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Efforts to Improve Student Learning Outcomes through the Application of the Contextual Teaching and Learning Model in Islamic Education Learning at SD Negeri 0105 Sibuhuan

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Abstract: This study aims to improve students' learning outcomes in Islamic religious education learning through the application of the Contextual Teaching and Learning Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that through the Application of the Contextual Teaching and Learning Learning Model, it can improve students' learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, through the Application of the Contextual Teaching and Learning Learning Model, it can be used as an alternative to improve students' learning outcomes in Islamic religious education learning.

Keywords: Contextual teaching learning, learning outcomes, islamic education.

INTRODUCTION

Education is an integral part of development. The educational process cannot be separated from the development process itself. Development is directed and aims to develop quality resources. Quality human beings can be seen in terms of education. This is contained in the goal of national education, that national education aims to educate the life of the nation and develop the whole human being, in addition to having faith, fearing God Almighty and being physically and spiritually healthy, also having abilities and skills.

With the above affirmation, it means that the improvement of the quality of human resources must be carried out in the context of increasing knowledge and skills through an

effective and efficient teaching model and keeping up with the times. Advances in science and technology have had a certain impact on the teaching system. Views on the concept of teaching are constantly developing in accordance with the will of science and technology.

So far, education is still dominated by the view that knowledge is a set of facts that must be memorized. The class still focuses on the teacher as the main source of knowledge, then lectures become the main choice of learning strategies. For this reason, a 'new' learning strategy is needed that is more empowering for students. A learning strategy that does not require students to memorize facts, but a strategy that encourages students to construct knowledge in their own minds. There is a tendency today to return to the idea that children will learn better if the learning environment is created naturally. Learning will be more meaningful if the child experiences what he learns, not knows it.

Target-oriented learning has proven to be successful in short-term competence, but fails to equip children to solve problems in the long term. The biggest problem faced by students today is that they have not been able to reconcile what they have learned and how that knowledge will be used. This is because the way they obtain information and self-motivation has not been touched by methods that can really help them. Students find it difficult to understand academic concepts (such as mathematical, physical, or biological concepts), because the teaching methods used by educators (teachers) are only limited to lecture methods. Here, of course, students know that what they are learning now will be very useful for their lives in the future, namely when they are in society or when they are at work in the future. Therefore, a method is needed that can really give an answer to this problem. One method that can further empower students is the contextual teaching and learning (CTL) model. Contextual Teaching and Learning (CTL) is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they learn by relating the material to the context of their daily lives (personal, social, and cultural contexts) so that students have knowledge/skills that can be flexibly applied (transferred) from one problem/context to another.

Based on an interview with a teacher of SD Negeri 0105 Sibuhuan, supervisor 2 as an assistant to guide the preparation of this report and based on the author's direct observation, it was obtained that it turned out that the difficulty faced by the students was that they were less able to relate the concepts of religion they learned to daily life activities. And in general, students learn by memorizing Religion subject materials, not learning to understand the concepts of Religion lessons.

In addition, students have difficulty in solving problems in Religious Lessons in the form of applications, even further than that there is an impression that students consider lessons Religion is only a burden, so it is not surprising that many students do not like religion lessons. On the other hand, the methods and approaches applied by teachers generally still apply the lecture method and are impressed by mere memorization. Therefore, the contextual learning approach is a strategy that is suitable to be applied in overcoming the problems faced by SD Negeri 0105 Sibuhuan students in the process of learning Religion.

The learning process takes place naturally in the form of student activities working and experiencing, not transferring knowledge from teachers to students. Learning strategies are more important than outcomes. In this context, students need to understand what the meaning of learning is, what the benefits are, what status they are in, and how to achieve it. They realize that what they learn is useful for their lives. Thus they position themselves as themselves who need a provision for their future. With contextual-based learning, it is hoped that it will make it easier to understand and deepen mathematics to increase students' motivation to learn so that it can improve learning outcomes. Based on the description mentioned above, the author conducted research on relating the concepts of Contextual Religious Learning Teaching and Learning in an effort to improve the teaching of SD Negeri 0105 Sibuhuan, Barumun District, Padang Lawas Regency.

