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The Effectiveness of *Al-Ta'hil Al-Fiqhiy* Method in Improving the Cognitive Ability of STIBA Makassar Students

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Abstract

The objective of this study is to assess the efficacy of the *Al-Ta'hil Al-Fiqhiy* learning approach in enhancing students' cognitive capabilities at STIBA Makassar. A true experiment with a posttest-only control group design was employed to assess the substantial impact of the method on students in their seventh semester. The findings of this study indicate that implementing the *Al-Ta'hil Al-Fiqhiy* method markedly enhanced students' cognitive abilities. The calculated value of Cohen's *d* reached 1.26, indicating a huge effect size with a probability of 81.4% that the observed difference is due to the intervention and not other confounding factors. Moreover, the results of Cohen's *U3* test demonstrated that 89.7% of students in the experimental group exhibited higher cognitive scores than those in the control group. These findings suggest that the *Al-Ta'hil Al-Fiqhiy* method represents an effective alternative for enhancing the quality of education and fostering deeper comprehension in the field of fiqh.

Keywords: Effectiveness, *Al-Ta'hil Al-Fiqhiy* Method, Cognitive Ability.

Abstrak

Penelitian ini bertujuan mengevaluasi efektivitas metode pembelajaran *Al-Ta'hil Al-Fiqhiy* dalam meningkatkan kemampuan kognitif mahasiswa di STIBA Makassar. Menggunakan true experiment dengan desain posttest-only control group untuk mengukur dampak signifikan dari metode tersebut pada mahasiswa semester 7. Hasil penelitian ini menunjukkan bahwa penerapan metode *Al-Ta'hil Al-Fiqhiy* secara signifikan meningkatkan kemampuan kognitif mahasiswa. Nilai Cohen's *d* mencapai 1,26 menunjukkan efek yang sangat besar, dengan probabilitas superioritas sebesar 81,4%. Selain itu Cohen's *U3* mengindikasikan bahwa sebesar 89,7% mahasiswa di kelas eksperimen memiliki skor kognitif lebih tinggi dibandingkan dengan mahasiswa di kelas kontrol. Temuan ini menunjukkan bahwa metode *Al-Ta'hil Al-Fiqhiy* adalah alternatif yang efektif untuk meningkatkan kualitas pendidikan dan pemahaman mahasiswa dalam bidang fiqh.

Kata Kunci: Efektifitas, Metode *Al-Ta'hīl Al-Fiqhīy*, Kemampuan Kognitif.

Introduction

In Islam, the pursuit of moral improvement is a fundamental obligation that applies to all individuals. In the Qur'anic verse Q.S al-Ra'd/13:11, Allah SWT states.

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Translation:

Allah does not alter the circumstances of a people until they alter their inner conditions. (Ministry of Religious Affairs of the Republic of Indonesia, 2015).¹

The aforementioned verse conveys the notion that the realization of change, whether it be a collective transformation as explicitly stated in the verse or an empirically observable shift in the nature and character of each individual, necessitates the implementation of processes and efforts. This argument can be exemplified in the context of education. The optimal realization of success in the field of education and teaching is contingent upon the implementation of a professional and competent teaching and learning process. Learning is an ongoing process rather than a discrete event; it necessitates the

implementation of efficacious and persistently utilized methodologies.

Educators are pivotal in determining the success of education. It is of the utmost importance that lecturers demonstrate the requisite competence and professionalism to ensure optimal teaching quality. The success of students in the pursuit of knowledge is closely related to the competence and professionalism of educators. It is therefore clear that the role of educators is a highly commendable one and that it is essential to maintain, appreciate, and develop this profession. In this context, it is worth noting the words of the Prophet, as recorded by Muslim bin Al-Hajjāj (1991), who mentions a hadith narrated by Jabir bin 'Abdillah r.a. in which the Messenger of Allah (saw) said:

إِنَّ اللَّهَ لَمْ يَبْعَنِي مُعْتَبًا وَلَا مُتَعْتَبًا وَلَكِنْ بَعَثَنِي مُعَلِّمًا
مُيَسِّرًا (رواه مسلم)

