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Synectic Learning Model to Improving Santri's Cognitive Ability in Balaghah Learning

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Abstract

The purpose of this study was to: (1) find out the results of the cognitive abilities of Balaghah learning before the synectic learning model was applied to the students of the An-Najiyah, (2) find out the results of the cognitive abilities of Balaghah learning after applying the synectic learning model to the students of the An-Najiyah, (3) knowing the results of evaluating the use of synectic learning models in Balaghah learning on the cognitive abilities of the students of An-Najiyah. This research is quantitative research with a quasi-experimental approach. The research design used the Pretest-Posttest Control Group Design. The sampling technique is Probability Sampling and how to determine the sample by random cluster sampling. Data collection techniques using test instruments and documentation. The instrument's validity uses content validity with the results of the data being declared valid—instrument reliability using the alpha cronbach technique. Data analysis used descriptive analysis. The prerequisite test uses the normality test and homogeneity test. Test the hypothesis using the T-test. The results showed that: (1) the pre-test results for the control class obtained an average of 36.4, with the highest score of 60 and the lowest score of 20. Meanwhile, the average pre-test for the experimental class was 36, with the highest score of 60 and the lowest score of 20. (2) the average post-test result for the control class was 66.4, with the highest score being 90 and the lowest score being 30. Meanwhile, the average post-test in the experimental class was 79.2, with the highest score being 100 and the lowest being 40. (3) there was an influence of the learning model synectic on the cognitive abilities of Balaghah learning in An-Najiyah, based on the

results of the t-test, namely 0.887 < 1.994. This shows that the synectic learning model affects the cognitive abilities of students.

Keywords: *Synectic Learning, Cognitive Ability, Balaghah Learning*

Abstrak

Tujuan penelitian ini adalah untuk: (1) mengetahui hasil kemampuan kognitif pembelajaran Balaghah sebelum diterapkan model pembelajaran sinektik pada santri Pondok Pesantren An-Najiyah Bahrul Ulum Jombang, (2) mengetahui hasil kemampuan kognitif pembelajaran Balaghah setelah diterapkan model pembelajaran sinektik pada santri Pondok Pesantren An-Najiyah, (3) mengetahui hasil evaluasi penggunaan model pembelajaran sinektik pada pembelajaran Balaghah terhadap kemampuan kognitif santri Pondok Pesantren An-Najiyah. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan Quasi Eksperimen. Desain penelitian menggunakan Pretest-Posttest Control Group Design. Teknik pengambilan sampel dengan Probability Sampling dan cara menentukan sampelnya dengan cluster random sampling. Teknik pengumpulan data menggunakan instrumen tes dan dokumentasi. Validitas instrumen menggunakan validitas isi dengan hasil data dinyatakan valid. Reliabilitas instrumen menggunakan teknik alpha cronbach. Analisis data menggunakan analisis deskriptif. Uji prasyarat menggunakan uji normalitas dan uji homogenitas. Uji hipotesis menggunakan uji T-test. Hasil penelitian menunjukkan bahwa: (1) hasil pre-test kelas kontrol diperoleh rata-rata 36.4 dengan nilai tertinggi sebesar 60 dan nilai terendah 20. Sedangkan rata-rata pre-test kelas eksperimen sebesar 36 dengan nilai terbesar 60 dan terendah 20. (2) hasil rata-rata post-test kelas kontrol sebesar 66.4 dengan nilai tertinggi 90 dan nilai terendah 30. Sedangkan rata-rata post-test pada kelas eksperimen sebesar 79.2 dengan nilai tertinggi 100 dan nilai terendah sebesar 40. (3) terdapat pengaruh model pembelajaran sinektik terhadap kemampuan kognitif pembelajaran Balaghah pada santri Pondok Pesantren An-Najiyah, berdasarkan hasil uji t-test yaitu 0.887 < 1.994. Hal ini menunjukkan bahwa model pembelajaran sinektik berpengaruh terhadap kemampuan kognitif santri.

Kata kunci: *Pembelajaran Sinektik, Kemampuan Kognitif, Pembelajaran Balaghah*

INTRODUCTION

In its development, education is constantly faced with changing times. So that there is a need for innovations so that education can keep pace with technological developments, which will give students qualified knowledge and skills[1]. The educational process is a complex activity which includes various interrelated components. Students, educators and reciprocal interactions between the two create the relationship. So good learning is learning in an active and balanced interaction between students and educators. The problem of formal education until now lies in the low absorption of students in the learning process, which only focuses on the mastery of the material. The emphasis on giving questions is more on finding one correct answer. The development of science and society causes new problems that arise outside the concepts that have been studied. This requires humans to have the knowledge and the skills to think creatively in dealing with it. Therefore, in the learning process, one must also get used to thinking, starting from finding problems and analogies to thinking creatively.

