class and 57.69% above the average score of the class.

7. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught With Advanced Organizer Learning Strategies And High Logical Thinking Skills.

Islamic education religious and character learning outcome data about faraid student provisions taught with advanced organizer learning strategies and high logical thinking skills are known mean = 28; mode = 28.5; median = 28.25; variance = 8.47; standard deviation = 2.91; maximum score = 34; and minimum score = 23. The distribution of the score of his learning results is presented in Table 4.8.

Table 4.8. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught With Advanced Organizer Learning Strategies And High Logical Thinking Skills

Interval Class	$f_{absolute}$	$f_{relative}$
23 – 24	2	11,76
25 – 26	3	17,65
27 – 28	4	23,53
29 – 30	4	23,53
31 – 32	3	17,65
33 – 34	1	5,88
Sum	17	100

Based on the data in Table 4.8, it can be explained that with a mean of 28 in the class interval 27 - 28, this means that there are 2 3.53% of respondents on the average score of the class, 29.41% below the average score of the class and 47.06% above the average score of the class.

8. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught With Advanced Organizer Learning Strategies And Low Logical Thinking Skills

Islamic education religious and character learning outcome data about faraid student provisions taught with advanced organizer learning strategies and low logical thinking skills are known to mean = 26.26 ; mode = 25.85; median = 26; variance = 16.29; standard deviation = 4.04 ; maximum score = 34; and minimum score = 19. To obtain an overview of the distribution of the score of his learning results is presented in Table 4.9.

Table 4.9. Description of Islamic Education Religious and Character Learning Outcome Data About Faraid Provisions Taught With Advanced Organizer Learning Strategies And Low Logical Thinking Skills

Interval Class	$f_{absolute}$	$f_{relative}$
19 – 21	3	13,04
22 – 24	4	17,39
25 – 27	9	39.14
28 – 30	3	13,04
31 – 33	3	13,04
34 – 36	1	4,35
Sum	23	100

Based on the data in Table 4.9 , it can be explained that with a mean of 26.26 in the class interval 25 - 27, this means that there are 39.14% of respondents on the average score of the class, 30.43% below the average score of the class and 30.43% above the average score of the class.

A. Analysis Requirements Testing

Testing analysis requirements include normality tests and homogeneity tests.

1. Normality Test

The normality test is carried out with the Liliefors test. A summary of calculations with the Liliefors formula can be seen in Table 4. 10.

Table 4.10. Summary of Normality Test Analysis

No	Group	L-observation	L-Table	Information
1	Hasil Learn Islamic education religious and character About The Provisions of Faraid Students Who Are Taught With Inquiry Learning Strategies	0,0755	0,1401	Usual
2	Hasil Learn Islamic education religious and character About The Provisions of Faraid Students Who Are Taught With Advanced Organizer Learning Strategies	0,0915	0,1401	Usual
3	Islamic education religious and character Learning Outcomes About Faraid Provisions of Students With High Logical Thinking Skills	0,0745	0,1591	Usual
4	Islamic education religious and character Learning Outcomes About Faraid Provisions of Students With Low Logical Thinking Skills	0,0875	0,1266	Usual
5	Islamic education religious and character Learning Outcomes About Student Faraid Provisions Taught With Inquiry Learning Strategies And High Logical Thinking Skills	0,1662	0,227	Usual
6	Islamic education religious and character Learning Outcomes About Faraid Student Provisions Taught With Inquiry Learning Strategies And Low Logical	0,1021	0,1706	Usual

	Thinking Ability			
7	Islamic education religious and character Learning Outcomes About Faraid Student Provisions Taught With Advanced Organizer Learning Strategies And High Logical Thinking Skills	0,1097	0,206	Usual
8	Islamic education religious and character Learning Outcomes About Faraid Student Provisions Taught With Advanced Organizer Learning Strategies And Low Logical Thinking Skills	0,1243	0,1798	Usual

The normality test of data hasil belajar Islamic education religious and character About Faraid Provisions taught students wich learning strategy Inquiry obtained a calculated Liliefors value of 0.0755 while the value of Liliefors table 0.1401 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is α0.0755 < 0.1401 then it is concluded that the data hasil belajar Islamic education religious and character About Faraid Provisions taught students wich learning strategy Iniri normal distribution.

Test the normality of data hasil belajar Islamic education religious and character About Faraid Provisions taught students wich advanced organizer learning strategy obtained a calculated Liliefors value of 0.0915 while the value of Liliefors table 0.1401 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is 0.0α915 < 0.1401 then it is concluded that the student's learning outcome data is distributed normally.

The normality test of data result study Islamic education religious and character About Faraid's provisionsiswa with high logical thinking skills obtained a calculated Liliefors value of 0.0745 while the value of Liliefors table 0.1591 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is 0.07α45 < 0.1591 then it is concluded that the data of Islamic education religious and

character learning outcomes about the student's Faraid Provisions is distributed normally.

The normality test of data hasil bstudy Islamic education religious and character About Faraid's provisionsiswa with low logical thinking ability obtained a calculated Liliefors value of 0.0875 while the liliefors table value of 0.1266 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is α0.0875 < 0.1266 then it is concluded that the data on Islamic education religious and character learning outcomes about the student's Faraid Provisions is distributed normally.

