Implementation of Contextual Learning Methods in Improving Learning Outcomes of Belief in the Book of Allah SWT at SMP Negeri 2 Panei

Nining Indah Lestari Lubis ✉, SMP Negeri 2 Panei, Indonesia
Muliati, SD Negeri 095158 Gunung Huluan, Indonesia
Jamaluddin Purba, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia
Sriyani, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

✉ *nininglestari911@guru.smp.belajar.id*

Abstract: Contextual learning is a method that emphasizes the relationship between the material taught and the real experiences of students, so that it can improve their understanding and learning outcomes. This study aims to analyze the application of contextual learning methods in improving student learning outcomes in the material Belief in the Book of Allah SWT. The research method used is a qualitative approach with observation techniques, interviews, and evaluation of student learning outcomes. The results of the study show that the contextual learning method is able to improve student understanding because the material is linked to everyday life. Students become more active in learning, discussing, and are able to relate the concept of faith in the books of Allah SWT with their experiences. In addition, this method helps students develop critical and reflective thinking skills, so that they not only understand the theory, but are also able to practice the values of faith in everyday life. Thus, contextual learning is an effective strategy in improving student understanding and learning outcomes in Islamic Religious Education subjects, especially in the material Belief in the Book of Allah SWT.

Keywords: contextual, learning outcomes

INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping character and increasing students' understanding of Islamic teachings. One of the main subjects in PAI is faith in the books of Allah SWT, which is part of the pillars of faith that every Muslim must believe. However, in learning practice, there are still many students who have difficulty understanding this concept in depth, especially if the teaching methods used are still conventional and do not involve students' real experience (Sanjaya, 2010). Learning that is only oriented towards memorization and lectures is often less effective in improving student understanding. Many students only memorize the material without understanding the essence of faith in the books of Allah SWT and its application in daily life (Trianto, 2011). This shows the need for innovation in learning methods so that students can understand the material better and can apply it in real life.

The contextual learning method is one of the approaches that can be used to improve students' understanding of teaching materials. This method emphasizes the importance of relating the material taught to students' experiences and daily lives, so that

they can understand concepts in a more concrete and applicable way (Rusman, 2012). With this approach, students not only understand the theory but are also able to relate it to the reality of their lives. Contextual learning is based on the theory of constructivism, which emphasizes that the learning process will be more meaningful if students actively build their own understanding based on experiences and interactions with the environment (Slavin, 2015). In the context of PAI learning, this approach helps students connect religious values with their personal experiences so that the concept of faith in the books of Allah SWT is easier to understand and apply. In addition, previous research has shown that contextual learning methods can improve student learning outcomes because they are more engaging and motivate them to be more active in learning (Musfiqon, 2012).

Students who engage in contextual learning tend to understand the material more easily and are able to relate it to their personal experiences. This contributes to the improvement of understanding and application of religious values in their daily lives. Although the contextual learning method has various advantages, its application in PAI learning is still not optimal in many schools. Some of the obstacles that are often faced include limited resources, lack of understanding of teachers about this method, and lack of support in creating a learning environment that supports the application of contextual learning (Sagala, 2013). Therefore, this study is important to examine how contextual learning methods can be applied effectively in learning material of faith in the books of Allah SWT.

Problem Identification Based on the background that has been presented, there are several problems that need to be studied further, namely: 1) Students' understanding of the concept of faith in the books of Allah SWT is still low; 2) The learning methods used still tend to be conventional and lack of relevance to the material with the real experience of students; 3) Lack of active involvement of students in the learning process, so that their learning outcomes are less than optimal; 4) The application of contextual learning methods in PAI learning in schools has not been optimal. Problem Formulation Based on the identification of the problem above, the problem formulation in this study is how to apply contextual learning methods in improving student learning outcomes in the material of faith in the book of Allah SWT. The extent of the effectiveness of contextual learning methods in increasing student understanding and involvement in learning.

What are the factors that support and hinder the application of contextual learning methods in PAI learning This study aims to analyze the application of contextual learning methods in learning material of faith in the book of Allah SWT. To determine the effectiveness of contextual learning methods in improving student learning outcomes in this material. Identifying supporting and inhibiting factors in the application of contextual learning methods in PAI learning. The results of this research are expected to provide benefits for various parties, among others. For Teachers, provide insight and references on the application of contextual learning methods in teaching PAI material, especially having faith in the book of Allah SWT (Rusman, 2012). For Students Help students understand the concept of faith in the books of Allah SWT better and apply it in daily life (Musfiqon, 2012). For Schools: Contributing to the development of more innovative and effective learning strategies in improving the quality of Islamic religious education (Sagala, 2013).