Based on an education system survey conducted by US News and World Report, BAV Group, and the Wharton School of the University of Pennsylvania, in 2021, Indonesia is ranked 54 out of 78 countries[2]. Meanwhile, based on information provided by each country for international education, economics, and intelligence sources, in 2020, Indonesia was ranked 67th out of 203 countries worldwide[3]. This

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situation is undoubtedly a race for educators and agencies to improve the quality of education. Its development is also inseparable from Arabic language education as a foundation for students' understanding of the Qur'an and religious knowledge. According to Afifah, Arabic language education is an effort to teach students about Arabic, such as Nahwu, Sharaf, Balaghah, or those related to the four skills in Arabic[4].

In its development, learning Balaghah is also very necessary in learning Arabic[5]. Balaghah learning aims to make students have a high interest in the beautiful variety of Arabic so that students will be in direct contact with various kinds of languages and the goals of these languages. By achieving this goal, the students can understand multiple beautiful languages spoken in Arabic[6]. Learning Balaghah is important for Arabic learners, so the teacher has a vital role in creating creative learning so that understanding of Balaghah can be well received[7].

Anak Usia Dini, no. Query date: 2023-01-02 15:13:10 (2021), https://jurnal.stkippgriponorogo.ac.id/index.php/Mentari/article/view/45.

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[7] MAU Nuha, " آراء مهدي المخزومي في تيسير النحو وتوظيفها في إعداد كتاب النحو التعليمي لطلاب الجامعة كياهي الحاج عبد الحليم باتشت موجوكرطا," *Universitas Islam Negeri Maulana Malik Ibrahim*, no. Query date: 2022-09-01 09:32:48 (2020).

In teaching and learning activities, cognitive ability is an indicator of the quality of education[8]. Therefore, the teacher is not only obliged to teach but must be able to create a conducive learning atmosphere and make the learning process a self-exploration activity. This exploratory activity allows students to find and develop their potential because every human has a self-hidden potential for excellence. The cognitive domain is a domain related to brain performance, so this domain is essential so that the affective and psychomotor domains can be adequately achieved[9]. Through this cognitive domain, the young generation has a great opportunity or opportunity to achieve their goals so that they can make the name of the Indonesian people proud.

One way to develop cognitive abilities that can be done is to use a synectic learning model[10]. The synectic learning model is a learning model that processes information or material already known to be analysed and analogised or likened to other terms[11]. After making this

[8] N Apriyani, A Muzaki, and P Lestari, "PENGARUH MODEL PEMBELAJARAN SINEKTIK TERHADAP KREATIVITAS BERPIKIR METAFORIS DAN KEMANDIRIAN BELAJAR SISWA KELAS VIII MTS …," *Jurnal Penelitian Pendidikan …*, no. Query date: 2023-03-01 13:30:48 (2019), https://core.ac.uk/download/pdf/287372594.pdf; M Hasanah and Y Fitria, "Pengaruh Model Problem Based Learning Terhadap Kemampuan Kognitif IPA Pada Pembelajaran Tematik Terpadu," *Jurnal Basicedu*, no. Query date: 2022-11-18 17:41:02 (2021), https://jbasic.org/index.php/basicedu/article/view/968.

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analogy, students will present it to other friends. The learning process for Balaghah at the An-Najiyah Bahrul Ulum Jombang Islamic Boarding School only uses textbooks provided by the Islamic Boarding School. The teacher uses the lecture and question and answer method in learning practice. It is felt that the learning that is carried out makes students more easily bored because it is monotonous and more examples are explained. Several factors trigger this boredom, including the teacher's lack of interest in learning and the need for more use of understanding media. This phenomenon, of course, also makes the classroom atmosphere not conducive. When some students pay attention, others are asleep and chatting with their friends. The learning activities that occur also have an impact on the students' thinking processes. When faced with problems, students solve these problems according to what is explained by the teacher. This thinking process makes students not think creatively with their reasoning and arguments.

As with previous research related to learning Arabic, there are also many effective learning methods due to the use of varied learning models, methods, or media, such as in Astuti's research[12], using the PAKEM learning model the value in learning Arabic increases, so does Azzahroh and Ahsanuddin's research[13] which uses the peer tutor learning model in improving Arabic reading skills, as well as research from Gusnidar[14] which in his research can produce increased scores in Maharah Kalam by using the guide discovery model. Apart from these three studies, there is learning that uses methods or media to support the

KREATIVITAS BERPIKIR METAFORIS DAN KEMANDIRIAN BELAJAR SISWA KELAS VIII MTS …."

[12] DM Astuti, "PENGARUH MODEL PAKEM (PEMBELAJARAN AKTIF KREATIF EFEKTIF DAN MENYENANGKAN) DALAM PEMBELAJARAN BAHASA ARAB," *Al-Hikmah: Jurnal Studi Islam*, no. Query date: 2022-06-28 07:01:00 (2021), http://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/4819.