Data normality test result study Islamic education religious and character About Faraid provisions taught students wich learning strategy Inquiry dan ability to think logically high obtained liliefors value calculated at 0.1662 while liliefors table value 0.227 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is 0.16α62 < 0.227 then it is concluded that the data of the results study Islamic education religious and character About the Provisions of Faraid taught students wich learning strategy Inkuiri dan ability to think logically high normal distribution.

Test the normality of the data results study Islamic education religious and character About The Provisions of Faraid taught students wich learning strategy Inquiry dan ability to think low obtained liliefors value calculated at 0.1 021 while the value liliefors table 0.1706 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is 0.1α 021 < 0.1706 then it is concluded that the data of the results study Islamic education religious and character About the Provisions of Faraid taught students wich learning strategy Inkuiri and low logical thinking ability is normal distribution.

Test the normality of data result blearn Islamic education religious and character About Faraid Provisions taught students wich advanced organizer learning strategy dan ability to think logically high obtained liliefors value calculated at 0.1 097 while the table Liliefors value is 0.206 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is 0.1α 097 < 0.206 then it is concluded that the data study result Islamic education religious and character About Faraid Provisions taught students wich advanced organizer learning strategy and high logical thinking ability bnormal distribution.

Test of normality of data result learn Islamic education religious and character About Faraid Provisions taught students wich advanced organizer learning strategy dan ability to think logically low obtained liliefors value calculated at 0.1243 while the value of Liliefors 0.1798 at = 0.05. Thus it is known that the value of Liliefors calculates less than the value of Liliefors table which is 0.12α43 < 0.1798 then it is concluded that the data result study Islamic education religious and character About Faraid Provisions taught students wich advanced organizer learning strategy with low logical thinking ability is distributed normally.

2. Homogeneity Test

Variance homogeneity testing is performed to find out whether the cell variance comes from a homogeneous population or not. The homogeneity test conducted is to compare the variance of Islamic education religious and character learning outcome data on Faraid Provisions between treatment with learning strategies with learning strategies and logical thinking skills.

Table 4.11. Summary of Student Sample Group Homogeneity Test Analysis Taught With Inquiry Learning Strategies And Advanced Organizer Learning Strategies

Sample Group	F_{Hitung}	F_{Tabel}	Information
Students Taught With Inquiry Learning Strategies And Advanced Organizer Learning Strategies	1.10	1,685	Homogeneous

The homogeneity of the sample group learning data taught students with the Inquiry learning strategy and advanced organizer learning strategy obtained a value of F_{count} of 1.1 0 while the value of $_{F\text{-table}}$ = 1.685 at = 0.05 with the numerator dk 39 and the denominator dk 39. Thus it is known that the value of $F\alpha_{calculates}$ smaller than the value of $_{F\text{-table}}$ table which is 1.1 0 < 1.685 then it is concluded that the two groups of cells have relatively the same variance (homogeneous).

Table 4.12. Summary of Homogeneity Test Analysis of Student Sample Groups With High Logical Thinking Ability And Low Logical Thinking Ability

Sample Group	F_{Hitung}	F_{Tabel}	Information

Ability to Think Logically Tinggi and Kthe ability to Think Logically Low	1,002	1.70	Homogeneous

The homogeneity of the data of the learning outcomes of the group of students with high logical thinking ability and students with low logical thinking ability obtained a score of F_{count} of 1.002 while the value of $_{F\text{-table}}$ = 1.70 at = 0.05 with dk numerator 30 and dk denominator 48. αThus it is known that the value of $F_{calculates}$ smaller than the value of $_{F\text{-table}}$ table which is 1.002 < 1.70 then it is concluded that the two groups of cells have relatively the same (homogeneous) variance.

Tabel 4.13. Summary of Test Analysis Homogenity Learning Strategyn And Logical Thinking Ability

Sample Group	χ^2_{count}	χ^2_{Tabel}	Information
Learning Strategies andn Logical Thinking Skills	5,13	7,81	Homogeneous

Tests of the homogeneity of learning strategies and the ability to think logically used Bartlett's formula. Data homogeneity tests between learning strategies and logical thinking skills are carried out to see whether the two data that are interacted are homogeneous or not to be fulfilled in order to be fulfilled to conduct hypothesis tests using ANAVA, namely normal and homogeneous. Based on the calculation of the formula Bartlett obtained the price $\chi^{of\ 2}$ calculate = 5.13 while the price $\chi^{of\ 2}$ tables (= 0.05, 3) = 7.81. αBasedon the data, it can be seen that the price $\chi^{of\ 2}$ calculates < χ^2 tables. Thus it can be concluded that the data of student learning outcome scores comes from homogeneous variations.

CONCLUSIONS

The conclusions that can be drawn from the results of hypothesis testing are as follows: *First*, the average learning outcome of taught students with The Inquiry learning strategy is higher thanthe average learning outcome of students taught with advanced organizer learning strategies. Thus, the Inkuiri learning strategy is more effectively applied in Islamic education and character learning about Faraid Provisions to improve student learning outcomes. *Second*, the average learning outcome of students with high logical thinking skills taught by Inquiry learning

strategies and advanced organizer learning strategies is higher than the average learning outcome of students with low logical thinking skills taught with learning strategies and learning strategies. *Third*, thereis an interaction between learning strategies and logical thinking skills, where students with high logical thinking skills are better taught by using Inquiry learning strategies compared to using advanced organizer learning strategies, while Students with low logical thinking skills are better taught using advanced organizer learning strategies compared to Inquiry learning strategies.

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