For Other Researchers: As a study material and reference in further research on contextual learning methods in Islamic religious education (Trianto, 2011). Literature Review Contextual learning methods have been widely used in various subjects to improve student learning outcomes. According to Johnson (2002), contextual learning aims to make students able to relate the knowledge they have acquired with real life. In a study conducted by Suherman (2015), contextual learning is proven to improve student learning outcomes in PAI subjects because this method provides a more meaningful and relevant learning experience for students.

In the context of religious learning, research conducted by Rahman (2018) shows that contextual learning methods are effective in increasing students' understanding of the concept of faith in the books of Allah SWT. This is because this approach helps students to

more easily understand and apply faith values in their daily lives. Some of the factors that affect the success of contextual learning methods are the readiness of teachers in managing learning, the availability of supportive learning resources, and student learning motivation (Rusman, 2012).

Therefore, this study will examine how contextual learning methods can be applied effectively in PAI learning, especially in the material of faith in the book of Allah SWT. Framework: This research is based on the theory of constructivism which states that students will more easily understand a concept if they are actively involved in learning and can relate it to their real experiences (Slavin, 2015). In this case, the contextual learning method serves as an approach that helps students build their own understanding in a more meaningful and relevant way. Conceptually, contextual learning methods have several main components, namely: constructivism, inquiry, questioning, learning society, modeling, reflection, and authentic assessment (Trianto, 2011).

All of these components contribute to creating a more interactive and effective learning environment for students. Thus, this study seeks to explore more deeply how the application of contextual learning methods can improve student learning outcomes on material of faith in the books of Allah SWT, as well as the factors that support and hinder its success. The data sources in this study are divided into two types, namely primary data sources and secondary data sources.

The primary data source in this study was obtained directly from the results of observations, interviews, and evaluations of learning in the classroom that used contextual learning methods in teaching faith material to the book of Allah SWT. Data were collected from Islamic Religious Education (PAI) teachers and grade VIII students who were research participants. Secondary Data Sources Secondary data is obtained from various references that support research, such as textbooks, scientific journals, articles, and learning documents related to contextual learning methods and Islamic religious education. This literature study aims to strengthen the theoretical basis and compare findings in the field with previous research (Sugiyono, 2017). In qualitative research, data sources are not only limited to the results of interviews and observations, but also include written documents that can provide additional information about the effectiveness of the application of contextual learning methods (Creswell, 2014). Therefore, the analysis of the Learning Implementation Plan (RPP), syllabus, and student learning evaluation results is also an important part of this research.

Data Collection Techniques Data was collected using three main techniques, namely observation, interviews, and documentation studies. Observation was carried out directly in the classroom to see how contextual learning methods are applied in learning material of faith in the book of Allah SWT. This observation aims to understand the interaction between teachers and students, the level of student involvement in the learning process, and the effectiveness of the strategies used by teachers. Observation is carried out with a non-participatory approach, where researchers only observe without participating in the learning process (Moleong, 2018). Interviews were conducted in a semi-structured manner with teachers and students to obtain more in-depth information about the application of contextual learning methods. Interviews with teachers aim to find out the learning strategies used, the challenges faced, and the extent to which these methods affect students' understanding. Meanwhile, interviews with students were conducted to find out their experiences in learning with contextual methods and their impact on their understanding of the book of Allah SWT.

Documentation Studies involve the analysis of various learning documents, such as lesson plans, student grade lists, and teacher notes on student learning progress. This documentation is used to assess the effectiveness of contextual learning methods from the planning aspect to the final results obtained by students. The data that has been collected is analysed using the interactive analysis method of Miles & Huberman (1994), which consists of three main stages: data reduction, data presentation, and conclusion drawing.

Data reduction is carried out by filtering relevant information and discarding data that is less related to the focus of the research. In this stage, the results of interviews, observations, and documentation are reduced so that only significant data are retained for further analysis (Miles, Huberman & Saldana, 2014). The presentation of reduced data is then presented in the form of descriptive narratives, tables, or interview citations that describe the application of contextual learning methods.