Meaning:

It is not the intention of Allah to send me as a troublemaker or to cause trouble; rather, my role is that of a facilitator. (HR Muslim).²

The Prophet (saw) is the best teacher who set an example in education both before and after receiving the prophecy. This was recognized by those who had direct contact with him. Muslim ibn Al-Hajjāj (1991) mentions a narration from Muawiyah (r.a.) who said that the Prophet (peace be upon him) said:

مَا رَأَيْتُ مُعَلِّمًا قَبْلَهُ وَلَا بَعْدَهُ أَحْسَنَ تَعْلِيمًا مِنْهُ

“... In my experience, I have yet to encounter an educator who demonstrated such exemplary pedagogical skills, both in the classroom and beyond.”³

Teachers play a pivotal role in determining the success of the educational process. However, the depth of intellectual insight cannot be fully realized without a foundation of professionalism and competence in education. Therefore, the competencies that must be possessed by an educator as a condition of eligibility are clearly outlined in Law No. 14 of 2005 concerning Teachers and Lecturers, Article 8. Teachers are required to possess several qualifications, competencies, and certifications, as well as maintaining physical health and freedom and demonstrating the capacity to achieve national education objectives.⁴

The quality of education is contingent upon the learning process

undertaken by students. Teachers must be capable of selecting efficacious pedagogical techniques, employing models and approaches that are tailored to the circumstances and capabilities of their students. The quality of the methods applied in the learning process has a significant impact on student achievement, particularly when they are implemented by professional and experienced teachers.

Some researchers have identified mind mapping models or concept maps/mind maps as an effective learning method. This model is regarded as an effective and appropriate approach for material that is related to problem-solving or decision-making (Rina Febriana, 2019).⁵

In the Ushul Fiqh learning program, designated the *Al-Ta'hīl Al-Fiqhīy* program, the mind mapping model is integrated with other models. A noteworthy aspect of the curriculum is the presentation of material in a simplified manner, with each discussion focusing on a single topic. The opinions selected are those compiled by scholars who have been recognized by academic conferences at each educational institution. To illustrate, the discussion of Ushul Fiqh material according to the Hanbali Mazhab is based on the opinion of Muhammad bin Ahmad bin Abdu al-Aziz al-Futuhi, also known as Ibn al-Najjar, the author of the book *Mukhtasar al-Tahrir fi Ushul Mazhab*

al-Imam Ahmad (Amir bin Muhammad Fida' Bahjat, 2016).⁶

Furthermore, the program offers the additional benefit of structured practice questions and illustrative examples of the application of the theories covered. The questions are prepared using a variety of methods on the specific objectives and characteristics of the material. For instance, multiple-choice questions are presented in the form of tables to enhance comprehension and facilitate a more nuanced understanding of the material (Amir bin Muhammad Fida' Bahjat, 1437).⁷

In light of the aforementioned arguments, this research aims to demonstrate the efficacy of the *Al-Ta'hīl Al-Fiqhīy* method in enhancing students' learning motivation and cognitive abilities within the context of the Ushul Fiqh course at STIBA Makassar, particularly among seventh-semester students enrolled in the Comparative Mazhab Study Programme. Research on the efficacy of learning methods in Islamic education has been conducted, with a particular focus on various methods such as mind mapping, inquiry, and the use of technology. For example, Zaimuddin Wijaya As'ad and Shindi Romahdoni (2017) conducted a comparative analysis of mind mapping and lecture methods for madrasah students.⁸ Meanwhile, Muzainah's research (2021)

examines the inquiry model in the context of learning Ushul Fiqh.⁹ While both studies demonstrate the efficacy of these methods in enhancing learning outcomes, they are constrained to the secondary education level and tend to prioritize learning outcomes in general. This study is distinctive in its focus on the *Al-Ta'hīl Al-Fiqhīy* method at the tertiary level, particularly at STIBA Makassar, where Arabic is introduced in the Ushul Fiqh course. Furthermore, this research is more precise in its objective of enhancing students' cognitive abilities.