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[14] N Gusnidar, "PENGGUNAAN MODEL GUIDE DISCOVERY DALAM PEMBELAJARAN BAHASA ARAB DAN PENGARUHNYA TERHADAP MAHARAH AL-KALAM," *Inovasi Pendidikan*, no. Query date: 2022-11-26 10:45:43 (2020), http://www.jurnal.umsb.ac.id/index.php/inovasipendidikan/article/view/2306.

success of students in the Arabic language learning process, such as in Asyhari's research[15] using short movie media in Maharah Istima' and Kalam learning, in which the learning outcomes can increase the value of Arabic from students, this is in line with research from Huda[16] which uses spinning wheel media in Nahwu learning. From here, of course it can be understood that with innovative and creative education, of course, learning Arabic will always be exciting. The difference between this research and other research is in the intended object, where Balaghah learning is still minimal in the learning process using innovative learning models, methods and media.

From what has been described, the researcher tries to apply the synectic learning model in the Balaghah learning process to improve the quality of the student's cognitive abilities in learning. Using this learning model enables students as subjects with the potential to be developed. In its development, students will face phenomena that can be analysed by analogy with existing things. In applying the synectic model, it can be used as a solution so that students are directly involved in the process of finding answers or solving problems. This model can improve learning outcomes, especially cognitive abilities in learning Balaghah and enhance creative thinking skills in creating new, more modern thoughts or ideas.

METHOD

This research uses quantitative methods with the Descriptive Statistical Analysis. In this study, the researcher chose the Quasi Experiment method based on the research objectives to be achieved. The research design applied to this study was the Pretest-Posttest Control Group Design. This design is experimental, with two observations before

[15] W Asyhari, "MEDIA SHORT MOVIE TERHADAP PEMBELAJARAN MAHARAH AL-ISTIMA'DAN MAHARAH AL-KALAM DI SMP MUHAMMADIYAH 1 GODEAN YOGYAKARTA," *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan …*, no. Query date: 2022-11-26 10:45:43 (2022), http://jurnal.uinsu.ac.id/index.php/ihya/article/view/12223.

[16] N F Huda, "Penggunaan Media Pembelajaran Spinning Wheel Dalam Pembelajaran Qawaid Nahwu," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 2020, https://ojs.unsiq.ac.id/index.php/liar/article/view/1495.

and after the experiment. Statements made before the experiment are called pre-test, and comments after the investigation are called post-test.

The research was conducted at the An-Najiyah Bahrul Ulum Jombang Islamic Boarding School at Tambakberas, Jl. KH. Abd. Wahab Hasbulloh Gg. Pd., Tambak Rejo, Kec. Jombang, Jombang Regency.

The population in this study were the students of the An-Najiyah Islamic Boarding School, Bahrul Ulum, Jombang. This population is divided into three levels: *mubtadi'*, *wustho*, and *ulya*. The sampling technique used in this research is the probability sampling technique and the samples taken in this study were students at the *wustho* level. Based on the research design, the data collection techniques used in this study are test and documentation.

The researcher refers to the Product Moment formula by Karl Pearson as a reference for validity testing. The reliability test in this study uses the Cronbach Alpha formula.

RESULTS AND DISCUSSION

Results

After conducting research in the test class, the next step is to give a pre-test to the control class and the experimental class. The test given is in the form of a multiple choices test of 20 questions covering the Kinayah. The pre-test is a test to determine students' cognitive abilities before applying the synectic learning model. The number of research subjects in each group was 25 students. Statistical calculations show that the highest score in the control class is 60, and the experimental type is 60. The lowest value in the control class is 20, and 20 in the experimental category. The control class has an average value of 36.4, a median of 30 and a mode of 30, while the experimental type has an average value of 36, a median of 40 and a way of 40.

After knowing the data from the pre-test results of the control and experimental classes, then the class frequency distribution is calculated. The results of calculating the frequency distribution of pre-test values in the control class are as follows.

Table 1. Frequency Distribution of Control Class Pre-test Values

No	Interval Class	Frequency	Percentage
1	0-20	4	16%
2	21-40	14	56%
3	41-60	7	28%
4	61-80	0	0%
5	81-100	0	0%
Total		25	100%

While the results of calculating the distribution of pre-test values in the experimental class can be seen in the following table.

Table 2. Frequency Distribution of Experimental Class Pre-test Scores

No	Interval Class	Frequency	Percentage
1	0-20	3	12%
2	21-40	19	76%
3	41-60	3	12%
4	61-80	0	0%
5	81-100	0	0%
Total		25	100%

The minimum completeness criteria (KKM) for Balaghah learning at the An-Najiyah Bahrul Ulum Jombang Islamic Boarding School is 60. This KKM limit is given based on the provisions of the Islamic Boarding School and the teacher's agreement at the Islamic Boarding School. From the pre-test scores for the control class, which totalled 25 students, 23 students scored below the KKM, and two others passed the KKM. The results of the completeness category of Balaghah learning values in the control class are as follows.

Table 3. Category of Completeness of Control Class Pre-test Scores

No	Category	Description	Total	Percentage
1	Complete	$\geq$ 60	2	8%
2	Incomplete	< 60	23	92%
Total			25	100%

The results of the acquisition of pre-test scores for the experimental class totalled 25 students, 23 students scored below the KKM, and two other students passed the KKM. The results of the

completeness category of Balagha learning values in the experimental class are as follows.