The presentation of this data aims to provide a clearer picture of how this method is applied and how it affects student learning outcomes (Sugiyono, 2017). Drawing conclusions After the data is analyzed, conclusions are drawn based on the findings of the study. This conclusion includes the effectiveness of the contextual learning method, the challenges faced in its implementation, and recommendations to improve the quality of learning in the future. In qualitative research, inference drawing is inductive, where patterns emerging from the data are interpreted to build a broader understanding of the phenomenon being studied (Creswell, 2014). Data Triangulation To increase the validity of the data, this study uses source triangulation techniques and methods (Denzin & Lincoln, 2011). Triangulation of Sources: 1) Data is obtained from various sources, namely teachers, students, and learning documents, to ensure the consistency of the information obtained.

Triangulation Method; 2) Data is collected through various techniques such as observation, interviews, and documentation studies, so that a more comprehensive picture of the application of contextual learning methods can be obtained. According to Creswell (2014), triangulation is very important in qualitative research to increase confidence in research results and reduce researcher subjectivity bias. Stages Data analysis in this study is carried out through several stages as follows: Reading and understanding raw data: 1) Data obtained from observations, interviews, and documentation are read carefully to understand the meaning contained in it.

Grouping data by category: 1) Data is grouped based on specific categories, such as learning strategies, student engagement levels, and student learning outcomes. Determine patterns and relationships between data: 1) After the data are grouped, analysis is carried out to look for emerging patterns as well as relationships between variables in the study. Draw conclusions and make interpretations Conclusions are drawn based on the findings obtained, while still referring to previous theories and research to ensure the validity of the research results. Validating research results Validation is carried out using triangulation techniques, namely by comparing data from various sources and methods. Findings Data Description This study aims to describe the application of contextual learning methods in improving student learning outcomes in the material of Faith in the Book of Allah SWT. The data obtained was analyzed based on the results of observations, interviews, and documentation studies.

These findings include the effectiveness of the method, the level of student engagement, and the impact of contextual learning methods on student learning outcomes. Overview of the Application of Contextual Learning Methods Contextual learning is applied in several stages, namely: (1) The connection of the material with the real experience of students, (2) Problem-solving-based learning activities, (3) Group discussions and learning reflections, and (4) Evaluation of learning outcomes based on concept understanding. Based on the observation results, this method is able to increase active interaction between teachers and students.

Teachers use various approaches such as case studies, simulations, and group discussions to relate the material of faith to the book of Allah SWT with daily life. Student Participation in Learning The level of student engagement increased significantly after the implementation of contextual learning methods. The observation results showed that: 1) 85% of students were more active in group discussions than the previous lecture method; 2) 80% of students are able to relate the concept of faith to the book of Allah with daily life; 3) 75% of students showed an increase in learning motivation after the application of this method.

METHODS

This study uses the Classroom Action Research (PTK) method which aims to improve student learning outcomes in the material of Faith in the Book of Allah SWT through the application of contextual learning methods. Classroom action research was chosen because it can help teachers identify problems that occur in the classroom and provide the right solutions to improve learning effectiveness. This research was carried out in two cycles, where each cycle consisted of four main stages, namely planning, implementation of actions, observation, and reflection. If the student's learning outcomes have not shown a significant improvement in the first cycle, then improvements are made in the next cycle to make learning more effective. This research was carried out at SMP Negeri 2 Panei, with the subject of the research being grade VIII students who had difficulties in understanding and applying the concept of Faith to the Book of Allah SWT. Students were selected based on the results of initial observations and previous test scores which showed that their understanding of this material was still relatively low.

The design of this study refers to the classroom action research model that is carried out in two cycles. Each cycle includes several main steps, namely Planning At this stage, the researcher prepares a learning plan using contextual learning methods, prepares learning tools such as lesson plans, teaching materials, and evaluation instruments that will be used in the research. Implementation of Teacher Actions Apply contextual learning methods in the learning process by relating the material of Faith to the Book of Allah SWT with students' daily experiences so that it is easier to understand. Observation During the implementation of the action, observations are made on the activities of students and teachers to see their involvement in the learning process. Observations are carried out using the observation sheets that have been prepared. Reflection After the action is taken, the results of the observations and tests that have been given are analyzed. If the student's learning outcomes are not optimal, then improvements and re-planning are carried out for the next cycle.

Research Instruments The instruments used in this study include: 1) Learning outcome tests are given before and after actions to measure the improvement of students' understanding; 2) Observation sheets are used to observe the activities of teachers and students in the learning process; 3) Interviews were conducted with students and teachers to find out their responses to the contextual learning method; 4) Documentation in the form of photos, field notes, and student grade lists before and after the action is carried out. Data Collection Techniques in this study were collected through several techniques, namely: Deaf Test The test was given before and after the application of the contextual learning method to see the improvement of students' understanding of the material. Observations are carried out during the learning process to see the level of student involvement and the effectiveness of the learning methods used. Interviews were conducted with students and teachers to find out their opinions on the contextual learning methods applied.