This research is distinctive in its examination of the *Al-Ta'hīl Al-Fiqhīy* method, which has not been extensively investigated within the context of Islamic higher education in Indonesia. This study offers a novel perspective by examining the potential of this traditional method to enhance students' cognitive abilities, beyond the scope of general learning outcomes or independence, as discussed in Fitriyah's study (2023), which concentrates on the creation of instructional materials.¹⁰ Therefore, this study makes a notable contribution to the evaluation of the efficacy of traditional learning methods in higher education, which is pertinent to academic requirements in the contemporary era, particularly in the teaching of Ushul Fiqh at STIBA Makassar. This research offers new insights into the development of

Islamic values-based learning methods to meet the demands of higher education in Indonesia.

Method

This study employs an experimental research design. As defined by Sukardi (2018), experimental research is a systematic method for establishing cause-and-effect relationships.¹¹ The research design employed was that of a true experiment, utilizing a posttest-only control group. The post-test is applied to both the control and experimental classes as the dependent variable, with the experimental class receiving the action of applying the *al-Ta'bil al-Fiqhiy* learning model.

The following table presents the design of the research instruments:

Table 1. Research Experiment Design

Group	Ikhwah Class	Akhwat Class
Experiment (post-test)	Y ₁	Y ₂
Control (post-test)	X ₁	X ₂

Information:

Y₁ and Y₂:Receiving *treatment* (*Al-Ta'bil Al-Fiqhiy* model).

X₁ and X₂:Other models implemented at STIBA.

Y₁, Y₂, X₁, X₂: Each class gets a *post-test*.

Analysis process: Comparative Analysis between control (X) and *treatment* (Y) classes.

This research employs a comparative approach. This study aims to ascertain the efficacy of the implementation of the *al-Ta'bil al-Fiqhi* learning model by comparing it with the learning model that has been employed at STIBA Makassar in the instruction of Usul Fiqh courses.

The methodology employed was the post-test, which served as the primary instrument for the sample population selected by the researcher, comprising several students in two control classes, which were divided into ikhwa and akhwat groups, and two experimental classes, which were also divided into ikhwa and akhwat groups. Additionally, observation and documentation were employed as supplementary instruments. The post-test instrument is structured in a grid of questions designed to reveal the substance of the variables that have been determined. In other words, the instrument is used to answer each question formulated in the research problems. The results of the study were obtained through a comparative analysis of the post-test results obtained by each control class and experimental class.

Research Data

The research data are the results obtained through the post-achievement test in two control classes (ikhwah and akhwat) and two experimental classes (ikhwah and akhwat), which constituted more than one-third of the total number of students enrolled in the seventh semester (Semester 7) of the Mazhab Improvement Study Program. The data on student achievement in the control and experimental classes were obtained from the post-test results. The tests are designed to assess student mastery of the subject matter in each subject area. They are conducted once, in a single post-test for the experimental and control groups, using a multiple-choice format. The questions were designed to assess the knowledge of the students concerning the material taught in each class, namely that about Kiyas. This material was selected for analysis due to its status as one of the most challenging within the Usul Fiqh curriculum, featuring extensive discussion content.

Research Instruments

The research instruments utilized in this study are post-tests constructed based on the Ushul Fiqh lecture material taught by each lecturer in each class. The post-tests were identical in both the control and experimental classes, comprising the same number of questions.

Data Analysis Technique

Descriptive statistical analysis was employed to examine the data.

1. Descriptive Statistical Analysis:

This analysis is employed to describe the achievement scores of PM 7 students in the Usul Fiqh course, in both the control and experimental classes. The data to be analyzed from each class are the minimum and maximum scores, the average (mean), variance, standard deviation, coefficient of variation, category of understanding scores on the material, and the percentage of achievement results in the implementation of the posttest.

2. The t-test

The t-test was employed to assess the research hypothesis, thereby determining the impact of the treatment involving the *al-Ta'hil al-Fiqhi* method in the experimental class. The analysis process will be initiated with the Prerequisite Test.