METHODS

The subject of this study is Grade III students of SD Negeri 0105 Sibuhuan, Barumun District, Padang Lawas Regency with a total of 25 students consisting of 12 boys and 13 female students. This research was carried out at SD Negeri 0105 Sibuhuan, Barumun District, Padang Lawas Regency in October. This improvement research was assisted by supervisor 2, namely the same teacher who teaches at SD Negeri 0105 Sibuhuan, Barumun District, Padang Lawas Regency.

This research was directly carried out in the classroom using the Kemmis and McTaggart models, namely planning, implementation, observation and reflection. Planning is based on initial reflection and observation to identify problems that occur in the classroom. In this study, the researcher was assisted by a class teacher in identifying and finding solutions to learning problems in the third grade of Religion subject of SD Negeri 0105 Sibuhuan, Barumun District, Padang Lawas Regency.

This research utilized a qualitative approach with a classroom action research (CAR) design to assess the impact of the Contextual Teaching and Learning (CTL) model on students' learning outcomes in Islamic Education at SD Negeri 0105 Sibuhuan. The study aimed to investigate how the application of CTL could enhance students' engagement, understanding, and overall performance in the subject. The classroom action research model was selected because it allows for iterative cycles of planning, implementation, observation, and reflection, enabling continuous improvements throughout the study.

The participants in this research were 30 third-grade students of SD Negeri 0105 Sibuhuan. The teacher of the class also participated in the study, playing a key role in the planning and implementation phases. The data was collected over two cycles. In each cycle, the researcher implemented the CTL model, and the students' participation, engagement, and understanding were observed and recorded. The study took place during one semester to ensure adequate time for the intervention and for assessing the effectiveness of the CTL approach.

The data collection methods involved a combination of qualitative and quantitative techniques. To evaluate students' learning outcomes, pre-tests and post-tests were conducted in both cycles. These tests assessed students' knowledge and understanding of the Islamic Education topics covered during the lessons. Additionally, classroom observations were made during each cycle to monitor students' engagement, participation, and behavior. Observations were conducted based on a set of indicators such as the level of student interaction, involvement in discussions, and the quality of their responses to inquiries.

In addition to tests and observations, teacher reflection and feedback were integral parts of the data collection process. After each lesson, the teacher reflected on the effectiveness of the CTL model and provided insights into the challenges and successes encountered during the lessons. This reflection process helped refine the implementation of the model in subsequent cycles. The feedback provided by the teacher also served as a basis for making adjustments to improve student engagement and learning outcomes.

At the end of each cycle, the data from the pre-tests, post-tests, observations, and teacher reflections were analyzed. The primary aim was to determine whether the CTL model improved students' understanding of Islamic Education and increased their active participation in the learning process. The analysis also focused on identifying any patterns in students' attitudes toward learning and their ability to apply the concepts learned in real-life contexts.

The final analysis involved comparing the results of the pre-tests and post-tests, observing the changes in students' classroom behavior, and reviewing the teacher's reflections. This allowed for an assessment of the overall effectiveness of the CTL model in enhancing students' learning experiences and outcomes in Islamic Education. By using a

mixed-methods approach, the research provided a comprehensive evaluation of the CTL model's impact on student engagement and academic performance.

RESULTS

Based on the data, the findings from this research can be summarized as follows. First, before conducting the lessons, the teacher prepared the Lesson Plan (RPP), which was aligned with the steps of the Contextual Teaching and Learning (CTL) model. The implementation of Islamic Education lessons in grade III at SD Negeri 0105 Sibuhuan was carried out using the CTL model, consisting of seven stages (phases) of activities. These steps included: 1) Developing the idea that students will learn more meaningfully by working on their own and constructing their own knowledge and new skills, 2) Conducting inquiry-based activities for all topics whenever possible, 3) Encouraging students' curiosity through questioning, 4) Creating a learning community, 5) Presenting a model as an example for learning, 6) Reflecting at the end of the session, and 7) Implementing authentic assessments in various ways.