Documentation is carried out to support the data obtained through observation and interviews. Data analysis techniques in this study were carried out using qualitative and quantitative descriptive analysis techniques. Qualitative Analysis Data obtained through observation, interviews, and documentation were analyzed descriptively to explain how the application of contextual learning methods affected the student learning process. Quantitative Analysis Student test result data is analyzed by calculating the percentage of improvement in student learning outcomes using the Success Indicator formula

The success of this study is determined based on the following indicators: 1) Improvement Student learning outcomes are said to increase if there is an increase in the average test score of students after the application of the contextual learning method; 2) Increased Student activity during learning increases if they are more active in asking, discussing, and doing assignments with enthusiasm; 3) Positive Responses from Students

and Teachers The success of the contextual learning method is also measured by the positive responses of students and teachers to the approach applied in this study.

This research was conducted in two cycles to measure the effectiveness of the application of contextual learning methods in improving student learning outcomes on the material of Faith in the Book of Allah SWT at SMP Negeri 2 Panei. Each cycle consists of planning, implementing actions, observations, and reflections, which aims to see the development of students' understanding and identify aspects that need to be improved in the learning process. In the first cycle, before the action is carried out, a pre-test is given to students to find out the extent of their understanding of the material. The results of the pre-test show that most students still have difficulties in understanding the concept of Faith in the Book of Allah SWT, especially in recognizing the differences between the books of Allah and understanding the content and function of each book. During the implementation of the first cycle, contextual learning methods are applied through various strategies, such as group discussions, the use of visual media, and the association of materials with daily life.

Teachers begin learning by asking triggering questions that are relevant to students' lives, for example, How do we know the rules in Islam. This question sparks students' critical thinking and opens their eyes to the importance of God's books as a guide to life. Observations during the first cycle showed that most students were more enthusiastic about learning compared to the conventional lecture method. Students are more active in group discussions and try to relate the material to their own experiences. However, some students still tend to be passive and less involved in discussions. After the learning in the first cycle is completed, students are given a final test (post-test) to measure their improvement in understanding. The results showed an increase in the average score compared to the pre-test, but it did not reach a satisfactory level. There are still students who are not able to explain the differences between the books of Allah clearly, and do not understand the meaning and function of each book.

In the reflection stage of the first cycle, it was found that the lack of variation in the method of delivering material was one of the obstacles. Some students feel that the media used is less interesting and discussion activities are still dominated by certain students. Therefore, in the second cycle, improvements were made by increasing the variety of learning media, providing project-based assignments, and encouraging the active participation of all students. In the second cycle, teachers add audiovisual media in the form of short videos explaining the books of Allah and examples of the application of the teachings of each book in daily life. In addition, students are given the task of making a simple presentation about one of God's books and presenting it in front of the class. The observation results in the second cycle showed a significant increase in student engagement.

They seemed more confident in expressing their opinions and understood the material better than the first cycle. Project-based learning also helps students in internalizing concepts because they learn more actively and deeply. The second post-test is carried out after the second cycle of learning is completed. The results showed a significant increase in average scores compared to the first cycle, which indicates that the contextual learning method succeeded in improving students' understanding. In addition to the improvement in academic scores, interviews with students and teachers also showed that they felt the positive impact of applying contextual learning methods. Students feel more comfortable learning in an interactive way and not only memorizing theories, but understanding concepts more deeply. In terms of classroom activity, there has been an increase in the number of students who are actively involved in discussions and other learning activities.

If in the first cycle only a small number of students actively spoke, in the second cycle more students dared to express their opinions and ask questions to the teacher. Teachers also give positive responses to the methods applied. According to him, contextual learning methods help students understand concepts better because they can relate them to daily life. Teachers also acknowledge that this approach makes learning more engaging and dynamic.

Although the results of the study show a significant improvement, there are still some obstacles that need to be considered. One of the main challenges is the difference in the level of understanding of students, where some students still need more intensive guidance. Therefore, in the application of this method in the future, teachers are advised to provide a more individualized approach to students who are still experiencing difficulties. This research also highlights the importance of engaging learning media in improving students' understanding. By using a combination of discussions, videos, and group projects, students become more motivated to learn and easier to remember the material. The conclusion of the results of this study is that the application of contextual learning methods is proven to be effective in improving student learning outcomes on the material of Faith in the Book of Allah SWT.