1) Normality Test

Normality Test: The normality test is conducted as a prerequisite for data analysis to ascertain whether the sample data originates from a normally distributed population. The Kolmogorov-Smirnov test is the technique employed.¹²

2) Homogeneity Test

A homogeneity test is conducted as a prerequisite for data analysis to ascertain whether the data set is homogeneous. The Levene test is employed for this purpose.

As evidenced by the research conducted by Conover and Johnson (Kuehl, 2000) in the book Septin Puji Astuti (2023), the Levene test is the optimal choice among the 56 tests of homogeneity of variance for complete randomized designs. The Levene test statistic employs the F value, which is calculated using the following equation:

$$F_0 = \frac{MST}{MSE} \\ = \frac{\sum_{i=1}^a n_i (\bar{z}_i - \bar{z})^2 / (a - 1)}{\sum_{i=1}^a \sum_{j=1}^{n_i} (\bar{z}_{ij} - \bar{z})^2 / (N - a)}$$

Where:

$$z_{ij} = |y_{ij} - \bar{y}_i|$$

y_{ij} = the observation in the i-th treatment.

$\bar{y}_i$ = the median value of the i-th treatment.

MST = mean square total.

MSE = mean square error.

A = number of treatments.

n_i = number of replications in the i-th treatment.

N = total number of observations.

The hypothesis rejection region is:

$$F_0 > F_{a,(a-1),(N-a)}$$

If using p-value, then the rejection area is the p-value $< \alpha$.¹³

1. *Two-Sample t-Test for Unequal Variances*

Once the prerequisite test has been completed, the t-test method can be employed. In instances where the assumption of homogeneity of variance is not met, the Two-Sample Assumption of Unequal Variances will be employed.

A t-test is a statistical test used to compare the means of two groups or samples. In particular, a two-sample t-test assuming unequal variances is employed when it is assumed that the variances of the two groups are disparate. In this type of t-test, the initial step is to calculate the mean and standard deviation of the samples for both groups. Subsequently, the t-statistic is calculated by subtracting the two means and dividing the result by a measure of the variability of the data, known as the standard error. The standard error accounts for the sample size and sample variance of both groups. The t-statistic is then compared to the critical value of the t-distribution, which is calculated with degrees

of freedom equal to the smaller of the two sample sizes minus one. If the t-statistic is greater than the critical value, the null hypothesis, which states that the means of the two groups are equal, is rejected. If the aforementioned conditions are not met, the null hypothesis is not rejected. A two-sample t-test assuming unequal variances is typically employed when two independent samples are available for comparison of their means. This test is employed in situations where:

- 1) The two samples are independent, meaning that there is no relationship between the individuals in one sample and the individuals in the other.
- 2) The population from which the sample is drawn must exhibit a normal distribution, or the sample size must be sufficiently large (at least 30) for the Central Limit Theorem to be applicable.
- 3) It is not assumed that the variances of the two populations are equal. This differs from the t-test of two samples assuming equal variances, which is predicated on the assumption that the variances of the two populations are equal.
- 4) The data is measured at the very least on an interval scale, thereby conferring meaning upon the difference between values and establishing a meaningful zero

point on the scale.¹⁴

2. Cohen *d*-Effect Size

Cohen (2011, p. 617) posited that the magnitude of the influence exerted by a variable on other variables can be quantified through the use of effect size, as evidenced in Thifli Habibi's work (2018). The formula for Cohen's d-effect size is as follows:

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}} \times 100\%$$

Where:

d = Cohen's d effect size

$\bar{X}_t$ = experimental class average

$\bar{X}_c$ = control class average

S_{pooled} = combined standard deviation

To calculate S_{pooled} can use the equation:

$$S_{pooled} = \sqrt{\frac{(N_E - 1)SD_E^2 + (N_c - 1)SD_c^2}{N_E + N_c - 2}}$$

Where:

S_{pooled} = Combined standard deviation

N_E = Number of experimental class students

N_c = Number of control class students

SD_E^2 = Standard deviation of experimental class

SD_C^2 = Standard deviation of the control class.¹⁵

As stated by Rick Gurnsey (2017) in his book, Jacob Cohen is regarded as the figure who introduced the concept of power to the field of psychology (Cohen, 1988). By encouraging consideration of power, Cohen also encouraged attention to effect size, denoted by δ . Cohen's delta provides information regarding the relationship between two populations of scores. In particular, Cohen's method can be employed to ascertain the proportion of a distribution that falls below the mean of another distribution, which is represented by Cohen's U (3) and calculated using a straightforward formula:

$$U_3 = P(|\delta|)$$

U_3 is defined as the probability of a given value of δ , which can be calculated using the cumulative distribution function of the standard normal distribution (Φ). U_3 represents the proportion of scores from one distribution that fall below (or above) the mean of the second distribution.

Cohen's U_3 can be interpreted in two ways. To illustrate, if $\mu_1 > \mu_0$, due to

symmetry, U_3 can be conceptualized as follows:

- 1) The proportion of the H_0 distribution that falls below the μ_1
- 2) The proportion of the H_1 distribution that falls below the μ_2 .¹⁶

Results and Discussion

Data description

The sample was selected based on the principle of probability using the cluster sampling technique. Rather than selecting an individual, the technique was employed to select a group of subjects. The experimental class was randomly assigned according to the schedule determined by the Academic Section of STIBA Makassar, without the knowledge of the lecturer who would apply the *al-Ta'hil al-Fiqhi* learning model. The same procedure was followed for the control class, which was randomly selected from the PM 7 class, comprising both *ikhwah* and *akhwat*. Accordingly, no class is privileged as a sample, according to the requirements of the class action research model as outlined by Sukardi (2018)¹⁷

Table 2. Population And Research Sample

Population	Number of students	Sample
PM	L	Experiment
PM	P	
PM	L	Control
PM	P	

Information:

L = Male

P = Female

PM = Mazhab Comparison Class

The post-test results provide an overview of the data distribution in the experimental class, as illustrated in the following figure:

Table 3. Descriptive Statistics Of Experimental Class Post-Test Results

Post-Test of Experimental Class	
Mean	13.56140351
Standard Error	0.597099056
Median	13
Mode	11
Standard Deviation	4.507999017
Sample Variance	20.32205514
Range	17
Minimum	7
Maximum	24

The mean score of the experimental class post-test was approximately 13.56, which represents the midpoint of the experimental class post-test results. The median of the training class post-test data, which is 13, indicates that the majority of students are likely to have achieved a similar score.

In addition, the mode of 11 indicates that the value of 11 in the experimental class post-test appears with the

greatest frequency, thereby providing insight into the central trend in the data. The standard deviation and sample variation provide insight into the extent to which the data is dispersed from the mean. The standard deviation of approximately 4.51 indicates a notable degree of variation in the post-test scores within the experimental class.

The range of the experimental class' post-test scores reached 17, illustrating the considerable variation between the highest and lowest scores in the class. Overall, the post-test results demonstrate variations in student achievement, with the majority clustering around the middle of the class. However, there were some notable exceptions. This could be an important clue to delve deeper into factors that could affect test results in the classroom.

Table 4. Descriptive Statistics Of Post-Test Results Of Control Class

Control Class Post-Test	
Mean	8.438596491
Standard Error	0.468973138
Median	8
Mode	4
Standard Deviation	3.540669549
Sample Variance	12.53634085
Range	15
Minimum	4
Maximum	19

The results of the post-test indicate that the data distribution in the control class can be summarized as follows:

The mean score of the control class post-test was approximately 8.44, which provides an overview of the median score for the control class post-test results. The mean post-test score for the control class, which was 8, indicates that the majority of students achieved this level of performance. The mode of 4 indicates that a score of 4 on the control class post-test results is the most frequent, thereby providing insight into the central trend in the data. The standard deviation and sample variation provide insight into the dispersion of individual scores from the mean. The standard deviation of approximately 3.54 suggests a moderate degree of variation in the control class's post-test results.