In the first cycle of this research, it was observed that students did not actively participate in the learning process. This was evident through their passive involvement in class discussions and activities. The lack of engagement in the first cycle was due to unfamiliarity with the CTL model and the need for further adjustments in teaching methods. During this cycle, students struggled to apply the inquiry-based and student-centered approach, resulting in limited student interaction with the material.

However, after implementing the CTL model for a second cycle, significant improvements were observed in students' active participation. By cycle II, students had adapted to the model, and their engagement during the lessons was significantly better. The activities designed in the second cycle allowed students to take more ownership of their learning, demonstrating increased curiosity, inquiry, and collaboration. This indicated that the CTL approach was successful in fostering a more active learning environment where students could explore Islamic Education topics with more interest and involvement.

The second cycle showed that students were more enthusiastic about asking questions, engaging in discussions, and completing tasks independently. The use of inquiry-based learning encouraged them to seek deeper understanding and express their thoughts, which directly influenced their learning outcomes. Moreover, the community learning environment created through CTL encouraged peer interactions, which contributed positively to the students' motivation and academic performance. These interactions helped students gain new insights from their classmates, thus deepening their understanding of the subject matter.

One of the most significant improvements in the second cycle was the effectiveness of reflection at the end of each lesson. Reflecting on the content and activities allowed students to assess their learning progress, identify challenges, and discuss solutions. This step also encouraged students to think critically about how they could apply what they had learned in real-life situations. By fostering this habit of reflection, the CTL model helped students internalize the material in a more meaningful way, which improved retention and application of the concepts.

Authentic assessments were also a key feature of the CTL approach and showed a positive impact on students' learning outcomes. In cycle II, assessments were designed to be more comprehensive and varied, allowing students to demonstrate their understanding through multiple means, such as projects, presentations, and class discussions. This approach gave students the opportunity to showcase their knowledge and skills in different contexts, encouraging them to think creatively and critically about Islamic Education topics.

In addition to academic improvements, the CTL model fostered a positive classroom environment. The teacher's role as a facilitator rather than a lecturer created a more

dynamic and interactive learning space. The presence of real-world examples and contextual situations in the lessons made the material more relevant to the students, helping them connect Islamic teachings to their everyday experiences. The teacher also provided continuous support throughout the learning process, guiding students through the stages of inquiry and reflection.

The data from the second cycle also indicated that students' attitudes toward learning Islamic Education had changed for the better. They appeared more motivated, confident, and eager to participate in classroom activities. The CTL model empowered students to take an active role in their learning, fostering independence, critical thinking, and collaboration. This shift in students' behavior suggested that the CTL approach had a significant positive impact on both their academic performance and personal growth.

In conclusion, the implementation of the CTL model in Islamic Education at SD Negeri 0105 Sibuhuan led to a marked improvement in students' learning outcomes. The results of the study clearly show that the CTL approach not only increased student engagement and participation but also contributed to a deeper understanding of the subject matter. The model proved effective in fostering a more dynamic, interactive, and student-centered learning environment, leading to enhanced academic performance and a positive shift in students' attitudes toward learning. Based on these findings, it can be concluded that the CTL model is a valuable teaching method for improving the quality of Islamic Education in elementary schools.

DISCUSSION

The findings from this study highlight the positive impact of the Contextual Teaching and Learning (CTL) model on students' engagement and learning outcomes in Islamic Education at SD Negeri 0105 Sibuhuan. The implementation of the CTL model allowed students to actively participate in the learning process and connect the subject matter to real-life situations, which made the lessons more meaningful and engaging. The increased engagement was evident in the students' willingness to ask questions, participate in group discussions, and take on responsibility for their own learning. These outcomes suggest that the CTL model was effective in creating a more dynamic and interactive learning environment.