In addition to improving academic grades, this method also helps students develop critical thinking skills, increase classroom activity, and deepen their understanding of the material. From the results of this study, it is suggested that contextual learning methods be applied more widely in various other subjects, especially in Islamic religious education materials, which require a more applicative approach so that students not only memorize, but also understand and apply the values learned in daily life. The application of this method also confirms that learning based on real experiences is much more effective than traditional lecture methods. By giving students the opportunity to connect the material with the real world, it is easier for them to understand concepts and apply them in their lives.

The results of this study also provide recommendations to educators to continue to develop innovative learning methods that can improve the quality of learning. Teachers are expected to be more creative in packaging subject matter to be more interesting and in accordance with the needs and characteristics of students. Overall, this study proves that contextual learning not only improves student learning outcomes in cognitive aspects, but also helps in strengthening character and religious values that are very important in their lives. Thus, this method is one of the approaches that can continue to be developed in the Islamic education system in schools.

A study conducted at SMP Negeri 2 Panei explored the implementation of the Contextual Teaching and Learning (CTL) method to improve students' understanding and outcomes in the subject of faith in the Holy Book of Allah SWT. The research aimed to determine whether this teaching method could enhance students' cognitive and affective aspects in learning religious subjects. The study found that applying the CTL method, which emphasizes real-world connections, active student participation, and meaningful learning experiences, significantly improved student engagement and comprehension of the material. In the research, the CTL approach was introduced by integrating real-life contexts and experiences with the lessons about faith and the Holy Book. Teachers facilitated learning by using various methods such as discussions, group work, and reflection on how the teachings of the Quran apply to daily life. This approach helped students relate their personal experiences and observations to the religious content, making it more relevant and easier to grasp. The study revealed that students showed a deeper understanding of the material when they could see its practical implications and connections to their lives.

Moreover, the study highlighted the improvement in students' motivation and participation in class activities. Before the implementation of the CTL method, many students struggled to connect with the abstract nature of the religious content. However, after the CTL approach was applied, students became more enthusiastic and engaged.

They were more likely to ask questions, express their thoughts, and actively participate in class discussions. This shift in behavior indicates that the CTL method fostered a learning environment where students felt more involved and motivated to understand the material. The results of the study also showed a significant improvement in students' academic performance. Post-intervention assessments demonstrated higher test scores and a better overall grasp of the concept of faith in the Quran. Students were not only able to memorize the content but also to comprehend and apply it to their own lives. The research concluded that the CTL method effectively enhances students' learning outcomes by making religious education more relatable, engaging, and applicable to real-life situations. This finding suggests that such an approach can be a valuable tool for improving students' understanding of religious subjects in schools.

DISCUSSION

Contextual learning is a method that emphasizes the connection between the material learned and the real experience of students. In this study, a contextual learning method is applied to improve student learning outcomes on the material of Faith in the Book of Allah SWT at SMP Negeri 2 Panei. The results of the study show that this approach is able to increase students' understanding and involvement in the learning process. The application of contextual learning methods in this study is carried out through various strategies, such as group discussions, the use of audiovisual media, project-based assignments, and reflection. These strategies aim to make students more active in learning and help them understand the concept of Faith in the Book of Allah SWT more easily. In the first cycle, the application of contextual learning methods has shown quite good results.

Students are more interested and active in participating in learning compared to conventional lecture methods. They can relate material to everyday life, such as how God's books provide guidance in their lives. However, there are still some obstacles found in the first cycle. Some students are still not active in discussions and have difficulty understanding the differences between the books of Allah SWT.

In addition, the learning media used is still not varied, so it has not fully attracted the attention of students. To overcome these obstacles, in the second cycle, several improvements were made. One of them is to increase the variety of learning media by using videos and infographics that explain the books of Allah in a more interesting way. In addition, students are given a project assignment to make a presentation on one of God's books, which helps them better understand the material in depth.

The results of the second cycle showed a significant improvement in student learning outcomes. The average score of the post-test increased compared to the first cycle, which showed that students' understanding of the material was getting better. In addition, students are more confident in expressing their opinions regarding the content and function of God's books. Student activity in learning has also increased. If in the first cycle only a small number of students actively asked questions and discussed, in the second cycle more students were involved in learning. This shows that the contextual learning method is able to increase student engagement in learning.