Table 4. Category of Completeness of Experimental Class Pre-test Scores

No	Category	Description	Total	Percentage
1	Complete	≥ 60	1	4%
2	Incomplete	< 60	24	96%
Total			25	100%

Based on the completeness category table for the control and experimental classes, look at the percentage of completeness scores in the pre-test using a bar chart. The results of the rate of completeness categories for the pre-test scores for the control and experimental classes are as follows.

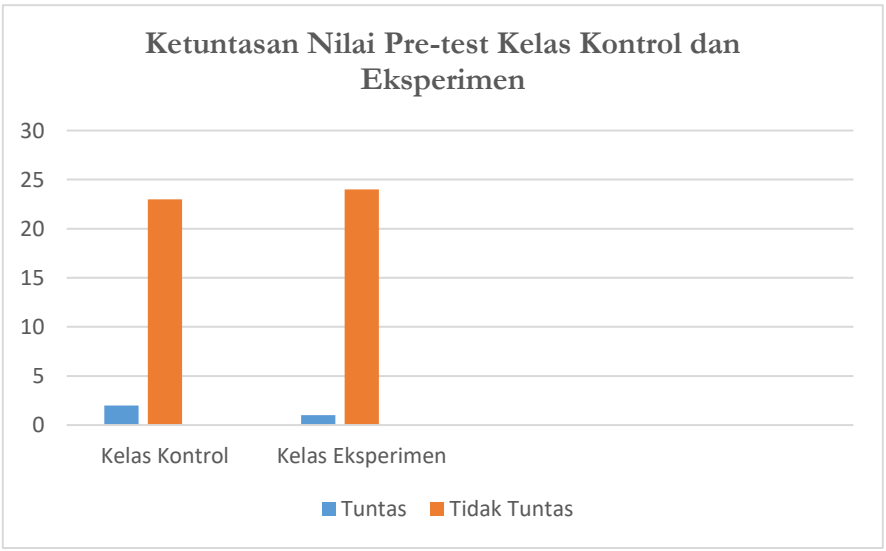

Figure 1. Completeness of Pre-test scores

Based on this diagram, it is known that the level of students' cognitive abilities before the learning process is carried out still needs to be higher. This is evident from the low mastery of the students, namely two students in the control class and one in the experimental class out of 25 students in each category.

After knowing the results of the pre-test values in the control and experimental classes, treatment was given. The control class is in the form of direct learning by the Balaghah teacher, and the experimental class is in the form of a synectic learning model by the researcher. Furthermore, after applying the experimental method as a synectic learning model, the two classes were given a final test (post-test) to determine student learning outcomes. The number of research subjects, both the control class and the experimental class, was 25 students.

Based on statistical calculations of the results of the student's cognitive abilities, the highest score in the control class was 90 and in the experimental class was 100. Meanwhile, the lowest score in the control class was 30 and in the experimental class was 40. The control class had an average value of 66.4, the median was 70, and the mode was 70. The experimental class has an average value of 79.2, the median is 80, and the way is 80. After analysing the post-test results data in the control and experimental classes, the class frequency distribution is calculated. The results of calculating the distribution of post-test scores for the control class are as follows.

Table 5. Frequency Distribution of Control Class Post-test Values

No	Interval Class	Frequency	Percentage
1	0-20	0	0%
2	21-40	2	8%
3	41-60	8	32%
4	61-80	14	56%
5	81-100	1	4%
Total		25	100%

While the results of calculating the distribution of post-test scores in the experimental class can be seen in the following table.

Table 6. Table of Frequency Distribution of Experiment Class Post-test Scores

No	Interval Class	Frequency	Percentage
1	0-20	0	0%
2	21-40	1	4%
3	41-60	3	12%
4	61-80	13	52%

5	81-100	8	32%
	Total	25	100%

The minimum completeness criterion limit (KKM) for Balaghah learning at the An-Najiyah Islamic Boarding School Bahrul Ulum Jombang is 60. The results of the post-test scores for the control class totalling 25 students were four students whose scores were below the KKM and 21 other students passed the KKM. The results of the cognitive value mastery category of Balaghah learning in the control class are as follows.

Table 7. Category of Completeness of Control Class Post-test Scores

No	Category	Description	Total	Percentage
1	Complete	≥ 60	21	84%
2	Incomplete	< 60	4	16%
	Total		25	100%

The results of the post-test scores for the experimental class totalled 25 students, two students did not complete or did not complete the KKM, and 23 other students passed the KKM. The results of the cognitive value completeness category of the experimental class Balaghah learning are as follows.

Table 8. Category of Completeness of Experimental Class Post-test Scores

No	Category	Description	Total	Percentage
1	Complete	≥ 60	23	92%
2	Incomplete	< 60	2	8%
	Total		25	100%

Based on the table of the completeness categories of the post-test scores of students in the control and experimental classes, the data percentages were analysed using a bar chart. The results of the rate of completeness categories for the post-test scores of students in the control and experimental classes can be seen as follows.