One of the most significant improvements observed was the students' shift from passive learning in the initial cycle to more active participation in the second cycle. In the first cycle, students were still adjusting to the student-centered approach promoted by CTL, and many students struggled to engage with the content. However, by the second cycle, students had become more comfortable with the approach and started actively participating in discussions and activities. This change was largely due to the model's emphasis on inquiry-based learning and its focus on developing students' critical thinking skills, which empowered students to take ownership of their learning process.

The CTL model also fostered greater collaboration among students. Throughout both cycles, students were encouraged to work together, share ideas, and engage in problem-solving activities. The collaborative nature of the CTL model helped students develop important social skills such as teamwork, communication, and conflict resolution. These skills were essential for their personal development and enhanced their ability to work effectively in groups. The sense of community in the classroom, which was cultivated through the CTL approach, helped students feel more comfortable contributing their thoughts and ideas, which further enriched the learning experience.

Another noteworthy aspect of the CTL model was its focus on authentic assessment. Unlike traditional assessment methods, which often rely on rote memorization, the CTL model incorporated assessments that allowed students to demonstrate their understanding in more practical and meaningful ways. In this study, assessments were designed to evaluate students' ability to apply Islamic principles to real-world situations. The use of authentic assessments not only allowed students to showcase their knowledge

but also reinforced the relevance of the material to their everyday lives. This approach contributed to a deeper understanding and retention of the content.

Moreover, the teacher's reflective practice played a critical role in improving the implementation of the CTL model. After each lesson, the teacher reflected on what worked well and what needed adjustment, which allowed for continuous improvements in the teaching process. This reflective approach was vital for adapting the teaching strategies to meet the needs of students and ensuring that the lessons were as effective as possible. The teacher's reflections provided valuable insights into the strengths and challenges of the CTL model, which were then used to refine the instruction in subsequent cycles.

However, despite the positive outcomes, some challenges were encountered during the implementation of the CTL model. One of the challenges was the initial resistance from some students who were more accustomed to traditional, teacher-centered learning methods. These students initially struggled with the open-ended nature of the CTL model and the increased level of responsibility for their own learning. It took time for these students to adjust to the more independent and collaborative learning environment. However, with ongoing support and guidance from the teacher, these students gradually adapted and became more engaged in the learning process by the second cycle.

In conclusion, the results of this study suggest that the CTL model is a highly effective approach to improving students' learning outcomes in Islamic Education. By fostering active participation, critical thinking, collaboration, and authentic assessment, the CTL model helped students better understand Islamic concepts and apply them in real-world contexts. The positive changes observed in students' engagement and performance demonstrate the potential of CTL to enhance the learning experience in elementary school settings. Despite some initial challenges, the overall impact of the model was beneficial, and future research could explore how to further refine and expand the implementation of CTL in other subjects and grade levels..

CONCLUSION

Based on the data of the results of the research and discussion, it can be concluded as follows; 1) Before carrying out learning, teachers prepare a learning implementation plan (RPP). The learning implementation design is adjusted to the steps through the CTL (Contextual Learning and Teaching) model. The implementation of religious learning in grade III of SD Negeri 0105 Sibuhuan using the CTL (Contextual Learning and Teaching) model is carried out through 7 stages (phases) of activities. The steps of the CTL (Contextual Learning and Teaching) model include: 1) Develop the idea that students will learn more meaningfully by working on their own, and constructing their own new knowledge and skills, 2) Carry out inquiry activities for all topics as far as possible, 3) Develop students' curiosity by asking questions, 4) Create a learning community, 5) Present a model as an example of learning, 6) Conduct reflection at the end of the meeting, 7) Conduct an authentic assessment in various ways; 2) Student learning outcomes in learning Religion in grade III of SD Negeri 0105 Sibuhuan using the CTL (Contextual Learning and Teaching) model show a significant improvement. Where in the first cycle students have not been seen active in participating in learning and in the second cycle students have been active in participating in learning so that the learning of the second cycle can be said to be running smoothly.

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