The range of the control class post-test scores was 15, indicating the difference between the highest and lowest scores achieved by the students in the class. The range of the control class post-test scores, from a minimum of approximately 4 to a maximum of approximately 19, provides an upper and lower bound on the distribution of scores. In general, the results of the control class post-test demonstrate a range of student achievement, with the majority of responses falling within the middle range.

Nevertheless, the occurrence of multiple high scores may warrant further investigation. This may be indicative of a group of students with above-average

achievement that requires identification and analysis.

Hypothesis Test Requirements

1. T-Test Requirements

1) Normality Test

Before conducting the t-test in this study, it is essential to ascertain that the data employed satisfy the assumption of normal distribution. Accordingly, a normality test was performed using the Kolmogorov-Smirnov (KS) method.

The data set comprises 57 samples from the control and experimental classes, which have been deemed to satisfy the Kolmogorov-Smirnov normality test. The results demonstrated that the D_n test statistic value for the experimental class was 0.136099918, which was smaller than the critical value of the KS Table (0.180136401). Similarly, the D_n test statistic value for the control class was 0.166876367, also smaller than the critical value of the KS Table. Consequently, it can be concluded that the data distribution tends to approach a normal distribution.

The presence of this normal distribution trend provides a robust foundation for proceeding with the t-test, ensuring that the normality distribution assumption is met. This signifies that the results of the

t-test can be interpreted with greater validity and reliability.

2) Homogeneity Test

The subsequent step in this study is to conduct a homogeneity test using the Levene test. Levene's test is employed to ascertain whether the variability between the experimental and control groups is sufficiently homogeneous. The results of the Levene test indicate significant differences in variability between the control and experimental groups.

$P\text{-value} = 0.0287 < 0.05$ or

$F_{\text{calculate}} = 4.910413519 > \text{from } F_{\text{table}} = 3.925834269.$

Therefore, the null hypothesis, which stated that variance was homogeneous, must be rejected. This suggests that it is not reasonable to assume that the variability between the experimental and control groups is uniform or homogeneous. The results were found to be normally distributed based on the aforementioned homogeneity. Nevertheless, the results of the reliability test indicated a lack of homogeneity. Reliability tests are employed to ensure the consistency of the data produced.¹⁸ Accordingly, the appropriate statistical test is the t-test. Two-Sample t-Test for Unequal Variances

In hypothesis testing, the objective was to ascertain the impact of the Al-Ta'hil Al Fiqhi learning model on students' cognitive abilities. The proposed hypothesis is as follows:

H1: The Al-Ta'hil Al Fiqhi learning model affects students' cognitive abilities.

This hypothesis posits that the Al-Ta'hil Al Fiqhi learning model exerts a notable influence on students' cognitive abilities. In this test, the t-test will be employed to ascertain the extent to which the Al-Ta'hil Al Fiqhi learning model exerts a positive influence on students' cognitive abilities. Following the testing of the normality and homogeneity of the research sample, it was determined that the data exhibited a normal distribution, although it was not homogeneous. Consequently, the t-test was employed. Two-Sample Assumption of Unequal Variances: The results of the t-test on the post-test data of the experimental class and control class are presented below. The results demonstrate that the t-statistic value is greater than the critical t-value, thereby rejecting the null hypothesis (H0). In other words, there is a notable discrepancy between the experimental and control groups about the cognitive abilities of the students. These results demonstrate that the *Al-Ta'hil Al-Fiqhi* learning model has a notable positive

impact on enhancing students' cognitive abilities.

Table 5. T-test results

	Post-Test of Experimental Class	Control Class Post-Test
Mean	13.56140351	8.438596491
Variance	20.32205514	12.53634085
Observations	57	57
Hypothesised Mean Difference	0	
df	106	
t Stat	6.747179187	
P(T<=t) one-tail	4.12163E-10	
t Critical one-tail	1.659356034	
P(T<=t) two-tail	8.24325E-10	
t Critical two-tail	1.982597262	

The blue and black curve diagrams are accompanied by a description that has been automatically generated for the *Al-Ta'hīl Al-Fiqhīy* learning model using Cohen's d.