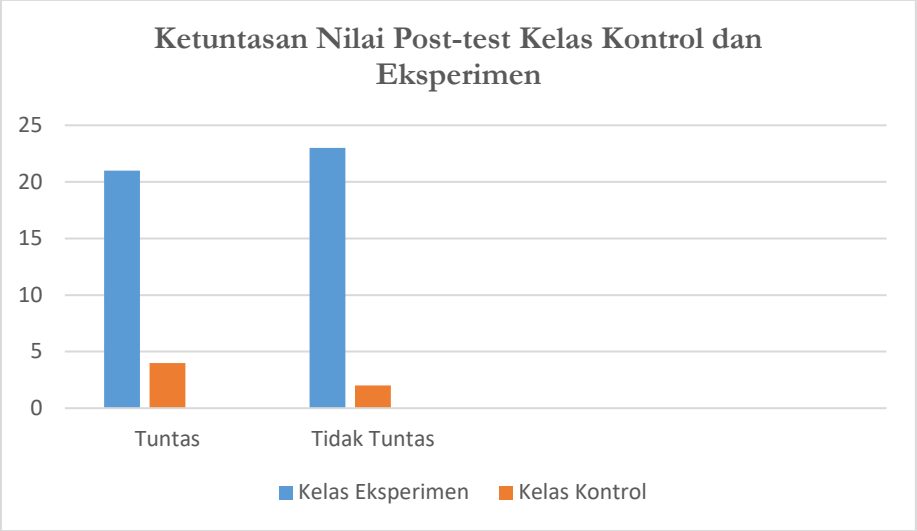

Figure 2. Completeness of Post-test Score

Based on the diagram, it is known that the level of students' cognitive abilities after being given treatment is high. It can be seen from the results that 21 control class students completed and 23 experimental class students completed out of 25 students in each classes. The average score on the completeness of the Post-test scores for the control and experimental classes experienced a significant increase.

Test Requirements Analysis

Normality Test

The normality test assesses data distribution in a group or variable to see whether the data is usually distributed. The normality test is based on the Kolmogorov-Smirnov formula with the SPSS statistical calculation program. The criteria are normally distributed data if the significant value is ≥ 0.05. The normality test was carried out twice, namely on the pre-test scores and post-test values in both classes (control class and experimental class). The normality test results can be seen as follows.

Table 9. Results of Control and Experiment Class Normality Tests

Variable		Kolmogorov- Smirnov			Description
		Statistic	df	Sig.	
Control	Pre-test	0.122	25	0.174	Normal
	Post-test	0.147	25	0.067	Normal
Experiment	Pre-test	0.121	25	0.201	Normal
	Post-test	0.149	25	0.053	Normal

Based on the table, the results of the normality test for the control are 0.174 and for the experimental class are 0.201, so it can be seen that the two values are more than a significant value of 0.05, so it can be stated that the data are typically distributed. The distribution of post-test scores in the control class was 0.067, and in the experimental class was 0.053 ≥ 0.05, so it can be said that the data is usually distributed. Based on the two normality test results, it can be concluded that the data is generally spread.

Homogeneity Test

The homogeneity test was used to determine whether the two groups in the study were the same. In this study, the homogeneity test used the Way ANOVA formula with the help of SPSS. The test criteria used are homogeneous data if the significant value is ≥ 0.05 and the Fcount value is smaller than Ftable with a substantial level of 5%. The value of Fcount can be known through the results of Levene Statistics, and the value of Ftable can be seen based on the importance of df1 and df2. If it is known that df1 is one and df2 is 48, then the value of Ftable is 4.0426521. Data from the pre-test homogeneity test results for control and experimental classes can be seen as follows.

Table 10. Results of Homogeneity Pre-test Control Class and Experiment Class

Levene Statistic	df1	df2	Sig.
0.095	1	48	0.768

In table 9. it can be seen that Fcount = 0.095 with a significant value = 0.768. Fcount value < Ftable, namely 0.095 < 4.042 and significant value > 0.05, namely 0.768 > 0.05. Through these results, it can be concluded that the data is homogeneous. It was then tested using

ANOVA. The results of the pre-test data for the control and experimental classes are as follows.

Table 11. Pre-test ANOVA Test Results

ANOVA					
Cognitive Ability of Students					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	246.493	1	246.493	.788	.387
Within Groups	22145.637	48	303.452		
Total	22392.13	49			

The table above shows a Fcount of 0.788 with sig = 0.387. Then the significant value > 0.05 can be concluded that H0 is accepted or there is no difference in learning outcomes between the pre-test of the control class and the pre-test of the experimental class.

Table 12. Post-test Homogeneity Test Results for Control Class and Experimental Class

Levene Statistic	df1	df2	Sig.
0.197	1	48	0.685

The results of testing the homogeneity of variance in the post-test of the control and experimental groups found that Fcount = 0.197 with a significant value of 0.685. The value of Fcount < Ftable is 0.197 < 4.042 and sig > 0.05, which is 0.685 > 0.05. Based on the results of these data, it can be concluded that the data is homogeneous.