The application of contextual learning methods also has an impact on student learning motivation. They feel that learning becomes more enjoyable because they not only listen to the teacher's explanations, but also do their own exploration through discussions and project assignments. This shows that this method can increase the attractiveness of learning. In addition, interviews with students and teachers showed that contextual learning methods helped students in understanding concepts more deeply. Students find it easier to understand the material because they can relate it to real life.

The teacher also stated that this method is more effective compared to the traditional lecture method. However, there are still some challenges in the application of this method. One of the main challenges is the difference in students' level of

understanding. Some students need more guidance in understanding concepts, so teachers need to pay special attention to those who are having difficulties. Another challenge is the availability of interesting and relevant learning media. In order for learning to be more effective, teachers need to develop more diverse learning resources, such as the use of videos, case studies, and educational games that are in accordance with the topics being taught.

From the results of this study, it can be concluded that contextual learning not only improves student learning outcomes in cognitive aspects, but also in aspects of critical thinking skills and active participation in the classroom. Students not only memorize the material, but also understand concepts and relate them to real life. The application of this method also shows that Islamic religious learning does not have to be done in a conventional and monotonous manner. With a more interactive and contextual approach, students can enjoy learning more and better understand the values contained in religious teachings. As a recommendation, teachers are advised to use contextual learning methods more broadly in other subjects, especially in Islamic religious education. This can help students understand the teachings of Islam better and apply them in their daily lives.

Although the results of this study show a positive improvement, there are still some challenges in the application of contextual learning methods. One of the main challenges is the difference in the level of understanding of students, where some students still have difficulty in understanding the material, even though the learning methods have been made more interactive. In addition, the availability of more interesting and varied learning media is still an obstacle for some teachers. To increase the effectiveness of these methods, more and relevant learning resources are needed, such as quality learning videos, more in-depth case studies, and interactive educational games.

Teachers also need to develop more adaptive and flexible strategies in applying contextual learning methods, especially in dealing with students who have different levels of understanding. A differentiated approach in learning can help all students to understand the material according to their respective abilities. The success of the contextual learning method in this study shows that Islamic religious learning does not have to be done in a monotonous and conventional way.

With a more innovative and real-life experience-based approach, students can enjoy the learning process more and better understand the religious values taught. As a recommendation, teachers are advised to apply contextual learning methods not only in the material of Faith in the Book of Allah SWT, but also in other Islamic religious subjects. This will help students in understanding religious concepts better and internalizing them in daily life. Furthermore, the results of this study can also be the basis for schools to develop contextual-based learning models in various other subjects.

By providing a more real and relevant learning experience, overall learning outcomes can be significantly improved. Overall, the application of contextual learning methods has been proven to be able to improve student learning outcomes, both in terms of cognitive understanding, learning motivation, and activeness in kelas. Metode ini dapat It is used as an effective approach in improving the quality of learning, especially in Islamic religious education in schools. It is hoped that in the future, contextual learning methods can continue to be developed and applied more widely at various levels of education, so that learning becomes more meaningful and relevant to students' real lives. Thus, students not only gain knowledge, but are also able to practice religious values in their daily lives.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of contextual learning methods in improving the learning outcomes of the material of Faith in the Book of Allah SWT in students of SMP Negeri 2 Panei has proven to be effective. This method helps students understand the material better because they can relate the concepts learned to their experiences and real lives. The improvement in

student learning outcomes can be seen from the comparison between pre-test and post-test scores which shows a significant increase after the contextual learning method is applied. This proves that students understand the material better after participating in more interactive and real-life experience-based learning. In addition to improving cognitive understanding, contextual learning methods also have a positive impact on students' learning motivation. Students feel more interested in learning that involves group discussions, problem-solving, and the use of media that is more varied compared to conventional lecture methods that tend to be passive. Contextual learning also increases student activity in the classroom. If previously only a small percentage of students participated in discussions and asked questions, after this method was implemented, more students were actively involved. They feel more confident in expressing opinions and exchanging ideas with classmates. One of the main advantages of this method is its ability to connect teaching materials with students' daily lives. In this way, students not only memorize theories about the books of God, but also understand the functions and values contained in them and how they can guide their lives. This increase in understanding is also influenced by the use of more varied learning media, such as videos, infographics, and project-based assignments. Media that is interesting and relevant to the world of students helps them more easily understand and remember the material being taught. In addition, contextual learning methods also help students develop critical and analytical thinking skills. They not only memorize the content of the material, but also learn to analyze, discuss, and explore more deeply the concepts taught in the material Believe in the Book of Allah SWT.

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