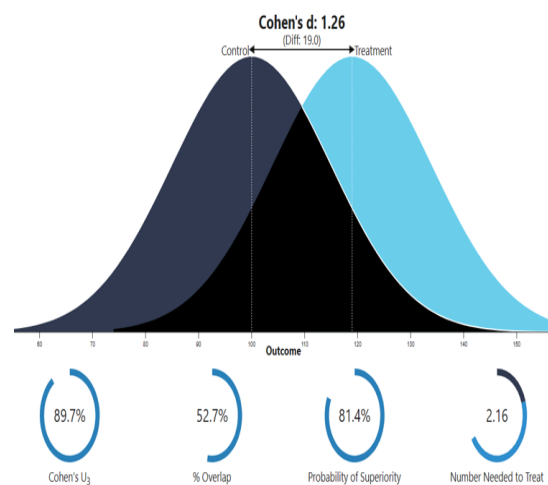
Table 6. Cohen's d

Mean KE	13.5614
Mean KK	8.438596
Standard Deviation KE	4.507999
Standard Deviation KK	3.54067
Cohen's d	1.263862

Cohen's d is a statistical measure used to quantify the magnitude of the difference between two groups. The value of Cohen's d, which is 1.26, indicates that the effect of measuring the *Al-Ta'hīl Al-Fiqhīy* learning model on students' cognitive abilities is of a very large magnitude. The results indicate that the *Al-Ta'hīl Al-Fiqhīy*

learning model has a significant and large impact on improving students' cognitive abilities, with a Cohen's d value of 1.26.

With a Cohen's d value of 1.26, further interpretation can be provided to offer an overview of the impact of the *Al-Ta'hīl Al-Fiqhīy* learning model on the experimental and control groups. Cohen's effect size in an interactive visualization.



Cohen's U3 represents the percentage of the experimental group whose scores exceed the control group average. A Cohen U3 score of 1.26 indicates that 89.7% of the experimental group exhibited higher scores than the control group average. This evidence demonstrates that the *Al-Ta'hīl Al-Fiqhīy* learning model offers substantial benefits in enhancing students' cognitive abilities.

The 81.4% probability of superiority indicates that if one individual from the experimental group and one individual from the control group are randomly selected,

there is an 81.4% probability that the individual selected from the experimental group will have a higher score. This provides further evidence that the *Al-ta'hil Al Fiqhi* learning model consistently contributes to the improvement of students' cognitive abilities in comparison to the control group.

Conclusion

In light of the aforementioned statistical analysis, it can be concluded that the *Al-Ta'hil Al-Fiqhīy* learning model exerts a notable influence on cognitive abilities. The results of the t-test indicate a statistically significant difference in cognitive abilities between students in the experimental class, who were taught using the *Al-Ta'hil Al-Fiqhīy* learning model, and students in the control class, who were taught using conventional learning methods. The statistical value is greater than the critical t, thereby confirming that this learning model makes a significant positive contribution to the improvement of students' cognitive abilities. The measurement using Cohen's d resulted in a score of 1.26, indicating that the *Al-Ta'hil Al-Fiqhīy* learning model has a very large effect on improving students' cognitive abilities. This effect size demonstrates that the model is highly efficacious in engendering substantial disparities in students' academic achievement. The

analysis of Cohen's U3 and probability of superiority demonstrated that 89.7% of students in the experimental class exhibited higher cognitive scores than the average student in the control class. With a superiority probability of 81.4%, this confirms that the *Al-Ta'hil Al-Fiqhīy* learning model consistently produces superior results to the conventional method.

In conclusion, the results of this study demonstrate that the *Al-Ta'hil Al-Fiqhīy* learning model is an effective approach with a notable positive impact on students' cognitive abilities. The *Al-Ta'hil Al-Fiqhīy* learning model has the potential to be adopted more widely as a learning approach that can improve the quality of education, particularly in the field of Islamic studies.

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