Table 13. Post-test ANOVA Test Results

ANOVA					
Cognitive Ability of Students					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	716.354	1	716.354	8.127	.008
Within Groups	6235.763	48	89.474		
Total	22392.13	49			

The table above shows a Fcount of 8,127 with a significant value of 0.008. Then the sig value is 0.008 <0.05, so it can be concluded that H0 is rejected or there are differences in learning outcomes between the control and experimental classes post-test.

Hypothesis Test Results

Hypothesis testing in this study used the t-test with analysis using the SPSS 26 statistical program. This test was carried out to determine the effect of synectic learning models on the results of students' cognitive abilities compared to conventional learning models. Test this hypothesis using the Independent Sample T-test. Control Class and Experiment Class Pre-test t-test

The t-test on the pre-test results is used to determine whether there is a significant difference in the pre-test results of the control and experimental classes. The hypothesis used in this test is:

Ha: there is a substantial difference between the pre-test results of the control class and the experimental class

H0: there is no significant difference between the pre-test results of the control class and the experimental class

If the value of tcount ≥ ttable, then Ha is accepted, and H0 is rejected, so there is a significant difference in the pre-test results of the control class and the experimental class. Meanwhile, if the value of tcount ≤ ttable, then H0 is accepted, and Ha is rejected, so there is no significant difference between the pre-test results of the control and experimental classes. The results of the pre-test hypothesis test in the control and experimental classes follow.

Table 14. Pre-test results for Control Class and Experiment Class

Variabel	Mean	tcount	ttable	Keterangan
Control Class	36.4	0.878	1.994	H_0 Accepted
Experiment Class	36			

Based on the test table above, tcount < ttable is 0.878 < 1.994, so it can be concluded that there is no significant difference between the pre-test results of the control class and the experimental class. The average value in the control class is 36.4, and in the experimental class is 36, with a difference of 0.4.

Post-test Class Control Class and Experiment Class t-test

The t-test on the post-test results is used to determine whether there is a significant difference in the post-test results of the control and experimental classes. The hypothesis used in this test is:

Ha: there is a substantial difference between the post-test results of the control class and the experimental class

H0: there is no significant difference between the post-test results of the control class and the experimental class

If the value of tcount ≥ ttable, then Ha is accepted, and H0 is rejected, so there is a significant difference in the post-test results of the control and experimental classes. Meanwhile, if the value of tcount <ttable, then H0 is accepted, and Ha is rejected, so there is no significant difference between the post-test results of the control and experimental classes. The following are the results of the post-test hypothesis testing in the control and experimental classes.

Table 15. Post-test Results for The Control Class and Experimental Class

Variabel	Mean	t_{hitung}	t_{tabel}	Keterangan
Control Class	66.4	2.887	1.994	H_0 Rejected
Experiment Class	79.2			

Based on the test results in the table above, the value of tcount > ttable is 2,887 > 1,994, so it can be concluded that there is a significant difference between the post-test results of the control class and the experimental class. The average value of the post-test results for the control class was 66.4, and that for the experimental class was 79.2, with a difference of 12.8.

A comparison of post-test results after treatment between the control and experimental classes shows that the experimental class's average gain is higher than that of the control class. Based on the hypothesis test, it can be concluded that applying the synectic learning model can improve the cognitive abilities of students in Balaghah learning at the An-Najiyah Bahrul Ulum Islamic Boarding School, Jombang.

Discussion

Learning outcomes in Balaghah learning before the synectic learning model was applied to students at the An-Najiyah Bahrul Ulum Jombang Islamic Boarding School in its implementation used conventional wisdom, which was applied to the control class. This

learning model is teacher-centred. The control class is a class that is not given treatment during the research process, so this class, in its learning, uses the learning model that the teacher usually carries out. This class was given a pre-test and post-test to find out the results of the student's cognitive abilities before being given treatment. The number of students in the control class was 25 students. The determination of this class was done randomly. The learning outcomes obtained by the students show that most students can understand the material taught by the teacher, but some still get grades below the KKM. The average pre-test score for the control class was 36.4, with the highest score of 60 and the lowest at 20. Meanwhile, the average post-test result was 66.4, with the highest score of 90 and the lowest score of 30.

In the pre-test control group results, two students reached the KKM, and 23 other students were still under the KKM. Nonetheless, after the teacher's learning process used conventional methods, the number of students who reached the KKM limit increased. In the post-test results, 21 students got the KKM; four others were still below the KKM limit or needed to run the KKM target. Students who achieve the KKM target score can be caused because, during the learning process, students pay attention to the teacher's explanation, students are active in asking questions to the teacher and answering the teacher's questions, besides that it can also be caused because the students are looking for other sources of material from the library or other media. At the same time, students who do not reach the KKM can be caused by these students when the learning process does not pay attention to the teacher either because they are sleepy or not interested in the learning process.

The learning outcomes of students in Balaghah learning for students of the An-Najiyah Islamic Boarding School Bahrul Ulum Jombang use a synectic learning model applied to the experimental class. The experimental class is a class that is given special treatment; in this study, it is a synectic learning model. This class was given a pre-test and post-test to determine the students' cognitive abilities' results after treatment. The synectic learning model is a learning model that is carried

out to increase students' creative thinking through analogy [17]. The number of students in the experimental class was 25 students.

The research results show that most students can understand the material provided by the teacher. This can be seen from the students' cognitive abilities in the pre-test results; the average experimental class was 36, with the highest score of 60 and the lowest score of 20. Meanwhile, the average post-test in the experimental class was 79.2, with the highest score being 100 and the lowest score of 40. In the pre-test results of the experimental class, 24 students did not reach the KKM, and one other student achieved the KKM. Meanwhile, the post-test results showed a significant increase: two students still scored below the KKM, and 23 others had reached or completed the KKM mark.

The results of this study are supported by Fuadi et al., research [18], with the title "Model Sinektik Dengan Media Audiovisual Dalam Pembelajaran Teks Cerita Inspiratif". The result is that synectic learning can improve students' cognitive abilities. Students who achieve KKM scores can be caused because, in the learning process, these students are active and follow the learning process well. In addition, students also have a great curiosity, so they become engaged in asking questions, looking for other references about the material being taught, exchanging opinions in solving problems, being disciplined and timely in submitting assignments, daring to express their thoughts through analogies, and have an interest in the study. Even so, some students still get scores

[17] T Ariska, M Mariyam, and C Utami, "Model Sinektik Untuk Meningkatkan Kemampuan Analisis Matematis Pada Siswa MTS Ushuluddin Singkawang," *Jurnal Derivat: Jurnal Matematika …*, no. Query date: 2023-03-01 13:30:48 (2020), http://journal.upy.ac.id/index.php/derivat/article/view/629; IK Dwi and W Agus Nuryatin, "Keefektifan Pembelajaran Menulis Cerita Fantasi Dengan Model Sinektik Berdasarkan Kecerdasan Linguistik," *Jurnal Lingua*, no. Query date: 2023-03-01 13:30:48 (2019); AA Hadist, D Deswalman, and ..., "ANALISIS PENGGUNAAN MODEL PEMBELAJARAN SINEKTIK DI SMAN 10 KOTA JAMBI PADA PEMBELAJARAN FISIKA," *KoPeN …*, no. Query date: 2023-03-01 13:30:48 (2021), http://ejurnal.mercubuana-yogya.ac.id/index.php/Prosiding_KoPeN/article/viewFile/2802/1031.

[18] MZ Fuadi, Y Gloriani, and DE Mascita, "MODEL SINEKTIK DENGAN MEDIA AUDIOVISUAL DALAM PEMBELAJARAN TEKS CERITA INSPIRATIF," *Jurnal Tuturan*, no. Query date: 2023-03-01 13:30:48 (2022), http://jurnal.ugj.ac.id/index.php/jurnaltuturan/article/view/7693.

below the KKM. This can be caused because when learning takes place, the students do not listen to the teacher's explanation, are not focused on education, are passive in the learning process, ignore the opinions of other students about the analogies given, feel unable to carry out the synectic learning process, and are lazy to think more deeply.

The implementation of the synectic learning model is a learning model that is still new at the An-Najiyah Bahrul Ulum Islamic Boarding School, Jombang. The synectic learning model is a learning model that trains the ability to think to make an analogy of a problem with other events. This creative thinking can make it easier for students to understand the material, which can affect the cognitive abilities of students. Synectic learning is a learning tool for students to achieve competence in knowledge and skills in learning and develop critical thinking, acting creatively, collaborating, and communicating skills [19].

The effect of the synectic model on students' cognitive abilities in Balaghah learning is known by comparing the pre-test and post-test results in the control class with the experimental class using an independent hypothesis testing t-test with a significant level of 5% or 0.05. Based on the results of the t-test table on the pre-test results of the control class and the experimental class, the value of tcount < ttable was 0.878 < 1.994, so it can be concluded that there was no significant difference between the pre-test results of the control class and the pre-test results of the experimental class. The results of the t-test table on the post-test results of the control class and the experimental class obtained tcount > ttable, namely 2.887 > 1.994, so it can be concluded that there is a significant difference in the application of the synectic learning model in Balaghah learning to the cognitive abilities of the An-Najiyah Islamic Boarding School students Bahrul Ulum Jombang.

[19] Ariska, Mariyam, and Utami, "Model Sinektik Untuk Meningkatkan Kemampuan Analisis Matematis Pada Siswa MTS Ushuluddin Singkawang"; A Fuadi, S Affan, and M Jannah, "Upaya Peningkatan Hasil Belajar Siswa Melalui Penerapan Model Pembelajaran Sinektik Pada Mata Pelajaran Akidah Akhlak Pada Siswa Kelas VIII MTS Yaspen …," *... Education: Journal of ...*, no. Query date: 2023-03-01 13:30:48 (2022), https://pusdikra-publishing.com/index.php/josr/article/view/509; YO Jagom, "Pengaruh Model Pembelajaran Sinektik Terhadap Prestasi Belajar Matematika Siswa SMP," *Numeracy*, no. Query date: 2023-03-01 13:30:48 (2020), https://ejournal.bbg.ac.id/numeracy/article/view/1046.

The effect of the application of the synectic learning model on the cognitive abilities of the students was seen based on the results of the pre-test and post-test. The impact of the results of the two tests was obtained because the samples used were homogeneous, the ability of the students was evenly distributed in each class that was sampled, and the effect of each learning model was applied to both the control class and the experimental class after being given a pre-test to the students. With this, we can know the final cognitive ability of students in the learning process of Balaghah. The results of the descriptive analysis of the data showed that the pre-test results for the control class had an average of 36.4 with the highest score of 60 and the lowest score of 20, with an average post-test result of 66.4 with the highest score of 90 and the lowest score of 30. Meanwhile, the experimental class has an average pre-test score of 36 with a most significant score of 60 and the lowest score of 20 with an average post-test score, and the experimental class of 79.2 with a highest score of 100 and the lowest score of 40.

From the results of the research and analysis, it can be concluded that there was an increase in students' cognitive abilities in the experimental class with the synectic learning model compared to the control class, which was not given treatment with the synectic model. This explains that H0 is rejected and Ha is accepted, or implementing the synectic learning model improves the cognitive abilities of the students of An-Najiyah Bahrul Ulum Jombang Islamic Boarding School. The synectic model developed by William Gordon is a learning model that uses analogies to develop the ability to think from various perspectives. The analogy is considered capable of developing creativity because, in metaphor, there is an attempt to connect known and learned concepts [20]. The results of this study are supported by the theory developed by William Gordon, which proves that synectic models based on analogy

[20] H Farahdiyana, "PENERAPAN MODEL SINEKTIK DALAM PEMBELAJARAN SEJARAH UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF SISWA," no. Query date: 2023-03-01 13:30:48 (2020), https://edarxiv.org/hej6x/download?format=pdf.

can increase creative thinking, meaning that they can also improve the quality of learning, especially in cognitive abilities [21].

Apriyani's et al., research also supports the results of this study [22], titled "Pengaruh Model Pembelajaran Sinektik Terhadap Kreativitas Berpikir Metaforis dan Kemandirian Belajar Siswa Kelas VIII MTs Bahrul Ulum Nw Telaga Bagik Tahun Pelajaran 2018/2019. The result is that synectic learning effectively improves learning outcomes and creative thinking skills. Learning outcomes and thinking skills are related to cognitive abilities so synectic learning models can improve students' cognitive skills. There are several supporting factors in the success of the learning process using the synectic model in Balaghah learning. These are a conducive classroom atmosphere, facilities and infrastructure that support the learning process, and students' active participation in the learning process. While the obstacles in the learning process using the synectic model, namely students who are used to learning using the lecture model become less interested, this does not become a severe obstacle to the learning process because it is covered by group divisions that make students more enthusiastic and understand the learning process.

CONCLUSION

Using the synectic learning model affects the cognitive abilities of Balaghah learning in the An-Najiyah Bahrul Ulum Jombang Islamic Boarding School students. This can be seen from the results of the t-test hypothesis test showing a significant value obtained in the pre-test value of the control class with the experimental type, namely 0.878 < 1.994 or t count < t table. While the results of the t-test hypothesis test on the post-test values of the control class and the experimental course obtained data 2,887 > 1.994 or tcount > ttable, it was concluded that there was a significant difference between the post-test results of the control class and the experimental class. Through this, applying the synectic learning

[21] A Amin and A Alimni, *Implementasi Bahan Ajar PAI Berbasis Sinektik Dalam Percepatan Pemahaman Konsep Abstrak Dan Peningkatan Karakter Siswa SMP Kota Bengkulu*, Query date: 2023-03-01 13:30:48 (repository.iainbengkulu.ac.id, 2019), http://repository.iainbengkulu.ac.id/2940/.

[22] Apriyani, Muzaki, and Lestari, "PENGARUH MODEL PEMBELAJARAN SINEKTIK TERHADAP KREATIVITAS BERPIKIR METAFORIS DAN KEMANDIRIAN BELAJAR SISWA KELAS VIII MTS …."

model in Balaghah learning considerably influences the cognitive abilities of the An-Najiyah Bahrul Ulum Jombang Islamic Boarding School. Factors that support the success of education using the synectic model in Balaghah learning include a conducive classroom atmosphere, facilities and infrastructure that support the learning process, and students' activeness in participating in the learning process. While the obstacle in the learning process is using the synectic model; namely, students who are used to using the lecture model become less interested and need regular guidance; this can be covered by group divisions that make students more enthusiastic and understand in participating in the learning process. The research results on synectic learning model variables, which are thought to affect students' cognitive abilities, show a significant impact. The synectic learning model can improve the cognitive skills of the An-Najiyah Bahrul Ulum Jombang Islamic Boarding School students. Based on the results of the research above, it is known that the synectic model has a significant influence on the cognitive abilities of students. So far, the learning process that facilitates students' absorption in understanding material and improves cognitive skills has received little serious attention from both the institution and the teacher. So in overcoming this problem, a learning model that is more creative and innovative is needed. To improve cognitive abilities by using a synectic learning model.

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